

DEVELOPING THE COMPETENCE OF POETRY READING COMPREHENSION FOR GRADE 6 STUDENTS IN VIETNAM THROUGH USING STUDY CARD

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ABSTRACT

Study card is a useful tool commonly used in teaching, especially in teaching reading comprehension to develop students' competencies and qualities. Through using study card, teachers transfer tasks, questions and exercises to help students promote thinking, arouse knowledge, form reading comprehension skills, and penetrate new texts. However, the design of study card to teach poetry reading comprehension for grade 6 students in Vietnam still faces many difficulties. The article presents the research results on the concept and role of study card and proposes the process of designing study card to teach poetry reading comprehension for grade 6 students in Vietnam according to the general education curriculum and new textbooks.

Key Words: Study Card, Reading Comprehension, Competence, Poetry, Design.

1. INTRODUCTION

1.1 Statement Of The Problem

Circular 32 of the Ministry of Education and Training of Vietnam dated December 26, 2018 promulgated the General Education Program, including the Master Program and the Subject Program at all levels. Currently, the 2018 general education program has operated according to the schedule and will complete the textbook renewal roadmap in the 2024 - 2025 school year. In the 2018 general education program of Philology, reading comprehension periods account for a large number. Reading comprehension is a basic skill that teachers of Philology need to develop for students throughout the learning process.

Study card is a useful tool commonly used in teaching, especially in teaching reading comprehension, in order to develop students' competencies and qualities. Through study card, teachers transfer tasks, questions and exercises to help students promote thinking, arouse knowledge, form reading comprehension skills, and penetrate new texts. As a result, the class time becomes more effective and promotes the initiative and creativity of learners.

In recent years, teachers in Vietnam have increased the design and use of study card in teaching activities, in order to promote students' competencies and make class hours more lively. However, the design of the study card and the question system is sometimes not appropriate for the age group or does not adhere to the characteristics of the new genre and program. There are study cards that are designed to simply convey the question in the textbook. Many teachers think that printing and using study card is expensive and time-consuming, so only when they take exams, they use them. And most of the teachers design study card according to their own experience without having much time to study the design process. For this reason, study card is not always maximized its effectiveness. Therefore, understanding how to design study card for the appropriate use of lessons is an urgent and necessary requirement for teachers and students.

Students in general and grade 6 students in particular all have a psychological preference for intuitive and vivid methods, especially they will feel excited when receiving new and interesting learning tasks. Students in grade 6 are still young, so if they have access to diverse and creative study cards, they will be stimulated their competence and easily absorb lessons. Poetic texts in the Philology 6 textbook are designed with topics suitable to students' psychology, meet the requirements, and are good materials for teachers to design study card in teaching activities.

There have been a lot of studies related to the use of study card in teaching reading comprehension such as articles by Bui Tuy Phuong, Tran Thi Ngoc, research works by Ngo Quynh Hoa, Ha Thi Van..., especially the book series of Pham Thi Thu Huong, Nguyen Thi Nuong, Nguyen Thi Ngan Hoa... However, there has not been any research to suggest the process of designing study card in general and the process of designing study card to develop the competence of poetry reading comprehension for grade 6 students in particular.

2. RESEARCH METHODS

To carry out this study, we used statistical methods to classify the types of study cards suitable for each activity. Besides, the interdisciplinary method is used to mobilize multi-dimensional knowledge (literary, historical, social, cultural...) to design study card. On that basis, we propose a process of designing study card to develop the competence of poetry reading comprehension for students.

3. RESULTS AND DISCUSSION

3.1. Study card and the role of study card in teaching reading comprehension

3.1.1. Definition

Study card is one of the useful tools in teaching and learning activities of teachers and students. According to Dang Thanh Hung, study card is one of the specific, simple and highly compatible teaching means with the vast majority of learners of all ages and in the field of learning. It is a paper-based or teacher-made document, consisting of one or several sheets, that serves as a learning material to supplement prescribed textbooks and textbooks. It has the function of supporting instruction, and is both instrument of the activities of learners and teachers, but primarily as a source of learning information”.

Thus, it can be seen that study card is a text (designed on paper or on applications) to be distributed to students or shown during the teaching process. It presents the learning tasks that the teacher assigns to the students (questions, exercises, situations, etc.) at different levels. Each type of study card has many forms of presentation: writing, diagrams, tables, images... designed simply or vividly. Teachers often use Microsoft Word software and information technology software (Canva, Microsoft Powerpoint...) to design study card.

There are many ways to categorize study card.

- Based on the form of presentation on study card: Single-modal study card (presenting learning tasks in a simple way) and multi-modal study card (presenting in many forms: pictures, tables, diagrams...).

- Based on the purpose of use: Study card, review sheets, test sheets, evaluation sheets.

- Based on the content: Information sheet, Exercise sheet, Request form, Practice sheet.

- Based on the progress of the lesson: Study card is used for activities: warm-up, new knowledge, practice, application.

Thus, there are many types of study cards, each with its own characteristics and role. Teachers need to use study card suitable for teaching activities to help students develop their qualities and competencies.

3.1.2. The role of study card in teaching reading comprehension

In Philology, reading comprehension accounts for more than 60% with specific contents and requirements to be met to form and develop students' competencies. Reading comprehension is a process of absorbing the meaning of works and feeling the values that each work brings. Applying a combination of skills to reading and understanding literary texts will help students have a close connection of knowledge, perfecting their literary appreciation competence. In recent years, the teaching of reading comprehension in Vietnam has undergone many drastic changes, gradually getting rid of the long-term and persistent influence of the traditional teaching style.

For teachers, study card represent teaching ideas, convey learning tasks designed by teachers, and at the same time become a tool for assessing students' competence.

For students, study card provides them with basic information about the learning task, thereby helping them discover new knowledge and consolidate learned knowledge.

Study card helps students record important knowledge acquired after the learning process. From there, students develop reading comprehension, problem solving, and promote the students' positivity, initiative and creativity.

When designing a study card to use to teach grade 6 poetic texts, teachers first need to master the requirements to be met for teaching poetic texts in the 2018 General Education Program in Philology: recognize the number of sounds, lines, rhymes and rhythms of hexagonal poetry; recognize and initially comment on the unique features of the poem expressed through words, images, and rhetoric; recognize and state the effects of narrative and descriptive elements in poetry. The poetry texts of grade 6 revolve around a number of poetic forms, such as 5-word style, six-eight style, free style... Therefore, when designing study card, teachers need to build learning tasks so that students can learn, discover, and analyze the genre characteristics and meaning of the topics presented in the text.

3.2. Proposing the process of designing study card to teach poetry reading comprehension for grade 6 students in Vietnam

Based on the characteristics of study card and the nature of the activities, it is possible to propose a process of designing study card including the following four steps:

Step 1: Determine the requirements

Step 2: Determine the goals and teaching content of the activity

Step 3: Determine the student's desired product

Step 4: Design the content and form of the study card

Teachers need to clearly define the content of steps 1, 2 and 3 to serve as a basis for implementing step 4.

The general objectives of the warm-up activities in teaching reading comprehension are: students mobilize background knowledge and experiences related to reading comprehension texts; have interest and need to read and understand texts to solve the learning tasks set by teachers. From the defined goals and content, the designer visualizes and describes the product of the activity: what experiences do the students mobilize? What thoughts and feelings can the students share and express from their own experiences?

The objective of the activity of forming new knowledge is that through reading and understanding texts, students can identify and analyze the genre characteristics of each poetic form, understand the content and meaning of the text. For poetry texts of grade 6, depending on the characteristics of genre, content, and requirements to be met, the product can be: Students' understanding of the characteristics of poetic forms (number of voices, lines, rhymes, etc.); The ability to recognize and initially comment on the unique features of the poem expressed through words, images, and rhetoric device; State the effect of narrative and descriptive elements in the poem...

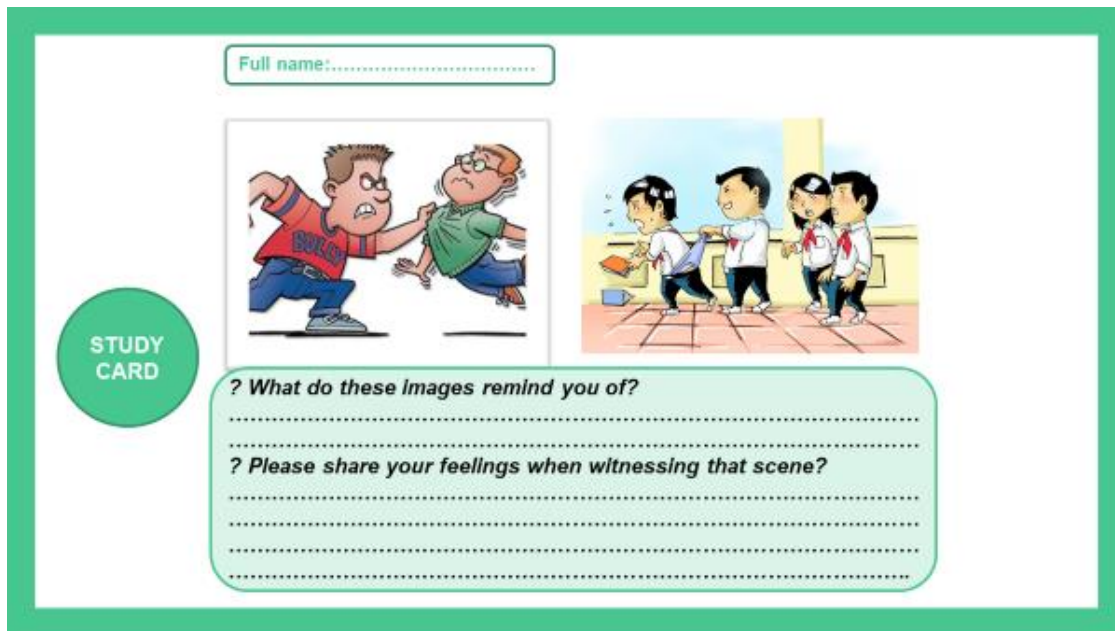
The important content of practice activities is the knowledge and skills that have been formed through the activity of forming new knowledge. The content to be done focuses on the knowledge that has been formed from previous activities. When putting in the study card, teachers need to choose good and reasonable content. It can be to reinforce the knowledge that has been learned in the process of knowledge formation or to consolidate knowledge by how teachers add extended reading materials for students to analyze genre characteristics.

The application activity is a new development of the requirement that, from the previous activities, will develop students' reading comprehension competence through the application of learned knowledge and skills to a new context. The product to be achieved will be to expand the content of the learned text about how to connect and apply it in connection with real life...

3.3. Some examples of study card used in teaching poetry reading comprehension for grade 6 students in Vietnam

Example 1:

Study card used in the warm-up activity for "Bullying" - Nguyen The Hoang Linh



FULL NAME: _____

Answer the following questions:

WHICH POETIC FORM IS THE POET WRITTEN IN?

WHAT SIGNS HELP YOU RECOGNIZE THAT POETIC FORM?

WHAT FAIRY TALES DO YOU RECOGNIZE FROM THE POEM?

WHAT IMAGES AND WORDS EVOKE THOSE FAIRY TALES?



Example 2:

Study card used in the activity of forming new knowledge in the lesson: "Ancient Story of Our Country"

- Lam Thi My Da

STUDY CARD

Full name: _____

Number to arrange the order of events narrated in part 1 of the poem "Clouds and waves"?

- a. the person in the cloud invites you to go out
- b. you refused to go out with the person in the cloud
- c. you asked the person in the cloud how can you go out
- d. you talk about the game you created
- e. you told the reason why you refuse to go out with the person in the cloud

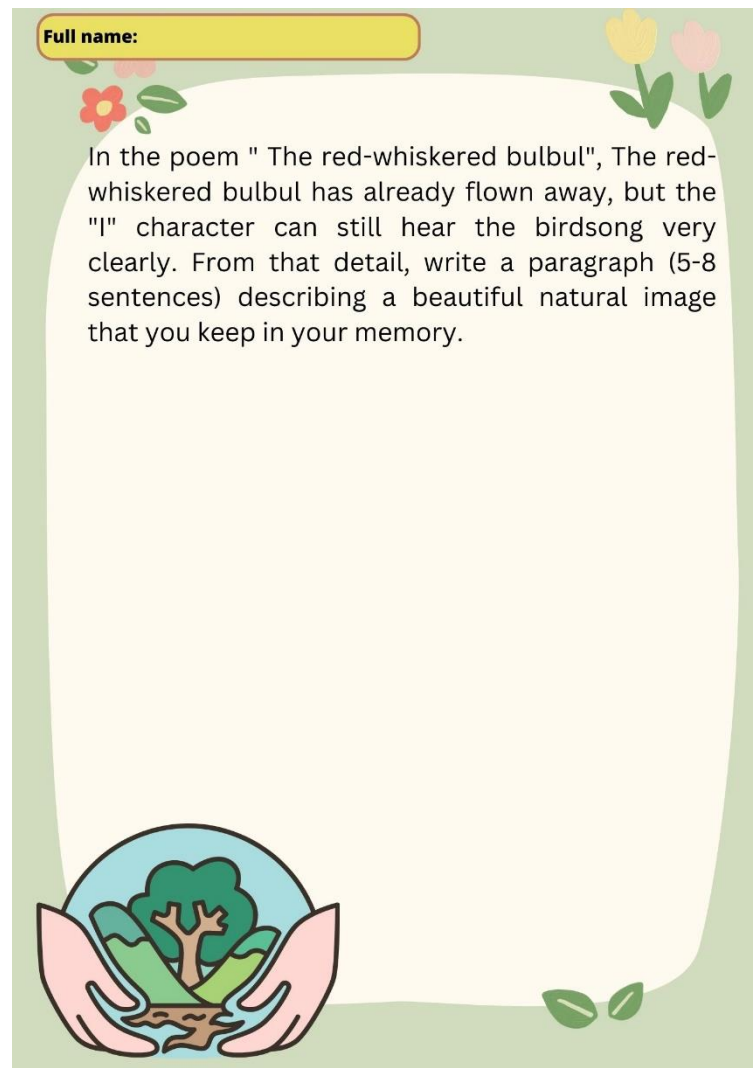
Rewrite the story "Clouds and waves" in the form of a story in about 7-10 sentences:

Example 3:

*Study card used in the lesson
"Clouds and waves"
- R. Tagore*

Full name:

In the poem "The red-whiskered bulbul", The red-whiskered bulbul has already flown away, but the "I" character can still hear the birdsong very clearly. From that detail, write a paragraph (5-8 sentences) describing a beautiful natural image that you keep in your memory.



Example 4:

Study card used in the lesson in the activity using the lesson

"The red-whiskered bulbul "

- Mai Van Phan

4. CONCLUSION

According to the General Education Program in Literature 2018, developing students' reading comprehension competence is one of the very important goals. Therefore, designing and using study card is an active teaching method in teaching reading comprehension so that learners can think, explore and create. Studies on how to design study card can become suggestions to help teachers to be more convenient in the process of preparing lesson plans so that they can bring students lively and effective lessons.

With the continuous innovation efforts of teachers and students in the teaching process to meet the requirements of innovation, the design and use of study card in teaching reading comprehension is very important and necessary. Not only is the teaching tool, study card is also used as a tool to assess students' competencies. Therefore, more in-depth studies on this effective means are needed.

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