

THAI NGUYEN UNIVERSITY
Socialist Republic of Vietnam

BATANGAS STATE UNIVERSITY
Republic of the Philippines

**RESOURCE MATERIALS FOR THE THREE MODALITIES OF
ENGLISH LANGUAGE AMONG SOPHOMORE COLLEGE
STUDENTS OF THAI NGUYEN UNIVERSITY**

A Dissertation Proposal
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:

NGUYEN THI THU HOAI
June 2015

APPROVAL SHEET

This dissertation entitled **“RESOURCE MATERIALS FOR THE THREE MODALITIES OF ENGLISH LANGUAGE AMONG SOPHOMORE COLLEGE STUDENTS OF THAI NGUYEN UNIVERSITY”** prepared and submitted by **NGUYEN THI THU HOAI** 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.


MATILDA H. DIMAANO, Ph.D.
 Adviser

PANEL OF EXAMINERS

Approved by the committee on Oral Examination with a grade
 of Passed.


DR. AMADA G. BANAAG
 Chairman


DR. MARIA LUISA A. VALDEZ
 Member

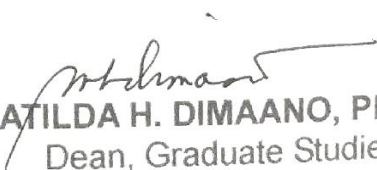

DR. FELIX M. PANOPIO
 Member


DR. MYRNA G. SULIT
 External Representative

Accepted and approved in partial fulfillment of the requirements for the degree of Doctor of Philosophy major in English.

Comprehensive Examination: **PASSED**

July 27, 2015
 Date


MATILDA H. DIMAANO, Ph.D.
 Dean, Graduate Studies
 College of Arts and Sciences

MATILDA H. DIMAANO, Ph.D.
Adviser

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MATILDA H. DIMAANO, Ph.D.
Dean, Graduate Studies
College of Arts and Sciences

ABSTRACT

Title : **Resource Materials for the Three Modalities of English Language among Sophomore College Students of Thai Nguyen University**

Author : Nguyen Thi Thu Hoai

Course : Doctor of Philosophy

Major : English

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Adviser : Dr. Matilda H. Dimaano

Summary

A study was conducted to determine the performance of Sophomore College students of Thai Nguyen University, Vietnam in the three English language modalities namely; speaking, listening, and oral or speaking to serve as basis for proposed resource materials. The descriptive method of research was used in the study applying survey technique for teacher assessment of responses and teacher-made test to determine students' performance. Respondents of the study include 279 Sophomore College students of Thai Nguyen University, Vietnam and their respective English teachers. The survey questionnaire and teacher-made test served as the sources of data for statistical analyses.

Findings of the study revealed that in the demographic profile of the

student respondents according to gender, there was a close distribution of both genders with the males slightly exceeding the females by seven percent. Their parents' have tertiary education and student respondents' originated from 14 different places in Vietnam four of which are urban and ten are rural. As for the types of high school attended, majority of them or 95.70 percent had their education in public schools which means that majority had to avail of the standardized education program of public schools and further reflected their less affluent status, consistent with their profile on place of origin where most of them come from rural areas.

In relation to student's performance in the three language modalities, students have generally low performance in reading with a mean correct rating of 24.91 percent and a verbal equivalent of poor while in listening, the mean percent correct score of 31.59 and speaking with a mean correct score of 47.74 which both indicate students' average performance. In relation to student's performance in the three language modality test groups stratified according to profile variables, for gender, the p-value for Listening and Speaking is below 0.05 indicating that the performance of the male and the female students are significantly different. For reading, a p-value greater than 0.05 was obtained which indicates that gender is a significant factor that influences the reading skills of these students.

On the aspect of Parent's Education, a significant difference is noted for speaking while in place of origin, the p-values were below 0.05 and are significantly different for urban and rural origin. In the case of the type of High School all the p-values were below 0.05 indicating that performance of the students in the three modalities are significantly different for both the private and public schools.

In teachers' assessment of the students' reading, listening and speaking skills, one out of 13 items obtained an agree score of >50 percent. This item pertains to phonetic analysis which indicates that the teacher respondents either do not fully grasp the concept of the survey or they do not understand the questions in the context of their teaching English at the sophomore level and were answering the survey questions randomly.

According to the perception of the teacher respondents regarding frequency of use by the students, majority of the items got ratings below 2.5. Only one had a rating of 2.5 which pertains to reading comprehension which means that this is the only modality item teachers perceived as frequently practiced and demonstrated by the sophomore students.

As for the perceptions of teacher respondents according to their degree of importance, two items had mean scores close to 4.0 or equivalent to moderately important, four items had a score of 3.0 or slightly important and three had a score of 2.0 or less important which indicate that the teacher

respondents consider only Reading Comprehension and Context clues as the more important student's skills given emphasis in the sophomore stage.

As for the relationship of teacher's assessment and students' performance in the three language modalities, reading performance of the students are significantly different from the frequency and degree of importance ratings of the teachers while the listening performance of the students is not significantly different from the frequency and degree of importance ratings of the teachers. The speaking performance of the students on the other hand is significantly different from the frequency rating of the teachers but not significantly different from the degree of importance rating. In general, among the three language modalities, it was the listening performance of the students that is significantly related to the assessment of the teachers. The reading and the speaking performance are generally independent of the teacher's assessment.

For the proposed remedial exercises in the three modalities of language, considerations are utilized as bases such as low performance score of the students in the modality areas; meaningful relationship of the performance scores with the profile variables; and the meaningful relationship of the performance scores with the teachers' assessments.

Based on these findings, the study recommended that the proposed output in the form of remedial exercise be reviewed by school heads prior to its

used in the classroom; that the students' weaknesses in reading, listening and speaking must be given attention by administrators; and that a similar study may be conducted along modalities of language.

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Nguyen Thi Thu Hoai

DEDICATION

This work is wholeheartedly dedicated to my parents, husband, and children Dam Minh Tri, and Dam Thi Kim Ngan.

Nguyen Thi Thu Hoai