



THAI NGUYEN UNIVERSITY
Socialist Republic of Vietnam



BATANGAS STATE UNIVERSITY
Republic of the Philippines

**ENGLISH LANGUAGE MACRO-SKILLS OF FRESHMAN
VIETNAMESE STUDENTS IN SELECTED COLLEGES
IN BAC GIANG CITY: INPUT TO
INTERVENTION MEASURES**

A Dissertation
Presented To
The Faculty Of The 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:

NGO THI THU HUONG

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APPROVAL SHEET



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This dissertation entitled **“ENGLISH LANGUAGE MACRO-SKILLS OF FRESHMAN VIETNAMESE STUDENTS IN SELECTED COLLEGES IN BAC GIANG CITY: INPUT TO INTERVENTION MEASURES”** prepared and submitted by **NGO 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.

MATILDA H. DIMAANO, Ph.D.
Adviser

PANEL OF EXAMINERS

Approved by the Committee on Oral Examination with a grade of _____.

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: _____

Date

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

ABSTRACT



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Title ~~English Language Macro-Skills of Freshman Vietnamese~~

**Students in Selected Colleges in Bac Giang City: Input to
Intervention Measures.**

Author : Ngô Thị Thu Hương
 Degree : Doctor of Philosophy
 Major : English
 Year : 2015
 Adviser : Dr. Matilda H. Dimaano

Summary

Knowledge regarding the four-macro skills that are needed by learners to communicate effectively which include listening, speaking, reading, and writing is of vital importance. Consistently seeking improvement along these macro skills will contribute to the self-development, effective communication and success in many different environments and contexts of the learners.

Macro skills integration in lessons should come naturally from the teacher as well as the listener. When one listens, writing opportunities emerge; when one reads, opportunities for speaking emerge. Learners are motivated to have opportunities relative to learning the skills to allow the skills

subconsciously to grow naturally within them.



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~~This study focused on the Freshman Vietnamese students' English~~

Language Macro Skills among selected Colleges in Bac Giang City. It utilized the descriptive method of research. The subjects of the study are composed of 299 first year college students taking up Basic English course in the three colleges in Bac Giang namely Ngo Gia Tu College, Industry and Technology College and Vocational College. The data gathering instruments used in the study are the documentary analysis and teacher-made test.

Findings of the study revealed that the learning contents of a General English course offered to Freshman students in Bac Giang was determined through literature and detailed outline of the course General English I for Diploma Degree Program with English Language as field issued by the Ministry of Education and Training of the Socialist Republic of Vietnam. It is given four units credits with 60 hours- time allocation for the first semesters. English I has the learning objectives of providing students with guidance in the study of English Alphabet, vowels, consonants, stress, intonation and basic structures; developing their ability to use these structures in different contexts; enriching their knowledge in vocabulary and grammar and improving their ability to communicate effectively by providing comprehensive re-enforcement activities in the four macro-skills of English language.

In addition, the course outline of General English I course is divided into



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~~five units where each unit has six components namely: grammar, vocabulary,~~

reading, writing, speaking and listening. Each unit also comprises overall objectives. In unit I, the overall objectives are for the students to get to know to each other and introduce themselves and other people. In Unit II, the overall objectives are for the students to be able to ask for personal information, talk about their family, family members, class, jobs and engage in conversation about class, friends and family members.

For Unit III, the overall objectives are for the students to be able to use the present simple with personal pronouns to talk and to write about work and daily activities; and to tell time and date. For Unit IV, the overall objectives are for the students to use the present simple, to talk and to write about shopping, likes and dislikes, free time and leisure activities and for the students to be familiar with situations in an English class. Regarding Unit V, the overall objective is for the students to describe the place where students live and for them to ask and to give directions, as well as to report. In speaking, the focus is on taking about stories and practice police interview while in listening the focus is on listening for specific information.

Further, results of the study as to the level of students' performance in the macro-skills in reading, writing listening and speaking the English language were all of average level of the given student population. There were significant



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~~relationships existed in the students' performance among the macro-skills in~~

English language. It was only the reading versus listening pair that showed no significant relationship. Students encountered difficulties in comprehension for macro skills in reading and listening; while sharpening writing skill is the difficulty students encountered for macro skill in writing; and pronunciation for the macro skill in speaking. The most serious among the difficulties in macro-skills are those that pertain to comprehension skills in reading and listening. The intervention measures proposed were composed of select strategies designed to improve skills where students demonstrated poor performance.

The following are the recommendations of the study that English teachers have to be encouraged to provide more language exercises for their students to improve their language deficiencies; proposed intervention measures must be utilized to validate their usefulness; similar studies on English language macro skills be conducted on universities to determine their students language performance.

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DEDICATION

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Ngô Thị Thu Hương

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