

RELATIONSHIP BETWEEN READING INTERVENTION PROGRAM AND COGNITIVE SKILLS OF NON-ENGLISH MAJOR STUDENTS AT THAI NGUYEN UNIVERSITY

Nguyễn Lan Hương¹, Nguyễn Thị Que¹, Đặng Thị Thanh Hương²

¹College of Agriculture and Forestry – TNU.

²College of Sciences – TNU; ³Thai Nguyen University

SUMMARY

George R R. Martin once said "A reader lives a thousand lives before he dies, said Jojen. The man who never reads lives only one." [4] Therefore, reading is the best way to learn and makes a ready man. Reading enriches man's vocabulary to broaden the minds and gives a person a wide range of knowledge about the world around him. Therefore, this study was conducted to pilot implementing the Reading Intervention Program in teaching selected non-English major students of Thai Nguyen University so as to determine the relationship between the effects of Reading Intervention Program and cognitive skills of the students. The descriptive method of research was used in the study, using the teacher's questionnaire/checklist as the main instrument of the data collection. Results show that the reading intervention programs do not necessarily help in promoting positive results in achieving highest grades of the non-English major students' cognitive skills.

Key words: *reading skills, reading intervention program, cognitive skills, non-English major students, Thai Nguyen University*

INTRODUCTION

Reading is a key to success in school, to the development of out of school adjustment, to the enjoyment of leisure time and to personal and social adjustment [2]. It is the most important tool of acquiring knowledge in the content areas of the curriculum. It is through reading where a learner can be successful in school activities and can study in any area in and out of the school, especially that we are committed to respond to the call of our government's Vision for 2020 English Program. Nowadays, Vietnamese students especially those in Thai Nguyen University of Teacher Education know how to read but they do not understand what it is all about, meaning there is poor reading comprehension. The common problems in reading are students' illiteracy and the lack of desire to learn. In Hilgard Principle of learning, he stated that the capacities of the learner are very important [3]. In teaching reading the developmental stage of the child must be considered. The

reading materials must be fitted to the learner's level of development.

In regard to this, number of reading intervention programs which were patterned after the Reading Program implemented in Philippines entitled as "Every Learner a Reader Program" that will make students to attain reading competencies in their level. In this adapted reading program, its aim is not only to assess if the learner knows how to read, in fact it also assesses the learner's word identification, vocabulary and comprehension in oral reading, while in silent reading it assesses the pupils reading speed and comprehension.

On these premise, this study has been conceptualized in continuous quest to find out the effectiveness of the Reading Intervention Program being implemented.

METHODOLOGY

The descriptive survey method was utilized in the study to measure the reading comprehension skills of non-English major students in selected departments at Thai Nguyen University of Teacher Education.

* Tel: 0978 609888, Email: huongdt@tnu.edu.vn

The respondents of the study were composed of two groups the first group includes 212 students who were required to be readers and answered the questions in different academic skills. The second group was composed of 12 teachers of English who did the evaluation of reading intervention program

FINDINGS

The presentation of findings was based on the sequence of the statement of the problems. (1) level of intervention program, (2) level of program implementation, (3) level of cognitive skills of learners, and (4) relationship between the reading intervention programs, the implementation and learners' cognitive skills.

Level of Intervention Program in "Every Learner a Reader Program (ELRP)"

The respondents strongly agreed that they were eligible to teach reading and they used a variety of assessment strategies with weighted mean of 4.2 and 4.3. However, they agreed on the choices to select or adapt instructional materials, to achieve in-service training about teaching or learning reading in English and they seemed consistent with the personal goals to formulate effective strategies in reading with an overall weighted mean of 3.8.

Table 1. *Level of Intervention Program in terms of Every Learner is a Reader Program (ELARP)*

Every Learner a Reader Program	Mean	SD	Interp relation
1 Eligible to teach	4.2	0.6	SA
2 Use a variety of assessment strategies	4.3	0.6	SA
3 Select or adapt instructional materials to implement	4.1	0.6	Agree
4 Achieve in-service training about teaching or learning English Reading	4.0	0.6	Agree
5 Consistent with the personal goals to formulate effective strategies to be used in ELARP	3.8	0.9	Agree
Mean	4.1	0.67	Agree

In another data analysis, the respondents revealed that the pre-test and post-test were conducted regularly with a weighted mean of 4.3, assessment tool is fitted for the learner's level with a weighted mean of 4.1. They strongly agreed on the use ELRP.

Level of Program Implementation in terms of classroom facilities, library, and audio visual resources

As can be seen in table 2, the respondents agreed on the adequacy of classroom facilities with a weighted mean of 3.94 and standard deviation of 0.78. In terms of library facilities, the respondents verbally interpreted moderately adequate with a weighted mean of 3.348 and standard deviation of 1.00. While the level of program implementation in terms of audio visual resources has a weighted mean of 3.57 and standard deviation of 0.99 giving a verbal interpretation of agreement.

Table 2. *Level of Program Implementation in terms of Classroom Facilities, Library & Audio visual resources*

Classroom Facilities	Mean	SD	Interpretation
Classroom Facilities	3.94	0.78	Agree
Library	3.35	1.09	Uncertain
Audio Visual Resources	3.57	1.21	Agree
Overall	3.62	1.02	Agree

Level of Comprehension Skills

Results of table 3 showed that based on the level of comprehension skills in terms of grade/rating in the comprehension skills showed that the learners under each teacher have low comprehension skill. Only 4 percent of the learners got a rating of 90 and above, or only one learner obtained a mark A which stands for Advanced, 9% for P which is Proficient in English, 4% got mark D or Developing, and 83% of the learners got below level of Proficiency which is B or Beginning. As observed from the data gathered, 83 percent or 19 learners got 73 or below which meant they were just in beginning level of language proficiency. Therefore, it shows that that the non-English

major students encountered difficulties in their comprehension skills

Table 3. Level of Comprehension Skills

Level of Proficiency	f	Perce ntage	Level of Assessment
90 and above	1	4%	A - Advance
85-89	2	9%	P - Proficient
80-84	0	0%	AP--Approaching Proficient
75-79	1	4%	D-Developing
74 -Below	19	83%	B-Beginning
	23	100%	

Relationship between Intervention Programs and Cognitive skills of Learners

There is a moderately high correlation between ELRP and comprehension skills of the learners and their relationship is not significant at alpha =0.05 (level of significance) It implies that there is moderately high consensus of the use of ELRP Further, when the teachers agreed entirely on the use of the mentioned intervention program, it does not necessarily help in promoting a positive result in achieving better grades in the comprehension skills and problem solving skills This is due to the fact that their correlation is =- 0.506. It may also means that a lesser consensus on the use of the said program may result to a better grade/rating in the aforementioned cognitive skills of learners

Table 4. Relationship between Intervention Program and Cognitive Skills of Learners Comprehension Skills

	f	p-value (alpha = 0.05)	Verbal Interpretation
ELARP 1	-0.004	0.987	Not significant
ELARP 2	-0.506	0.014	Significant
ELARP 3	-0.249	0.252	Not significant

Relationship between Program Implementation and Cognitive Skills of Learners

The correlation between Program Implementation and Cognitive Skills of the learners is not significant at alpha = 0.05. It merely implies that the state odd adequacy of

classroom facilities to be utilized. audio visual materials and books in the library have no significant relationship to the rating or grade in the cognitive skills of learners.

Table 5. Relationship between Program Implementation and Cognitive Skills of Learners Comprehension Skills

	f	p-value (alpha = 0.05)	Verbal Interpretation
Classroom Facilities	-0.142	0.518	Not significant
Library	-0.137	0.533	Not significant
AV Resources	-0.208	0.342	Not significant

CONCLUSIONS

From the data gathered and discussed, it was concluded that even the teachers agreed on the use of intervention programs, it does not necessarily help in promoting positive results in achieving higher grades of the learners based on their cognitive skills The cognitive skills relative to comprehension skills, and problems solving skills is very low. Their cognitive skills were blow their grade level

Based on the findings and conclusions of the study, the researcher presents the following recommendations:

1. To develop the cognitive skills of the non-English major students. TNU Teacher Education must design more intervention programs to improve more of the students learning abilities
- 2 The length of time of the reading program should be longer to have enough time for the teacher to determine the student's reading difficulties
- 3 Seminar/workshop for the reading teacher can be conducted to continuously upgrade their skills to reach out learners with reading difficulties

REFERENCES

- 1 Elkin et al (2005) *Reading and Reader Development The Pleasure of Reading* London Facet Publishing.
- 2 Emerald Dechant (2013) *Understanding and Teaching Reading. An interactive model* The American Journal of Psychology

3 Hunt W (2009) *Principles of learning Points of agreement among learning theorists* Educational Psychology Interactive Valdosta, GA Valdosta State University Retrieved from

<http://www.edpsycinteractive.org/topics/summary/lnprn.html>
4 George R.R. Martin. *A Dance with Dragons* Retrieved 15 May 2016 from <http://www.goodreads.com/quotes/tag/reading>

TÓM TẮT

MỐI QUAN HỆ GIỮA CHƯƠNG TRÌNH ĐỌC CAN THIỆP VÀ KỸ NĂNG NHẬN THỨC CỦA SINH VIÊN KHÔNG CHUYÊN NGỮ ĐẠI HỌC THÁI NGUYÊN

Nguyễn Lan Hương¹, Nguyễn Thị Quế², Đặng Thị Thanh Hương³

¹Trường Đại học Nông Lâm - ĐHTN, Thái Nguyên,

²Trường Đại học Khoa học - ĐHTN, Thái Nguyên, ³Đại học Thái Nguyên

George R R Martin đã từng nói: "Một người đọc sách sống ngàn cuộc đời trước khi chết Người không đọc sách chỉ sống duy nhất một cuộc đời." Do đó, đọc sách là cách tốt nhất để học và làm cho con người trở nên chủ động và hoàn thiện. Nó làm phong phú thêm vốn từ vựng, mở rộng vốn hiểu biết của con người và cung cấp cho con người một khối lượng kiến thức đồ sộ về thế giới xung quanh. Trên nền tảng đó, nghiên cứu này được tiến hành nhằm thí điểm Chương trình đọc can thiệp vào giảng dạy tiếng Anh cho đối tượng sinh viên không chuyên tiếng Anh tại Đại học Thái Nguyên. Từ đó xác định mối quan hệ giữa hiệu quả của chương trình đọc can thiệp lên kỹ năng nhận thức của sinh viên. Nghiên cứu sử dụng phương pháp mô tả với câu hỏi điều tra và đánh sách tiêu chí kiểm tra của giáo viên là công cụ chính để thu thập dữ liệu. Kết quả cho thấy rằng Chương trình đọc can thiệp không nhất thiết thúc đẩy kết quả tích cực để đạt được những điểm số cao nhất trong kỹ năng nhận thức của sinh viên không chuyên tiếng Anh tại Đại học Thái Nguyên.

Từ khóa: kỹ năng đọc, chương trình đọc can thiệp, kỹ năng nhận thức, sinh viên không chuyên ngữ Đại học Thái Nguyên

Ngày nhận bài: 25/4/2016, Ngày phản biện: 03/5/2016, Ngày duyệt đăng: 15/6/2016
Phản biện khoa học: TS Trần Thị Nhi - Khoa Ngoại ngữ - ĐHTN

* T. 0078 609888 E-mail: huongedti@nu.edu.vn