DECLARATION

This paper is submitted in partial fulfillment of the requirements for the degree of Master of Education. I certify that this thesis is the result of my own research, and that it has not been submitted for any other degrees.

Hanoi, July 2007

Student's signature

Phạm Thị Thúy
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Pham Thi Thuy
ABSTRACT

It is common knowledge that along with the other macro-skills, reading is considered as an active skill and plays an important role in the process of teaching and learning a language. It is affirmed by Carrell (1997: 1) "for many students, reading is by far the most important of the four macro skills, particularly in English as a second or a foreign language". The skills of reading, though seen as distinct and separate, are closely bound up with the skills of language proficiency. Accordingly, the improvement of reading skills might result in the enhancement of general language proficiency. It is widely known that, in the process of developing reading skills, an indispensable factor contributes to the success of language readers is reading materials. Universally, the textbook is an indispensable element of ELT teaching.

At Military Science Academy (MSA), Cause and Effect (by Ackert, P. 1999) has been used as a core textbook for teaching reading to the first-year students as it is supposed to be a reliable source to improve students’ reading skills. Although there are some undeniable good points, this current textbook, when actually put into use at the specific context of MSA, reveals in itself some certain drawbacks. This matter is easy to understand as Cause and Effect belongs to publish materials, which are not, designed especially for students at MSA. According to Nunan (1991: 82) "There is always the gap between learners and materials as the needs of a specific class of learners can never be perfectly met by a single course book." Thus, this study is an attempt to bridge the gap between textbook and students' needs and interests.

The main aims of the study are to find out the teachers and the first-year students' evaluation of the current textbook and their opinion towards supplementary materials to improve reading skills.

The data gained from two sets of questionnaires show that despite a number of good points it has, the current textbook Cause and Effect still fails to satisfy both teachers and the first-year students at MSA. The irrelevance can be seen in the unsuitability of the materials to the students with regard to their needs, levels, learning styles, and learning techniques. Accordingly, the author suggests the application of supplementary materials to enhance students’ reading ability.

With such laborious preparations, it can be legitimately hoped that the learners will have an enjoyable, instructive journey through reading lessons. More importantly, it can be a great
significance firstly, for the author herself and also for the teachers of reading subject, those who indulge their interest in reading skills and constantly apply new ways of teaching in the process of teaching methodological innovation.
ABBREVIATIONS

MSA: Military Science Academy
EFL: English as a Foreign Language
FL: Foreign Language
LTMGs: Language Teaching Materials
ELT: English Language Teaching
B.A: Bachelor of Arts
M.A: Master Degree
L2: Second Language
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CHAPTER ONE: INTRODUCTION

The present chapter of the thesis will be dedicated to introducing the basic principles of a thesis including the rationale, the aims, and the significance of the study as well as the research questions. It will also present the methodology and the design of the study.

1.1 Rationale for the study

Along with the macro-skills, reading plays an important part in learning a foreign language as it helps students make extensive use of academic materials written in English. There is more information printed in English than in any other languages. Further, reading these materials on different subjects is a good way to help students increase their English proficiency and worldwide knowledge. In order to be successful language learners, it is said to rely on many factors such as teachers, learners, and materials. Among which, materials are of great importance as Crawford (2002: 81) claims "materials scaffold the work of both teachers and students."

At Military Science Academy, Cause and Effect (by Ackert, P. 1999) has been recommended and used as a core textbook to teach reading skills to the first-year students as it is supposed to be a rather reliable source to enhance students’ reading ability. However, it has not been undergone any official evaluation to test its relevance to the students’ needs and interests. Moreover, Cause and Effect belongs to commercial textbooks designed for learners all over the world. On discussing about these materials, O'Neill (1982: 81) states, "each group is so unique that its needs can not be met by materials which are designed for another group." Actually, any textbook should be used judiciously, since it cannot cater equally to the requirements of every classroom setting. The textbook is a tool, and the teacher must know not only how to use it, but how useful it can be.

The second reason for this option lies in the fact that there have emerged diverse opinions of both the learners and the teachers at MSA on the actual effectiveness of the reading lessons and the currently-used textbook Cause and Effect. For the teachers of reading subject, from time to time, they complain about spending a lot of time compiling and adapting materials in order to meet their students’ needs and to make the reading lessons more interesting. Some even suggest that exercises in the textbook should be assigned for students to do at home because they have Instructor’s Manual (Answer Keys), which provides answers to all the exercises plus tests. Instead, they would replace by their own selected materials, which are believed to be more suitable, more interesting, and more fruitful. As for the students, they seem not to satisfy
with the reading and the textbook. For most of the exercises in the textbook, the students can write the answers in the book at home and the teacher simply goes over them orally with the students in class, explaining or elaborating here and there as necessary. Besides, some students claim that they study very hard but they seem to acquire minimal reading skills, they read slowly from the beginning to the end and fail to grasp the general meaning of the passage. Most importantly, they do not know how to get appropriate extra reading materials and what sources to consult; they simply read whatever available in hand. Consequently, their reading marks in the first term of their first year were not as good as they expected. Such students find it hard to be successful in their reading and they do not want to keep on reading.

All these reasons have inspired and encouraged me to carry out this study entitled “Development of supplementary materials to improve reading skills for the first-year English majors at Military Science Academy”, with a hope to have a deeper look into this complicated field of English in order to deal with it more thoroughly and effectively.

1.2 Aims

This study was an attempt to find a way of developing the effective and appropriate reading materials in order to improve students' reading skills and on the whole to increase their proficiency of English. Specifically, the main objectives in carrying out this study are as follows:

+ To find out some evaluations made by teachers and students towards the textbook Cause and Effect, which is currently used by the first-year students of English at MSA.
+ To suggest some areas of the textbook need adapted.
+ To examine teachers’ and students’ attitudes towards supplementary materials to extend students' reading ability and kinds of reading materials they prefer to learn.
+ To give methodological suggestions on how to select and assign supplementary materials to reinforce students' reading development.

1.3 Significance of the study

This study is of great significance to the author herself as well as to teachers of English in general and teachers of reading subjects in particular. Also, the significance of this study is expected to lie on its applicable value in practice. It can be seen that the matter of finding supplementary materials is feasible and easily done in the context of most schools or universities as well as at the MSA since we are in the age of information and technology.
1.4 Research questions

As a basis for this study, the following research questions were formulated:

1. What are the teachers’ and the students' evaluations of the current textbook *Cause and Effect*?
2. What do they think of supplementary materials to enhance students’ reading ability?
3. What kinds of supplementary materials are of the teachers’ and the students’ preferences?

1.5 Methodology

The method used in the study is mainly quantitative method. In order to seek answers to the above research questions, two sets of questionnaire were designed and delivered to the teachers and the first-year students. The data were collected, synthesized and analyzed from the survey questionnaires on reading activities and supplementary materials to enhance reading ability. Besides, more information needed for the study was gathered by other methods such as class observation, informal discussions with the teachers and the students at the MSA.

1.6 Design of the study

The study falls into 5 distinguishable chapters.

*Chapter one* provides an overview of the study including rationale, aims, significance, research questions, methodology and design of the study.

*Chapter two* deals with literature review relevant to the study including materials development and some aspects of reading skills. This chapter serves as the basic foundations for the study.

*Chapter three* briefly presents the methodological framework for the study. It covers the setting, the subjects, the instruments and procedures of data collection, and most importantly, data analysis is fully given.

*Chapter four* brings about the findings, discussion and some recommendations on how develop the current textbook for better use as well as how to select and assign supplementary materials effectively.

*Chapter five* comes up with the summary of the study, limitations and suggestions for further study.
CHAPTER TWO: LITERATURE REVIEW

Introduction

It is common knowledge that in order to carry out a research, the related bases should be looked at. Therefore, this chapter gives a brief overview of the literature relevant to the study, covering from materials development to reading skills.

2.1 Overview of materials development in language teaching

2.1.1 Definition of language teaching materials and types of materials

It goes without saying that teaching materials play a key component in most language programs. In language teaching theory, Tomlinson (1998: 2) defines that the term "language teaching materials" "is used to refer to anything which is used by teachers or learners to facilitate the learning of a language". In other words, they can be anything, which is deliberately used to widen the learners’ knowledge and experience of the language. At this stage, it should be pointed out that language learning materials include not only course books or grammar books, as superficial thoughts of many people, but also cassettes, videos, CD-ROMs, dictionaries, readers, photocopied exercises, or pictures prepared by teachers.

On talking about classification of materials, Nunan (1991) categorizes language-teaching materials into two main groups namely: commercially developed and teacher-developed materials. Another classification made by Crawford (2002), which shares the same view, but different names: pre-prepared and self-prepared materials. Among these types of materials, Cause and Effect belongs to the former one, which receives much comment and criticism from the public.

2.1.2 Essential processes of materials development

According to Tomlinson (1998: 2), "materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake". It can be seen that as teachers of foreign languages, we, from time to time, become materials developers with the aim to facilitate and promote language learning by writing textbooks, telling stories, singing and teaching English songs, or reading a poem aloud.
The process of materials development goes through different steps and in order to meet the purposes of the study, two main steps are mentioned: materials evaluation and materials adaptation.

2.1.2.1 Materials evaluation and its criteria

People hold a belief that evaluation of materials is a crucial task for language teachers. That means besides the job of teaching, EFL teachers need to have the ability to evaluate teaching materials effectively.


However, the definition listed hereunder may be a comprehensive one to suit the views and purposes of the study.

“Evaluation is the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum, and assess its effectiveness and efficiency, as well as the participants’ attitudes within the context of the particular institutions involved”. (Brown, 1995: 218)

Materials evaluation is based on different criteria. Cunningsworth (1984: 5-6) sets out the following four principles of evaluation, which are applied by many teachers and students in a great variety of teaching and learning contexts.

* Relate the teaching materials to your aims and objectives.

* Be aware of what language is for and select teaching materials, which help equip your students to use language effectively for their own purposes.

* Keep your students’ learning needs in mind.

* Consider the relationship between language, the learning process and the learner.

However, the main concern of the thesis is reading materials, therefore a checklist for evaluation of reading texts will be specifically given as follows:

* Offer exercises for understanding of plain sense and implied meaning.

* Relate reading passages to the learners’ background.

* Select passages within the vocabulary range of the pupils.

* Select passages reflecting a variety of styles of contemporary English.

Criteria for reading texts evaluation

(Williams, D. ELT Journal. Volume 37/3 July 1983)
In short, the teacher should take over where the textbook leaves off, and he or she must be able to assess its strengths and weaknesses. It is necessary for EFL teachers to be acquainted with the principles of textbook evaluation. They can be given practice in analyzing textbooks in order to find out whether the organization of materials is consistent with the objectives of the curriculum. When teachers examine the selection of items of speech, grammar, or vocabulary in a textbook, they are improving their competence in the language and at the same time sharpening their skills as teachers.

2.1.2.2 Materials adaptation

Materials adaptation is said to have direct relationship with materials evaluation and to have equal importance in the process of materials development. Materials adaptation can be understood by Tomlinson (1998: xi) as “making changes to materials in order to improve them or to make them more suitable for a particular type of learner.” As part of the teacher-development process, materials adaptation and compilation should be strongly encouraged.

The techniques of adapting may include adding, omitting or deleting, modifying, simplifying, re-ordering, and supplementing. These techniques may overlap but the ultimate aims of adapting are to make the materials more relevant to the learners, the teaching and learning more effective and more fruitful.

It is believed that a good teacher is constantly adapting. He adapts each time he uses a textbook in order to maximize the value of the book for the particular learners. Therefore, it can be said that adapting materials is an inevitable task in the teaching process with a view to maximizing the appropriateness of the materials so as to better suit a particular circumstance.

2.1.3 Supplementary materials for teaching reading skills

2.1.3.1 Definition of supplementary materials

“Supplementary materials” is one of the basic terms in a glossary proposed by Tomlinson (1998) in *Materials Development in Language Teaching*. In his opinion, supplementary materials are defined as “materials designed to be used in addition to the core materials of a course. They are usually related to the development of skills of reading, writing, listening or speaking rather than to the learning of language items”.

(Tomlinson, 1998: xiii)
Actually, most language-teaching course books probably need supplementing to some extent, if only in order to tailor them to the needs of a particular class or to offer richer options. According to Ur (1991) there are "packages" of supplementary materials such as computers, simplified readers, overhead projectors, posters, pictures, or games. Each type, obviously, has certain contribution in language teaching and its own good points as well as drawbacks.

2.1.3.2 Guidelines for selecting appropriate supplementary materials

It is undeniable that supplementary materials lend itself very well to the goals of ESL instruction. However, it is important to consider carefully the selection criteria of extra materials. According to Nuttall (1996: 170), three main guidelines should be taken into consideration when choosing a text: suitability of content, exploitability, and readability.

In his opinion, suitability of content is concerned with the text's ability to address students' needs and interests. A text with interesting content makes the learners' task far more rewarding and the classroom more effective. William (1984) confirms that students' motivation for reading increases when they read what they are interested in and that this results in improved reading. By so doing, it serves as a motivating factor, which produces in the readers a desire to read more into the particular text.

Exploitability means facilitation of learning. When you exploit a text, you make use of it to develop the students' competence as readers. Reading texts should not only interest the readers, but also develop their language competence. Therefore, different kinds of exercises and activities should be designed to best exploit the text so that the course's objectives could be obtained.

Lastly, readability refers to the combination of structural and lexical difficulty. That means the text must be suitable with students' English proficiency levels in terms of vocabulary, syntax, and style. The teachers must know what their students' language proficiencies are to find out what vocabulary and structures the students are familiar with in order to choose texts at the right level and balancing different level of proficiencies.

2.2 An overview of reading

2.2.1 Definition of reading comprehension and models of reading process

* Reading Comprehension
There is a wide body of theoretical research that touches upon the importance of reading comprehension in teaching and learning foreign language in general and teaching reading in particular. A range of definitions of reading has also been developed, illustrating the growth and diversity of this aspect.

According to Grellet (1981: 3), “reading comprehension or understanding a written text means extracting the required information from it as effectively as possible”. In this sense, reading comprehension simply means reading and understanding. It should be noted that reading comprehension is not merely decoding-translating written symbols into corresponding sounds, but comprehension is a process of negotiating understanding between the reader and the writer. The reader, as he reads, receives information from the author via the words, sentences, paragraphs, and so forth, and tries to understand the inner feelings of the writer. Sharing the same opinion, Carrel (1997: 21) indicates, “Reading comprehension is reconstruction, interpretation and evaluation of what author of written content means by using knowledge gained from life experience”. One more definition put forth by Nuttal (1996: 92) “reading comprehension is best described as an understanding between the author and the reader”. In this case, reading comprehension is not just to get the information but also to respond to what is written so as to understand the hidden massages sent by the writer. However, it is not so easy to work out the hidden messages behind the text as it depends much on the readers' language proficiency, motivation and interest, background knowledge, the cohesive and the structural qualities of the text. So, the more knowledge of the world the readers have the more accurate their inferences are, and naturally the closer they get to the text.

Here, we come to the conclusion that there is no consensus of what reading comprehension is as each writer comprehends and defines it through his own point of view and perspective. However, they share some certain characteristics. Reading comprehension not only includes linguistic recognition and cognitive understanding but also tends to be affected by the reader's evaluation and appreciation. If there is no such evaluation and appreciation, comprehension will be incomplete. While reading, learners need to have critical thinking to understand, analyze, and response to what is written. After reading, readers can learn not only grammar, vocabulary but also the content of the text and apply it in their own life as effectively as possible. With these preliminary considerations in mind, we need to attempt something new and more effective in teaching reading comprehension.
* Models of reading process

As far as the reading process is concerned, the majority of writers (Nuttall, 1996; Ur, 1991; Alderson, 2000, etc.) come to the agreement that there are three ways of processing a text: top-down approach, bottom-up approach, and interaction of top-down and bottom-up processing.

The top-down process, as the name states, moves from the top, the higher-level mental stages, down to the text itself. The reader rather than the text is at the heart of the reading process. According to Moore (1992), in this approach, the reader brings much previous knowledge, expectations, assumptions, and questions to the text, and gives a basic understanding of vocabulary.

Whereas, in the bottom-up reading model, the reader begins with the written text, and constructs meaning from the letters, words, phrases, and sentences found within and then processes the text in linear fashion. This process can be understood as decoding process.

As its name suggests, the reader in interaction of top-down and bottom-up process combines top-down and bottom-up strategies in reading, which means the two mentioned processes occur either alternatively or at the same time.

It should be borne in mind that top-down and bottom-up approaches are complementary ways of processing a text. They are used whenever we read, sometimes one predominates, sometimes the other, but both are needed and important for the readers to read more effectively.

2.2.2 Reading skills and its related aspects

Firstly, it should be pointed out that the term reading skills and reading strategies are often used interchangeably. Besides, reading techniques is sometimes used to refer to mental activities that help students get success in the reading process.

Reading skills is defined by Doff (1988: 61) as “information-processing techniques that are automatic, whether at the level of recognizing grapheme-phoneme correspondence or summarizing a story. Skills are applied to a text unconsciously for many reasons including expertise, repeated practice, and compliance with directions, luck, and native use.” At the same time, reading strategies are understood as the mental operations involve when readers approach a text effectively to make sense of what they read. Good readers apply more strategies more frequently and more effectively than poor readers.
On talking about ways to exploit reading texts, in *Teaching Reading Skills in a Foreign Language*, Nuttal has given several reading skills and some basic ones are listed hereunder:

. making prediction
. skimming
. scanning
. recognizing implications and making references
. recognizing text organization
. guessing the meaning of words based on structural and contextual clues
. understanding syntax
. recognizing and interpreting cohesive devices

Nuttal (1996: 48–120)

On the other hand, William (1984: 79) points out seven important reading skills as follows:

1. *Deducing the meaning of unfamiliar lexical items*
2. *Recognizing indicators in discourse*
3. *Extracting salient points to summarize*
4. *Using basic reference skill*
5. *Skimming to get general information*
6. *Scanning to locate specifically required information*
7. *Transferring information to diagrammatical display*

However, one of the principal characteristics of a good reader is flexibility. He varies his speed, and his whole manner of reading, according to the text and his purpose in reading it. In other words, the purposes of reading determine the ways or the styles we read.

In short, it is advisable that reading skills need to be regularly practised and fostered so that learners can cope with sophisticated texts and tasks, and deal with them efficiently: quickly, appropriately, and skillfully. Teachers should show students that different tasks require different degrees of understanding and attention. According to Wallace (1993), reading strategies are ways of reading which are employed flexibly and selectively and which vary depending on the text-type, and the context and purpose of reading. Therefore, teachers should show students that it is crucial to vary their strategy and speed according to the purpose of reading.
Summary

In this chapter, the relevant literature which has helped form the theoretical background and conceptual framework for the study has been presented. First, a variety of ideas on materials development have been viewed in order to provide the best way to adapt the currently-used textbook *Cause and Effect*. Furthermore, selection criteria of supplementary materials have been examined so as to choose the appropriate extra materials. Second, definitions of reading comprehension, reading skills, and models of reading process have been discussed. It can be drawn that each of these models has its limitations, but all of them make important contributions to the body of knowledge about reading and reading process.

The next chapter will bring about the heart of the study, which includes background to the study, instruments, and procedures of data collection. Data from two sets of questionnaire will be thoroughly analyzed.
CHAPTER THREE: METHODOLOGY

Introduction
As stated, the present chapter will be the heart of the study. Firstly, it is covered with information about the setting, the textbook in use, and the subjects under investigation and then instruments and procedures of data collection are followed. More importantly, the parts of data analysis according to the research questions are fully presented.
The rationale for the method chosen can be justified as follows. The study aims at measuring the hypothesis that the use of supplementary materials in the reading lessons can enhance students’ reading ability. The quantitative research method is used. Theoretically, this method includes using questionnaires to collect data, as “questionnaires often seem a logical and easy option as a way of collecting information from people” (Wisker, 2001:32). They gather information directly by asking people questions and using them as data for analysis. According to Nunan (1992), using questionnaires is more economical and time saving. Furthermore, questionnaires are often used to gather information about attitudes, behaviors, activities, and responses to events. Therefore, questionnaires are used here as the study aims at investigating the teachers’ and the students’ responses and attitudes towards the use of supplementary materials in developing reading skills.

3.1 Background to the study

3.1.1 The setting
The study was conducted at MSA, which is one of the main colleges that trains students to work in a wide variety of contexts – as translators, interpreters, and university teachers, as well as high school teachers, researchers, secretaries, tourist guides, in the field of marketing, and for foreign companies. The priority is to improve the quality of training for students and teachers, achieving a scientific and highly professional approach.
The foreign languages include English, Russian, French, and Chinese. During the past few years, the number of English majors has accounted for the biggest proportion of all students at MSA. The English Department at MSA offers a four-year B.A. English program for English major students. The four-year training program is divided into two halves, and each academic year falls into two semesters, each lasting 15 weeks and finishing with end-of-semester examinations.
For the first half of the program, the focus is on basic language skills namely listening, speaking, reading, and writing. Usually, three or four teachers are in charge of a class, each
of them is responsible for teaching one or two language skills using certain textbooks chosen by the department and sometimes – supplementary materials chosen by the teachers themselves. The first stage is considered to be important to the students’ development of the four-macro language skills when students have more time and opportunities to practise their skills basically and systematically.

In the second half, the focus is on English linguistics (grammar, phonetics, lexicology), methodology, English and American culture and literature, translations, and basic skills at an advanced level such as Oral Presentation and Academic Writing. All subjects are compulsory – there are no electives.

3.1.2 The textbook Cause and Effect and its objectives

For the past five years, the textbook Cause and Effect has been used as a core textbook for teaching reading to the first-year students at MSA. Students have only 20 periods (2 periods a week) of learning reading each term so the teachers-in-charge decide to choose only some typical lessons in the textbook for teaching, rather than covering every single lesson in the book. Other reading texts have been assigned to students to read at home as reference materials. The book contains 5 units with 5 broad topics, each unit consists of 5 reading texts, four or five exercises, each one designed to present or develop a specific reading skill such as checking comprehension, extracting main ideas, true/false questions, and guessing words from context clues.

After taking consideration, the following ten reading texts from the book are selected to teach reading skills to the first-year students at MSA.

**Topics and the selected reading texts from Cause and Effect**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Reading texts</th>
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<tbody>
<tr>
<td>1. Explorers</td>
<td>* Burke and Wills across Australia</td>
</tr>
<tr>
<td></td>
<td>* Vitus Bering across Siberia to North America</td>
</tr>
<tr>
<td>2. World issues</td>
<td>* Changes in the family</td>
</tr>
<tr>
<td></td>
<td>* Women and change</td>
</tr>
<tr>
<td>3. A mishmash (A Hodgepodge)</td>
<td>* Afraid to fly</td>
</tr>
<tr>
<td></td>
<td>* Left-handiness</td>
</tr>
<tr>
<td>4. Science</td>
<td>* Volcanoes</td>
</tr>
<tr>
<td></td>
<td>* Biological clocks</td>
</tr>
<tr>
<td>5. Medicine and Health</td>
<td>* Headaches</td>
</tr>
<tr>
<td></td>
<td>* The common cold</td>
</tr>
</tbody>
</table>
The textbook *Cause and Effect* is expected to help students of English to read more effectively by presenting and developing the skills needed for successful reading comprehension. It is supposed to be a good textbook to improve the students’ reading abilities. It stands a good chance of practising different types of exercises namely: word guessing, true/false, main ideas, and comprehension question.

Reading skill is taught during the course except the last semester of the fourth year. Therefore, it is necessary for the teachers to find out different ways to arouse the students’ interests in reading, to choose appropriate reading materials, supplementing with a variety of updated, fresh, and engaging topics which not only improve students’ reading skills and motivation but also widen their worldwide knowledge and nurture their love of reading and learning.

### 3.1.3 The subjects

The study was carried out with the participation of 20 (out of 31) teachers and 105 (out of 115) first-year students.

Among the teachers, 8 have either been to Australia or America for further study, all have B.A degree while 4 of them have M.A degree in Education or Linguistics. Most of them have at least five years’ teaching experience, teaching both in the English Department and for general education requirements in other Departments.

Of the total number of 115 students in the classes under investigation namely 5AD1, 5AD2, 5AD3, and 5AD4, 10 were absent on the day of questionnaire delivery. Therefore the total number of students who took part in the research was 105. They include both male and female representatives, but the female outnumber the male, ranging from the age of 18 to 22. All of them have learnt English at the secondary school and nearly complete their first year at the university. However, their level of English proficiency is not so high and it varies significantly due to the fact that they come from different places in Vietnam with different background knowledge.

The students under investigation belong to civilian section (at MSA there are 2 separated sections: military and civilian), and they have finished their first-term and nearly the second-term of the first-year at MSA. Thus, they are supposed to be at intermediate level of English proficiency.

### 3.2 Instruments for data collection
In this study, the main means of data collection is questionnaire as Hammer (1986) states questionnaire is a relatively popular means of collecting data. It enables the researcher to collect data in field’s settings, and the data themselves are more amendable to quantification than discursive data.

To obtain data for the study, two written questionnaires were administered to the subjects. One was designed for the teachers and the other for the students. The questionnaires were designed with a mixture of closed and open-ended questions. All the questions in the questionnaires were simple and concise. They were: yes-no questions, choosing from options (by circling the item), putting items in order, etc.

The questionnaires aimed mainly to survey the teachers’ and the students’ evaluation of the textbook and their opinions towards using supplementary materials in reading classes. Respondents could be free to express their thoughts about the items raised in the questionnaires.

3.3 Data collection procedures

The data was collected from June 15th, 2007. The author began with class observation, first, observed her own class (5AD4) to see how the reading lessons go on; how, why, and when to use supplementary materials in reading class, and attitudes of students towards these activities.

Besides, another source of data was gathered from informal interviews with both teachers and students to find out what they had done, thought, and learnt in reading lessons aided by supplementary materials.

Later, two sets of questionnaires, one for teachers and one for students at MSA were administered. The questionnaire for teachers was given to 20 teachers of English on the Department’s weekly meeting. The author was always ready to answer any question raised by the teachers. After the teachers freely completed the questionnaire, the author collected them immediately.

The other set of questionnaire was delivered to 105 students in classes 5AD to collect the necessary data. Before delivering the questionnaire to the students, the author explained clearly in both English and Vietnamese the aim of the survey questionnaire. When the students received the questionnaire the author went over them with the students in class, question by question to the students to make sure that they could fully and clearly
understand all questions before giving their final answers. The survey questionnaire was carried out four times in four different classes to 105 students. Unlike the case with the teachers, the questionnaire for the students were collected two days later to guarantee that the students have enough time to respond exactly and fully. The answers are anonymous to ensure privacy, so that the participants might feel free and comfortable in completing it.

3.4 Data analysis

3.4.1 Data analysis to answer the first research question

* What are the teachers and the students’ evaluation of the current textbook Cause and Effect?

Question 1: What are the teachers’ and the students’ general impression on the current textbook?

![Chart 1a: The perception of the teachers about the current textbook](image)

![Chart 1b: The perception of the students about the current textbook](image)
As can be seen from the two charts 1a and 1b, the teachers and the students generally share the same points of view of the reading texts in the textbook *Cause and Effect*. This statement is supported by a considerable number of the teachers (40%) and nearly half of the students (48%). These respondents think that the texts are not interesting. Only a small number of teachers and students (25% and 23%, respectively) find the textbook relevant. However, different views of the difficulty of the texts are presented. Only 2 of the teachers (10%), whereas 21 of the students (20%) think the texts are difficult. This matter might be justified that teachers, generally, often expect much from their students.

It is noticeable that in "others" option, none of the students gives any further comment on the reading texts, while an accountable number of the teachers (10%) state that some of the reading texts in *Cause and Effect* are rather long and outdated, the topics are not various enough to meet the students' needs and interests as well as to motivate them to learn reading skills.

From the above data, it can be drawn that the book creates some difficulties for both teachers and students at MSA. Still, there may be some areas of irrelevance and ineffectiveness, which need to be clarified in the next question.

*Question 2: What are the teachers’ and the students’ preferences for the following topics in Cause and Effect?*

<table>
<thead>
<tr>
<th>Topics</th>
<th>How do you like?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very much</td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
</tr>
<tr>
<td>Explorers</td>
<td>10%</td>
</tr>
<tr>
<td>World issues</td>
<td>60%</td>
</tr>
<tr>
<td>A Mishmash</td>
<td>20%</td>
</tr>
<tr>
<td>Science</td>
<td>20%</td>
</tr>
<tr>
<td>Medicine and Health</td>
<td>40%</td>
</tr>
</tbody>
</table>

*Table 1: The preferences of topics in Cause and Effect perceived by teachers and students.*

The table shows that the teachers and the students’ interests vary significantly. As for the teachers, they put *World issues and Medicine and Health* to their foremost priority (60%
and 40% respectively). Unlike the teachers, the topic the students choose with the greatest portion is Medicine and Health (45.7%), followed by Science, which accounts for 28.6%. It may be assumed that the students tend to choose something easy to understand and practical for their daily life.

Simultaneously, it can be safe to infer that all the topics in the textbook are quite appropriate as none of the above topics receives negative extreme. The topics received modest proportion of favor from students is a Mishmash and Explorers (20.9% and 15.3%, respectively). Especially, up to 34.3% of students do not like Explorers, as the content may be foreign to them.

In short, not a single topic in the list attracts the interest of the vast majority of the respondents. In other words, most of the topics get neutral ideas from the participants, which is difficult to raise students' interests in reading lessons as well as to motivate them to learn reading skills. Students' motivation for reading increases when they read what they are interested in and this results in improved reading. Therefore, it is suggested that some additional topics, if possible, should be included in the reading syllabus, or in extra reading materials provided by the teachers.

**Question 3**: What are the teachers’ and the students' opinions on exercise-types in Cause and Effect?

*Chart 2a*: The teachers’ opinion on exercise-types in Cause and Effect.
The above charts show the biggest portion of students (46%) is for the idea that the exercises accompanying each reading text are inadequate for them to practise to enhance their English skills. Similarly, a considerable number of teachers (40%) do not find the exercises to be significant enough for enhancing the learners’ reading ability. Disappointingly, as high as 30% of the teachers and 29% of the students found the exercises attached to reading texts are so monotonous that they can not develop various reading skills and perceive the reading texts better. It is understandable as what can be seen from lesson 1 to the last lesson is only repeated patterns of exercises namely true/false, comprehension question, main idea, and guessing words from the context clues.

For the sake of teaching and leaning reading comprehension, the exercise-types should be more than they are so as to develop different reading skills for different reading purposes.

*Question 4: Cause and Effect as seen from the viewpoint of the teachers and the students*

This question is designed to find out the respondents’ expectations of the reading materials. The answers to this question also function as the basis for identification of the strengths and the weaknesses of the current textbook. Though *Cause and Effect* is advantageous in some ways, it shows drawbacks in both its structure and content as seen from the points of view of the teachers and the students at MSA. Some emerging issues can be sorted out as follows.

* The vast majority of respondents (18 teachers and 84 students, 90% and 80% respectively) claim on the lack of two stages, pre-reading and post-reading, which are
often of great importance to the process of developing reading skills. They are considered as useful means to exploit reading texts. It is widely known that one of the purposes of pre-reading activity is to arouse students' expectations as well as to acknowledge the different contexts, experiences, and background knowledge of students that will influence how they read and learn from a text. It also promotes students' engagement and interest by providing them with means to preview and anticipate the text. Whereas post-reading activity keeps another no less important role as it extends the understanding obtained from the previous stages into other useful tasks such as evaluating, synthesizing, commenting, discussing, and reflecting. However, *Cause and Effect* totally lacks these important stages while other reading books successfully deal with this.

* As far as tasks are concerned, though *Cause and Effect* contains a number of exercises, most of these exercises are grammar-based. They could be broadly classified as: answering questions, main ideas, true/false, and guessing words from the context clues. In addition, 6 teachers (30%) and 18 students (17.2%) claim that the exercises in "context clues" are so easy and that they should be omitted. Seven teachers (35%) and 19 students (18%) suggest that, in order to arouse the students’ interest, some other kinds of practical exercises with game-like features should be added such as rearranging pictures, role-play, close-test (filling in the blank which requires a combination of different skills), multiple choice (which is very convenient and fruitful), crossword puzzle, vocabulary games (kinds of exercises that often bring a lot of fun and joy).

* About the adequacy of the reading skills prescribed in the course, the majority of the informants (16 teachers and 82 students, 80% and 78.09% respectively) claim that the reading skills given in the textbook are inadequate to extend reading skills. Therefore, in order to increase the interest in reading, facilitate the reading process and enhance reading skills, some additions are needed to the reading skills and strategies, which will be thoroughly discussed in question 11.

* Lastly, in terms of reading topics, a number of respondents (9 teachers and 26 students, 45% and 24.76% respectively) share the view that the current textbook should be included with a wider range of fresh and engaging, and updated topics.

In conclusion, the first research question has been fully addressed. Though *Cause and Effect* is a reliable textbook, it reveals itself some areas of inappropriateness and
ineffectiveness. To make it fully effective in improving the students’ reading ability, the disadvantages should be minimized. One of the popular options is to use extra materials to supplement for the insufficient areas of the textbook.

3.4.2 Data analysis to answer the second research question

* What are the teachers’ and the students’ attitudes towards the use of supplementary materials in reading lessons?

*Question 5: How often do the participants use supplementary materials?*

<table>
<thead>
<tr>
<th>Options</th>
<th>Teachers’ choice</th>
<th>Students’ choice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Always</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Often</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Table 2: The frequency of the teachers in using and students in reading supplementary materials*

Optimistically, from the data given above, it seems that all the teachers and almost all the students see the importance of supplementary materials in teaching and learning reading as most of the respondents use supplementary materials from time to time in the course of teaching and learning reading skills. Specifically, 8 teachers (40%) and 32 students (30,5%) often use and read extra materials. None of the teacher (0%) and only 15 students (14,5%) never uses and read supplementary materials, respectively. Furthermore, the vast majority of students, 94 students out of 105 (89,52%), when asked in question 6A, support their teachers’ use of extra materials in reading lessons. It is more important to have a look at the reasons for teachers’ using and students’ reading extra materials.
Question 6: Where would teachers and students like supplementary materials used?

Chart 3a: Teachers’ opinions about place of using supplementary materials.

Chart 3b: Students’ opinions about place of using supplementary materials.

The illustration in chart 3a and 3b clearly indicate that both the teachers and students share the same view on the favorable place of using supplementary materials. As high as 80% of the teachers and 85.5% of the students propose that these materials should be assigned for students to self-study at home where they may feel comfortable and free to read and explore the texts. The remaining portion of the participants suggest that they should be used in class where they can discuss, exchange ideas and viewpoints with their partners, and the teacher can provide help where necessary.

It can be said that the results of this part make the final decision for the researcher to assign supplementary materials for students to do at home, and the teachers will play a monitoring role. Besides, a model of learning and teaching through extensive reading will be also
proposed since one of the essential principles of extensive reading is the readers read in their own time and at their own pace.

**Question 7**: What are the teachers’ and students’ perception of the need of supplementary materials?

<table>
<thead>
<tr>
<th>Supplementary materials</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Don’t know</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ts</td>
<td>Ss</td>
<td>Ts</td>
<td>Ss</td>
<td>Ts</td>
</tr>
<tr>
<td>1. make the reading lessons more enjoyable</td>
<td>20%</td>
<td>34%</td>
<td>45%</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>2. help to improve reading skills</td>
<td>35%</td>
<td>24%</td>
<td>55%</td>
<td>52%</td>
<td>5%</td>
</tr>
<tr>
<td>3. provide more varied knowledge</td>
<td>25%</td>
<td>18%</td>
<td>55%</td>
<td>46%</td>
<td>15%</td>
</tr>
<tr>
<td>4. improve motivation for reading</td>
<td>20%</td>
<td>23%</td>
<td>55%</td>
<td>36%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Table 3**: The effectiveness of using supplementary materials in teaching reading skills

*Note*: Ts for teachers, Ss for students

As depicted in Table 3, most of the respondents are aware of the effectiveness of supplementary materials to their reading lessons. Firstly, what can be seen clearly from the table is that most of the participants respond positively to the efficiency of using extra materials as few teachers and not many students show their disagreement towards the mentioned statements.

Specifically, the majority of the respondents agree upon the statement that supplementary materials help to enhance reading ability, which is the ultimate aim of reading practice. This point is supported by 90% of teachers and 76% of students who assume that extra reading materials can help to improve reading skills. As much as 65% of teachers and 57% of students state that the reading lessons would be more enjoyable and more varied with the aid of supplementary materials. This is really important as it means the class is no longer rigid and boring but fun and relaxing.
One thing should be noted here is that the numbers of students who have no ideas on these points seems to be high. 31% is the number of students who do not know whether supplementary materials help them to promote their motivation. For widening worldwide knowledge it is 26%. Regardless of these things, it can be concluded that supplementary materials can be useful as seen from different angles. This data may be useful for the teachers to select and design extra materials, which meet the needs and perception of the learners.

In conclusion, most of the participants support the idea that supplementary materials should be incorporated into the reading comprehension subject as it can not only motivate learners but also maximize the development of their reading ability. Especially, given the limitations of the textbook, supplementary materials seems to be a good choice to expand the teaching and learning options.

3.4.3 Data analysis to answer the third research question

* What are the teachers and the students’ preferences to the kind of supplementary materials?

Question 8: What are the respondents’ favorite topics to use with supplementary materials?

![Chart 4a: Frequencies of topics chosen by teachers as the most and the least favorite](image-url)
**Chart 4b:** Frequencies of topics chosen by students as the most and the least favorite

<table>
<thead>
<tr>
<th>Topic</th>
<th>Most Favorite</th>
<th>Least Favorite</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Education</td>
<td>38</td>
<td>6.6</td>
</tr>
<tr>
<td>2: Science and technology</td>
<td>15</td>
<td>10.5</td>
</tr>
<tr>
<td>3: Sports</td>
<td>30.5</td>
<td>5.5</td>
</tr>
<tr>
<td>4: Health</td>
<td>27.5</td>
<td>3</td>
</tr>
<tr>
<td>5: Holiday and festival</td>
<td>24.5</td>
<td>2</td>
</tr>
<tr>
<td>6: Environment</td>
<td>11.5</td>
<td>13</td>
</tr>
<tr>
<td>7: Social issues</td>
<td>9.5</td>
<td>15</td>
</tr>
</tbody>
</table>

One thing should be pointed out from the two charts 4a and 4b is that both teachers and students put *Education* as their top priority. This topic is chosen with the greatest percentage from the respondents as the most favorite one (45% of teachers and 38% of students). However, the teachers’ and students’ preferences of topics also vary a lot. What can be seen is that such topics like *Sports, Health,* and *Holidays and festivals,* are the most favorite ones among the students, which are measured by 30.5%, 27.5%, and 24.5%, respectively. They seem to be very practical to choose something familiar it helps them to better comprehend the text. On the contrary, these sorts of thing receive little favor from the teachers. The topics are chosen with high frequencies among the teachers, as the most favorite ones, after *education,* are *social issues* and *environment* with 35% and 30%, respectively. This data is important for the teachers when selecting and designing reading materials, how to balance between their own thoughts and beliefs with the needs and interests of their students. The teachers tend to focus on the subjects, skills, and knowledge they think will be necessary. But these may be contradictory to students' real needs, and end up being an imposition.
Question 9: What are the respondents' preferences for text-types?

<table>
<thead>
<tr>
<th>Text types</th>
<th>Articles</th>
<th>Novels or short stories</th>
<th>Lectures</th>
<th>Brochures or pamphlets</th>
<th>Reports and reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td>Ts</td>
<td>Ss</td>
<td>Ts</td>
<td>Ss</td>
<td>Ts</td>
</tr>
<tr>
<td>1</td>
<td>60%</td>
<td>44,5%</td>
<td>45%</td>
<td>36%</td>
<td>30%</td>
</tr>
<tr>
<td>2</td>
<td>30%</td>
<td>22%</td>
<td>20%</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>0%</td>
<td>30,5%</td>
<td>25%</td>
<td>12,5%</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>10%</td>
<td>3%</td>
<td>10%</td>
<td>28,5%</td>
<td>15%</td>
</tr>
<tr>
<td>5</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Table 3: Teachers' and students' attitudes towards kinds of texts in order of choice

Note: Scale 1: most preferred, down to scale 5: least preferred

Interestingly, the text type students choose to be their most priority to learn is the one teacher prefers to teach. It is shown that up to 60% of the teachers and 44,5% of the students put Articles in the first scale. It is easy to understand as newspaper articles are authentic supplementary materials and they provide social and worldwide knowledge. Furthermore, both teachers and students enjoy Novels or short stories. As high as 45% of the teachers put Novels or short stories for their first scale, and that of students is 36%. None of the respondents ranks it at the fifth row.

However, the great differences between the teachers' and the students' perception about text types lie in the last three columns. The next kind of text, which the teachers are fond of, is Lectures, 30% of the teachers rank it at the first scale, whereas this kind of text receives little favor from students as only 13% of them put it at the first row and up to 27% put it at the fifth rate. Brochures or pamphlets is the choice of a minority of the teachers as none of the teachers put it on the first scale, while that number of students, by contrast, is considerable (22%). As regards Reports and reviews, only 8,5% students think they like reading this type of text, whereas that percent of the teachers is up to 25%.

In short, these figures indicate that the preferences for text-types of the teachers and that of the students do not always meet at the same point. There are still mismatches between the teachers and the students in the way of choosing preferable text types. Therefore, in order to balance between the teachers’ and students’ perception of favorite text-types, a variety of
texts should be included since it ensures that learners can find things they want to read and to learn regardless of their interests.

*Question 10: Which of the following exercises should be practised with supplementary materials?*

![Chart showing students' and teachers' opinions on the kinds of exercises to be practised with supplementary materials]

**Chart 5**: The teachers and students' suggestions on the kinds of exercises to be practised with supplementary materials

1. gap-filling
2. matching
3. multiple choice
4. comprehension questions
5. true/false questions
6. summary writing
7. jumbled sentences
8. others

The prominent feature shown in Chart 5 is that for both groups of respondents the most popular reading exercise type is *multiple-choice question* (88% teachers and 85% students), where all students have to do is to choose the correct answer among the given options. The second type of exercises to be practised is *open-ended comprehension questions* (78.5% students and 75% teachers). What come next are *gap filling, true/false, and matching*. It is supposed that with these exercises students could best comprehend the texts, reinforce their reading ability and gradually enhance general language capacity. Besides, 3 teachers (15%) provide their additional exercise-types namely *extracting main ideas, word-form* and *identifying the topic of a paragraph*. The reading exercise that students do not like is summary writing (only 23.5% of students), the one that is time-consuming and requires a
combination of different language skills. However, the teachers should raise the students' awareness of the importance of writing skills as good readers make good writers. Reading helps students to develop writing skills, while writing experience helps students become better readers.

**Question 11: What reading skills should be practised with supplementary materials?**
The purpose of this question is to find out different reading skills, which are supposed to extend students’ reading ability, so that the author will suggest task types to be used with supplementary materials.

<table>
<thead>
<tr>
<th>Options</th>
<th>Teachers’ choice</th>
<th>Students’ choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>skimming to get main ideas</td>
<td>12</td>
<td>70</td>
</tr>
<tr>
<td>scanning to get specific information</td>
<td>9</td>
<td>62</td>
</tr>
<tr>
<td>identifying the topic of a paragraph</td>
<td>14</td>
<td>75</td>
</tr>
<tr>
<td>predicting</td>
<td>15</td>
<td>78</td>
</tr>
<tr>
<td>previewing</td>
<td>7</td>
<td>43</td>
</tr>
<tr>
<td>inferring</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>taking notes and summarizing</td>
<td>17</td>
<td>89</td>
</tr>
<tr>
<td>guessing words from context clues</td>
<td>6</td>
<td>34</td>
</tr>
<tr>
<td>recognizing implications (hidden meanings)</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>others</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Options</th>
<th>Teachers’ choice</th>
<th>Students’ choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>skimming to get main ideas</td>
<td>12</td>
<td>70</td>
</tr>
<tr>
<td>scanning to get specific information</td>
<td>9</td>
<td>62</td>
</tr>
<tr>
<td>identifying the topic of a paragraph</td>
<td>14</td>
<td>75</td>
</tr>
<tr>
<td>predicting</td>
<td>15</td>
<td>78</td>
</tr>
<tr>
<td>previewing</td>
<td>7</td>
<td>43</td>
</tr>
<tr>
<td>inferring</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>taking notes and summarizing</td>
<td>17</td>
<td>89</td>
</tr>
<tr>
<td>guessing words from context clues</td>
<td>6</td>
<td>34</td>
</tr>
<tr>
<td>recognizing implications (hidden meanings)</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>others</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

**Table 4: The teachers’ and students’ suggestions for reading skills to be practised with extra materials.**
The illustration in Table 4 reveals that the students’ answers are in great harmony with the teachers’. The greatest portion of students (84.5%) suggest that **taking notes and summarizing** should be practised and so do most of the teachers (85%). The second greatest portion (75% of teachers and 74% of students) is in favor of **predicting**. The students also state such skills as **identifying the topic of a paragraph, skimming to get specific information,** and **scanning to get main ideas** should be practised with 71%, 66.5%, and 59%, respectively. The teachers’ answers are in line with the students’ in that 60% of them are in favor of **skimming to get specific information** and the percentage for **scanning to get**
main ideas is 45%. Furthermore, 2 teachers (10%) add some other skills such as recognizing discourse markers, titling, and transferring information into diagrams, charts, or graphs. Although some of the strategies or skills seem to overlap, yet they are used for different purposes in reading comprehension. In short, in order to facilitate students' reading, in accordance with familiarizing students with various genres and styles in English, the teacher should pay attention to consolidating students’ reading techniques and micro-skills.

**Summary**

This chapter has presented the background of the study, the instruments and procedures of data collection. To get data for the research, two sets of questionnaire have been designed and delivered to the teachers and the students. The information obtained from the two questionnaires is processed thoroughly. Firstly, it deals with the evaluation of the textbook made by the teachers and the students. Then it is followed by their ideas on the use of extra materials in reading lessons and their preferences for kinds of supplementary materials are also touched upon. The analysis of the results will serve as some important input for adaptation of the textbook as well as for the justification of using extra materials in order to enhance students’ reading skills.

The next chapter of the study will summarize major findings, discussion and some practical recommendations will be touched upon.
CHAPTER 4: FINDINGS, DISCUSSION AND RECOMMENDATIONS

Introduction
Chapter 4 is discussed basing on the results obtained from the previous chapter. This chapter will be catered for presenting major findings of the analysis and giving suggestions for the adaptation of the textbook as well as selecting and assigning extra materials.

4.1 Findings and discussion

4.1.1 The evaluation of the current textbook Cause and Effect
Reading is not only one of the four practical language skills in foreign language learning but also the most important one for many students. It offers students a lot of interesting information as well as language expressions and structures. These advantages will be very useful for the students to practise and develop other skills and therefore facilitate the process of language learning. Among many other factors, reading materials play a key component, which strongly affect the students’ motivation and reading ability.

However, what is noteworthy from this study is that most of the respondents are not satisfied with the current textbook. This is justified by the concrete numbers which show that as many as 40% of the teachers and 48% of the students find the current textbook not very interesting and unable to improve students’ reading ability and that there must be some improvements to be made. Obviously, the textbook is far from their satisfaction and expectation. It is not surprising as textbook selections are often out of date. The content is foreign to students’ experience. These demotivating factors badly affect the development of students' reading skills and their general language capacity. Some areas of inappropriateness and insufficiency in the textbook can be sorted as follows.

The very first thing should be mentioned is that the book totally lacks 2 important stages: pre-reading, and post-reading. Needless to say, each stage has its own characteristics and plays a role of equal importance in the reading process. Each stage has a different goal and deals with different reading strategies.

Second, some topics (Explorers, a Mishmash) receive negative response from the participants as they claim these topics are not of their interests, some even further comment that these themes are of no use and unpractical for their studying and their life.

Last, other kinds of reading activities should be added. The exercise-types, as can be seen in the textbook Cause and Effect, are four main ones including comprehension questions,
true/false, main ideas, and guessing words from the context clues. It can be imagined how bored the students may feel if they are exposed to these types of exercises in every lesson. Therefore, it is the teacher’s responsibility to adapt or design challenging and varied tasks to reinforce students' reading development.

In short, despite a number of good points it has, the current textbook still fails to satisfy both teachers and students. Therefore, it needs some improvements and adjustments so that it can both fit the needs and interests of the students and fulfill the academic requirements.

4.1.2 The effectiveness of supplementary materials as seen from the teachers' and the students’ perspective

All the participants clearly see the importance of supplementary materials in the course of teaching and learning reading skills as nearly half of teachers taking part in the survey (40%) often give their students extra readings during their reading lessons and a considerable number of students (30.5%) often read extra texts for self-study to upgrade their knowledge and improve reading ability. It is clear that supplementary materials can motivate students, improve sub-reading skills, and widen students' knowledge related to different aspects of life. Some teachers use extra materials because they want to familiarize students with other type of texts, which are not available in the textbook, and they also recognize the lack of various exercises in the textbook. Therefore, extra texts can make up for the ineffective and insufficient areas of the textbook.

However, there still exist a few students (15) who never do extra readings. In the small talk, some of them reveal that they do not have enough time, the others find it not necessary, and most importantly some do not know where and how to get the right materials and which resorts to consult. Up to this point, it raises a question for the teachers to direct students to the available sources and guide them on how to choose appropriate extra texts, which will be thoroughly discussed in Recommendations.

4.1.3 The teachers' and students' preferences for kinds of supplementary materials

The results show that the use of the supplementary materials is essential for the students to improve their English in general and reading ability in particular. It will function as a compensation for the textbook's deficiencies and making the reading lessons more interesting.
Firstly, as far as topics are concerned, the findings in chart 4a and 4b show that both teachers and students like *education* the most. Such topics as *sports*, *health*, and *holidays and festivals* receive positive response from the students. While these of the teachers are *environment* and *socials issues*. Therefore, in order to bridge the gap between the teacher and the students, supplementary materials should consist of a variety of topics so as to meet the students' interests and still fulfill the academic objectives.

Second, text types are also one of the important factors that affect the students' interest in reading lessons. The findings show that both teachers and students prefer to read *Articles* and *Novels or short stories*. It is not surprising as these types of text are often fresh, engaging, and authentic which give readers interesting and up-to-date information. However, it is essential that the teachers diversify the text types to motivate the learners and to fulfill the objectives of the course as the diversification plays a key role in arousing students' interest in reading.

Last, the kinds of exercises, which are suggested, include *multiple choices, gaps filling, matching*, and exercises with game-like features such as *role-play* or *problem solving*. These are basic and useful skills that should be practised much in supplementary materials. A variety of exercises, as the students hope, can help them comprehend the texts easily and develop proper reading strategies for different reading purposes.

In conclusion, all the research questions have been addressed and the findings support the use of supplementary materials. In the next part, the researcher would like to put forwards some suggestions on how to make improvement to the textbook being used, in accordance with extra reading materials so as to enhance students’ reading skills and fuel their engagement in reading lessons.

### 4.2. Recommendations

#### 4.2.1 Adaptation for the improvement of the textbook *Cause and Effect*

Any textbook should be used critically. We, EFL teachers, should be aware of its strong points and limitations in order to make full use of the first and compensate for or neutralize the second. It is necessary for the teachers to develop the textbook for the better and for the sake of teaching and learning. To obtain this goal, the teachers of English at MSA should make some adjustment to the present textbook so that it will become more effective and appropriate for their students. Based on the results of the study, some adaptations can be suggested as follows. (Kindly see Appendix 3 for sample adaptation)
1. Omitting unnecessary exercises or details of the reading texts

In *Cause and Effect*, after almost every reading text, there is "context clues" where students have to guess the meaning of the bold words based on the clues of the context. For this part, students do not need to understand the exact meaning of every new word. Instead, they can guess the general meaning of new words by looking at the context – the words or the sentences before and after the new word. However, most of these highlighted words are so familiar that students hardly have to look at the clues of the context to work out meaning of the words. For example:

* Burke's expedition had **terrible** problems and several men died.
  a. large   b. interesting   c. very bad
  *(Text 3, Page 26)*

* What is the best **method** to learn a language?
  a. lesson   b. way   c. composition
  *(Text 5, page 47)*

With intermediate level of proficiency, these bold words are too easy and not suitable with the students' level. This part would be more effective and more meaningful if other difficult words should be tested so that students have to resort to the clues of the context and the skill of word-guessing would be fully exploited.

2. Adding pre-reading and post-reading

As mentioned, pre-reading activities are highly recommended, as it is apparent that they give the students a reason to read, arouse their interests and expectation and to lead them to the main points of the text. Effective readers use pre-reading skills to get an initial feel for the content and organization of the reading text. Regarding the stage of post-reading, follow-up writing and discussion should also be designed so that students can have the chance to clarify their understanding of the text and discuss the issues raised in the reading. Moreover, the activities in this section provide students with a chance to broaden their view on the topic of the reading and to address more global issues and concerns. This is crucial as reading is not a separated skill, but closely integrated with other language skills.

3. Replacing uninteresting topics

In terms of reading topics, it is necessary for the teachers to make some changes to the topics of the reading texts that do not really interest the students *(Explorers and A*
It is a good idea to provide the learners with reading texts somewhat related to their needs and interests, which will surely evoke the learners' interests in learning reading. Such uninteresting texts can be replaced with others more interesting as suggested by the students (Education or Sports). At the same time, the teachers should guide students to the topics of global scale such as Environment pollution or Social issues. As it is known, in order to be good learner, language competence is not enough but also knowledge of different aspects of life and of the world.

Another alternative is proposed. As mentioned earlier, the reading teachers have to dutifully cover two selected texts in each topic (5 topics with 10 texts in all). The option is that instead of covering both texts, the teacher may choose one and replace by another text with topics of students' interest. By doing so, they can still follow the teaching plan and combine additional interesting materials. It is essential for the teachers to be flexible and sensible to know what is best for their students.

4. Designing more tasks (activities and exercises)

Along with reading texts, designing and assigning more tasks is an other important work for the teacher. The tasks should provide opportunities for plenty of use of the target language and cover a satisfactory range of language items and skills. On the one hand, this enables the teachers to employ different techniques for different reading purposes to enhance students’ reading ability. On the other hand, the students will be more involved if they are provided with a variety of activities and exercises as well as types of texts. As suggested by the participants, the tasks should include game-like features or imaginative elements such as completing tables/diagrams, rearranging pictures, role-play, and problem-solving or more practical exercises like multiple choices, gap filling, or discussion. These tasks can be added partly or fully depending on different reading texts.

In short, changes of some sort are inevitable if we wish to bring about effective teaching and learning. It is really not easy and it does take time and effort of the teachers. They must be flexible and adaptive in order to respond to the requirement of the new teaching situation.

4.2.2 Suggestions for selecting supplementary materials

To ensure the success of the teacher in activating his students and improving their reading skills, materials should be selected with great care and guaranteed of the students' interest.
Obviously, when selecting texts, we need to find the texts that are suitable for majority students in class. Based on the results of the study and three main criteria influencing the choice of texts as suggested by Nuttal (1996), the following guidelines are proposed.

First, texts must be in line with types of the course we are teaching. The course is studying in this research is a general English course and intermediate level for the learners. This means selected materials must be ones, which are for students who know the basic structures of English and have a vocabulary of about 2000 English words.

Second, the selected materials should include a variety of texts and tasks. As investigated, students often complained of boredom with the repeated diet of texts and tasks. They may respond better to more varied materials. In a reading program for general purposes like at MSA, variety should be guaranteed, since one aim is to expose students to all the kinds of text they are likely to encounter after finishing the course.

Next, the content of the text is accessible to the learners; they know enough about it to apply their own background knowledge and to help comprehend the text. If students read the text with an "empty" mind, or in other word, they have no idea about the text they are reading, it is hard to bring about any success and certainly prevent the improvement of reading skills. Moreover, the text must be suitable for students' interests by providing new, exciting information through natural and learnable language. Only then, texts will have the potential to bring motivation to students and instill in the students a love for reading.

Last, we should pay attention to other related factors as length of text, the appropriateness of language level, and the exploitability of the text which means teachers can make use of the text to develop the students' competence as readers.

4.2.3 Suggestions for assigning supplementary materials and assessing students' performance

As suggested, most teachers and students agree that in order to save class time, supplementary materials should be assigned for students to do outside the classroom in their own time, monitored by the teacher. It is clear that when students are given a reason to read within the time available, they will begin to form and nurture a habit of reading. After each lesson, the teacher may prepare a variety of texts with different reading exercises and reading skills and assign students to complete them at home. The homework exercises may be checked as a warm-up activity in the following lesson. The students should be encouraged to exchange with their peers for self-checking the exercises, express
their opinions about the question involved or talk about difficulty they encounter in doing the tasks.

In the specific context of MSA, Reading Comprehension is taught as part of an integrated skills class or as a separate subject. In both cases, a great deal of attention is paid to intensive reading, rather than extensive reading. After a semester, students’ assessment is completely based on the end-of-term examination, which is designed to test students’ ability to understand one or more passages and answer a set of related questions, the results of which may be unreliable.

It is the author’s suggestion that in Reading Comprehension course, intensive reading should be combined with extensive reading. The final assessment would be based on the final exam’s results and on the students’ performance during the course. It is agreed that alternative assessment provides a way of "observing and scoring students' performance and giving feedback to both students and teachers about the effectiveness of the language learning and teaching involved". (Brown, 1998: vi)

By this way, the teacher can see student's continuous learning process from the beginning to the end of each semester. Most important of all, it is based on students' performance in real-life tasks.

Personally, the author have tried out successfully and now suggests a model of learning and assessment though extensive reading advocated by Day, R. (1998). It is not without reason to propose this kind of reading as getting students to read extensively is the easiest and most effective way of improving their reading skill. (Lightbrown, 1999)

The sequences of activities are described as follows.

Firstly, the teacher selects or introduces different text types from available sources in English (kindly see Appendix 5 for recommended sources of supplementary materials), such as newspapers, online news, and short stories, based on the topics discussed in the class. Then, the teacher encourages students to read as many extra reading materials as possible at their own pace and level. This kind of reading helps to expose learners to a large amount of meaningful and interesting L2 input. Besides, it offers learners opportunities to practise reading strategies and developing different types of knowledge as simply allowing students to read more books will result in improved reading. It should be noted that this model places a high demand on teachers, because it requires careful thought and preparation.
With extensive reading, the following activities can be alternatively applied to give informal assessment on the students' performance made by the teacher during the course.

**Activity 1: Reading Journal**

In their journal students write the title, author, level, date they started, and date they finished each reader. After reading, they write a summary of about 100 words for each text. The teacher collects the reading notebooks once a week, reads them, and comments on the progress which students have made. She also checks to make sure that students write the summaries, but she makes no correction. It is known that such reaction reports are enjoyable for teachers to read because they give insights into students’ thoughts and feelings. If teachers respond to students' reaction reports with their own comments or questions, the reports help to establish a reading community in a way that answering comprehension questions and writing summaries never can.

**Activity 2: Vocabulary Journal**

Students create a "word bank" which includes a minimum of 10 new and key words and record them. For each item, students write down the word, its meaning, an example from a dictionary, and another example from the text. The teacher comments on the word choices, examples given, or the amount of vocabulary.

**Activity 3: Book Report**

Each student reports orally for 3 minutes on one text he has read. Students are encouraged to select their favorite subjects and text-types since a wide range in types of texts would broaden their knowledge and deepen their language skills. The report should include the text title and author, a brief summary, and what the student likes most about the reading text. After the report, he answers one or more questions from the class.

**Activity 4: Presentation**

A presentation can be done as a follow-up activity in which students work in group and carry out a project work. Each group chooses a topic they are interested in and shares it with their classmates. The aim of the presentations is to have students understand further investigation into a topic of their choice. Each presentation might last only five minutes, plus five minutes for follow-up discussion.

This way of teaching, when applied, does maximize students' ability in reading as it makes good use of their autonomy and their time. By doing so, students' learning goes beyond the
classroom. No matter how busy the reading teacher is, she is strongly advised to keep track of students' reading, their progress, and their problems. Her frequent comments in students' reading journals seem to be a good encouragement. Common problems among students should be discussed in class to find solutions, and reading goals should be set to give students standards to meet.

In conclusion, extensive reading is an effective way of teaching and learning in the Reading Comprehension subject because it makes learners more responsible and autonomous. It is noted that incorporating supplementary materials in a language curriculum is time-consuming; especially where a curriculum (plan for timetable) is so fixed that a teacher must be careful with every minute she spends in the classroom. Even so, it should be done when we consider the payoff it brings to our students, who become "more efficient, more responsible, more self-directing, and more autonomous". (Cohen, 1998: 83)

**Summary**

In summary, this chapter has presented a number of the key problems identified in the textbook evaluation and proposed recommendations to handle with these issues effectively. Given the limitation of the textbook, supplementary materials seem to be a good option for both teachers and students. As discussed, most of the respondents support the use of extra materials and because of the limited class-time; they think that it is best to assign extra materials for students to do at home. Therefore, the author suggests the model of learning and assessing though extensive reading as it makes learners more responsible and more autonomous.
CHAPTER FIVE: CONCLUSION

In this final part, the author would like to make a brief summary of the issues discussed in the study and offer some suggestions for further study.

5.1 Summary of the study

By reviewing the relevant literature on theories of reading comprehension and materials development, it is important for the teachers at MSA to identify the problems we have in the existing materials and determine what we think would be useful for our students. In order to find out the problems, quantitative method is employed. The ultimate goals of the study are to evaluate the current textbook and to test the effectiveness of using supplementary materials in reading lessons. The findings of the study have pointed out some areas of ineffectiveness of the textbook. It is not effective enough to develop students' reading comprehension skills and other related skills. To better the situation, what we need is to adapt the textbook combining with the use of extra materials. Optimistically, most of the participants in the study support the use of extra materials as one way to make up for the insufficient areas of the textbook and also to expose learners to as many kinds of materials as possible.

From the results of the study, the author has presented some suggestions on selecting appropriate materials, assigning and assessing students' performance through a model of extensive reading.

It is hoped that what has been discussed in the study might be beneficial to both teachers and students as it helps them learn about the strengths and weaknesses of the current textbook, identify room for future improvement and development of the reading materials.

5.2 Limitations and suggestions for further study

Within the scale and scope of a minor thesis, this study does have some certain limitations. Firstly, supplementary materials can be used in addition to the core materials of a course and it is used to develop the language skills. However, the study has no chance to deal with other language skills: listening, writing, and speaking but only the skill of reading is investigated. Secondly, the study though has worked out some problems in teaching and learning reading, has not handled with different strategies or techniques to improve students' reading skills. Last but by no means least, it also limits itself to a supplementary reading syllabus for the first-year students at MSA. All the existing limitations of this study call for further research.
REFERENCES


**Websites**

http://www.education-world.com/a_lesson/newsforyou/newsforyou020.shtml


http://w.w.w. erfoundation.org
APPENDIX 1

QUESTIONNAIRE FOR TEACHERS

This survey questionnaire is designed for my M.A thesis on: “Development of supplementary materials to improve reading skills to the first-year students at Military Science Academy”. Your responses are very important to the success of the study. You can be confident that the information you provide will be treated in the strictest confidence. Please tick the appropriate box to respond to each question and write the answer where necessary.

1. What is your general impression on the reading texts in the textbook Cause and Effect?

   a. interesting ☐
   b. difficult ☐
   c. relevant
   d. boring ☐
   e. others (please specify).................................................................

2. The following topics are included in the current textbook. How do you like about them?

<table>
<thead>
<tr>
<th>Topics</th>
<th>How do you like?</th>
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<tbody>
<tr>
<td></td>
<td>Very much</td>
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<tr>
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<td>A Mishmash</td>
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<tr>
<td>Science</td>
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<tr>
<td>Medicine and Health</td>
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</tbody>
</table>

3. What do you think about the exercise-types accompanying the reading texts?

   a. various ☐
   b. useful ☐
   c. inadequate to improve reading skills ☐
   d. monotonous (repeated patterns) ☐
   e. others (please specify).................................................................
4. In your opinion, what improvements should be made on the current textbook to make it more useful and more interesting to your students? (Topics, level of language, presentation, length, etc.)

5. To improve your students’ reading comprehension skills, how often do you use supplementary materials other than the textbook?
   a. always □
   b. often □
   c. sometimes □
   d. never □

6. How do you use supplementary materials?
   a. in class □
   b. at home □
7. What do you think of the benefits of using supplementary materials in reading lessons?

<table>
<thead>
<tr>
<th>Supplementary materials</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Don’t know</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
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<tbody>
<tr>
<td>1. make the reading lessons less boring</td>
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<tr>
<td>2. help to improve students’ reading skills</td>
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<td>3. give students more worldwide knowledge</td>
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<td>4. improve students’ motivation for reading</td>
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8. What topics do you prefer to use with supplementary materials? (Number 1 for topic you like most and 7 for the one you like least)

a. education  
   b. science and technology  
   c. sports  
   d. health  
   e. holidays and festivals  
   f. environment  
   g. social issues (crime, politics…)

9. Please place the following text-types in order of your choice for teaching, using number 1 for the most preferred, down to number 5 for the least preferred.

a. articles  
   b. novels or short stories  
   c. lectures  
   d. brochures or pamphlets  
   e. reports and reviews

10. What exercise types should be practised with supplementary materials to enhance your students’ reading ability?

   a. completion exercises  
   b. gap-filling
c. matching

d. multiple choice questions

e. open-ended comprehension questions

f. true/false questions

g. summary writing

h. jumbled sentences/jumbled paragraphs

i. identifying the topic of a paragraph

j. extracting main ideas

k. others

11. Which of the following reading skills should be practised to reinforce your students’ reading development?

a. skimming to get main ideas

b. scanning to get specific information

c. predicting

d. previewing

e. inferring

f. taking notes and summarizing

g. guessing words from context clues

h. recognizing implications (hidden meanings)
i. others

THANK VERY MUCH FOR YOUR ASSISTANCE!
APPENDIX 2

QUESTIONNAIRE FOR STUDENTS

This survey questionnaire is designed for my M.A thesis on: “Development of supplementary materials to improve reading skills to the first-year students at Military Science Academy”. Your responses are very important to the success of the study. You can be confident that the information you provide will be treated in the strictest confidence. Please tick the appropriate box to respond to each question and write the answer where necessary.

1. What is your general impression on the reading texts in the textbook *Cause and Effect*?
   a. interesting
   b. boring
   c. difficult
   d. relevant
   e. others (please specify) ........................................................................................................

2. The following topics are included in the current textbook. How do you like reading about them?

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<td>Medicine and health</td>
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3. What do you think about the exercises types accompanying the reading texts?
   a. various
   b. useful
   c. inadequate to improve reading skills
   d. monotonous (repeated patterns)
   e. others (please specify) ........................................................................................................
4. In your opinion, what improvements should be made on the current textbook to make it more useful and more interesting? (Topics, level of language, presentation, length, etc.)

5. To improve your reading comprehension skills, how often do you read supplementary materials other than the textbook?
   a. always
   b. often
   c. sometimes
   d. never

6. A, Do you like your teacher to use extra reading materials other than the textbook?
   a. yes
   b. no

   B, If the answer is yes, how do you like your teacher to use supplementary materials? in class □ at home □
7. What do you think of the benefits of using supplementary materials in reading lessons?

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<tr>
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<td>4. improve motivation for reading</td>
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8. Which of the following topics would you prefer to read in supplementary materials? (Please place number 1 for topic you like most and number 7 for the one you like least)
   a. education
   b. science and technology
   c. sports
   d. health
   e. holidays and festivals
   f. environment
   g. social issues (crime, politics…)

9. Please place the following text-types in order of your choice, using number 1 for the most preferred, down to number 5 for the least preferred to learn.
   a. articles
   b. novels or short stories
   c. lectures
   d. brochures or pamphlets
   e. reports and reviews

10. What exercise types should be practised with supplementary materials to reinforce your reading development?
    a. gap-filling
b. matching ☐
c. multiple choice questions ☐
d. open-ended comprehension questions ☐
e. true/false questions ☐
f. summary writing ☐
g. jumbled sentences/jumbled paragraphs ☐
h. others................................................................................................................................

11. Which of the following reading skills should be practised in order to enhance your reading ability?
   a. skimming to get main ideas ☐
   b. scanning to get specific information ☐
   c. predicting ☐
   d. previewing ☐
   e. inferring ☐
   f. taking notes and summarizing ☐
   g. guessing words from context clues ☐
   h. recognizing implications (hidden meanings) ☐
   i. others................................................................................................................................

THANK VERY MUCH FOR YOUR ASSISTANCE!
APPENDIX 3
SAMPLE ADAPTATIONS

A. Sample adaptation of text 3: The Common Cold

I. Predicting

1. Look at the title of the text. Think of as many words as possible, which you are likely to find in the passage.
2. Work in pairs, think of causes and solutions for the common cold.
3. Now read the passage and check whether the words you predicted in 1 actually appeared.

II. Read the text in 10 minutes to decide whether the following statements are true (T), false (F) or no information (NI) according to the text.

1. Coughing and sneezing are symptoms of a cold.

2. Cold medicine can prevent cold.

3. If you are healthy, you will not catch cold.

4. An experiment in England showed that getting chilled probably cause colds.

5. Researchers have shown that vitamin C can prevent colds.

6. Cold is an infectious disease.

7. There is no vaccine to prevent colds.

8. The best way to avoid getting colds is to avoid standing near people who have a cold.

III. Read the text again and choose the best answer to the question

1. What is the main idea of the second paragraph?
   a. Cold is not a serious illness.
   b. Anyone can catch colds at some time or other.
   c. There is no cure, so far, for the common cold.
2. The topic sentence of paragraph 3 is
   a. The first sentence
   b. The last sentence
3. The main idea of paragraph 5 is about
   a. The problems with common cold
   b. The differences between colds and flu.
   c. The seriousness of colds and flu.
4. Which sentence best describes the purpose of the reading text?
   a. To provide general knowledge of the common colds
   b. To give suggestions to avoid getting a cold.
   c. Both a and b.

IV. Fill in the summary with one suitable word

Every year people all over the world suffer from the common cold. Although it is not a serious illness, much money is spent on different kinds of cold (1)........... every year. There is no (2).................medicine for colds, but people have many traditional ideas to prevent cold such as eating lots of (3)............... or avoiding getting wet and chilled. However, the researchers did not find any (4)............... between being wet and catching a cold. In the 1950s, scientists discovered that (5)................. cause colds because they believed that they spread when people sneezed and (6)............... Colds do not spread through kissing, but by (7)............... contact. Therefore, the best way to avoid catching a cold is to avoid touching people who have colds or the (8)....................... they use.

V. Discussion

Work in pairs or group of 3. Talk about the time you caught a cold or flu. (When you got, how you felt, what you did, etc). Which one, flu or a cold, do you think is more serious? Justify for your ideas.

B. Sample adaptation of text 2: Sleep and Dreams

1. Pre-reading: Answer the questions by circling a, b or c and then compare your answers with a partner.
   1. How many hours a night do you usually sleep?
      a. fewer than 6 hours
      b. between 6 and 8 hours
      c. more than 8 hours
2. How do you feel when you wake up in the morning?
   a. great       b. okay       c. terrible

3. When you are sleeping, what do you think your brain is doing?
   a. resting
   b. working

4. Do you agree with the following statement: "Dreams have magical powers or
   that they can tell the future." Justify for your choice.
   a. yes
   b. no

II. Skimming: Read the text through quickly and answer these questions
   1. What have scientists discovered about sleep and dreams?
   2. What does the writer say about the amount of sleep we need?
   3. Why do people snore?
   4. Is it possible to control dreams?

III. Scanning: Read the reading passage again and decide whether the following
      statements are true (T), or false (F).

   1. We spend about a third of our lives sleeping.  
   2. Researchers now understand nearly everything about sleep.  
   3. A dream about an unhappy event can change your heartbeat.  
   4. Nightmares occur early when dreams are short.  
   5. People dream in color.  
   6. Sleep apnea is the cause of some snoring.  
   7. Five or six hours of sleep is enough for some people.  
   8. The best thing to do when you have trouble sleeping is to take sleeping pills.

IV. Discussion & Writing
   1. What is the longest you have gone without sleep? What was the reason? How did you feel?
   2. Do you remember a particular dream? What makes it memorable? Is it a recurring dream?
   3. Write a paragraph of 100 words to describe your dream, including as many details as you can.
APPENDIX 4
SAMPLE FOR EXPLOITING SUPPLEMENTARY MATERIALS

A. Sample supplementary reading 1

Theme: Technology

BEFORE YOU READ

I. Scan the article as quickly as you can and complete the Previewing Chart below.

PREVIEWING CHART

Title of the article:..............................................................................................................................................

Names of professions and places in 
the article (List three more.)
E.g.: health professionals

Key words (What word appears several times? List three more.)
E.g.: worried

II. Based on the chart above, what do you think the article is about?

a. communication problems
b. the possible dangers of cell phones
c. why people use cell phones
d. the future of cell phones

AFTER YOU READ

Read the text and answer the questions at the end of the paper

CELL PHONES: HANG UP¹ OR KEEP TALKING?

Millions of people are using cell phones today. In many places it is actually considered unusual not to use one. In many countries, cell phones are very popular with young people. They find that the phones are means of communication – having a mobile phone shows that they are cool² and connected.

The explosion³ around the world in mobile phone use has some health professionals worried. Some doctors are concerned that in the future many people may suffer health problems from the use of mobile phones. In England, there has been a serious debate about
this issue. Mobile phone companies are worried about the negative publicity of such ideals. They say that there is no proof that mobile phones are bad for your health.

On the other hand, why do some medical studies show changes in the brain cells of some people who use mobile phones? Signs of change in the tissues of the brain and head can be detected with modern scanning equipment. In one case, a traveling salesman had to retire at a young age because of serious memory loss. He couldn’t remember even simple tasks. He would often forget the name of his own son. This man used to talk on his mobile phone about six hours a day, every day of his working week, for a couple of years. His family doctor blamed his mobile phone use but his employer’s doctor didn’t agree.

What is it that makes mobile phones potentially harmful? The answer is radiation. High-tech machines can detect very small amounts of radiation from mobile phones. Mobile phones companies agree that there is some radiation, but they say amounts are too small to worry about.

As the discussion about their safety continues, it appears that it’s best to use mobile phones less often. Use your regular phone if you want to talk for a long time. Use your mobile phone only when you really need it. Mobile phones can be very useful and convenient, especially in emergencies. In the future, mobile phones may have a warning label that says they are bad for your health. So for now, it’s wise not to use your mobile phone too often.

Source: www.oup.com/elt/selectreadings.

1 **hang up** turn the telephone off 4 **detected** seen; found
2 **cool** doing things that are popular 5 **scanning equipment** medical
3 **explosion** sudden increase machines showing things inside the body

**I. Multiple choice.** For each item below, circle the best answer.

1. This article is about..........
   a. the possible dangers of mobile phone use.
   b. why mobile phones are popular.
   c. how mobile phones work.

2. The writer’s purpose in writing this article is to................
   a. convince people that cell phones may be dangerous.
   b. convince people that cell phones are dangerous.
c. convince people to buy cell phones.

3. In the second last paragraph, the word potentially means………..
   a. certainly
   b. possibly
   c. privately

4. Paragraph 4 is about………..
   a. the increase in mobile phone use.
   b. what makes mobile phones potentially dangerous.
   c. how to avoid the possible dangers of mobile phones.

5. You can infer from the information in paragraph 2 that mobile phone companies………..
   b. know that cell phones are dangerous to your health.
   c. have proof that cell phones are not dangerous to your health.
   d. are afraid that information about cell phone health problems will hurt their business.

**II. Facts or Opinions.** Read the statements and check (v) Fact or Opinion

<table>
<thead>
<tr>
<th>Statement</th>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Millions of people use mobile phones today.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. In the future, many people may suffer health problems from the use of cell phones.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. High-tech machines can detect very small amounts of radiation from mobile phones.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The amount of radiation from cell phones is very small.</td>
<td></td>
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<tr>
<td>5. Cell phones aren’t dangerous because the amount of radiation from them is very small.</td>
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<tr>
<td>6. There are more cell phone users today than in 1995.</td>
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<tr>
<td>7. Many Asian students study in England and the United States every year.</td>
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<tr>
<td>8. In the future people won’t read as many books as they do today.</td>
<td></td>
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<tr>
<td>9. Mr. Kazi is a successful businessperson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. There is a hotel called the Grand Hotel in Taipei, Taiwan.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Compare your answers with a partner.**
III. Discussion. The writer suggests that people use cell phones sensibly and widely. Work in pairs and write a list of “dos” and “don’ts” for using a cell phone widely.

USING A CELL PHONE WISELY

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>. Speak softly</td>
<td>.</td>
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<tr>
<td></td>
<td>.</td>
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<td></td>
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<td></td>
<td>.</td>
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</tbody>
</table>

Compare your lists with another pair of students.

B. Sample supplementary reading 2:

Theme: Education

A. Pre-reading:

1. Have you ever worked in a team? What makes a team successful? Why are some teams more successful than others? Share your ideas with a partner.

2. Read the title of the article, then look over the article quickly. What do you think the article will be about? Share your ideas with a partner.

Reading Passage

STUDENT LEARNING TEAMS

“A team is a small number of people with complementary skills who are committed to a common purpose, set of goals, and approach.” - David William -

Research has shown that college students can learn as much, or more, from peers as they do from instructors and textbooks. When students work effectively in a supportive group, the experience can be a very powerful way to improve academic achievement and satisfaction with the learning experience.

Recent interviews with college students at Harvard University revealed that nearly every senior who had been part of a study group considered this experience crucial to his or her academic progress and success. The list below describes several important activities that
you and your study group or learning team can collaborate on. 1. **Sharing class notes.** Team up with other students immediately after class to share and compare notes. One of your teammates may have picked up something you missed or vice versa. 2. **Comparing ideas about assigned readings.** After completing each week’s readings, team up with other students to compare your highlighting and margin notes. See if you all agree on what the author’s major points were and what information in the chapter you should study for exams. 3. **Doing library research.** Studies show that many students are unfamiliar with library research and sometimes experience “library anxiety”. Forming library research teams is an effective way to develop a social support group for reducing this fear and for locating and sharing information. 4. **Meeting with the instructor.** Having your team visit the instructor during office hours to seek additional assistance in preparing for exams is an effective team learning strategy for several reasons. If you are shy or unassertive, it may be easier to see an instructor in the company of other students. Your team visit also sends a message to the instructor that you are serious about learning. 5. **Reviewing test results.** After receiving test results, the members of a learning team can review their individual tests together to help one another identify the sources of their mistakes and to identify any model answers that received maximum credit. You can use this information to improve your performance on subsequent tests or assignments.

However, not all learning teams are equally effective. Sometimes group work is unsuccessful or fails to reach its full potential because insufficient thought was given to how teams should be formed or how they should function. The following suggestions are strategies for maximizing the power of peer collaboration. 1. **In forming teams, seek peers who will contribute quality and diversity.** Look for fellow students who are motivated: who attend class regularly, are attentive and participate actively while in class, and complete assignments on time. Include teammates from both genders as well as students with different personality characteristics. Such variety will bring different life experiences and different styles of thinking and learning strategies to your team, which can increase both its quality and versatility. Furthermore, choosing only your friends or classmates who have similar interests and lifestyles can often result in a learning group that is more likely to get off track and onto topics that have nothing to do with the learning task. 2. **Keep your group size small** (three to six classmates). Smaller groups allow for more face-to-face interaction and eye contact and less opportunity for any one individual to
B6

B. While-reading:

I. Skimming: Read the two questions below. Then, take two minutes to skim the reading for the answers. Discuss your answers with a partner.

1. What is the topic of the reading selection?

2. Who is the audience for this reading?

II. Scanning: Read the statements below and write T (true), F (false), or NI (no information) according to the passage.

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>F</th>
<th>NI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One of the main purposes of the reading is to encourage students to form learning teams.</td>
<td></td>
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<tr>
<td>2. In a recent study, virtually all Harvard University students said that joining a study team helped them be more successful.</td>
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<tr>
<td>3. A team that includes men and women will probably be more effective than a team with only men.</td>
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<tr>
<td>4. To be successful, learning teams need a strong leader.</td>
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<tr>
<td>5. It is a good idea to form teams of people who have similar interests.</td>
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</tr>
<tr>
<td>6. From the reading, you can infer that a team of five people is better than a team of six.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Post-reading:

I. Discussion

1. “Great discoveries and improvements involve the cooperation of many minds.”

   — Alexander Graham Bell —

   What do the quotation mean to you? How does it relate to ideas in this reading passage?

2. Forming a student learning team is one effective way to improve your academic success. What are some other things you can do to improve your academic performance?
II. Crossword Puzzle: Use words from the reading to complete the crossword puzzle.

Across:
1. We sometimes call a teacher an ——
3. It is important to ___ class regularly.
5. Another word for fear is ___
7. The word ___ means in addition.
11. The opposite of false is ___
12. The plural form of activity is ___
15. The word ___ is similar in meaning to 7 across.
16. my, ___ his, her, our
17. Another word for a test is an ___

Down:
2. Students in their last year of high school or university are called ___
3. The opposite of before is ___
4. An ___ person listens very carefully.
6. The past tense of choose is ___
8. The ___ score on most tests is 100.
9. A word for very important is ___
10. The opposite of minor is ___
13. A group of people working together is called a ___
14. A ___ person doesn’t feel comfortable meeting new people.
APPENDIX 5

RECOMMENDED SOURCES OF SUPPLEMENTARY READING MATERIALS

Journals and Magazines
Vietnam News
Saigon Times
Saigon Economics Times
Vietnam Cultural Windows
Special English
Sunflower

News Websites
BBC www.news.bbc.co.uk
CNN www.cnn.com
ABC www.abc.net.au
Vietnam News vietnamnews.vnagency.com.vn

Other Websites
www.collegestories.com This Website is a forum with stories about student life in the United States. Students can send in their own stories to share experience.
www.penguinreaders.com This Website provides plenty of designed reading articles, which include exercises and vocabulary explanations. The readings are categorized according to their level of difficulty. This is very good resource for self-studying and practising reading skills.
www.whitehouse.gov This site offers an overview of life in the White House. It includes large collections of Presidential speeches – good examples of formal writing and up-to-date contents.
www.erfoundation.org The Extensive Reading Foundation whose mission is to support and promote in language education.