

TEACHING READING COMPREHENSION OF LITERARY TEXTS IN THE DIRECTION OF FOCUSING ON THE READERSHIP ROLE OF STUDENTS: CASE ANALYSIS IN URBAN AREAS IN VIETNAM

Duc Minh Bui, Hanoi Pedagogical University

Hieu Duc Pham, Hanoi Pedagogical University

Huong Thu Thi Pham, Hanoi National University of Education

Thuy Phuong La, Vietnam National University

ABSTRACT

This study conducts a survey and assessment of the current situation of teaching literary works in the direction of focusing on the readership role of high-school students in urban areas of Vietnam to establish practical arguments for proposing solutions to improve the effectiveness of literary education. The study sample includes 101 Literature teachers and 466 students, representing 3 urban areas in 03 Northern - Central - Southern regions of Vietnam. The combination of qualitative and quantitative analysis methods are used in the assessment of the collected data, providing a multi-dimensional view of the perceptions and attitudes of teachers and students regarding the research issue, and at the same time specifying the factors affecting the effectiveness of teaching literary works. The findings show that the factors of teaching methods, professional qualifications, enthusiasm of teachers and activeness and interest of students determine the success of teaching with focusing on the reader role of students. This leads to a consequence that in the limited scope of teaching conditions in developed countries, which is the case of Vietnam herein, an urgent issue today that needs attention and fostering for Literature teachers is the competence to teach literary works in the direction of focusing on the reader role of students, the competence to develop subject programs at schools and teaching materials to meet innovation requirements.

Keywords: Teaching, Literary Works, Readers, Students, High Schools.

INTRODUCTION

The new trend of education to develop learners' competences and achievements in specialized and inter-literature scientific studies has led to changes in the approach to reading comprehension and teaching reading comprehension, especially the reader role of students. This perception of the readership's role is associated with research achievements in theory, literary criticism, psychology, education studies, etc., which are applied to theoretical and practical researches of teaching reading comprehension of literary texts in schools.

Teaching reading comprehension in Vietnam in recent years has obtained certain results in terms of theory, most clearly shown in in-depth studies on reading comprehension and in the new general education curriculum of Literature, issued in 2018. However, the practice in

teaching seems to not keep up with the changes in theory, mainly teaching literature in one way that imposes understanding and feeling from teachers to students. That is, the reader role of students is still quite fuzzy.

In Vietnam, the issue on promoting the reader role of students has been raised since the 60s, especially since the 80s through the research works of Prof. Phan Trong Luan. Later, when the theory of reception was studied and applied more in Vietnam, the thought of teaching literary works taking the student as the subject of reading became more and more interested and clearly shaped. Up to now, having undergone two renovations in education and Literature curriculum, this teaching viewpoint has become an important orientation in building the content and organizing teaching activities.

However, the practice with many shortcomings in teaching literary works at high schools still poses the following research questions to researchers:

- (1) Do teachers and students really have proper perception of the need to promote the role of students as readers in teaching literary works? Is there a difference between the perception of teachers and students on this issue?
- (2) What is the current situation of teaching literary works in the direction of promoting the reader role of learners in high schools in urban areas of Vietnam?
- (3) What are the main factors affecting the effectiveness of teaching literary works in the direction of focusing on the reader role of students?

LITERATURE REVIEW

Attention to readers and the reception of texts by readers are considered a very first revolution in the field of literary theory and criticism. Such revolution has given the reader the status of becoming a protagonist on the literary scene (Suleiman & Crosman, 1980) starting in the 60s and 70s of the last century, associated with the critical theoretical system of reader response, and receptive aesthetics. Accordingly, the reader acts as the creator of the text's meaning. A text that naturally contains gaps, blanks, is a collection of incomplete instructions, "*response inviting structures*", an open structure waiting for the reader to complete in the act of reading (Iser, 1978). Meaning occurs in the penetration, transaction between the reader and the text, the term "reader" implies a transaction with the text, the term "*text*" implies a transaction with the reader (Rosenblatt, 2005). Accordingly, the studies have come to a rich classification with "*the mock reader*", "*the implied reader*", "*the model reader*", "*the super reader*", "*the competent reader*", "*the literate reader*", "*the intellectual reader*", "*the real reader*", "*the characterized reader*", "*the intended reader*" (Eco, 1978; Iser, 1972). The reader's response becomes an important part of the work's meaning. The studies have focused on the reading process, the act of reading which lead to findings of reading models. If the bottom-up processing model emphasizes the role of texts, the top-down processing model emphasizes the role of readers, text reading is seen as the process by which readers formulate hypotheses, verify them to confirm or adjust the same using perceptive schemas— networks of information that have been reduced and stored in the brain, readers activate them and connect information in the text with its own schema. If it is appropriate, the act of reading comprehension will be successful. Disagreeing with the viewpoint of linear processing model, which follows the order of one step after another, many researchers propose an interactive processing model of reading comprehension that includes a combination of bottom-up processing and top-down processing

(Van Dijk & Kintsch, 1983; Kintsch, 2005). Accordingly, the information processing in reading is parallel, not in the order of after and before, the compensating -subtracting mechanism is activated, bottom-up processing provides background and basic information, and the top-down processing bases on the knowledge and experience of the reader for supporting, leading to an understanding of the reading text. The reader's background knowledge plays an important role in creating responses to the text, participating in creating the meaning of the text, determining the reader's competence and understanding level in the reading process. Reading comprehension is the interaction between the new knowledge brought by the text and the inherent knowledge of each reader. What readers possess, both in terms of personal, exclusive, and unique characteristics, and in terms of society, community, and cultural aspects, profoundly affect the responses generated and the reading comprehension result (Bachman & Palmer, 1996). These discoveries have given *"the leading role"* to readers in general, and to readers as students in schools in particular, because there is no universal meaning of the text for all readers (Rosenblatt, 1978, 2005), and despite having certain dominant characteristics in terms of experience and receptivity, the teacher is just a reader in an equal relationship with the readers as students. The teacher's role is that of the *"master explicator"* capable of interpreting the text in the admiring eyes of students and *"complete skepticism and anarchy"*, resulting in *"the definite end to all teaching of literature"* which the New Criticism declared bankrupt. Readers as students are able to produce their own meaning in a *"interpretive community"* (Fish, 1980) based on their rich backgrounds being mobilized into the act of reading, creating output the lines of the response.

According to each point of view focusing on the foundation that readers mobilize to create meaning in the process of receiving texts, Richard Beach has studied and streamed reader responses (Beach, 1993). Textual response explores how readers rely on and use knowledge of the text and genre conventions to respond to specific aspects of the text. Researchers, by this direction, are interested in the role of *"concretization"* in readers based on the text structure and its indeterminacy (Iser, 1972), in the fusion of the *"waiting horizon"* where text and readers, to the readers' Knowledge of Narrative Conventions (Rabinowitz, 1987) From the point of view of semiotic theory, reader responses are also elicited from intertextual connections (Eco, 1978). From theoretical research, literary criticism, educational scientists are interested in the process of readers producing connections between the reading text and the network of texts they have experienced in the past (David Bloome, Douglas Hartman, Dennie Wolf, Kathy Short, and Kathryn Pierce). Experiential responses focus on the process of penetrating, participating, embodying and experiencing a relationship with the text of readers (Beach, 1993; Rosenblatt, 1978). *"The reader brings to the work personality traits, memories of past events, present needs and preoccupations, a particular mood of the moment, and a particular physical condition. These and many other elements in a never-to-be-duplicated combination determine his response to the peculiar contribution of the text"*. From a psychological aspect, researchers have studied the development process of readers at each age. Appleyard, JA indicated five roles of the reader by development level: *"the reader as Player"* in Early Childhood, *"the reader as Hero"* in Later Childhood, *"the reader as the Thinker"* in Adolescence, *"the reader as Interpreter"* in the period from College and Beyond, and the *"Pragmatic Reader"* corresponding to the Adulthood (Appleyard, 1990). According to the level of intellectual development, Perry (1970) identified development *"positions"* as: *"Dualist"*, *"Multiplicity"*, *"Relativist/committed relativist"*. Social response is concerned with the effects of social context, class characteristics, communication

roles, social reception environment, etc., on meaningful building activities in readers. Fish's concept of “*interpretive community*” (Fish, 1980) emphasizes this. The classroom is also a social “*interpretive community*”; the collective reception environment provides certain influences on the process of building meaning by readers (Probst, 2004). Cultural response pays attention to cultural roles of the reader, the system of viewpoints, values, roles of the gender as well as the broader cultural-historical contexts, etc., contributing to create meaning for the act of reading. Thus, the readers as students in schools are not only a unique subject, with their own characteristics on the level of perceptive development brought about in specific literary experiences, in explaining the elements of literary texts, but also social and cultural subjects. Accordingly, reading is a complex combination of all these aspects of response in a particular reading event, from direct, observable factors such as focus on textual response, experiential response, to the concerns in the deep systems that generate and explain these particular responses. The researchers also provide many ways and paths for the readers as students to perform positive response activities. It is the reader's stance, the appropriate reading purpose on the efferent-Aesthetic Continuum, which is a system of responsive strategies such as freewriting, think-aloud, inference, reading diary, diary feedback, imaginative visualization, monitoring the act of reading, literary circle (Beach, 1993; Daniels, 2002). These have been applied in the teaching and learning materials of teachers and students, becoming specific instructions associated with each lesson (Arora, 2017; Israel & Duffy, 2014; Dougal Littell, 2008; Nika, 2014; Stahl, 2000).

In Vietnam, researchers have initially acquired and applied achievements in reading comprehension and teaching reading comprehension in general and literary texts in particular in order to promote the innovation process from teaching literature, analyzing texts, focusing mainly on the role of teachers, to teaching reading comprehension of texts, focusing on the role of readers as students. The studies focus on clarifying the reader role of students in the classroom, the creativity of readers in schools, proposing methods, measures, and strategies for teaching reading comprehension of literary texts (Bui, 2015; Do, 2018; Nguyen, 2008; Nguyen & Duong, 2016; Pham, 2018; Phan, 2014).

This study is the continuation and development of scientific interpretations of the new model in teaching literary works on the basis of studying the current situation to establish practical arguments for proposing some initial solutions to improve the effectiveness of teaching literature in the direction of focusing on the reader role of students in high schools in urban areas of Vietnam.

RESEARCH METHODS

The study is designed to investigate the current situation of teaching literary works in the direction of focusing on the reader role of students in high schools in urban areas of Vietnam. In order to obtain an objective assessment from many perspectives, the study establishes two main groups of survey subjects: a group of teachers (subject of the act of teaching) and a group of students (object of the act of teaching and subject of the act of learning). The study sample consisted of 101 Literature teachers and 466 students, selected through a combination of sampling methods (stratified sampling, systematic sampling, simple random sampling) to ensure randomness, representativeness and feasibility. Of which, the Geographical region criterion is used to help the study obtain a diverse view from the current situation of 3 big cities (Hanoi, Da

Nang and Ho Chi Minh City) representing 3 urban areas in Northern - Central - Southern regions of Vietnam. Through a reasonable combination of sampling methods, the group of Literature teachers is sufficiently representative in terms of gender, working seniority, working area, qualifications and positions; the group of students with representation in terms of gender and class (Tables 1 and 2).

| Table 1 SAMPLING METHOD | | |
|--|---|--|
| Levels | Teacher sample | Student sample |
| Level 1 | Criterion: Geographical region; Method: Select all 3 cities | |
| Level 2 | Criterion: High School; Method: Systematic random sampling, the number of schools selected in each city is proportional to the number of schools in that city accounting in overall | |
| Level 3 | Criterion: Teacher; Method: Select all Literature teachers of the selected school | Criterion: Grade; Method: Simple random selection of a grade from 3 grades 10, 11, 12 of the selected school |
| Level 4 | | Criterion: Grade; Method: Simple random selection of a class in the selected grade |
| Level 5 | | Criterion: Student; Method: Select students of the selected class |

| Table 2 STATISTICS OF STUDENT SAMPLES | | | | |
|--|------------------------------|---|-----------------|------------------|
| Subjects | Criteria for grouping | Groups | Quantity | Ratio (%) |
| Students | Gender | Male | 166 | 35.6 |
| | | Female | 300 | 64.4 |
| | Grade | Grade 10 | 136 | 29.2 |
| | | Grade 11 | 100 | 21.5 |
| | | Grade 12 | 230 | 49.4 |
| | | Total: | 466 | 100 |
| Teachers | Gender | Male | 15 | 14.9 |
| | | Female | 86 | 85.1 |
| | Seniority of teaching | Less than 5 years | 9 | 8.9 |
| | | 5 to 10 years | 20 | 19.8 |
| | | 10 to 15 years | 32 | 31.7 |
| | | 15 to 20 years | 21 | 20.8 |
| | | 20 to 25 years | 17 | 16.8 |
| | | 25 to 30 years | 2 | 2.0 |
| | Working area | Rural area | 48 | 47.5 |
| | | Urban area | 53 | 52.5 |
| | Qualification | University | 61 | 60.4 |
| | | Master | 37 | 36.6 |
| | | Doctor | 3 | 3.0 |
| | Position | No participation in management | 83 | 82.2 |
| | | Vice Manager of the Professional department | 8 | 7.9 |
| | | Manager of the Professional department | 9 | 8.9 |
| | | Principal | 1 | 1.0 |
| | | Total: | 101 | 100 |

The study used a combination of quantitative and qualitative methods. Quantitative data were collected from survey respondents based on a 5-point Likert scale for each survey content. The survey contents focused on: (1) the necessity of promoting the reader role of learners in teaching literary works in high schools; (2) The expression level of the signs of teaching literary works in the direction of promoting the reader role of learners in the context of current high schools. SPSS 22 software is used for rough processing, simple statistics and in-depth analysis, including testing the difference in assessment results between two groups of teachers and students.

After conducting the quantitative survey, the study continued to collect judgment from the survey respondents (including teachers and students) about the advantages and disadvantages encountered in the process of teaching literary works in the direction of promoting the reader role of learners. The qualitative data is processed with the main purpose of clearly identifying the advantages and disadvantages of teachers in the process of implementing the method. The combination of qualitative and quantitative methods in analyzing and assessing collected data provides the study with a multi-dimensional perspective on perceptions and attitudes of teachers and students regarding the issue, and at the same time indicates the specific advantages and disadvantages for each target group.

RESULTS AND DISCUSSION

The Necessity of Promoting the Reader Role of Learners in Teaching Literary Works in High Schools Today

The survey respondents were based on a 5-point Likert scale to assess the necessity of promoting the reader role of learners in teaching literary works in high schools. The necessity was rated on a 5-point scale, from 1-Very unnecessary to 5-Very necessary. The analysis results in Figure 1 clearly show: the assessment of two target groups on the necessity to promote the reader role of learners in teaching works.

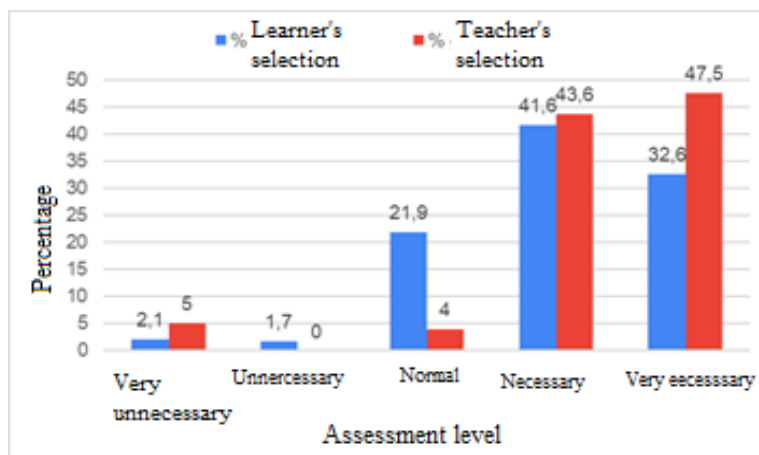


FIGURE 1
ASSESSING THE NECESSITY

Literature in high school is quite similar. The difference between these two target groups is not too large, especially at the necessary level (Teacher: 43.6%; Student: 41.6%). This initially reflects obvious changes in perception in both the teaching subject - teachers and the reading subject - readers as students. This can be explained from the positive effects of research activities, acquiring and applying the achievements of international theory, criticism on the issue of receiving literature and the theory of teaching literature in the direction of focusing on the reader role of students. Of which, Vietnamese theorists have acquired the world's receptive theory, getting rid of the monopolization of the reflection theory to apply it to innovation in teaching works, and have made a long effort since the 1980s to renew the theory and practice of teaching literature. In addition, the educational reforms and renovations in 2000 and 2018 in Vietnam in the direction of updating the development trend of world education... have also brought about the environment, conditions and motivation for the renovation of teaching literary works in Vietnam.

However, further analysis, it can be seen that there is also a certain difference in the assessment of the two target groups on promoting the reader role of students in teaching literary works, especially at “*Very Necessary*”. While the group of teachers rated it very highly at “*Very necessary*” (47.5%), the group of students tended to rate it lower (32.6%). The cause of this difference, according to the initial assessment, is that the difference in qualifications leads to the difference in perception. Teachers are a target group who carry out the act of teaching Literature, they are trained and fostered with professional knowledge and profession, clearly understand the purposes, content, teaching methods of the subject, and especially the requirements for renovation of teaching reading comprehension in the context of reforming the general education program according to the competency approach. Therefore, they clearly understand the necessity of promoting the reader role of learners in teaching literary works. This shows another fact: Teachers in Vietnam are still the ones who take the initiative to choose their viewpoints and approaches to teaching and carry out innovations in teaching methods. Students have not played an active role in participating with teachers in identifying innovation needs and finding innovative ways.

And yet, the analysis results also show that 5% of teachers still choose “*Very unnecessary*”, which means that a small part of Literature teachers are not aware or fully understand about teaching literary works in the direction of focusing on the reader role of students. Or maybe they continue to hold the old teaching viewpoint - take the teacher as the center and think that students cannot become readers of the writer but only be the subject of receiving the content of explanations and analysis of works from the teacher.

Unlike teachers, learners do not have real assessments on the basis of professional factors. However, with a very high “*Necessary*” rating, it is clear that the group of learners tends to “*like*” learning literature in this way, they tend to support a new way of teaching literature, of which they are considered as readers, can promote the role of creative readers in the process of reading and understanding literary works. This is an important indicator, a very remarkable practical basis to affirm the above viewpoint of innovation in teaching literature.

The Current Situation of Teaching Literary Works at High Schools in Urban Areas of Vietnam in the Direction of Promoting the Reader Role of Students

In order to have a basis to consider the issue of promoting the reader role of students in teaching literary works, we have conducted a survey and assessment of the current situation of teaching literary works in high schools from an innovative perspective. From theoretical and practical studies, the research team has identified 9 expressions of promoting the reader role of students in teaching literary works. Such expressions are the basis to find out whether the current practice of teaching literary works at high schools in urban areas of Vietnam has gone in the direction of promoting the reader role of students or not? If yes, to what extent? Each expression should be recognized and assessed by two main subjects in the teaching and learning process, which are teachers and students.

The current situation of promoting the reader role of learners in teaching literary works at high schools is established based on the assessment of the survey respondent group for 9 contents (Table 3).

| Table 3 SURVEY CONTENT ON THE CURRENT SITUATION OF PROMOTING THE READER ROLE OF LEARNERS IN TEACHING LITERARY WORKS AT HIGH SCHOOLS TODAY | |
|--|--|
| No | Survey Content |
| Q1 | Teachers do not give one-way lectures, but focus on organizing literacy activities in students |
| Q2 | Teachers do not impose their own understanding of the works but only consider it as a way of reading, understanding and encourage students to express their own feelings about the works |
| Q3 | Teachers organize for students to receive literary activities, from wording to figurines and meanings reception |
| Q4 | Teachers use active teaching methods and techniques to organize reading activities and promote students' activeness in the reading process |
| Q5 | Teachers exploit students' living experiences into reading and studying activities |
| Q6 | Students are instructed to apply literary knowledge in general and literary works in particular to practical activities |
| Q7 | Teachers focus on helping students know how to read, understand methodological knowledge so that they can read and understand similar literary works |
| Q8 | Teachers create exercises, exams, tests to assess students' reading and studying competencies, including using new language materials that students have not yet learned |
| Q9 | Teachers guides students to open reading, looking for reading resources to read more |

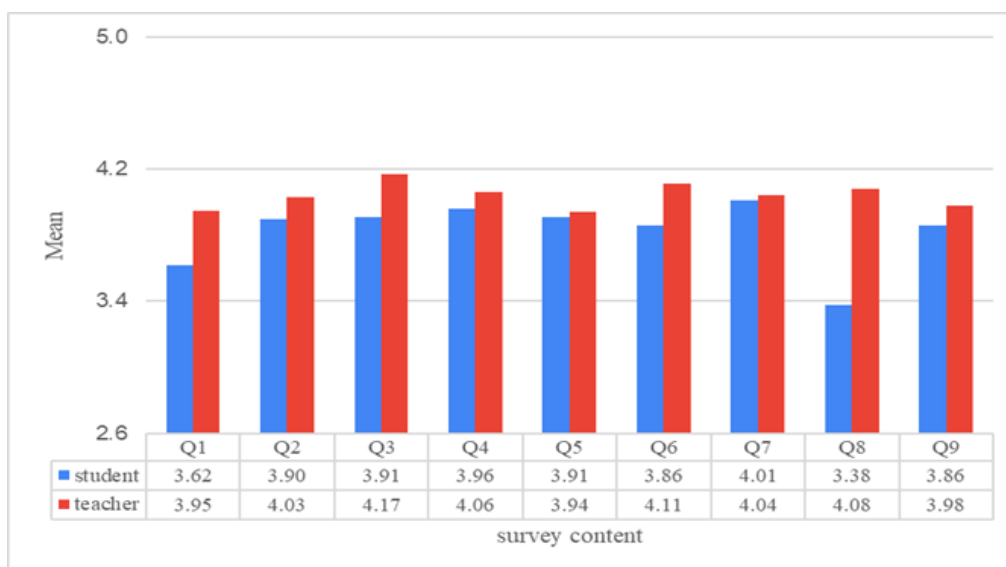


FIGURE 2
RESULTS OF ASSESSING THE CURRENT PRACTICE OF PROMOTING THE
READERS ROLE OF THE STUDENT IN TEACHING LITERARY WORKS IN HIGH
SCHOOLS NOWADAYS (ON A 5-POINT SCALE)

Survey respondents expressed their level of agreement with each content, according to the five-point Likert scale: 1- I do not agree at all, 2 - I do not agree, 3 - I agree on average, 4 – I agree, and 5–I fully agree. The results of assessing the reliability of the feedback data obtained from the two groups of survey respondents both gave Cronbach's alpha values greater than 0.9, all correlation coefficients of variables - total were greater than 0.3 (Corrected Item-Total). Correlation ≥ 0.3). The analysis results show that the act of teaching literary works in high schools today have shown clear expressions of the trend on teaching to promote the reader role of learners (Figure 2). However, there is no expression that is rated at 5–Fully agree. In particular, the group of teachers tended to rate higher than the group of students in all content. In fact, teachers are the ones who have a better understanding of teaching methods and its expressions. Therefore, establishing the expression level for a certain teaching method of this target group has higher accuracy. In particular, the expression of the trend on teaching to promote the reader role of learners in the process of assessing learning outcomes is not appreciated by students.

In order to determine the statistically significant difference between the assessment results of the group of teachers and the assessment results of learners, continue to use the assessment data to perform the Mann-Whitney Test (Table 4).

| Table 4 MANN-WHITNEY TEST PROVIDING THE ASSESSMENT RESULTS OF TWO GROUPS - LEARNERS AND TEACHERS | | | | | |
|---|--|----------------|-------------|--------|------------------------|
| No. | Assessment content | Testing result | | | |
| | | Mann-Whitney U | Wilcoxon W | Z | Asymp. Sig. (2-tailed) |
| 1 | Teachers do not give one-way lectures, but focus on organizing literacy activities in students | 20,261,000 | 129,072,000 | -2.273 | 0.023 |
| 2 | Teachers do not impose their own understanding of the works but only consider it as a way of reading, understanding and encourage students to express their own feelings about the works | 22,560,000 | 131,371,000 | -0.687 | 0.492 |
| 3 | Teachers organize for students to receive literary activities, from wording to figurines and meanings reception | 20,781,500 | 129,592,500 | -1.939 | 0.053 |
| 4 | Teachers use active teaching methods and techniques to organize reading activities and promote students' activeness in the reading process | 22,721,500 | 131,532,500 | -0.573 | 0.567 |
| 5 | Teachers exploit students' living experiences into reading and studying activities | 23,240,000 | 132,051,000 | -0.206 | 0.837 |

| Table 4 MANN-WHITNEY TEST PROVIDING THE ASSESSMENT RESULTS OF TWO GROUPS - LEARNERS AND TEACHERS | | | | | |
|---|--|----------------|-------------|--------|------------------------|
| No. | Assessment content | Testing result | | | |
| | | Mann-Whitney U | Wilcoxon W | Z | Asymp. Sig. (2-tailed) |
| 6 | Students are instructed to apply literary knowledge in general and literary works in particular to practical activities | 20,838,000 | 129,649,000 | -1.894 | 0.058 |
| 7 | Teachers focus on helping students know how to read, understand methodological knowledge so that they can read and understand similar literary works | 23,367,500 | 132,178,500 | -0.117 | 0.907 |
| 8 | Teachers create exercises, exams, tests to assess students' reading and studying competencies, including using new language materials that students have not yet learned | 16,461,000 | 125,272,000 | -4.875 | 0.000 |
| 9 | Teachers guides students to open reading, looking for reading resources to read more | 22,422,500 | 131,233,500 | -0.778 | 0.436 |

The testing results show that there is a statistically significant difference (with a significance level of 5%) in the assessment results of the group of teachers and the group of students for 02 contents:

1. Content 1 *"Teachers do not give one-way lectures, but focus on organizing literacy activities in students"*.
2. Content 8 *"Teachers create exercises, exams, tests to assess students' reading and studying competencies, including using new language materials that students have not yet learned"*.

This difference clearly reflects the understanding of teachers and students towards the issue of innovation in teaching literary works. As a teacher, who must carry out the requirements of innovation, and at the same time with the habit of overemphasizing the results achieved, teachers believe that these expressions have appeared in their teaching practice. But students, as the beneficiary of the above innovation, have not seen much or clearly seen the impacts and effects of those changes. This means that the above expressions may not have been well implemented in practice.

Factors affecting the teaching effectiveness of literary works in the direction of focusing the reader role of students

The research group continues learning about the advantages and disadvantages on teachers and students during the process of teaching literary works in the direction of focusing the reader role of students in order to determine positive factors which promote the new direction and identity factors causing negative effects. See the study result of teachers at Table 5 and Table 6.

Positive Factors

The analysis result shows two main factors: teaching method and teachers affect the teaching effectiveness of literary works in the direction of focusing on the reader role of students, in which, teachers receive benefits at most from the teaching method during the process of application (with the percentage of opinion up to 45.73%), i.e. teachers find the role and effect of method innovation in innovative approaches to teaching literary works and the content of teaching method need to be considered as a priority in training of literature teachers, especially short-term training course in limited conditions. Teachers are in a secondary position compared to teaching. Deeply studying this factor, it may be found that the majority of teachers consider that professional qualification, enthusiasm and passionateness are decisive factors for successful innovation, or in other words, they are two main factors benefit teacher at most during the process of innovation. Therefore, for successful innovation, teachers need be focused by education policy makers and managers for training so that the professional qualification of teachers are improved (i.e. teaching knowledge, skill and competence), and new motivations are needed (material and spiritual) to maintain and develop enthusiasm and passionateness for teaching.

Moreover, it is note that among advantageous factors regarding teachers, the factor “*experience*” is unappreciated by teachers (8.82%). It is a good sign, showing that many teachers know that experience is a barrier which is unhelpful for teaching innovation.

| Table 5 ADVANTAGES DURING THE PROCESS OF TEACHING LITERARY WORKS IN THE DIRECTION OF FOCUSING ON THE READER ROLE OF STUDENTS | | | |
|---|-----------------------|---|------------------------------|
| Group of advantages | Percentage of opinion | Advantages | Percentage of opinion/ group |
| Nature of method | 45.73% | Positive effects on teachers | 55.88% |
| | | Positive effects on students | 27.94% |
| | | Positive effects on learning environment | 14.71% |
| | | Positive effects on the quality of subjects | 1.47% |
| Teachers | 20.73% | Qualified teachers | 35.29% |
| | | Enthusiastic and passionate teachers | 20.59% |
| | | Well-trained teachers | 17.65% |
| | | Teachers aspiring for innovation | 17.65% |
| | | Experienced teachers | 8.82% |
| Students | 7.93% | Eager, active and cooperative students | 53.85% |
| | | Competent students | 46.15% |
| Facilities | 6.71% | Modern facilities | 72.73% |
| | | Full facilities | 27.27% |
| Other related parties | 6.10% | Attention of school boards | 66.67% |

| Table 5 ADVANTAGES DURING THE PROCESS OF TEACHING LITERARY WORKS IN THE DIRECTION OF FOCUSING ON THE READER ROLE OF STUDENTS | | | |
|---|-----------------------|---|------------------------------|
| Group of advantages | Percentage of opinion | Advantages | Percentage of opinion/ group |
| | | Support of colleague | 22.22% |
| | | Attention of the society | 11.11% |
| Learning materials | 4.88% | Diverse learning materials | 100.00% |
| Information technology | 4.27% | Development of Information Technology | 100.00% |
| Innovation trend | 3.05% | Conformity with innovation trends | 100.00% |
| Relationship between teachers and students | 0.61% | Closeness, friendliness between teachers and students | 100.00% |
| Total: | 100.00% | | |

Another point worth noting is that the student factor, in the perspective of teachers, does not bring great advantages for innovation, which is strange. Because students, in addition to teachers, directly contribute to the process of teaching literary works towards innovation, and are readers whom teachers need focus on, but the rating rate is only 7.93%. It may be explained as follows: Teachers take the responsibility for leading innovation, students can follow the innovation only when teachers apply innovation, and students do not know about methods, thus students don't have faults, but faults in innovation are attributable to teachers. Teachers proactively change teaching methods, and students passively receive the innovation. However, when deeply learning about the “*student*” factor, most teachers consider that the teaching innovation in the direction of focusing on the reader role of students will be successful if students are interested, active, and cooperative (53.85%) and capable (46.15%). Thus, for students, there are two factors that teachers need to pay attention during innovative approaches to teaching, i.e. i) how to inspire students in learning with activeness and cooperative spirit? It is a issue related to teaching method; ii) how to improve students' competence (reading comprehension). It is a issue related to teachers' method and qualification.

| Table 6 DIFFICULTIES IN TEACHING LITERARY WORKS IN THE DIRECTION OF FOCUSING THE READER ROLE OF STUDENTS | | | |
|---|-----------------------|---|------------------------------|
| Group of disadvantages | Percentage of opinion | Disadvantages | Percentage of opinion/ group |
| Students | 31.08% | Lack of self-discipline, activeness and proactiveness | 45.65% |
| | | Being uninterested in subject | 17.39% |
| | | Not being used to new learning ways | 15.22% |
| | | Limited competence | 13.04% |
| | | Inequality in students' competence | 8.70% |
| Teachers | 31.08% | Not having grasped thoroughly how to teach in new methods | 36.96% |
| | | Investing more efforts | 28.26% |

| Table 6 DIFFICULTIES IN TEACHING LITERARY WORKS IN THE DIRECTION OF FOCUSING THE READER ROLE OF STUDENTS | | | |
|---|------------------------------|---|-------------------------------------|
| Group of disadvantages | Percentage of opinion | Disadvantages | Percentage of opinion/ group |
| | | Still having a lot of worry about the life, so not devoting themselves wholeheartedly | 10.87% |
| | | Slowness in moving traditional teaching methods to new methods | 8.70% |
| | | Teachers' limited ability to apply information technology and supporting equipment | 8.70% |
| | | Limited competence of some teachers | 6.52% |
| Nature of method | 5.41% | Not be exactly suitable to the reality | 50.00% |
| | | taking up much time in classroom | 25.00% |
| | | Many unexpected pedagogical situations | 25.00% |
| Curriculum | 9.46% | Distribution of fixed curriculum | 85.71% |
| | | Long content of some works and not being suitable to students | 14.29% |
| Facilities | 6.76% | Facilities being not met | 100.00% |
| Exam stress | 4.73% | Exam stress, score stress | 100.00% |
| References | 4.73% | Lack of reference about new teaching methods and techniques | 85.71% |
| | | Lack of reference for deeply studying works | 14.29% |
| Time | 2.70% | Students not having enough time to read a text | 50.00% |
| | | Students not having enough time for subjects | 25.00% |
| | | Students not having enough time for personal works | 25.00% |
| Other related parties | 2.03% | Parents' investment | 33.33% |
| | | Conservative views of some managers | 33.33% |
| | | Social effects | 33.33% |
| Management system | 2.03% | Not being applied at the same time | 66.67% |
| | | Crowded classroom | 33.33% |
| Total: | 100.00% | | |

In the analysis result of advantages, other factors, such as: facilities, related parties, learning materials, etc. are unappreciated, or in other words they are decisive factors for successful innovation of teaching method towards innovation. However, deeply studying factors, such as: facilities or related parties, it is found some statistical results are applied. For example, for the factor “*facilities*”, 72.73% of surveyed teachers consider that modern facilities are a favorable condition for innovation. It reflects the relationship between methods and means, methods determine means, and means positively affect methods for method innovation. Therefore, to innovate the method, it is necessary to innovate the means; innovate the means is to innovate the method. Teachers are required to learn and use modern equipment in teaching, which may be an effective way to quickly innovate methods. The factor “*related parties*” is highly paid attention by school management board (66.67%), i.e. teachers highly appreciate the management factor in creating favorable conditions for teaching method innovation. Carrying out in-depth interview for 10 teachers (04 teachers in Hanoi, 04 teachers in Ho Chi Minh City, 02 teachers in Da Nang), the research group finds the attention means encouragement and

support in professional qualification, teaching conditions, issuance of policies for innovation (material reward, wage increase before deadline, awarding certificate of merit, adding emulation points, etc.)). Moreover, “*support from colleagues*” is mentioned by teachers, but only making up 22.22%, i.e. teachers do not highly appreciate peer support as an advantageous factor for innovation. In other words, this factor is available, but not really popular yet. Obviously, during the innovation process of teaching literary works towards focusing on the reader role of students, peer supports among teachers are not good, not effective. Or it may be due to lack of mentors, or out-of-date experience, or habits as being afraid of communication, or lack of regular cooperation among teacher groups in professional activities for each grade, etc., it is not appreciated by teachers, but it should have been an advantageous factor. Therefore, training of teachers on colleague support skills to innovate teaching methods should be considered as one of the important measures, not only to promote the efficiency and quality of innovation in teaching literary works, but also to build colleague relationship, thereby contributing to the development of modern school culture.

Disadvantageous Factors

The analysis result shows that basic factors causing difficulties in application of this teaching model are teachers and students. For students, the majority of teachers consider this most difficulty is that “*Students are lack of self-discipline, activeness and proactiveness*”. It is completely suitable to the assessment in advantageous factors in which teachers consider the activeness, proactiveness and cooperative spirit of students to be the most advantageous factor for teaching method innovation. Similarly, it is the “*competence*” of students, which is remarkably assessed is that students “*are not used to new learning ways*”. It clearly reflects two facts is that i) students have not taught towards innovation for a long time, especially in previous grades; ii) the innovation of teaching literary works needs synchronism among teachers and grades. For teachers, the main difficulty is that teachers “*have not thoroughly grasped manners to teach in new methods*”, which is suitable to the assessment in advantageous factors as above and analysis result for disadvantageous factors “*due to the nature of method*” (5.41%). Besides, by the opinion that “*slowness in moving traditional teaching methods to new methods*” or “*ability to use information technology*” are not main difficulties (8.70. %), the majority of literature teachers in the urban areas of Vietnam demonstrate that they have approached the method transfer and had competence in information technology. It reflects a heartening progress that urban teachers are not slow in terms of awareness, and acts for method innovation, which is because they have opportunities to regularly access to updated information more than teachers in other areas, school facilities in urban areas are better and the demands of society and parents and students are higher, etc.

In addition to the two factors asmentioned above, other factors are not main difficulties. However, the in-depth analysis result of some factors also shows remarkable issues, such as: “*curriculum*”. 85.71% teachers consider that “*hard curriculum distribution*” is the main difficulty hindering innovation in teaching literary works towards the reader role of students. It means that literature teachers at high schools in urban areas of Vietnam still follow the general curriculum distribution. The development of curricula at schools has not been innovated in accordance with the teaching practice of each subject and teacher. Therefore, training of teachers in developing curricula development skills should systematically be considered with teaching

method innovation. The curricula in literature need have a “*openness*” to create the most favorable conditions for teachers and students in teaching method innovation.

CONCLUSION

Based on the above study result, it can be affirmed that high school literature teachers and students in urban areas of Vietnam have good perception about requirements for focusing on the reader role of students in literary work teaching. Moreover, it is suitable to the general trend of literary research, criticism and literature education science in Vietnam in the last two decades when researchers in literary works and education have approached and quite successfully applied the new research achievements of the receptive aesthetics, semiotics, etc. in developing the curriculum, textbooks and teaching method innovation.

Moreover, the analysis results contribute to the initial assessments that for the innovative model of teaching reading comprehension towards considering readers as creative subjects and readers being successfully applied in developed countries, such as: Vietnam nowadays and in the following years, the following factors need to be focused for innovation, improvement and development in priority: i) Literary work teaching method towards focusing on the reader role of students; ii) Professional qualifications, enthusiasm and competence of teachers; iii) Self-discipline, activeness and proactiveness of students. Associated with the factors, there are corrections, additions and innovations in curriculum, facilities, attention and support of managers and the teaching materials.

Together with the above findings, it is found following conclusions: (1) Within the limited scope of conditions to ensure the requirements on innovation in literature teaching in developed countries (such as: Vietnam), it is necessary to train literature teachers in literary work teaching method in the direction of focusing on the reader role of students, including: content, manner, procedure, technique and teaching materials. Together with the requirement of training in teaching method, teachers need to be trained in curriculum developing skills at school and cooperation, colleague support skills to ensure systematicity and basic conditions for successful teaching method innovation (2) Renovation of teaching literary works should focus on students in the direction of forming self-discipline, activeness and proactiveness, building the interest of students in literature reading comprehension, and teaching students on reading skills through diverse reading activities and experience in accordance with the standard curriculum with the openness subject to the personal interests and preferences of students, etc., which should be synchronously applied with inheritance and development among grades.

Following the study results in this article, there are in-depth analysis and assessment about teachers in different regions, grades, teaching period according to teaching seniority and experience, forms of public, private, specialized and high-quality schools; Teachers of secondary and high schools in the renovation of literary work teaching model in the direction of focusing on the reader role of students. It is a more in-depth look at the study problem in a object (teachers) and a necessary basis for educational research on professional qualification and policies for teachers and teaching institution as well as establishments employing literature teachers and agencies building and issuing educational policies.

REFERENCES

- Appleyard, J. (1990). *The experience of fiction from childhood to adulthood*. Cambridge University Press.
- Arora, A. (2017). A study on wolfgang Iser: The act of reading and artistic response by readers. *International Journal of Recent Research in Social Sciences and Humanities (IJRRSSH)*, 4(2), 208-212.
- Bachman, L.F., & Palmer, A.S. (1996). *Language testing in practice: Designing and developing useful language tests* (Vol. 1). Oxford University Press.
- Beach, R. (1993). *A teacher's introduction to reader – Response theories*. National Council of Teachers of English.
- Bui, D.M. (2015). *Innovation of teaching literary works in high school*. Vietnam Education Publishing House.
- Daniels, H. (2002). *Literature circles voice and choice in book clubs and reading groups second edition*. Stenhouse Publisher.
- Do, T.N. (2018). *Teaching to develop literature competence at high school*. University of Education Publishing House.
- Eco, U. (1978). *The role of the reader: Explorations in the semiotics of the text*. Bloomington: Indiana UP.
- Fish, S. (1980). *Is There a Text in This Class? The Authority of Interpretive Communities*. Harvard University Press.
- Iser, W. (1972). The reading process: A phenomenological approach. *New Literary History*, 3(2), 279-299.
- Iser, W. (1978). *The Act of Reading: A Theory of Aesthetic Response*. Johns Hopkins University Press.
- Israel, S.E. & Duffy, G.G. (2014). Family literacy and reading comprehension. In *Handbook of Research on Reading Comprehension*.
- Kintsch, W. (2005). *Comprehension: A paradigm for cognition*. Cambridge University Press.
- Mc. Dougal Littell. (2008). *Literature*. Evanston Illinois, United States of America.
- Nguyen, H.T. (2008). *Reading comprehension of literary work in schools*. Vietnam Education Publishing House.
- Nguyen, N.T.H. & Duong, H.T.H. (2016). *Textbook of method for teaching text reading*. Can Tho University Publishing House.
- Nika, S. D. (2014). Teacher professional development: Trends, prospects and restrictions. *European Journal of Social Behaviour*, 1(1), 5-9.
- Pham, H.T.T. (2018). *Reading comprehension and reading comprehension strategies in high school*. University of Education Publishing House.
- Phan, L.T. (2014). *Methodology of decoding in literary works*. University of Education Publishing House.
- Rabinowitz, P.J. (1987). Before reading: Narrative conventions and the politics of interpretation. In *Library*. Ohio state university press.
- Rosenblatt, L.M. (1978). *The reader, the text, the poem: the transactional theory of the literary work*. Southern Illinois University Press.
- Rosenblatt, L.M. (2005). *Making meaning with the texts, selected essays*. Pearson Education Canada.
- Stahl, S. (2000). *National Reading Panel*.
- Suleiman, S.R. & Crosman, I. (1980). *The reader in the text essays on audience and interpretation*. Princeton University Press.
- Van Dijk, T.A., & Kintsch, W. (1983). Strategies of discourse comprehension.