

**APPLY THE "2SPE" READING STRATEGY TO TEACHING READING COMPEREHENSION TO HIGH SCHOOL STUDENTS*****Trinh Van Sy**

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Abstract

Currently, Vietnamese education is transforming sharply to develop comprehensive skills and qualities for students. The General education program 2018 (GDPT 2018) programme has been implemented and has brought great achievements to Vietnamese education. In addition to the comprehensive capacity development of students, the Program also requires educational institutions, teachers to inherit and train students with adaptive skills. Currently, we find it difficult for students to apply methods, techniques or some skill, manipulation in the learning process in the courses of grammar. That shows that students are not really interested, and are proactive in learning in grammar. One of the methods, techniques, or tactics that can be applied to the three reading stages: before-during and after reading is the "2SPE" tactic. (Survey, Selective Highlighting, Proposition, Evaluation). In this paper, we conduct surveys, investigate the student's learning status and use text-reading methods to see how much teacher- student is used in school. At the same time, we experimented with the use of "2SPE" tactics in reading and reading lessons in the current CT2018. Through the course of research, teacher- student is interested, students are trained to learn and process information, deep reading and experience the same text in three phases of reading.

Keywords: Program 2018, Literature, Ability, Tactics, Reading comprehension.**INTRODUCTION**

System needs to comprehensively innovate all elements of the teaching process, in which teaching method innovation is an important step. One of the measures to improve the quality of teaching hours, contributing to the development of students' abilities and qualities is to apply active reading strategies in teaching [1]. Reading teaching strategies are suitable for all ages, subjects, and especially high school students. Through the practical application of reading strategies in teaching, we have seen that the quality of teaching in high schools has been significantly improved [1]. Therefore, it can be believed that applying some strategies to teaching is one of the effective measures that need to be promoted [2]. However, through our survey and assessment, currently, during lessons that require reading and processing information, not many teachers use positive strategies, and there are also teachers who use aggressive strategies. Reading techniques in teaching but the frequency of use is still limited [3]. From the above, we focus on researching requirements, processes and ways to implement reading and information processing strategies to contribute to improving the quality of teaching for high school students. Through the practical use of reading tactics in teaching, we noticed that the quality of teaching in THPT was significantly improved [1]. Therefore, it can be trusted that the use of some tactics in teaching is one of the effective measures to be promoted [2]. However, according to our evaluation survey, nowadays, in class hours there are requests for reading and processing information, not many teacher use positive tactics, there are teachers using reading tactics in teaching but the frequency of use is limited [3]. From the above, we focus our research on requests, processes and how to implement reading and processing tactics to help improve the quality of teaching for students.

Nowadays, reading tactics stop at the study of theory, very few subjects of experimental research. We study the history of the study and show that there is a research topic in the teaching of texts in grammar. The art of persuasion in argumentation) and has not been deepened into the analysis of other types of text such as literary text, unused information text, research and experimentation in some disciplines. Each reading phase will have different requirements, from preparing for reading to reading the text, perceiving the text as a process that needs to be accumulated, trained and thought [4].

RESEARCH CONTENT**The concept of reading, reading and understanding:**

Reading is the basic activity of man to take over culture. The concept of comprehension reading is rich in scientific functions and has many levels associated with the theory of literature, the theories of artistic psychology, theoretical communication, and literature. Reading is a human activity, using eyes to recognize signs and writing, using the mind to think and store what you've read, and using a speaker to make a sound to communicate to the listener. Understanding is discovering and mastering the relationship of a thing, a phenomenon, an object and the meaning of that relationship. Understanding is the comprehension of the content and can be applied to life. Reading comprehension: Reading is combined with the formation of the ability to explain, analyze, generalize, correctly and incorrectly argue about logic, that is to say, combine with the ability, thinking and expression. Purpose in literary works, reading is to be seen: The content of the text; the meaning relationship of the texts organized and constructed by the author; intention, purpose [4]. In the concepts of reading, the author of Mr. Tran Dinh Su has divided them into the following concepts: Reading is explanation, decoding; reading is non-explanation; read is

reconciliation, read is re-writing; re-reading is creation, play, is finding what is not in the text; reading is discovery of value; reaching is dialogue, interacting with culture; re-Reading is structuring; replay is response to the action of the sentence; reads is "wrong reading" [4]. However, it does not deny the role of the author, the meaning organization of the text as well as the creative role of readers. Reading is the process of finding meaning. This means that the interactive product keeps the text with the reader that should always be variable and infinite. According to the author Mr. Nguyen Thanh Hung: The act of reading is fundamental and of enormous importance that needs to be dealt with thoroughly. And "understanding" is only the desired and essential result of reading. Understanding is also the ultimate and supreme purpose of any act of reading" [5]. Author Ms. Pham Thi Thu Huong: Reading the actual text is a process by which the reader creates the meaning of the text through a system of certain activities, actions, manipulations. Additionally, the author, Mr. Do Ngoc Thong, argues that: Read and understand here is understood in a fairly comprehensive way. It is a process that involves exposure to the text, understanding both the literal, the figurative, the functional, as well as seeing the roles, the effects of the forms, the methods of the art of the word, the messages of the thought, the feelings, the attitudes of the writer and even the values inherent in the artistic image [6]. In short, these perspectives are aimed at teaching students how to create literature, and at the same time they must be in line with the teaching perspective of developing students' competences under the current Programme.

Introduction to "2SPE" tactics

"2SPE" is the abbreviation of the words (Survey-Selective Highlighting - Proposition - Evaluation) suggested in the book "How to reach the book" by Mortimer Adler. Because, according to him, the best way to understand a text is to find the structure, then formulate the clauses that relate to it, and make your own assessment of the work. But we've been researching and developing this method less and one more step is the "Survey" to train students the ability to generalize the text as quickly as possible.

Requirements for reading tactics "2SPE"

In order to use the "2SPE" reading tactic effectively, teachers need to keep in mind the following requirements: First, the reading tactics performed must be in line with the objectives of each lesson; Second, the tactics must be in line with the time conditions of the school hours, facilities and equipment; Third, the reading tactics must be suitable for all student subjects; Fourth, the reading tactics must be attractive, stimulate the interest and thinking, the learning skills of the students.

Steps to implement "2SPE" reading tactics

* Step 1: S1- Survey (General)

For this step, students use surfing techniques, not going into specific and detailed text/ lesson information. Students take approximately 2 to 4 minutes to review and read the lesson text/ information specifically as follows:

- Theme quick survey, author name, category, layout, capacity, image, header system and chart, chart.

- View lesson titles, question tags, small, large headers, spots, slopes or thick prints.
- Look through drawings or illustrations, graphs or charts. Look through the entire reading by reading the first and last paragraphs, scrolling through the first sentences of each paragraph.

* Step 2: S2- Selective Highlighting

After the first step is completed, the teacher instructs the student to select the information by retrieving the highlighted content for interpretation and discussion. For example:

Text: Mua xuan chin (Mr. Han Mac Tu)

(Literature 10-Episode 1- The Connection of Knowledge to These student phrases have been highlighting to interpret as:

Table 1. Some of the content students can write notes to

Highlighting	Explanation
"Thon nu"	Only girls/women in the countryside
"Sot soat"	The sound of the tree in the spring wind.

* Step 3: P-Proposition- the post-reading phase.

After reading the text, the student gives an insight into the content of the lesson through step 1-read the text and step 2-keyword notes (opinion and re-expression of one's own speech, character evaluation, etc.) discussing with you using a number of techniques, methods such as: Literary discussion circle, XYZ... Besides, the teacher asked for time to think, suggestions to discuss.

Example for step 3:

Text: Chu nguoi tu tu (Mr.Nguyen Tuan)

(Literature 10-Episode 1- The Connection of Knowledge to

After reading this step, we need to come up with a way of thinking about the things in the story. For example, after reading what happened, the students raised questions such as: Why is a talented person like Huan Cao being deported to prison? After the students have completed their questions, the teacher invites groups, individuals, to answer them. For example, the answer of another group to the problem is as follows:

- Because Huan Cao is a hero with a horizontal atmosphere.
- Because in all circumstances the horizontal atmosphere remains unchanged Being a man of bright temper, of high personality, even if he was exiled to a prison of darkness, heined his honest heart.

Note: Students should provide assessment opinions about the character, issues that help students to harness the character more and more clearly.

*Step4: E-Evaluation

In this step, GV calls groups of students to contact, extend any content, ideas that are emerging in the head. In other words, in this step, help students connect from the content, messages from previous texts to the text they are learning. This helps students reinforce learned knowledge and think about new knowledge.

For example, in the letter of the prisoner of death, a group of students referred to the work of Chi Pheo (NamCao) because of the content, the nature of society.

Table 2. Contact Table Contents of Two Literary Works

Chu nguoi tu tu	Chi Pheo
- The beauty that touches people.	- Condemnation of social feudalism.
- The beauty that brings people to light before events.	- Appreciate the good qualities of human beings.
- Man deserves to enjoy the beauty when he keeps his dignity.	- Nam Cao's directing people to the good.

EMPIRICAL RESULTS

Through the research and experimental process in Grade 10 and Grade 11 with a total of students in 5 classes of teaching 151 from FPT Da Nang High School, Vietnam in 2 semesters of the academic year 2023-2024, we have prepared a survey board, direct survey of students on 2SPE tactics in teaching reading and understanding of text, the results obtained in Table 3.

Table 3. Results of evaluation of the positive and enthusiastic level of students' 2SPE reading tactics

Quantity	Attitude of involvement and positive impact of tactics (percentage %)		
	Not active, not interested	Positive, Exciting	Very active, very interested
151	23 (15,2%)	84 (55,6%)	44 (29,1%)

Results in Table 3 showed that the majority of students (84.7%) were interested and very interested in taking part in 2SPE tactics and deepening their reading skills. Through that it can be seen, students are very active, interested and cultivate the ability to memorize, thinking in the process of reading text and information lessons in three phases of reading. Besides, there's still 15.2% of students who aren't interested because they're unfamiliar and have little access to positive reading tactics.

Conclusion

This tactic helps us read better, capture and remember information more accurately, and expand our knowledge in many different fields. Develop thinking skills when reading and understanding a text, methods that require the analysis, synthesis and evaluation of information, thus developing critical and logical thinking skills. Improved communication skills and understanding of texts help you communicate your ideas more clearly and fluently, both in writing and in speech. Increased learning efficiency and working readability help you quickly grasp content, saving time in learning and working.

Developing language readability and understanding of texts improves vocabulary and grammar, thus improving language usability. Increased confidence as we understand the content of the text, we will feel more confident in discussing, presenting, and making decisions based on the information we have received. Encouraging creativity in comprehensive reading not only enables you to capture information, but also stimulates creativity, enabling you to come up with new ideas and creative solutions to problems. In short, applying a good reading approach brings many positive benefits, not only enhancing knowledge, but also developing many skills that are critical to life and work. And that's the details of our "2SPE" reading tactics, using this method is also a good idea to improve knowledge and understanding, improve vocabulary and language skills, enhance creative thinking, develop logical thinking and inference.

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