



THAI NGUYEN UNIVERSITY
Socialist Republic of Vietnam



BATANGAS STATE UNIVERSITY
Republic of the Philippines

**PROTOTYPE LESSONS ON DEVELOPING TEXTUAL SKILLS
OF FIRST YEAR COLLEGE STUDENTS OF
THAI NGUYEN UNIVERSITY SYSTEM**

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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June 2015



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APPROVAL SHEET

This dissertation entitled “**PROTOTYPE LESSONS ON DEVELOPING TEXTUAL SKILLS OF FIRST YEAR COLLEGE STUDENTS OF THAI NGUYEN UNIVERSITY SYSTEM**” prepared and submitted by **HOANG HUONG LY** 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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ABSTRACT

Title : **Prototype Lessons on Developing Textual Skill of First Year College Students of Thai Nguyen University System**

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Course : Doctor of Philosophy

Major : English

Year : 2015

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Summary

This study aimed to assess the textual skill of first year college students of Thai Nguyen System with prototype lessons as output of the study to develop students' textual performance.

This study made use of the descriptive method of research using survey questionnaire and teacher-made test. Respondents of the study were the 326 first year Basic English language students from selected Universities in Thai Nguyen and 66 English teachers. The students answered the teacher –made test on textual performance relative to combining sentences, constructing sentences, connecting ideas, using words effectively, and developing paragraph which served as the source of the quantitative data that were



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analyzed statistically. The students' demographic profiles in terms of gender; parents' educational attainment; students' exposure to English media; place of origin; and school graduated from were included in the study. Further, the hypothesis that there are no significant differences between the students' textual performance in English and the teachers' assessment scores is tested. The data gathered were analyzed using the following statistics: frequency distribution, percentage, weighted mean, standard deviation, and independent t-test.

Findings of the study revealed that in the student respondents' demographic profiles in relation to gender, there were 55.83 percent males and 44.17 percent females in the group with the males exceeding the females by 11.66 percent. This means that the population under study has an almost equal gender distribution and can be considered as gender-balanced. As to parents' educational attainment, out of 326 respondents there are 303 or 92.94 percent whose parents have tertiary education, which means that majority of the student respondents have well-educated parents.

With regards to exposure to English media more than half or 51.23 percent of the students had the least exposure to the English media, which means that majority of the students are not well exposed to the English media



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and are therefore foreign to it. For place of origin, results showed that 188 out of 326 student respondents or 57.67 percent originated from urban areas in Vietnam which means that most of the respondents came from urban areas where they grew up and obtained their early education in areas close to cities where advanced learning technologies are available. Relative to school graduated majority of the student respondents or 98.77 percent had their high school education in public schools which means that most of the students pursued their secondary education in public schools availing of the standardized education program.

In students' textual skills performance relative to combining sentences findings showed that the percent correct items of the students for combining sentences is 69.8 percent with a verbal equivalent of average which means that the student respondents have achieved a certain degree of skill in sentence combining. For constructing sentences, the percent correct items of the students are 53.3 percent with a verbal equivalent of average which means that the student respondents find sentence construction as the most difficult component of textual performance and further implies that it doesn't mean that if the skill is more basic, it would be easier for the students. In connecting ideas, the percent correct items obtained by the students for connecting



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sentences are 62.0 percent with a verbal equivalent of average which means that the student respondents find combining sentences as one of the less difficult components of the textual skills.

Moreover, in using words effectively the percent correct items of the students for using words effectively is 54.3 percent with a verbal equivalent of average which means that it is one of the more difficult components of the textual skills for the student respondents. In relation to developing paragraph, the percent correct items of the students for using developing paragraphs is 59.5 percent with a verbal equivalent of average which means that in general the students do not find this skill to be very difficult nor too easy and further means that the students have developed a certain degree of paragraph construction skills although not fully mature but enough to support their continuing growth in their tertiary years.

In relationships between the students' textual skills performance and their profile variables results indicated that for gender, the p-value for three out of five component skills is below 0.05 indicating that the performance of the male and the female students are significantly different which means that male students' performance in combining sentences, connecting ideas and developing paragraphs is different from the female students' performance.



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Meanwhile, for the other two component skills pertaining to constructing sentences and using words effectively, the p-values are above 0.05 which means they are not significantly different. For Parents' Education, it can be noted that in three out of five component skills were the p-value is below 0.05 or significantly different, specifically in secondary vs. tertiary educated parents. For the degree of exposure to the English media, a p-value less than 0.05 was obtained only in connecting ideas for means involving least and moderate exposure and least vs. high exposure. This indicates that it was only in connecting ideas did the media exposure significantly affect the students' performance.

For place of origin, all the five component skills, the p-values were below 0.05 and are significantly different for urban and rural origin which means that demographic factor is important in the learning performance of the students. In the case of the type of High School, only in using words effectively that the p-value was below 0.05 indicating that performance of the students in this area is significantly different which means that education in the public schools is generally not different from private schools.

As for the teachers' assessment of the students' textual skills performance in English, findings revealed that all of the 11 items obtained an



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“agree” score of >50 percent which means that the teacher respondents unanimously consider all the listed items as pertinent items to assess the performance skills of the freshman students. According to frequency of use by the students, results showed that seven out of the 11 items got ratings of 3.5 to 3.9 or equivalent to Often and five items out of 11 had a rating of 2.8 to 3.3 or equivalent to Sometimes which means that in general, the teachers perceived that the students are performing their textual skills often.

As regards degree of importance results showed 10 out of the 11 items had mean scores close to 4.0 or equivalent to moderately important, and one item had a score close to 5.0 or very important which indicates that the teacher respondents had a very high assessment of the degree of importance of the different items under the textual skills.

In the relationship of teacher’s assessment and the students’ textual performance in English findings revealed that the textual performance of the students in three out of five areas is significantly different from the frequency ratings of the teachers which implies that the students’ performance in the areas of combining sentence, constructing sentences and connecting ideas are not related to the teachers’ assessment. In contrast, the students’ performance score in using words effectively and developing paragraphs are not significantly different from the teachers’ assessment and are thus, related to each other.



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The t-test results on the component skills pertaining to using words effectively and developing paragraphs demonstrate a linkage between the student's performance and the teacher assessment and thus could be predictable of each other. Hence, interventions pertinent to these areas that would be done by the teachers can be expected to influence the students' performance along these areas.

For the preparation of the proposed prototype lessons to develop students' textual skills performance, there are some elements considered for this particular group of Vietnamese teachers and students which include the following low performance score of the students in the component areas of the textual skills, meaningful relationship of the performance scores with the profile variables, and meaningful relationship of the performance scores with the teachers' assessment.

From the findings and conclusions, the study recommended that the prototype lessons may be presented to school administrators for their review and suggestions; that improvement of the designed prototype lessons should be made; and further studies may be conducted along this line in private universities.



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ACKNOWLEDGMENT

The researcher expresses her profound gratitude to the valuable contributions of the following persons:

Dr. Matilda H. Dimaano, Dissertation Adviser, for her guidance, critical comments, suggestions and recommendations to improve this dissertation. Her research expertise and sound advice make this academic work a reality;

Dr. Corazon C. Cabrera, Dr. Myrna G. Sulit, Dr. Amada G. Banaag, Dr. Maria Luisa A. Valdez, and Dr. Felix M. Panopio, Panel Members, for their insights and valuable inputs;

Dr. Remedios P. Magnaye, Recording Secretary, for her dedication in encoding the minutes during the oral defense;

All the personnel of the International Training Center (ITC), Thai Nguyen University of Agriculture and Forestry, for their assistance;

The English teachers and students from the four selected universities of Thai Nguyen University System, who were the respondents of the study for their cooperation; and

Pham Hong Thai, her husband and Pham Hoang Minh, her son, her parents and her parents in-law for all the support, love and encouragement.

Hoang Huong Ly