

SUMMARY OF DOCTORAL THESIS

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Thesis title: Use picture stories to develop text - with - picture reading comprehension competence for students in grades 1&2

Scientific branch of the thesis: Pedagogical Science

Major: Pedagogy

Code: 9 14 01 01

The name of postgraduate training institution: Hanoi Pedagogical University N2

1. Thesis purpose and objectives

Thesis purpose: The study aims at suggesting measures using picture stories to develop text-with-picture reading comprehension competence students in grades 1& 2 in Vietnamese, making contribution to fulfilling the objectives of using picture stories to develop text-with-picture reading comprehension for primary school students, especially for students in grades 1&2.

Thesis objectives: The object of the study is the teaching to develop text-with-picture reading comprehension competence for students in grades 1 and 2 by using picture stories in teaching Vietnamese.

2. Research methods

2.1. Theoretical research method

Researching materials to learn about the literature review and scientific achievements about competence development teaching, reading comprehension teaching, text- with- picture reading comprehension teaching in grades 1&2 and at primary schools.

2.2. Practical research method

- Using questionnaires, observation, interviews, and attending class to assess the real situation of teaching text- with- picture reading comprehension.
- Using case study method to analyze some first and second graders' achievements.
- Using scientific experimental method to evaluate the reliability of the study results.
- Data and information processing method: using statistics to process research materials to come up with unbiased reviews and conclusions.
- Consulting specialists for scientific basis, research methods and applications of measures using stories pictures to develop text- with- picture reading comprehension competence for students in grades 1&2.

3. Major results and conclusions

3.1. The major results

- The thesis systematized theoretical knowledge about competence, reading comprehension competence and teaching text- with- picture reading comprehension
- The thesis discussed text- with- picture reading comprehension through two expression channels i.e. language channel and picture channel.
- The thesis explored teaching experiences about text-with- picture reading comprehension in some countries in the world.
- The thesis suggested some measures using picture stories to improve text- with- picture reading comprehension for students in grades 1&2: Identifying the required level, selecting and

designing picture stories, using questions and exercises to develop text- with- picture reading comprehension competence for students in grades 1&2; Applying teaching methods, teaching techniques and methods of evaluating text-with-picture reading comprehension competence for students in grades 1&2; Organizing extensive reading to develop text- with- picture reading comprehension competence for students in grades 1&2 through picture stories.

3.2. Conclusions

We have an overview of competences, reading comprehension, text- with- picture reading comprehension competence and picture stories from the studies on competences, reading comprehension, and picture texts. We define suitable concepts of competences, reading comprehension competence, text- with- picture reading comprehension competence, picture stories for the research; study psychological characteristics of students in grades 1&2 in text- with- picture reading comprehension. Then we build the topic theoretical frame: theory about texts with images, teaching reading comprehension using texts with pictures, objectives, contents, methodology and assessment methods for students in grades 1&2.

Worldwide experiences about teaching text- with- picture reading comprehension especially in America and Australia, include various aspects i.e. objectives, contents, methods, teaching formats, reading comprehension competence testing and assessment. We found out the appropriate application when applying in the practical teaching of competence development, especially in teaching text- with- picture reading comprehension competence in Vietnam.

From the achieved results, we see that it is necessary to adjust contents, methods, testing and assessment methods of reading comprehension in general and text- with- picture reading comprehension in particular. Surveying the real situation of developing text- with- picture reading comprehension competence for students in grades 1&2, we find it essential to raise teachers' awareness about the curriculum and textbook innovation at elementary schools as well as improving competences including text- with- picture reading comprehension competence. Besides, it is advisable to establish tools and techniques to help teachers in teaching picture texts and instruct them to make good use of these tools and techniques.

Based on the theoretical and practical basis, the thesis proposed a number of measures using picture stories to develop text- with- picture reading comprehension competence for students: determining required levels, selecting picture stories, designing reading comprehension questions and exercises using picture texts for students in grades 1&2, applying positive teaching methods and techniques and assessment methods, organizing extensive reading to develop text-with- picture reading comprehension competence through picture stories for students in grades 1&2.

Stages to determine the required levels of text- with- picture reading comprehension competence for students in grades 1&2: determining definitions of text- with- picture reading comprehension competence for lower school students; determining compositions of text- with- picture reading comprehension for lower school students; determining behavioral indicators of text- with- picture reading comprehension competence; establishing standard requirements; doing experimental measurements of elementary school students' behavioral indicators to determine the competence development route and the required levels.

Picture stories for text- with- picture reading comprehension for students in grades 1&2 need to meet requirements about texts and images, paying attention to the word-image connection so that students will understand expressional meaning, interpersonal meaning and compositional meaning. In this dissertation, we designed 6 picture stories, 4 of which for grade 1 and 2 for grade 2.

Pre, while and post- reading questions also require great attention. (questions for expressional meaning, interpersonal meaning and compositional meaning).

In terms of teaching methods and techniques suitable for text- with- picture reading comprehension for grades 1&2, we proposed measures and teaching techniques such as small group work, games, role play, etc. The introduction of assessment standards and assessment tools for text- with- picture reading comprehension competence intend to instruct teachers know how to measure text- with- picture reading comprehension for students in grades 1&2 with a view to adjusting the teaching process when using picture stories to teach text- with- picture reading comprehension.

Organizing extensive reading to enhance text- with- picture reading comprehension capacity for students in grades 1&2 aims at overcoming the absence of text- with- picture reading comprehension lessons in the current curriculum. Surveyed students confirmed that they were more interested in lessons with pictures and texts, and they prefer to read picture stories.

Experimental results illustrate the feasibility of recommended measures. The summary table shows that experimental students' cognitive and competence levels are higher than controlled ones with more excellent, over standard levels. Besides, suggested measures were suitable for teachers and students. Students were more fascinated by picture texts, and teachers could organize various interesting activities using picture texts. Furthermore, proposed measures also had an influence on students' academic results and their development for picture text reading comprehension competence in grades 1&2.

The results proved the accuracy of the scientific hypothesis. The application of texts with pictures to enhance students' reading comprehension ability through picture stories in grades 1&2 initially brought about efficiency, contributing to improving the quality of teaching and learning picture texts for elementary students, especially students in grades 1&2.

On behalf of academic supervisors

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