

**THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

NGUYEN THI THANH

**AN INVESTIGATION INTO READING STRATEGIES USED
BY EFL STUDENTS AT HIGH SCHOOL
(Nghiên cứu chiến lược đọc của học sinh THPT)**

M.A THESIS

Field: English Linguistics

Code: 8220201

THAI NGUYEN – 2019

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(APPLICATION ORIENTATION)**

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Supervisor: Nguyen Thi Dieu Ha Ph.D.

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STATEMENT OF AUTHORSHIP

The thesis entitled “*An investigation into reading strategies used by EFL students at high schools*” has been submitted for the Master of English language.

I, the undersigned, hereby declare that I am the sole author of this thesis. I have fully acknowledged and referenced the ideas and work of others, whether published or unpublished, in my thesis.

My thesis does not contain work extracted from a thesis, dissertation or research paper previously presented for another degree or diploma at this or any other universities.

Signed

Nguyen Thi Thanh

Date/...../2019

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ABSTRACT

Reading is one of the most difficult skills for most students at high schools, even university students find it challenged because readers must have some basic skills. Those skills include understanding the writing conventional and knowledge of the genres. This study firstly, attempts to investigate some difficulties that readers at high schools may have, the second focus of the study is finding the effective reading strategies that might help students to better comprehend a reading task. The study carried out among 75 students at some high schools in Quang Ninh. Most of the selected students reported that they have problems with vocabulary and understanding the subject matters. Reading under time pressure is also problematic. The results of the study suggest that appropriate reading strategies and sufficient reading practice might be solutions for the presented problems.

LIST OF ABBREVIATIONS

EFL:	English as a foreign language
ESL:	English as a second language
L2:	Second language
SL/FL:	Second language/ Foreign language
SORS:	Strategies of Reading Strategies
SSR:	Sustained silent reading

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CHAPTER I: INTRODUCTION

1.1. Rationale

It is a fact that many high school students find reading comprehension one of the most challenges when they sit for graduation examination. The difficulties experienced by these language learners might be explained as lack of reading strategies and poor background knowledge of the given topics or of the world in general. It is easy to see that reading is an everyday ordinary task to which little thought is given, yet it is one of the most important skills that learners acquire at school as it forms the foundation for all further learning. Unlike the ability to speak, the one to read is not inborn, and a learner does not acquire it simply by watching and listening to others reading. Many of our day-to-day tasks require reading, and a person who can read well can function more effectively in everyday activities, yet for an illiterate person, many of life's seemingly mundane and ordinary tasks which many literate people take for granted can become insurmountable hurdles (Darrel, 2005:4).

Aebersold and Field (1997) explained the importance of reading skill by saying that reading skill has long been regarded as a prerequisite for foreign language acquisition since it functions as an essential source of input for other skills to develop.

Reading in a second or foreign language (SL/FL) has been a significant component of language learning over the past forty years (Zoghi, Mustapha, Rizan & Maasum, 2010). This significance has made reading education an important issue in educational policy and practice for English language learners (Slavin & Cheung, 2005). However, reading is a complex, interactive cognitive process of extracting meaning from text. In the reading process, the reader is an active participant, constructing meaning from clues in the reading text. Reading is also an individual process, which explains the different interpretations of different readers (Maarof & Yaacob, 2011). Cogmen and Saracaloglu (2009) reported that simple methods such as underlining, taking notes, or highlighting the text can help readers understand and remember the content. Their findings indicated that in reading text, good readers often use effective reading strategies to enhance their comprehension. According to the above reasons, learning to read is an absolutely necessary skill for understanding SL/FL texts. Readers may use useful strategies to help them read SL/FL texts as they