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**WORKBOOK ON ENGLISH LANGUAGE MICRO-SKILLS FOR FIRST
YEAR COLLEGE STUDENTS IN SELECTED UNIVERSITIES
IN THAI NGUYEN PROVINCE, VIETNAM**

A Dissertation
Presented to
The Faculty of Graduate School
Batangas State University
Batangas City, Philippines

In Partial Fulfillment
Of the Requirements for the Degree
Of Doctor of Philosophy
Major in English

By:

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APPROVAL SHEET

This dissertation entitled “**WORKBOOK ON ENGLISH LANGUAGE MICRO-SKILLS FOR FIRST YEAR COLLEGE STUDENTS IN SELECTED UNIVERSITIES IN THAI NGUYEN PROVINCE, VIETNAM**” prepared and submitted by **DANG THI THU HUONG** in partial fulfillment of the requirements for the degree of Doctor of Philosophy major in English has been examined and is recommended for Oral Examination.

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Adviser

PANEL OF EXAMINERS

Approved by the committee on Oral Examination with a grade
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ABSTRACT

Title : Workbook on English Language Micro-skill for First Year College Students in Selected Universities in Thai Nguyen Province, Vietnam

Author : Dang Thi Thu Huong

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Summary

The study was conducted to assess the English language micro- skill needs of first year college students in selected universities in Thai Nguyen Province, Vietnam. It covered the level of English language proficiency among students in the four modes of language performance in reading, writing, speaking and listening. The faculty also assessed the students English micro skills relative to motor-perceptual skills for spoken and written media, intonation skills concerned with understanding and conveying meaning especially attitudinal meaning, deductive skills: deducing meaning or use of unfamiliar lexical items such as reducing recourse to use of dictionary, perceptual or communicative skills, conceptual skills: understanding and expressing conceptual meaning, intrasentencial structure and semantic



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relations skills, discourse coherence skills and information transfer skills.

This study also determined which among the four modes of language performance the students find most difficult and which among the English micro skills students find difficult as assessed by faculty respondents. The output of the study is a proposed supplementary workbook to enhance the students micro skill needs.

The study covered the four (4) Thai Nguyen Universities in Thai Nguyen Province with three hundred eighty (380) freshman students and 53 English language teachers as respondents of the study. It made use of descriptive research and utilized the survey questionnaire and the teacher- made- test as the data gathering instruments.

Results of the study as to the level of students' proficiency in the four modes of English language performance, students generally have an average proficiency in all the test areas in the performance in reading with an average correct rating of 65.26 percent and a verbal equivalent of average with the highest proficiency was observed in the areas on context clues and fact and inference with 82.05 percent, and topic sentence and main idea with a percent correct scores of 69.26 percent and 68.86 percent respectively; and summary statements with a percent correct score of 42.32 percent and interpreted as



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low average.

In writing students generally showed an average performance with an average correct score of 54.57 percent. This value may appear high and above 50 percent, but among the component areas, only three of the five items had high values which mean that the students have developed proficiency along these three component areas with most adeptness gained in words in sentences where they get the high average rating. The two low scoring items are punctuation and modifier placement with the former acquiring the lowest performance rating of 18.42 percent.

For speaking, students generally showed an average performance with a percent correct rating of 49.11 percent which means the students were performing at an average level in the modality of speaking. Numerically, the performance in speaking was lower and below 50 percent. The students showed the lowest numerical proficiency value in this language mode indicating this area to be the weakest. In listening on the other hand, the students generally showed an average proficiency with an average correct rating of 59.28 percent. Though this value appears to be high and above 50 percent, only the items on sentence constituents and grammatical word class contributed to the high values which mean that the students were proficient in



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grammatical areas of listening and less proficient in vocabulary and main idea finding.

In terms of faculty assessment of the students' English language micro-skills, all of the 20 items obtained an agree score of >84.91 percent with six items that recorded a score of 84.91 percent which means that the list presented are valid language micro-skills that can be used to assess students' linguistic proficiency. The micro-skill with the highest agree score is perceptual-communicative skills while the lowest is the conceptual skills. According to the frequency of use, findings revealed that all of the items got ratings >3.6 which is verbally equivalent to often which means that the teachers generally perceived all the micro-skills to be practiced often by the students. The item with the highest score is a tie between perceptual- communicative skills and intrasentential structure and semantic relations skills both with a mean frequency score of 4.0.

The teacher respondents also rate the micro-skill items according to their degree of importance. Results indicate that all of the items had ratings >4.4 which means that the items could range from moderate to very important. The item with the highest rating in terms of degree of importance is a tie between perceptual- communicative skills and intonation skills. The lowest



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scoring item is intrasentential structure and semantic relations skills.

In the aspect of difficulties encountered by students in the four modes of language, seven out of the 17 test areas on the four modes of language, students got the proficiency rating below 50 percent. These areas are punctuation and modifier placement in writing, word order and use of stress in speaking, meaning of words and topic sentence in listening, and summary statements in reading. There were two difficult component items each for writing, speaking, and listening and only one item for reading. This means that reading in spite of being the most advanced skill, difficulties are still encountered by students in this modality, particularly in making summary statements.

Relative to the teachers' assessment of the students' micro-skills in the four modes of language according to the frequency of use, results showed that all the items got ratings of >3.7 which is verbally equivalent to often which indicates that all the micro-skills are used often by the students. The item with the highest mean frequency score is the item that pertains to the use of correct words, a writing micro-skill followed by the item on fact and inference, a reading micro-skill, and the item on form of words, a speaking micro-skill.

According to their degree of importance, all of the items had ratings >4.4 which means that the items could range from moderate to very important. This



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indicates that the teacher respondents generally perceived all the micro-skills to be of a high degree of importance and thus, must always be included in the teaching scheme and competency assessment of freshman students. The item with the highest rating in terms of degree of importance is a tie between perceptual-communicative skills and intonation skills. The lowest scoring item is intrasentential structure and semantic relations skills.

As to the relationship of teacher's assessment and students' performance in the three language modalities, results indicate that 14 out of 17 micro-skill items compared showed significant differences. The significantly different label indicates that the students' proficiency scores are not related to the teachers' frequency assessment and are independent of each other which mean that in majority of the micro-skills evaluated, no relationship could be established between the students' performance and the teachers' assessment.

For the proposed supplementary workbook to address the micro-skill deficiencies of the students in four modes of language, criteria were made as bases. The study recommended that the proposed supplementary workbook be reviewed, tried out and evaluated; that teachers need to be given series of trainings along language teaching; and that this study may be replicated along this area in other universities.



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