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BUILDING SYSTEM OF QUESTIONS TO DEVELOP STUDENTS' CAPACITY OF READING COMPREHENSION IN TEACHING LITERARY WORKS TO HIGH SCHOOL STUDENTS

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The dissertation can be available for reference at:

- The Center for Information and Library - Ha Noi National University of Education
- National Library of Vietnam

PUBLISHED ARTICLES WHOSE CONTENTS ARE RELATED TO THIS DISSERTATION

1. The role of activating question system with the formation of cognitive skills, evaluation and literary works enjoyment of hight school student. (Educational & Social Review, on 10, 2012)

2. Teaching Literature reading comprehension in secondary schools. (Educational & Social Review, on 11, 2012)

3. Some key principles and criteria for building sets of questions used in teaching literary works for high school students. (Journal of Science, 1B- 2013. Vinh Universty)

4. Lesson plan on reading of Vietnamese literature - teacher's art of knowledge synthesis. (Educational & Social Review, on 1+2, 2014)

5. Developing students' capacity of literary understandings by using multiple choise questions. (Journal of Education, on 6, 2014)

6. Drilling student' skills to summarize literary work - a key element in teaching proses. (Education Equipment Magazine, on 7, 2014)

7. The concept of competence - based assessment and some methods to assess students' language and literature competence. (Educational & Social Review, on 9, 2014)

8. Building question bank for discovering writer's intentional creativeness and school student' positive responsive influence to the writers and literary works. (Educational & Social Review, on 5, 2015)

9. Establishing a system of questions enabling students to explore contents and forms of literary works in philology curriculum for high secondary school. (Educational & Social Review, on 6, 2015)

10. From a life question to a question of liturature work teaching - a lever to students' literature competency development. (Educational & Social Review, on 5, 2016)

INTRODUCTION

1. The motivation of study

1.1. Questions have not been scientifically analyzed, synthesized, applied for our desired effectiveness.

Questions are known and applied in teaching literary works for a long time but rarely do we learn their nature of perception, nature of dialogue but consider them as means and tools to carry out the purposes of teaching. Whatever situations they can be in, probably in teaching literary work, analyzing, commenting a literary work or in teaching reading comprehension like what we have done in the present days, such question related matters as roles, significance, functions and values have not been scientifically analyzed, synthesized, applied for our desired effectiveness.

1.2. Comprehension questions should be improved to develop students' capacity of reading comprehension in teaching literary works.

In the rich and abundant collection of questions, there has "immigrated" a new kind of question – comprehension question. The difference between the regular questions and comprehension questions in term of characteristics, functions and nature has not been adequately analyzed. This is an opportunity for the study to deeply involve in and put an emphasis on the special role of comprehension questions in addition to systemizing comprehension questions.

1.3. Building a system of questions to develop students' capacity of reading comprehension for the better effectiveness of teaching literary works, timely responding to the strong and deep development as well as integrity to education renovation in the national and international scales.

The objectives set out for students' capacity development in teaching in general and teaching literary works in particular are to boldly innovate for positive changes in teachers' and students' perception as well as the actions. Among these tasks, the innovation of building a comprehension question system associated with enhancing the students' capacity to answer the questions play a special and prerequisite roles.

1.4. The questions in textbooks and the questions given by the teachers in teaching hours really do not "leverage" the development of students 'capacity, especially the capacity to answer comprehension questions

At the present time, the questions in textbooks and the questions given by the teachers in teaching hours really do not "leverage" for the development of students 'capacity, especially the capacity to answer comprehension questions while learning literary works. This is what we are really concerned and therefore want to find appropriate solutions to enable teachers to overcome difficulties in teaching literary works.

For these reasons and fact mentioned above, we have decided to study the theme: "***Building systems of questions to develop students' capacity of reading comprehension in teaching literary works to high school students***."

2. Subjects and scope of the study

2.1. Subjects of the study

Theoretical background of the content and characteristics of comprehension questions and their possibilities of application to in teaching literary works to students is the subject of this study..

2.2. Scopes of the study

The scope of this study is to find the theory and reality of how comprehension questions were originated and developed in teaching literary works and to apply reading comprehension questions in a positive, creative manner to bring about true efficiency while teaching literary works to students.

3. The purposes and objectives of study

3.1. Purposes of study

- Building a system of questions to develop students' capacity of reading comprehension basing on the questions used in teaching literary works to senior high school students
- Emphasizing the significance and the importance of building the questions to develop students' capacity of reading comprehension in the context of education renovation
- Suggesting measures on how to develop that system of questions to develop students' capacity of reading comprehensions in teaching literary work

3.2. Research tasks

- Conducting surveys on the demand for radical and comprehensive innovation of teaching curriculum of general education; to learn the points of views and experiences of teaching reading at home and abroad;
- Evaluating the system of questions of reading comprehension in literature textbooks, in literature teacher's books, studying the reality of teaching reading comprehension and using comprehension questions to develop students' capacity of reading comprehension applicable to literary works at senior high schools;
- Contributing to the improvement of theory on questions to develop students' capacity of reading comprehension in teaching literary works to senior high school students;
- Conducting the teaching literary works under pedagogical experiment at senior high schools to test scientific hypotheses and the feasibility of questions to develop students' capacity of reading comprehension,

4. Research methodology

The dissertation is done by applying the following research methods

- Document study: this method is used to determine the basis for theoretical and practical background . The materials to be used for research includes documents related to building question system to develop students' capacity of reading comprehension in teaching literary works to students at the high school, the documents related to such practical teaching curriculum of

reading comprehension as well textbooks and teacher books. This method is done through analysis, synthesis, comparison ...

- Surveys: Surveys on the level of awareness, the results of the teaching and learning of teachers and students in the process of applying question system to develop students' capacity of reading comprehension in teaching literary works to students at the high school. Statistical measures is also applied in the textbooks and lesson plans of teachers to see the advantages and disadvantages in the process of teaching reading comprehension of teaching literary works to students at the high school towards capacity development pupil

- Pedagogical observation: observation of students' learning activities (Answering questions) in relation to the teacher's teaching activities (giving questions) to explore innovation in the use of questions by teachers and students in the teaching hours of literary work.

- Evaluation of experts: the dissertation's author exchanged, gathered information from experts on issues related to such topics as: questions, capacity development, comprehension and capacity development in teaching reading comprehension in high school.

- Pedagogical Experimental teaching: this method is used to evaluate, adjust and improve the system of questions to develop students' capacity of reading comprehension, and is done as follows: selecting some schools that ensure the predetermined criteria, conducting experimental teaching with lesson plans using question system to develop students' capacity of reading comprehension; getting information from the experimental teaching, checking and evaluating the results ; classifying and processing the data by using SPSS, calculating parameters such as frequency, average marks, standard deviation from which comments and conclusions on the feasibility and effectiveness of the question system to develop students' capacity of reading comprehension are made

5. Scientific hypothesis

The questions in literary work are highly valued. If the system of questions to develop students' capacity of reading comprehension in teaching literary works to high school students is suitable to the characteristics of literary works, to the students' capacity of reading comprehension, and to teachers' awareness and real creative application, it will surely contribute to improve the efficiency and quality of teaching literary work. Thereby, the dissertation contributes to concretize and accelerate the goal of radical and comprehensive innovation education and training for the education sector.

6. Contribution of the dissertation

6.1. In theory

- To Initially provide the sketch of perception, content, characteristics and nature of question system to develop senior high school students' capacity of reading comprehension in teaching literary works

- To analyze the reality of use questions in general and question to develop senior high school students' capacity of reading comprehension in

particular to build up the background to confirm the scientific nature, the interest and modernity of building a question system to develop senior high school students' capacity of reading comprehension in teaching literary works. The research results of the thesis continues to supplement, improve and affirm the radical and comprehensive shift towards the entire education from knowledge transmission to the students' quality and ability development.

6.2. In practice of teaching

To recommend an effective and practical constructions and use of question system to develop senior high school students' capacity of reading comprehension in teaching literary works

7. The organization of the dissertation

In addition to the Introduction , Conclusion , Appendix and Reference, the dissertation consists of 4 chapters with the following contents:

Chapter 1: Overview of Research Issues .

This chapter will clarify the matters concerning to the research tasks; determine the key contents of the dissertation and then implement the specific details

Chapter 2: The scientific basis of building question system to develop senior high school students' capacity of reading comprehension in teaching literary works

This chapter will present, analyze, synthesize and evaluate all the dissertation related theory and reality. These are the fundamental basis by which requirements, principles and measures are determined to build question system to develop senior high school students' capacity of reading comprehension in teaching literary works

Chapter 3: Measures to building and applying question system to develop senior high school students' capacity of reading comprehension in teaching literary works

This chapter, principles and measures to build and apply question system to develop senior high school students' capacity of reading comprehension in teaching literary works are determined. We also suggest concrete measures, correlative meanings and examples basing on the selection, generalization of the contents of questions used in specific situations in teaching literary work to senior high school students. These measures and principles will be flexibly and creatively used with the consideration of different students' level

Chapter 4 : Pedagogical experimental teaching

This chapter is the realization of the principles and measures introduced in the previous chapter through lesson plans and the process of conducting pedagogical experimental teaching. The teaching process will be evaluated for its effectiveness and feasibility of implementation and then valuable lessons on building and applying question system to develop senior high school students' capacity of reading comprehension in teaching literary works will be withdrawn.

MAIN CONTENTS
CHAPTER 1: LITERATURE REVIEW

1.1. The research history of questions

The concept of "learning" was born as a principle in life and learning so it is probable that a question is always present in our daily lives. Some questions are set out to seek for answers or even no answer. People always pose questions to express needs to learn the world around and aspirations of human perception. A question is also the primary means for communication between people.

In teaching, a question is a tool for teachers and students to communicate with each other. Through questions and answers, useful information is provided in order to exploit and supply additional knowledge for students. Normally, teachers give questions, students answer them. Sometimes, students ask teachers questions when students want to present the questions, doubts that they personally want to be explained. Students ask their friends questions to exchange their knowledge and experiences, and sometimes they ask themselves questions. This is a way for them to gradually learn the unclear issues and challenges their own creativeness. This process indirectly shows the close relationship between the teachers and students, the usefulness of questions and how to use questions.

The withdraw lesson for us was that it is not the final goal of study for a perfect answer to be given, but more important is the questions to be given after that.

In Vietnam, many researchers, for example Nguyen Thanh Hung, Phan Trong Luan, Ngueyn Thi Thanh Huong, Nguyen Trong Hoan, Nguyen Loc, Nguyen Viet Chu, Nguyen Ai Hoc, Nguyen Quang Cuong, Tran Dinh Chung, Truong Thi Bich... have been interested in issue of question. Each researcher, every author concerned with other issues, but basically, these authors focused on the key content of the question; its systematic nature, how much it could arouse people’s curiosity to discover and find answers.

In late 2010, Nguyen Thanh Hung published a written elaborately article entitled "Questions in teaching literary works and modern perspectives" in the journal "Journal of Science Education" (on 60, in 9, 2010). The paper sets out three approaches of questions in teaching literary works. First, is the ontological approach to questions. It finds the origin, formation and prospects of question. Next is the existential approach to the teaching literary works. The third approach is the approach by creative theory.

The matter of question is also the theme for many doctorial dissertations and ministerial level study. Conducted by collectives and individuals. Here, we introduced three studies, two dissertations and one ministerial level study in the chronological order. The first is the doctorial dissertation "System of questions in literature textbooks" by Nguyen Quang Cuong. Also discussing issues related to questions, at ministerial level research projects "Construction of question format, exercises for students when teaching historic literature modules used at the University of Arts", Hoang Thi Mai also outlined many new directions for questions. A research on comprehension questions, a recent thesis "Model of questions in teaching text comprehension discourse in high school Language Arts program" by Pham Thi Hue.

1.2. The research history of capacity

In this dissertation, the term capacity is clarified under the following angles: etymology, Marxism and Leninism's point of view, integrated teaching, the students' structure of personality and social actions

- According to the draft on the "overall general education program" enacted by the Ministry of Education and Training on 08/05/2015, Vietnam's new general education program's will look forward to forming eight general capacities for students. Eight capacities are: Capacity of self-study; Capacity to solve problems and create; Aesthetic capacity; Physical capacity; Communication capacity; Cooperation capacity; Calculation capacity; Capacity of information technology and communications.

1.3. The research history of development

The concept development that we are interested in have two contents. The first is the refreshment, and best fulfillment of available questions. Second are those that are able to impact on the gradual formation and completion the students' capacity of reading comprehension.

In order for the students' capacity of reading comprehension to be developed, great importance should therefore be attached to looking at the students' unique characteristics in the community's diversified sets of personalities so that the harmonious relationship between the logical and cognitive capacity, capacity evaluation and capacity to enjoy the world's humanity to be implemented.

Praising personality and personal uniqueness is indeed a great achievement of modern humanism. It vehemently criticized the equalizing and lowering individual creative personality of the human ego, directed at the development of parallel interests of each individual and others in the community to nurture it without losing value of life. That is likely to be changed into something else better and have found themselves, realize themselves, to find a consensus with society and his time to be developed.

1.4. The research history of teaching comprehension

1.4.1. Research history of comprehension

Reading is a new concept appeared recently, about the 40s of 20th century. The concept of reading is associated with the concept of reading text.

Some authors have noted reading as language behavior. in the article "Reading comprehension and teaching reading comprehension", Nguyen Thai Hoa has also outlined the problem of text reading: "Whether it is simple or complex, reading is an act of language, using a series of methods and schemes to manipulate with visual, hearing organs to receive, analyze, decode and remember the content of information, document structure. Nguyen Trong Hoan stressed: "Read not only by the technique but also read with soul, read by the cultural indement, and constant experience. Reading the text is reading people, reading the writer's personality to perfect our personality. And so, every image, every detail in his work as well as hints to visualize, imagine, compare to sound intellectual readers. Reading the text to see people, see the times. Xavier

Roegiers said: "Reading the text never means just reading simple text, but implies the perception of the way we understand the work, somehow figure out what his work". Agreeing with the opinion of Xavier Roegiers, author Antoine also commented that: "The experience of reading course is a dual experience, vague and tough: between understanding and love, between the writer literature word and implied pictures, between freedom and bondage, between attention to other people and their self concerns. From conception to read documents like the researchers to acquire and develop the concept of reading comprehension. Reading is a scientific category with theories and concepts. Reading comprehension is originated sole reading, especially reading literature texts but it is not by that viewpoints that reading comprehension is reading with a expressiveness or reading for aesthetic aspects".

Pham Thi Thu Huong also talked about finding meaning in reading as follows: "Reading the text is in fact the reader creates the tectonic significance of such documents through a system of activities, actions". In his "Handbook of reading research", M. Pressley said that the first thing to teach reading comprehension for students is to teach reading words. That is the basis to understand and understand the message that the author wants to transmit. M. Pressley also said that the most effective measures in teaching reading is to give questions relating to the texts.

Under the perspective of text structure for a literature work, Nguyen Thanh Hung divided reading into three levels. His first suggestion is "reading for meaningful words by word structure," then followed by "reading stories meaningful value iconic structure" and finally the "reading value meaning floors and attention to your thoughts on life's work

1.4.2. Research history of teaching comprehension

Pham Thi Thu Huong once suggested that "we should distinguish reading comprehension and teaching reading comprehension as the activities belong to learners and teachers separately.

In general, all the articles, books or research on reading comprehension have more or less presented, interpreted in relation to teaching reading in schools. The research works in favor of the theory comes from reading comprehension documents with technical operations, skills of all kinds and different genres like Hertimer Adler. The study book "Teaching Reading in Primary" by Le Phuong Nga; and the book "Teaching Reading in Primary" by Nguyen Thi Hanh with a presentation about the scientific basis of teaching reading comprehension.

The authors Nguyen Thanh Hung, Tran Dinh Su, Do Ngoc Thong, Pham Thi Thu Huong, Nguyen Trong Hoan, Tran Dinh Chung, Nguyen Thanh Binh... have raised their opinions on "model of teaching reading comprehension for literary works by genre". Teaching reading comprehension instruction under "tactical comprehension" the authors Pham Thi Thu Huong suggested 10 tactics or actions.

CHAPTER 2: SCIENTIFIC BACKGROUND OF FORMING QUESTIONS TO DEVELOP STUDENTS' CAPACITY FOR LEARNING READING COMPREHENSION IN TEACHING LITERARY WORKS

2.1. Scientific background of forming questions to develop students' capacity for learning reading comprehension in teaching literary works

2.1.1. Practical content of the questions

2.1.1.1. Questions in life - the freedom of thought, desire to conquer knowledge

Language is the expression and is also the result of thinking. On the other hand, language is also an essential tool of life, the magical and intentional phenomenon.

Questions have existed long in human life and occurred differently in everyone, to be understanding and to be loved, to prepare the opposite advantages and challenges that await in life, Looking back, we recognize the characteristics of questions in social life: it exists as an indispensable part of life. Its measurements are all conscious of every person's life, this kind CH exists as a vehicle for individual personal development, it is not bound by time to respond.

2.1.1.2. Questions in teaching - communication culture in schools

An obvious phenomenon in teaching methodology is to raise questions. Teaching methods of presentation, questions, conversations, tectonic... are using questions with different extents and efficiency. A question is a "honorary citizen" that is indispensable in "the world of teaching method" because by nature a question is done mainly by dialogue in the teaching process to utilize basically two potential human subjects and media language and creative production.

Questions in teaching the questions specified in the life on the basis of differentiated specialized field, but extremely diverse and complex than those in the lives. Questions are expressed in teaching content and quality culture in schools.

Besides, questions in teaching must follow objectives, requirements to be achieved by the unit. The requirement of objectives must be at the forefront when setting questions. In teaching, the purpose of asking questions will gradually make adjustments and guide the development of the level of awareness to the desired results through questions.

A very important note of using questions is to pay attention to the system of questions in teaching and the nature of the subject. When we aim to ask questions to make in view of teaching communication - dialogue - of the culture in general in our lives must gradually learn the dialectical relationship between setting and answering the questions, we must know the art collaboration to ask questions and try to stop a positive answer in class with proper attention to "silence boom" contains the concentrated reflection, legitimate tension.

2.1.1.3. Questions in teaching literary works – a leverage to foster humane feelings, enhance knowledge and develop and perfect personality for students.

a) Questions in poetic and literary world – a reference on the teachers' ways of asking questions rich in rhetoric and metamorphic values

Those are the characteristics of questions without response, and are elicited only thinking for the reader. Sometimes teachers should also take advantage of it in teaching. Answering to questions as self-examination of conscience, as a kind of lull sank into the soul of human life, probably their concerns. It's a very rich, diversity and natural background for us to think more and have better use of questions in teaching. Questions in teaching literary works have been touched upon in a lot of the Symposium, Seminar on specialized scientific theory and methodology of teaching literature, in the research collection, in the individual monograph and an explanation in textbooks of different levels.

b) The dialectical relationship between the questions and answers in teaching literary works.

All of us know that giving a true question guarantees half the answer to students. This issue has not been mentioned in the history of research in teaching ever. A question is a means of teaching and is content as well as the perspective of communication and dialogue skills

The concept of comprehension questions for literary works

The comprehension questions for literary works are questions that readers actively set out to exchange and debate, to understand and evaluate the content and form of the value of the work. The comprehension questions for literary works forced students to apply appropriate action, and a positive reading creativity to detect characteristics of the content and form of the work to understand its significance in the relationship between authors and readers, a chance for students to meet, and think more about the work. That's probably the questions about the author's intention, the point of view of a writer on art and human lives over the title, subject, texture, poetics, genre, style of writing, or are the problems the content and form of presentation of the work that I have not mastered. In addition, The comprehension questions for literary works should follow previously asked questions with possible answers to move on to the next reading.

c) Characteristics of comprehension questions for literary works

It should be stressed in order to distinguish the characteristics of the comprehension questions for literary works with common question is that: First, reading the comprehension questions for literary works apply the appropriate action to read the specific purpose of development present, analyze, explore, evaluate and enjoy the unique values of the art world of work and the students' experience of content, meaning and relationship of human society, human in the works evoke the sharing, empathy and respond as the approval or their disapproval. Second, The comprehension questions for literary works should go deep into the intrinsic relationship harmonious, deep, between knowledge awareness capability to assess the capacity of art forms emotional impact on aesthetics and detection capability, nourishing beauty, empathic joy, sadness, raising identified in the action, and the whole structure works of art. Root of the problem often lies in applying precise reading skills, reading analysis, creative reading and reading work accumulated to find the depth and vitality of the work

2.1.2. The basic issue of development

2.1.2.1. Definition of development

Development in defined under the perspective of etymology, philosophy, educational psychology and hermeneutics.

2.1.2.2. The nature of questions for development

Broadly speaking, the nature of questions for development is the natural expression of the aspirations for maturity and perfection of personality, creativity and abilities of man that is posing a problem.

Questions for development are presented in a process consisting of dialectical unity with the leap in accordance with the internal laws of movement and the influence of objective environmental impacts, in which they contain purposes, motivations and strategies to promote the development through the interaction between the individuals and society to form, develop the capacity to their meaningful values.

2.1.3. Fundamental elements of capacity

2.1.3.1. The concept of capacity

It is defined in Vietnam's Encyclopedia (Volume III) that: “Competence is the characteristics of individuals who demonstrate proficiency level - that can make a mature way and certainly several specific activities”. Pham Minh Chanh, the author of the article "students’ capacity development oriented teaching" has added the aspect of experience, readiness and moral responsibility to capacity. Do Ngoc Thong was concerned with the matter of human resources (or also known as one of the energy resources in learning at school and in society). In addition, he considered capacity as a standard capability, a state or a quality. In his article "Identification of common core capacities for general education programs after 2015 and some of the issues about the application", Luong Viet Thai tried to delve into the nature of the action capacity, by proposing action knowledge and skills to conduct the psychological conditions for the organization and implementation of knowledge skills on the basis of agreement clearly oriented as the engine will feel the attitude.

2.1.3.2. The main contents of questions to develop students’ capacity

- Questions to develop capacity are questions that impact on students' comprehensive capabilities including thinking power formed and applied thanks to the system of development questions

- The questions to develop capacity are those that call for students’ efforts for deep thinking, their comprehensive capabilities to academic subjects that students should acquire.

- System of questions to develop capacity also pays great attention to the expression of questions (how to ask questions that art). So, first it is necessary to develop linguistic competence in communication to understand (mutual understanding) between the questions and answers. Language capability is a quintessential manifestation of communicative competence and the human’s overall capacity, including thinking capacity and capability to interpret, express, present, comment, describe, discourse ... In this dissertation, language capacity

is expressed by how to ask questions, by the form of words to express questions appropriately and meet the wishes of teachers for a satisfactory answer. That is thinking capacity. In thinking capacity, we should pay attention to creative thinking and critical thinking capacities. The third contents questions to develop students' capacity is the ability of self-awareness

2.1.4. Fundamental elements of reading comprehension

2.1.4.1. Defintions and characteristics of reading comprehension

Considering the mutual suppliment between the term of "reading" and "comprehension", we have a new concept of reading comprehension, which is defined as follows: Reading is a concept in the categories of researching and teaching literature. Concept itself is related to the capacity of reading, act of reading, reading skills. The concept of reading comprehension is also associated with cognitive performance, evaluation and enjoyment of the readers to grasp the meaning of words and the artistic form of literary works if readers know how to apply the appropriate reading. Accurate reading leads to proper understandings. Applying reading techniques carefully means deep understandings. Being proficient with reading experience helps readers understand the beauty, the humanity

Reading comprehension reveals the ability to read, and read implied things, things unsaid in the text and the entrenchment of the unconsciousness, the unexpected associates that highlighted ideological content works. Reading comprehension expresses the ability to penetrate and uncover the artistic messages recorded by the writers. All literary works always exist in the form of possibility, of potential state and they are always understood by the readers' access, analysis, interpretation, re-evaluation in order for the readers to understand new visions, new meanings.

2.1.4.2. the main contents of reading literary works for comprhension

Capacity of reading comprehension is rooted from cultural capacity and close to literary reception capacity. In particular reading level, ability to grasp information signals artistic, aesthetic evaluation messages and understand them in a more interactive way to engage many communication elements of art and culture and society in the process read and interpret the significance value of the work. From the definition of reading comprehension and reading ability that the author has found the thesis and recap, we see the emergence of the most basic content comprehension and reading ability that the researchers relatively found: the capacity of reading is active search for meaning awareness of interactive relationship between the reader and the text adopted as tectonic expression, response feedback, use and decipher text files ... On that basis, the thesis presents conceptual comprehension capacity as follows: capacity reading is the process of mastering cognitive performance information and messages focused aesthetic art of literary works through the application of diverse reading activities with the purpose to explore, additional ideas for writing work through dialogue between the actors read (including the writer) to shape an authentic meaning in cultural context read the specific chemical.

2.1.4.3. The structure of capacitu of reading comprehenstion to a literary work

a) Capacity to learn ideological content and artistic form of literary works

This capacity can help students meet the cognitive functions and values of education that all schools have to be responsible. Knowledge, skills, experience and methods are the background for students' capacity formation and developments

b) Capacity to assess the society's multistage implications, artistic creativeness with a measure of literature, culture, era.

The capacity to make self-assessment is the ability to take responsiblity for thinking, speculating, which show students' wills

c) Capacity to enjoy the beauty, the " aesthetic empathy " to purify the soul.

The capacity will strengthen the students' ability to persuade others and to be self-aware. This helps to build the capacity to touch upon the artistic values of literary works.

2.1.4.4. Concepts and characteristics of comprehension questions for teaching literay work.

a) Concepts of comprehension questions for teaching literay work

The comprehension questions for literary works are questions that readers actively set out to exchange and debate, to understand and evaluate the content and form of the value of the work. The comprehension questions for literary works forced students to apply appropriate action, and a positive reading creativity to detect characteristics of the content and form of the work to understand its significance in the relationship between authors and readers, a chance for students to meet, and think more about the work. That's probably the questions about the author's intention, the point of view of a writer on art and human lives over the title, subject, texture, poetics, genre, style of writing, or are the problems the content and form of presentation of the work that I have not mastered. In addition, the comprehension questions for literary works should follow previously asked questions with possible answers to move on to the next step of reading.

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2.1.4.5. The comprehension questions for literary works

a) Characteristics and requirements of The comprehension questions for literary works

The comprehension questions for literary works have both similarities and differences with other questions in conventional teaching

- They are similar in that it must retain the characteristics of the questions: reading in many different ways and the specific action. This is an important part of teaching students how to read, reading methods, reading strategies and measures to effectively read ... to understand what is in the works and the works. Each kind of reading serves as tools, means and techniques that may impact on new important places of work for students to feel and penetrate and draw ideological meaning, the value of work in the creative potential of the author, in the circumstances of the work and the sense of independence from readers.

- They are different in that the comprehension questions for literary works must come from the need to achieve in terms of knowledge, skills, attitude and work elicited contained. The comprehension questions for literary works should be compiled systematically.

b) Reading comprehension questions in teaching should be compiled with the system, this is an important point that we saw in the opinions of many people. Questions in teaching reading comprehension must encourage and guide students to apply appropriate and effective actions varied reading works. This system of question should be combined with other teaching methods to form the ability to read through the reading comprehension skills such as precision, analytical reading, creative reading, accumulative reading, responding reading to improve reading culture in and outside schools closely with students' reading ability.

c) The system of questions for reading comprehension in teaching literary works

The first one is functional question that aim to values and meanings of the literary work that they readers should read.

Functional questions ares classified into three categories

- The questions including question that help students to read and summarize the exact content of the literary work, the artistic points of view in career of author, of which the time, composing situation, the art style are the most important.

- The second group of questions for discovery, detection, research of unique contents in the works. They are questions for values, meanings through work’s name, genre, structure, themes and an process of presentation.

- The last group are those that specify and generalize the art in the ambiguity integrity of the work.

Second, influenced questions aim at creating interaction between students and literary works to make the dimensional meanings in reading comprehension

Influenced questions also aim at such matters as awareness and self-awareness; understanding and empathy; acquisition and critics. It is noticeable that modern teaching, there is special attention to questions for responses.

2.1.4.6. Questions to develop students' capacity of reading comprehension

a) Contents of questions to develop students' capacity of reading comprehension in teaching literary works

First the basic content of the question to develop students' capacity development is focused on developing the capacity of thinking especially of critical thinking and creative thinking. The second content is to strengthen and accelerate the development of linguistic competence, including dialogue as a capacity continues to perform the art of asking questions is "asked to asked "and the capacity to ask questions, to express through language questions correctly in light of questions that students understand the profound implications of the issues raised and sought to interpret the answers presented by they. In other words, by answering the questions, students are implementing the skills of language competence via presentation explanation, interpretation. Third basic content of the questions is to promote awareness capabilities, especially self-awareness capabilities to develop self-awareness capability to use commenting questions, responsive questions.

Each type of questions reflect the common characteristics of the questions that explore methods for students to understand and survive in its development.

b) The chracteristics of questions to develop students' capacity of reading comprehension in teaching literary work

These questions must meet the following feuatures:

Firstly, they are functional questions, meaning that the questions make the students to coordinate the ideas together to create the full and complete knowledge. In short, they help students to make an in-depth exploration of the ideological content and artistic form corresponding to literary works.

Second, they are influenced questions. These questions impact the quality to use knowledge and higher level of understanding, covering the whole width and depth of the problem, boosting thinking, developing wisdom and brain .

To put it succinctly, influenced questions often impact on the students' level of awareness, intellectual capacity and the ability to apply knowledge to address the issues raised in the study and in practical life. Influenced questions have clear impact on all students to promote intellectual activity and use advanced thinking for unique and practical activities

2.2. Practical basis of building a system of questions to develop students' capacity in teaching reading works of literature for high school students

2.2.1. Survey on questions in high school Vietnamese literature textbooks

A survey on questions designed in literature textbooks (the Standard and the Advanced series) was conducted. Through the survey, we have the following comments:

The Standard Literature textbooks have fewer literary works questions than the Advanced Literature textbooks. Both books are common in that they have the most number of questions to find out the contents, then the general and advanced questions, next the questions to understand the contents through artistic values, and finally, the kind of questions to work on the literary works.

In the last kind of questions, students are asked to "Read the introduction ..." or "Read the text carefully..." here we see "the indication" of reading comprehension, but considering both the content and the form, we could not name them as comprehension questions.

2.2.2. Survey on questions in high school Vietnamese literature teachers' books

To put it in short, we may conclude that questions in the books are few in number. The main contents aim to provide answers to questions in textbooks, provide readers with sources of materials for reference, rather than bearing something new, exciting and provocative to students" curiosity..

2.2.3. Survey questions prepared in the lesson plans by teachers

We surveyed 20 of the 20 teachers' lesson plans in four schools: High Schools of Lai Vung 1 and 3 (in Lai Vung district, Dong Thap province), Sa Dec Senior High School (Sa Dec city, Dong Thap province) and Nguyen Dinh Chieu gifted senior high school (Tan Phu Dong commune, Sa Dec town, Dong Thap province)

Comments are as follows:

Number of questions in the teachers' lesson plans are more than the number of questions in the textbook, which demonstrate the teachers' investment of time and effort for the lessons. However, in terms of form and content, the questions of teachers' lesson plans generally are not new, attractive but mostly based on the questions in the textbooks. Theses teachers just ask questions relating to the introductions, author and artistic part. Questions to develop students' capacity were not much concerned, with an average of one two three questions, which made up very low proportion. Thus, it is difficult to for the teachers to impress the students, so they were not excited, passionate about works of literature class because it went on steadily, and quietly.

2.2.4. Survey assessment of the questions in the textbooks of the researchers and teachers

2.2.4.1. Review by researchers

In such an environment of legal nature as textbooks, questions are little cared for their systematic attention, with a little attention to dual perspective of teaching and learning, which is often petty literature teaching experience. Questions are seen as a means of teaching Literature but the purpose of questioning, ways of questioning, contents of the question, art of questioning, and how the questions are related with the teaching process remained many limitations. That's one of the reasons for teachers' failure to promote radical characterized nature of the questions in the process of adopting them.

Potential new perspective on applying questions in teaching literary works

Le Tri Vien once said, "My experience made me unsatisfied with the system of guiding questions in textbooks". Do Binh Tri shared "more noteworthy is the manipulation system problems accessing the system works and homework questions. The question most are reproduced CH ie most rudimentary level seven questions, exercises for students". In an article published in the newspaper dated 02.19.1998, mentioning the urgent problems arising in literature teaching, Tran Dinh Sử did not forget to emphasize: "Currently reading content has been also in our attention through some guiding

questions, but they are not systemized, there are no questions to test the student's understanding."

Nguyen Thanh Hung has not forget to monitor and care about issues of questions in teaching literary work on his composition of textbooks. Nguyen Khac Phi - who was knowledgeable in many aspects of the teaching program and had closely followed, even took part in designing the literature textbooks for senior high schools, commented: it has been not properly enough for the questions to help students, discover, decipher the same problems, the same kind of text similarity"

Through the above comments, we see that the questions in textbooks have not been focused on systematic and advanced characteristics in the process of teaching literary works. This has more or less affected the teaching quality of teachers and students. Theres should be strong need to build a system of systematic questions so that the quality of teaching in general and teaching literary work in particular is guaranteed and enhanced.

2.2.4.2. Review by researchers

Commenting on high school textbooks of Vietnamese literature, Hoang Dung quoted an opinion by a classroom teacher as saying: "The compilation of Vietnamese literature textbooks for high school level is so meticulous that just before each piece of knowledge to be provided or after each extract, there are guiding questions, and teachers must observe them." Another teacher honestly said "teachers who are creative and make breakthrough for writing new questions, not found in the textbooks are not usually appraised by the peers and the inspectors. Trinh Trong Nam commented: "The reality shows that study guides in the current textbooks are considered as adjustments in comparison to previously textbooks, but the reforms only lies in the structure of the lesson (shown in the study guide), not really a positive change."

These are the comments received on questions in textbooks, especially in the current Literature textbooks whose authors grasp in recent times with the emergence of distributed documents or reading comprehension (alternative to instructor office). System of questions in study guides are current questions of basic comprehension that focus on the teaching of literary works

CHAPTER 3: MEASURES TO BUILD AND APPLY THE SYSTEM OF QUESTIONS TO DEVELOP STUDENTS' CAPACITY IN TEACHING LITERACY WORK TO HIGH SCHOOL STUDENTS

3.1. The roles of receptiveness in structural capactity of reading literary works for comprehension

The capacity of reading comprehenstion to a literary work: Capacity to learn ideological content and artistic form of literary works. Capacity to assess the society's multistage implications, artistic creativeness with a measure of literature, culture, era. Capacity to enjoy the beauty, the "aesthetic empathy" to purify the soul.

3.2. Senior high school studens' receptive psychology in the structual capacity of reading literary works forcomprehension

Students of these ages are ready for challenges of intellectual matters because they are have are craze for knowledge to highlight their personal values.

3.3. The principles and measures of building a system of questions to develop students' capacity of reading comprehension in teaching literary works

3.3.1. The principles of building a system of questions to develop students' capacity of reading comprehension in teaching literary works

If questions in textbooks can be developed, supplemented or modified into a system of questions to develop students' capacity of reading comprehension in teaching literary works, the following principles must be met:

- The questions in textbooks must be respected in term of thier quality and they will be regarded as important background so that the writer could have deeper research, selections and suggestions
- Close hints to the questions to develop students' capacity of reading comprehension in teaching literary works should be avoided.
- The questions should be written on the balance of the students' capacity of awareness, capacity of evaluation and capacity to enjoy literary works.
- The questions to develop students' capacity of reading comprehension in teaching literary works must activate students' eargerness for finding the answers so that the dialetical relationship between question giving and question answering is strengthened.
- Writing questions to develop students' capacity of reading comprehension in teaching literary works, teachers must observe the logical process of teaching to make sure the relationship between the logics of the lessons and the students' logics of thinking as well as awareness.

3.3.2. Measures to build a system of questions to develop students' capacity of reading comprehension in teaching literary works

- Selectively apprehending the positive points of training quality and criticizing the traditional questions' limitations in term of contents and forms.
- Learning the reviews, evaluations and experience in using questions to develop students' capacity of reading comprehension to build questions that are suitable to students' capacity of awareness as well as application in teaching and learning process.
- Referring to national and international research projects on comprehension questions in teaching literary works to determine the true points of view, contents of questions
- Making sure that the implications of developments and mutual effects between the subjects and objects of development is totally understood efore we build a system of questions to develop students' capacity of reading comprehension in teaching literary works.
- Analyzing the shift from being able to read and accept literary works and being able to read the literature works for comprehension purposes before making conclusion that capacity of reading comprehension include capacity of awareness, capacity of evaluation, capacity to enjoy literary works, capacity to generalize and synthesize ideological meanings and humanitarian values in the struture of literary work
- Making use of the quintessence in traditional questions used in life and education to build a system of questions to develop students' capacity of reading comprehension in teaching literary works
- Creating harmonuous combination between students' background knowledge and skills, strategies and knowledge of to develop students' capacity of reading comprehension in teaching literary works

3.4. Principles and measures to apply a system of questions to develop students' capacity of reading comprehension in teaching literary works

3.4.1. Principles to apply a system of questions to develop students' capacity of reading comprehension in teaching literary works

In order for the questions to be applied in teaching literary works to senior high school students, the following principles must be met:

- Closely observing the principle of promoting students' activeness in responding to difficult questions on the discovery, creation of works, the students' ability to apply knowledge and enjoy the art.
- Applying questions to develop students' capacity of reading comprehension to promote the principle of integration between scientific accuracy and artistic richness, inspiring in question giving and answering.
- Applying questions to develop students' capacity of reading comprehension should be the harmonious combination of functional questions and influenced questions to emphasize development effectiveness.

3.4.2. Measures to apply a system of questions to develop students' capacity of reading comprehension in teaching literary works

- Coordinating the open questions, questions for discovery, questions for giving problems and solving problems, questions for group discussions with questions for thinking capacity developement, and questions for critical thinking and creative thinking.
- Connecting the open questions, questions for giving problems and solving problems, questions for discovery, questions for group interactions, questions for language development, questions for presentation, questions for explanation
- Selecting and applying questions to develop students' capacity of reading comprehension, funtional questions, questions for literature enjoyment and questions for responses.

Examples of questions:

Guide students reading meaningful words storey structure of "Song" - Xuan Quynh

1. The class silently read the whole poem, find out how many stanzas, each format has several lines of poetry? How many words per line? That's what poetry? Thoughts and see what answer special? (Question discovery)
2. The six line stanzas alone broke poem genre structure. I know nothing about this and why writers do? Let's analyze the beauty of it. (Question function)
3. The class skim the whole poem. Remember the gist of each stanza. Who is a good read, reading or in the classroom. Sending their children read poems expressive for us to hear. (Question presentation, interpretation)

Question impact (to assess the ability of self-awareness, the capacity to enjoy, to develop own views, unique students')

4. They try to work statistics of how many words related to the poet's thoughts. The words expressed the desire that what?
5. Based on the poem read carefully, they try to detect the disturbance, even so skeptical of lyrical character "you" of wholeness, integrity of love. It is expressed by certain verses?

Question connect the content of the work has continued to ask questions and to develop synthetic thinking power problem generalize create holistic understanding of artistic integrity to the students'.

6. At the beginning of class, I have read carefully the whole poem "Song" and outlined the main points of each stanza, they think more and separately presented in words closely with each of emotions lyrical subject is expressed in the verse?

7. Lay brief average creativity in terms of how to use the 6th stanza my opinion, stanzas or anywhere? Why or so?

Guidance reading stories iconic structure of the poem "Song"

8. They read poems and said quickly where is the central art image? Please explain why you chose that image.

9. Who of you agree with this assessment? And presents examples from the stanza.

Question develop self-awareness capability

10. In brief comments containing text, I try my best to interpret just average medium price "questions" and "answers" contained in the 3rd stanza (Question average price)

11. At the wrong image of the lyrical ttooi you only raises questions about the wind (Question average price)

12. Impressive deepest yet save me when tracking the development of the iconic circuit emotional self-proclaimed lyrical "me" (Question to assess the artistic enjoyment of students')

Guide readers understand the meaning of stories ideological structure and value of the work on human life

13. I go back to the way of looking, thinking and way of Xuan Quynh felt the waves - a symbol of young love aspirations. According to me, these things are correct and whether or not? Please tell us your opinion. (Question develop critical thinking)

14. Read the poem to himself several times under "sometimes you buzz" and send representatives to exchange statements from key view to neutralize concerns about the wording of content, forms of wave symbols and sentiments, the author's emotional poem. (Question develop language competence)

15. We have agreed together poems written on the subject waves love couple, in which prominent theme aspirations young love. So the thought of Waves theme is what? (Question thinking ideological generalizations)

16. How much do you agree with the subject matter of thought that she just mentioned? How many children have not yet agreed, and suggested other? The reason?

17. As you can set the title poem "Song" is "wave form" as theorist or critic wrote "The awakening of love" is not? Why? (Question creative thinking, meaning the connection between work and title of the work)

18. Read all poems Waves em happy, or sad?

19. Xuan Quynh mean love as you can see not reasonable? Can find a lover? Why?

20. This year they have 18, they've been in love yet? According to you, how to love beautiful and useful?

21. She said that the boundary between love and friendship, between love and marriage is what?

22. All the children go to the same thinking to distinguish where the "lyrical character," Where is the iconic "lyrical ego" and what is "iconic author" in the poem "Song".

CHAPTER 4: PEDAGOGICAL EXPERIMENTAL TEACHING

4.1. Purposes of pedagogical experimental teaching

To verify the validity of scientific theories mentioned in the thesis. The comparative results of teaching reading comprehension in experimented grades and compared class will help assess the feasibility and effectiveness of the system to build questions to develop students' capacity to read literary works for high school students was proposed

4.2. Requirements of pedagogical experimental teaching

Pedagogical experiment must ensure the scientific, objective and comprehensive characteristics by using harmonious, rational system of questions to develop students' capabilities and other forms of questions in schooling hours; ensure reliability when using the method: statistical methods; comparative method; methods of testing and assessment

4.3. Procedures of pedagogical experimental teaching

4.3.1. Criteria for selecting geographical areas

Ensuring the fundamental conditions to serve normal teaching and learning. Staff, school managers and teachers are of high quality, ensure the professional level enthusiasm and sense of responsibility. We selected students and teachers of four schools: Sa dec City high schools, specialized high schools Nguyen Dinh Chieu (city of Sa Dec, Dong Thap province) Lai Vung 1 High School (Long Hau village, Lai Vung district, Dong Thap province) and Lai Vung 3 high schools (Tan Thanh, Lai Vung district, Dong Thap province)

4.3.2. Criteria for selecting teachers and students for pedagogical experimental teaching

4.3.2.1. Criteria for selecting teachers

They are young teachers, vocational age of 5 years or more, with the average professional qualifications. They are enthusiastic, conscious of the renewal of teaching and learning methods.

4.3.2.2. Criteria for selecting students

We select students of grade 12 for experiment because these students are equally compared to each other in term of qualifications.

4.3.3. Preparatory steps of pedagogical experimental teaching

4.3.3.1. Preparatory work of the dissertation's writer

We had a close talk to the professional groups about the contents, purposes and ways or experiment. We explained the new contents, new ways of handling questions to develop students' capacity of reading comprehension so that the professional groups could understand, agreed and were active in experimental teaching process. We also took advantages of the group members about the evaluation criteria and the results of investigation and assessment of results (for both experimental and control classes).

Like experimental teaching, controlled teaching needs more questions aimed at developing the capacity of reading works of literature for students (besides questions in the Guide book). We had the same thoughts and uniform evaluation criteria on students' capacity of reading works of literature (for both experimental and control classes) to ensure the scientific, objective, truthful and accurate evaluation. We and the professional groups observed the experimental

and controlled classes; took notes and comments of the teaching hours (how the teachers taught; how the atmosphere and attitude of the students were; what questions were asked and how the students answered)

4.3.3.2. Preparatory work of professional groups

- Observe the experimental and control classes. Record the contents that should be discussed with the dissertation's writer. Read the lesson plans for experimental class to comment on the content and methods. Contrast the lesson plans performed in classroom with designed lesson plans. Teacher read lesson plans for experimental class then talk to the author of the thesis (if necessary). Teachers can teach experimental lessons (no students for the writer's suggestions to adjustment of the contents, methods (if needed). Teachers had meetings to review on experimental teaching results, gave comments after each session of observation. Teachers of experimental classes and control classes mark tests.

4.4. Implementation of experimental teaching

4.4.1. Preparing lesson plan for experimental classes

We chose two documents: Waves - Xuan Quynh; A Phu couple by To Hoai (both texts are of grade 12, Literature textbook, the basic)

4.4.2. Processes of experiment

- Time of experiment: 2014-2015 and 2015-2016 school years
- Experiment teaching process includes the following steps:

Step 1: Determine the experimental subjects.

Step 2: Work with professional groups and teachers of empirical, directly met teachers empirical, experimental assigned. Discuss the purposes, empirical content, how to proceed, share difficulties, favorable conditions and subject teaching students. Guide teachers prepare lessons of empirical questions applied towards capacity of reading comprehension development to students proposed by the thesis.

Step 3: Observe the classes, exchange opinions.

Step 4: Give tests to both the control and experimental classes after experimental teaching

Step 5: Conduct statistical analysis of data.

Step 6: Review, adjust lesson plans for experimental classes.

Step 7: Conduct the round 2.

Step 8: Evaluate the experimental results for round 2.

4.4.3. Evaluations of teaching after experriment

4.4.3.1. Evaluation Criteria

a) In terms of qualitative

We rated mainly on the following aspects: air classroom, the students' reading comprehension activity during school hours. Students' attitudes, perceptions of literature work for reading. Attitude, interest, evaluation of students for questions in teaching hours reading literary works

b) In terms of quantitative

Students' test assignments as a result of personalized, reflecting objectively and truthfully the result of the process of teaching reading comprehension to literary works. Through all the tests, the test markers can be assessed both in terms of qualitative and quantitative.

- In our first levels, we divided into 3 levels:

+ The level of response to the problem (equivalent 9.10 points)

+ The level of evaluation is the problem (or 7.8 points)

+ The level of perceived problems (or 5.6 points)

4.4.3.2. Schemes of evaluation

Experiment results are reviewed, evaluated both qualitative and quantitative observations Qualitative past, projected hours; interviews with students, teachers after teaching - and by considering ways to address the issue in all the tests. Through marked quantitative tests, treatment outcome scores obtained and evaluated according to the criteria given. The thesis has employed the statistical probability methods in science education in collaboration with the use of data processing software SPSS to evaluate the results of experiments.

4.4.4. Methods of experiement

- Contrastive experiement: conducting experimental teaching in the experimental class and control class to find out the difference between the teaching efficiency by using questions

- Experiment for testing: to consider the difference between the students' ability of reading comprehension of literary works before and after the intervene to test the given hypothesis.

- Experiment on assessment

+ Conducting statistics, processing test results after experiment

+ Synthesizing and evaluating the results of the poll of teachers and students

4.5. Experiment

We chose two documents: Waves - Xuan Quynh; A Phu couple by To Hoai (both texts are of grade 12, Literature textbook, the basic)

*** Comment**

Through the process of experiment, we realized that: Compared with the controlled classes, experimental classes promote the students' initiative, activeness, boldness. They are assigned to activities according to the couple, according to the group should express solidarity , mutual support , promote collective wisdom . There are natural questions about personal opinions of the students so they can freely express condition his personal thoughts on the knowledge or experience of yourself, your family. Since it is also directed to the teacher promptly capture thoughts, their psychological adjustment that works, content accordingly. During the experimental teaching, students speak more vibrantly and more actively working in groups sometimes causing noise in the classroom . But this is an expression of enthusiasm to participate in all - a positive expression. However, it is much better if teachers can also think of ways to limit the noise.

* ***Evaluations***

Evaluation of the application of the question system to develop students' capacity in teaching works of literature for high school students

During the class of a lesson plan with questions to develop students' capacity of reading comprehension, students were active and more positive. Students can apply all the socio-cultural knowledge, life experiences, personal conception of itself to answering the questions, they can connect of knowledge, skills, reading develop skills for reading comprehension and know how to talk

to teachers, friends, self-questioning yourself and for you, for teachers ... Another highlight is that with the constructed system questions, the teachers initially designed lessons and organized lessons in ways that built reading comprehension capacity, conducting learning activities following centered student basis. Teachers focused on questions to develop students' thinking capacity (Questions for critical thinking, creative thinking); capacity development languages (questions presented, explain, interpret) and develop their cognitive capacity development (evaluation questions, responsive questions) To implement this new direction, the lesson plans were done by combining variety of questions, including questions focused on capacity development, coordinating with flexible and effective working methods.

To be able to perform effectively the application development system capability questions reading literary works, the following conditions must be available: Both teachers and students are required to invest a lot more time to prepare all. Most importantly, teachers should guide students to read the works to get information, process information, and search for relevant information. Students must self-study lessons before class. Those are two determinants determining the feasibility and success of the application of the system capacity development questions. The tests on literature study should be innovated under capacity development orientation. Strengthening the questions related to emotional intelligence, the questions to help students express life experiences and personal views on the concerned issues. Textbooks should be compiled together with a guide book that is in a scientific way, and suits students' ability.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

The dissertation *"Building system of questions to develop students' capacity of reading comprehension in teaching literary works to high school students"* is both a strange and familiar intellectual horizon to graduate students. When putting an end to the last page of the dissertation, the author realized that many things should be kept thinking, supplied so that the deployment of this theme could be done to new heights . However, for the author's conditions, the level of research, and a limited time frame, we would like to present some thoughts in the following conclusions :

1.1. The author presents the section "Research Overview topic" as a chapter in the content of the dissertation, after the introduction. This is a very important chapter which examines the clues content related to each other at the request of the subject poses. For the author of this dissertation, identifying the key contents (reading comprehension problems and issues of questions) of the subject is very important because it will coordinate the deployment of contents according to key thesis related to different content in each issue, with the contribution of scientists at home and abroad. We do so in order to compare the scopes and currents of current research achievements so that the writer could acquire and continue to have deeper research into the work.

1.2. Chapter 2, which is about "scientific basis of the construction of the system questions to develop students' capacity of reading comprehension in teaching literary works to high school students", highlights the role, practical contents of questions in life and in schools. There will be full awareness and better applications of questions. We have tried to enhance the theoretical characteristics of questions, attach great importance to the dialectical relationship between question giving and question answering. We also paid attention to the concept, content and nature of the development under the perspective of etymology, philosophy, psychology and of hermeneutics to expand the possibility of applying questions to develop students' capacity of reading comprehension in teaching literary works to high school students. The writer has examined the contents and guidelines on teaching methodology to literary works according to questions designed in literature textbooks and teaching situation in secondary schools through lesson plans, teaching hours of literary works, and questionnaires for teachers and students.

1.3. In the third chapter, the author discussed the measures to building system of questions to develop students' capacity of reading comprehension in teaching literary works to high school students, which proposed measures to build and suggested orientations to apply questions to develop students' capacity of reading comprehension in details.

1.4. Chapter 4 is the summary of "Pedagogical Experimental teaching", a common processes used so far in teaching. We have used the questionnaires for our surveys, in-depth interviews with teachers and students to get more information about the issues related to subject of research. The questionnaires are in the indexes of this dissertation.

2. Recommendations

2.1. Regarding to the content in Literature textbooks for senior high school, the obligation (legally) and freedom (openness) should be enhanced after 2015. It is noticeable that the selection of literary works must be done on the principle of choosing works of high artistic and sustainable values.

2.2. Moet should organize the re-design of teaching guides with basic contents, high consistency and better quality. The spirit of self-reliance, activeness, dynamics, creativeness should be promoted via specific actions by the educational leaders, teachers and students to avoid safety of thinking, fear of hardship, lack of creative spirit in teaching and learning. It is not the form of innovation that should be done but the quality and feasibility.

2.3. The assessment must be improved in such a manner that it ensures the quality, seriousness and closely sticks to the renovation of education and it associates with orienting teaching reading comprehension for Vietnamese literature, especially literary works to senior high school students at the present period.

It is sure that there will be inevitable errors in the contents and presentation of the dissertation. We wish to receive frank and straight comments from scientists, colleagues so that we can have opportunities to further study and perfect the dissertation.