

Survey of the Current Situation of Linguistic Students' Informational Text Competence in Vietnam

Huong Thu Do Thi^a, Vinh Thuy Le Thi^b, Phuong Hanh Tran Thi^c, Hang My Duong Thi^d, Hien Do Thi^e, Hien Thu Pham Thi^f, ^{a,b,c,d,e} Hanoi Pedagogical University 2, ^fUniversity of Education, Vietnam National University, Email:^adothuhuong@hpu2.edu.vn,^blethithuyvinh@hpu2.edu.vn,^ctranthihanhphuong@hpu2.edu.vn,^dduongthimychang@hpu2.edu.vn,^edothihien@hpu2.edu.vn, ^fpchien@vnu.edu.vn

This survey studies the current status of the informational text writing competence of Philological Pedagogy students in Vietnam. In order to have a complete and comprehensive view of the literacy competence of Philology Pedagogy students, we have surveyed 366 students of 11 Philology Pedagogy Universities in Vietnam. The survey questions focused on a number of issues such as students' perceptions of informational texts and their role in learning and living, informational writing skills, and awareness of factors affecting informational writing skills, and teaching methods of informational writing skills. This study uses survey methods, analytical - synthesis methods, descriptive methods, etc. The survey results are the basis for us to design teaching methods of informational text writing effectively. At the same time, it is also the basis for us to propose changes in the curriculum for students of Philology Pedagogy, in which it is imperative to focus on testing, assessing writing competence in general, and informational text writing competence in particular.¹

Key words: *competence, informational text, informational text writing competence, student of Philology Pedagogy.*

1. Introduction

Informational text is a standard text in everyday communication. Anywhere can we come across these informational texts. However, this type of text has never been the focus of the teacher training programs in Vietnam, from high school to tertiary education. In recent times,

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the informational text has become notable and introduced to the Philology teaching program 2018 (the program is implemented from the school year 2020-2021 starting from grade 1). Therefore, it is indispensable to learn about informational text writing competence teaching for students of Philology Pedagogy. Students of Philology Pedagogy - future Philology teachers are required to have a high degree of writing competence in order to perform the teaching of writing competence for high school students. The survey results will be the basis for us to propose teaching methods of informational text writing to meet Philology students' career requirements.

2. Research Methods

We use the following research methods:

- Survey method: We have designed 15 questions to investigate the current situation of informational text writing for students of Philology Pedagogy. The contents of the questions include the following issues: Student perception of the concept, the role, the importance of informational text; perception of informational text writing skills; ability to identify skills to create information writing; perception of solutions to develop informational text writing competence for students of Philology Pedagogy. The questions are divided into two types: questions with only one option and questions with multiple options.
- Analytical - synthesis method: This method is used to analyse the statistical results, from which conclude the situation of writing competence of Philology students.
- Descriptive method: This method is used in combination with the analytical - synthesis method to describe the survey results.

Besides the aforementioned methods, we also used statistical and classificational methods. These tactics are used to gather students' perceptions of informational writing competence.

3. Purpose of the survey

We surveyed the students' informational text writing competence in order to create a clear picture of the current situation of Philology Pedagogy students' informational text writing competence, from which to propose teaching measures to develop informational text writing competence for Philology students. The survey results are also the basis for proposing/recommending the adjustment of the Philology students training program, in which it is necessary to pay attention to examining and evaluating students' informational text writing competence.

- The scope and object of the survey: We have surveyed the informational text writing competence of Philology Pedagogy students at 6/7 core pedagogic schools in Vietnam (Hanoi University of Education, Hanoi University of Education 2, Thai Nguyen University of Education, Ho Chi Minh City University of Education, Danang University of Education, Hue University). In addition, we also surveyed students at some universities that train Philology Pedagogy students to have a comprehensive view of students' informational writing competence in Philology Pedagogy in Vietnam. The total number of Universities that train Philology Pedagogy students are 11; The total number of students participating in the survey is 366 students.

Table 1. The number of students participating in the survey summary table

| No. | Institution name | Number of students | Rate % |
|-----|---|--------------------|--------|
| 1 | Hanoi Pedagogical University | 03 | 0.8 |
| 2 | Hanoi Pedagogical University 2 | 89 | 24.3 |
| 3 | Thai Nguyen Pedagogical University | 13 | 3.6 |
| 4 | Ho Chi Minh City Pedagogical University | 12 | 3.3 |
| 5 | Pedagogical University – Da Na University | 11 | 3.0 |
| 6 | Hue Pedagogical University | 35 | 9.6 |
| 7 | Tay Nguyen University | 74 | 20.2 |
| 8 | Hong Duc University | 06 | 1.6 |
| 9 | Metropolitan University | 111 | 30.3 |
| 10 | University of Education | 03 | 0.8 |
| 11 | Tay Bac University | 09 | 2.5 |
| | Total | 366 | 100 |

4. Overview

4.1 Informational Text Definition

Around the world, informational texts have been taught in schools for a long time. Duke (2000), one of the leading experts in informational text, defined informational text as “text written with the primary purpose of conveying information about the natural and social world (typically from someone presumed to be more knowledgeable on the subject to someone presumed to be less so) and having particular text features to accomplish this purpose” (p. 205). He divided informational text into five types: Informative/Explanatory (including: textbook, atlases, Wikipedia, information picture books); persuasive (including: opeds newspaper or magazine, brochures for organisations); procedural (how-to assembly instruction, cookbooks, instruction for science investigations); nonfiction narrative (texts that tell true stories of a historical event or natural disaster, texts that the story of an animal’s life); biography

(biographies, autobiographies, personal essays) (Duke 2014).

An information text is a piece of non-fiction literature that is written with the intention of informing the reader about a topic. They can be found in magazines, in the field of science, in history books, in autobiographies, and in instruction manuals. Fox (2009) states that informational texts are those oral or written texts that characterise a true phenomenon, event, scenario, or method [according to Pham Thi Thu Hien, 2020]. The Common Core State Standards (2010) classifies informational texts as biographies and autobiographies, historical, scientific, and technical writings, textbooks, news or feature articles, book reviews, and informational trade books (Common Core Standards Initiative, 2010).

4.2 Text writing competence

Written communication is considered one of the most critical competencies in determining one's success at work, school, and personal life. (Jesse R. Sparks et al, 2014). To successfully interact with others in learning environments, workplaces, and communities, one must communicate - impart or exchange information, knowledge, and ideas - clearly and efficiently.

The American Association of Universities and Colleges' survey results (AAC & U, 2011) show that 99% of principals of 433 higher education institutions rated writing as one of the most important intellectual skills and most important to their students (Jesse R. Sparks et al, 2014). Educational Testing Institute (ETS, 2013a) interviews of directors or vice presidents in charge of academic issues from more than 200 organisations about the most common school education skills measured, also show that written communication is the competence mentioned the most (Jesse R. Sparks et al, 2014). On an international level, there is also a major focus on written communication. Notably, written communication is included as a *standard skill* expected by all students in the Assessment of Higher Education Learning Outcomes (AHELO) project. This is an attempt to measure the overall academic performance of university students across countries by the OECD. (Jesse R. Sparks et al, 2014)

Reports from employers give similar results to those reported by higher education institutions. Survey results from 431 employers from different industries conducted by the Conference Board confirmed that written communication is one of the most expected skills. More than 93% of respondents think that written communication is "crucial" (Casner-Lotto & Barrington, (2006) page 41) in the workplace. However, 28% of respondents rated university graduates' writing skills four years after joining the labour force as "lacking" (Casner-Lotto & Barrington, (2006) p41).

Although there is a consensus that effective communication skills (both verbal and written) are essential, so far, there is no clear and consistent definition of this competence. At the undergraduate level, the definitions of writing skills also vary widely among programs. In



addition, there are many definitions of the factors that make up effective undergraduate writing competence.

Markle, Brenneman, Jackson, Burrus, and Robbins (2013) have examined effective communication definitions from seven key school education competence frameworks in higher education. Based on this synthesis, the authors defined writing as the ability to "effectively convey a wide variety of messages; communicate through many forms; and effectively convey messages to diverse audiences" (Markle et al, page16). This definition highlights three aspects of communication: the type of message (i.e. the category), the form (i.e. the medium), and the recipient. Understanding these aspects of communication is essential in both verbal and written forms. However, these aspects may not fully describe the specific skills that make up proficient written communication (Markle et al, page16).

Based on the description of the rhetoric skills and skills needed in the 21st century, members of CWPA, NCTE and NWP (2011) developed a Framework for Success in Highschool Post-Graduate Writing (CWPA, NCTE và NWP, (2011). This framework describes literacy includes five aspects:

- Rhetorical knowledge: rhetorical knowledge (including the understanding of different purposes, audience, context, genre, text form)
- Critical thinking (including analysing reading materials; assessing the usefulness and reliability of informational sources; using research to support writing)

- The writing Process: (including planning, drafting, editing, re-reading and responding to feedback)

- Knowledge of conventions: (including surface-level grammatical conventions and overarching concepts related to textual content, organisation, tone and style)
- Composing in a multimodal environment (using traditional media such as pens and paper to electronic technology media; diverse forms, such as writing traditional essays, creating web or video, brochures, using electronic resources).

These five aspects correspond to aspects of undergraduate writing and job requirements framework and they also include all the important elements of written communication, whereby assessment is organised according to these five aspects. This framework also emphasises the connection between reading skills, critical thinking and the development of writing skills; The nature of this connection has been widely acknowledged. (NCTE-WPA, 2010)

Author Adelman (Adelman, 2011) has described proficient communication skills at the following levels:



- At the associate level: Presenting prose without errors in two forms: argument form and narrative form for general and specialised subjects.
- At the bachelor's level: Developing arguments/or presentations, explaining technical problems and professional processes in written form and at least one other media, for general specialised and subjects.
- At the master's level: Creating coherent arguments or brief explanations of work in two or more media or languages for both general and specialised subjects.

The Employment and Training Administration Framework (ETA) Industry Competence Model Clearinghouse defines writing competence in three aspects:

- Organisation and development: Creating documents such as letters, manuals, reports, graphs, charts; communicating thoughts, ideas, information, messages and writing other types of informational text that may contain technical documentation, in a reasonable, organised and coherent manner; The idea is well developed with supporting information and illustrative examples.
- Mechanics: Using standard syntax and sentence structure; correcting spelling, punctuation and capitalisation (for example: using the right timing, consistent subject-verb, without mistakes)
- Tone: The writing method shall suit the work; using appropriate tone and words (US-DOL, ETA, 2014).

The European Higher Education Area Competencies (Bologna Framework) divides writing competencies into two requirements:

- General competencies: The ability to communicate through writing in a native language; the ability to convey information, ideas, problems and solutions to both an expert and non-expert audience; the ability to communicate in a second language.
- Specific competencies: The ability to present documents and arguments in writing to knowledgeable subjects; the ability to write in one's language or other languages using precisely the different types of texts in their field; the ability to present clear and accurate arguments in the right forms for the object to be solved; receive and respond to different sources of information (e.g., text, numerical, verbal, graph); communicating appropriately with many different subjects in the form of text, speech, and graphics (González & Wagenaar, (2003).

Framework for Learning and Development Outcomes (CAS Standards) proposes the following writing competence requirements: Communicating, meaning in a way that others understand by writing coherently and effectively; writing after responding; making an impact to others



through text; effectively presenting abstract ideas; using appropriate syntax and grammar; conducting and evaluating presentations or demonstrations (CAS, 2009); expressing thoughts and feelings through text; writing essays or personal letters; writing in an organised manner; moving from a general topic to a specific topic in the document; communicating in non-traditional ways (e.g., e-mail; CAS, 2006) (European Higher Education Area, 2005)

The Association of American Colleges and Universities states that written communication involves five aspects. These are: 1 / The context and purpose of writing: the consideration of the object, purpose and circumstances surrounding the writing task; 2 / Content development: the way in which the text develops and represents the topic in relation to the object and writing purpose; 3 / Conventions of genre and discipline: formal and informal rules of writing in specific forms or academic fields; 4 / Sources and evidence: the use of high-quality, reliable, relevant sources to develop one's ideas; 5 / Syntax and mechanism control: the use of appropriate language (Rhodes, 2010).

Above is the concept of writing competence of a number of educational institutions and employment organisations in the world. It can be derived that each organisation has its own different concept about writing competence. However, a common concept is that when determining writing competence, organisations consider it from many different perspectives. Common aspects are type of text, form and readership. In addition, it is also important to consider the context and purpose of writing, the ability to develop and organise ideas, language conventions abundance, and reference sources usage. The writing process (planning, drafting and editing) is also significant. From the requirements on students' writing competence in the organisations as mentioned earlier, it can be seen that the training of writing competence for students in general, and pedagogical students in particular, has posed great significance. Undoubtedly, this is one of the essential career competences that students need to equip before graduation.

4.3 Informational text writing competence

An overview of the writing requirements belonging to the educational and employment organisations around the world also shows that: Most of the aforementioned frameworks focus on the type of writing when writing texts. However, the requirement to write an argumentative text is the most important, in which it requires the ability to present clear, coherent, effective and convincing arguments. Narrative text requirements (a form of informational text) receive less attention. Informational requirements are included in the DPQ when written communication requirements are made at the bachelor's level: "presenting and explaining technical issues and professional processes in writing" (Adelman et al, 2011, page 20).

According to the Competence Model of the United States Department of Labour (US-DOL) Employment and Labour Management Administration, the writing requirement serves as a

foundational competence for general occupational competencies. Requirements for writing competence revolve around such writing types as letters, manuals, reports, graphs, charts, conveying thoughts, ideas, information, messages, and other writing types (US-DOL, ETA, 2014).

Thus, it can be affirmed that Philology pedagogical students' competence for informational text writing has not been separated from other writing types for consideration and research. In work requirements frameworks, informational writing competence is viewed in general writing competence.

4.4 High school students' informational text writing competence

High school students' text writing competence in general and informational text writing competence in particular, has been noticed in several countries around the world. One of the most prominent ones is the Common Core State Standards of the United States. The standards set expectations for knowledge and competence, including writing competence. In grades 6 to 12, students must be able to write three types of text: argumentative texts, informational texts, and narrative texts. For informational texts, the standard stipulates: "Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content". (Common Core State Standards, page 41). This standard also sets out the requirements for writing competence: "Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach" (Common Core State Standards, page 41).

In Vietnam, text writing competence in general, high school students' text writing competence in particular, has also received attention in research for the past few years. The 2018 Literature program defines the requirements: students must write texts of different types with age-appropriate topics and content for learning and life requirements, ensuring the needs for spelling, wording, grammar and style necessities. (Literature Program 2018). Training materials of the Ministry of Education and Training define: "Text writing is the activity of creating a complete text on content and form, which is expressed through the standardized and meaningful organization and construction of the text. Written text must show the synthetical application of knowledge (on writing types, literature, culture - society, ...), writing competences in different forms of expression and emotions, attitudes, and personal impressions of the writer to meet the purpose of communication" (Training materials of the Ministry of Education and Training, 2017). This text shall also define the writing competence including the following components: 1 / Identify the issue and purpose of the text; 2 / Outline; 3 / Write; 4 / Search for feedback; 5 / Review and edit. With the concept of text writing as a process, the authors Vo Xuan Thang and Nguyen Thi Xuan Mai stated that it is a process of many stages,

and the text is just the final product of it (Thang Vo Xuan, Mai Xuan Nguyen Thi, 2018). Focusing attention on the argumentative text, author Nguyen Thanh Ngoc Bao declared that, "the writing competence is not only the ability to create a complete text on content form, and structural organization according to the requirements of the genre" (Bao Nguyen Thanh Ngoc, 2018). Author Chu Thanh Hoa believed that: writing competence is the ability to mobilise knowledge (on text, writing methods, topics, etc.), writing competence, etc., to create complete written/spoken text on content, form, and communication situation and achieve the proposed communication purpose (Hoa Chu Thanh, 2018). Thus, as can be seen in Vietnam, the issue of writing competence has received attention by numerous researchers. A common view can be found among researchers when defining text writing competence, that is, the text created must be complete in content and form. The type of text that gets the most attention from researchers is argumentative text. Narrative text writing is likewise a form of informational texts mentioned by a number of articles, yet sporadically and unsystematically. However, those are the concepts of writing competence for high school students. As for the writing competence requirements for students in general and pedagogical students in particular, those concepts have not received much attention in research. Pedagogical teachers' training programs in Vietnam still neglect this competence.

4.5 2018 High school Literature Education Program

In December 2018, the Ministry of Education and Training issued the High school Education Program in Literature. Unlike the program back then (2006), the 2018 Literature program especially attaches particular importance to the development of the competence of students. Like other subjects, literature contributes to students' development of common competencies: self-learning, communicating and cooperating, problem solving and creativity. In particular, literature helps students develop language and literary competencies: reading, writing, speaking and listening skills. Of these four skills, writing has the second most important role (after reading comprehension). The study time for this skill accounts for 22-25% (while reading comprehension skills are 60 - 63%; speaking and listening skills are about 10%) depending on the class. This ratio shows that the 2018 Literature program has also considered writing skills as one of the most crucial skills for graduates.

For writing skills, the program attaches great importance to the writing process. In terms of writing practice: the program demands students to write a variety of texts. At high school level, students are allowed to write all kinds of texts: argumentative text (specific types such as social argument, literary argument), informational text (specific types such as research report, regulations, narration, letters of work exchange ...) (for details, please see [CTPDPP2018]).

Thus, requirements on writing competence for students are set out precisely and explicitly. This fact poses the tasks for the training of Philology Pedagogy students. It is clear that the future

Philology Pedagogy student needs to master the informational text writing at a high level (higher than the requirements in the 2018 Literature program) to meet future career necessities.

5. Research results and discussions

5.1. Students' perception of informational texts, the role and importance of informational texts in learning, in research, and in daily life communication

Table 2: Student survey results on the ability to identify the concept of informational text

| Question | Answer (%) | | | |
|--|------------|------|-----|-----|
| | 1 | 2 | 3 | 4 |
| What do you understand in the informational texts? | 0.8 | 96.4 | 1.4 | 1.4 |

Surveying the students' perception of the characteristics of informational texts, we found that 96.4% of students correctly understood the concept of informational text (which is the type of text mainly used to provide information); 1.4% of students chose the answer "used to introduce a thing or phenomenon" and "used to narrate a thing"; 0.8% of students said that the informational text is mainly "used to express emotions and feelings" (Table 2).

The above survey results show that the majority of students are aware of the basic characteristics of the informational text. Only a minimal number of students (0.8%) mistook the informational text's attributes as art text (used to express feelings). In addition, the number of students who are not aware of the main characteristics of this text type also accounts for a negligible proportion (1.4%).

Table 3: Student survey results on the ability to identify the popularity and importance of the informational text (1: Uncommon; 2: Less common; 3: Quite common; 4: Very common)

| Question | Answer (%) | | | |
|--|------------|-----|------|------|
| | 1 | 2 | 3 | 4 |
| How do you comment on the commonality of the informational text in your daily life, study, and research? | 0.8 | 4.4 | 48.6 | 46.2 |

Regarding the commonality of informational texts in daily life, in study and research, nearly half of the students surveyed have recognised the relatively common presence of informational texts in their communicative life (48.6%); followed by "very common" (46.2%), "less common" (4.4%) and "uncommon" (0.8%) to be the minor choice of students (Table 2). In our opinion, the high percentage of students who choose "common" and "very common" is reasonable because the informational text in daily life is prevalent. In any activity or field, they are also exposed to specific forms of informal texts such as announcements, letters of work, research reports, programs, etc.

Table 4: Student survey results on the importance of reading, listening (receiving), speaking, writing (creating) the informational text in the professional field (1: Not important; 2: Less important; 3: Quite important; 4: Very important)

| Question | Answer (%) | | | |
|---|------------|-----|------|------|
| | 1 | 2 | 3 | 4 |
| How do you comment on the importance of reading, listening (receiving), speaking, writing (creating) the informational text in your expertise area? | 0.5 | 1.4 | 40.7 | 54.7 |

Aware of the importance of reading, writing, speaking, and listening to informational text at work, numerous students agreed that informational text is "very important" (54.7%); the remainder thought that informational texts were "quite important" for their work (40.7%) and a small number of students believed that it was "less important" and "not important." This percentage is quite reasonable; it is rooted in their perception of informational text prevalence in daily life, study, and research. Supposing students cannot correctly identify the prevalence presence of informational texts in their communicative life, then they cannot point out the importance of this type of writing to their job.

Table 5: Effect level of informational text writing skills on improving learning, exams, and research (1: No effect; 2: Little effect; 3: Notable effect; 4: Great effect)

| Question | Answer (%) | | | |
|--|------------|-----|------|------|
| | 1 | 2 | 3 | 4 |
| How does not knowing how to write (create) informational text affect your learning, exam, and research skills improvement? | 1.1 | 2.2 | 48.9 | 47.8 |

Regarding the effect of informational writing skills on improving individual academic, exam, and research level, the majority of students, said that not knowing how to write (create) informational texts have "quite affected" their own learning, exams, and research improvement (48.9%). The "very affected" claim was also selected by nearly half of the students surveyed (47.8%). There were a small number of students who thought this had little or no effect on their work. In our opinion, the correlation among the percentage of comments stems from the perceiving of the informational text, the prevalent presence of the informational text, and the importance of the informational text in life. If students understand the importance of this type of writing in their work, they will surely see how much effect they can encounter on not mastering informational writing skills in their lives.

3.2. Student's perception on the informational text writing competence

Table 6: Student survey results on the ability to identify informational text writing skills

| Informational writing skills | | Rate (%) |
|------------------------------|--|----------|
| 1 | Identify the right information to be presented | 85.5 |
| 2 | Gather materials related to the information to be presented | 79.8 |
| 3 | Outline the text | 42.1 |
| 4 | Determine how to present information accordingly | 70.5 |
| 5 | Narrate stories in a certain sequence (space or time) | 10.9 |
| 6 | Combining different means of presenting information (diagrams, tables, pictures ...) | 63.9 |
| 7 | Express emotions, feelings directly on presented information | 12.6 |
| 8 | Select words and sentence types accordingly to the presented information | 68.0 |
| 9 | Evaluate the information presented in the text | 48.1 |

The informational text writing skills that students perceive at a high level are: *Identifying the right information to present* (85.5%), *Gathering materials related to the information to be presented* (79.8%), *Determining how to present information appropriately* (70.5%). Unfortunately, nearly half of the students (42.1%) surveyed did not choose the "*Outlining the text*" skill; The two skills of "*Narrating stories in a certain sequence (space or time)*" and "*Expressing emotions, feelings directly on presented information*" were picked by a small number of students (10.9% and 12.6%).

Observing the percentage in the informational text writing skills, we found that basically, students have grasped the essential skills of information text writing (1,2,4), even though there are no skills 100% selected by students. They also have distinguished skills that do not contribute to the informational text type (5,7). However, the fact that only 42.1% of students choose the "outlining the text" skill shows that students seem to only care about the text end-result, not the writing process of the text. In our opinion, this is also a common limitation of students in writing.

3.3. Students' perceptions of the negative factors affecting informational writing skills

In order to gain information on the situation of teaching informational text writing skills for students objectively and comprehensively, we have designed the questionnaire to survey the factors causing unfavourable effects on the informational writing skills. Accordingly, most students believe that the main reason is the high school teachers' inadequate teaching method of the informational writing skill (80.9%); the high school education program does not attach importance to teaching spoken and written informational text (68.6%); high school students do not like informational texts (69.9%); exam questions and test questions in high schools mainly

attach importance to literary texts (59.6), etc. In addition, several other factors are affecting informational text writing skills (Table 7).

Table 7: Student survey results on the factors that affect information texts writing competence

| Factors affecting informational text writing skills | Rate (%) |
|--|-----------------|
| High school education program does not attach importance to teaching spoken and written informational text | 68.6 |
| High school teachers' inadequate teaching method of the informational writing skill | 80.9 |
| High school students are not interested in informational text | 69.9 |
| Tests in high schools mainly attach importance to literary documents | 59.6 |
| Students majoring in Philology are not required to practice informational text writing | 6.0 |
| Lecturers of Philology do not require students to practice informational text writing | 10.9 |
| Tests at the university do not require students to practice informational text writing | 45.9 |
| Informational text writing is too hard to practice (spoken and written). | 35.5 |
| Lack of materials to teach spoken and written information text for students | 48.6 |

From the percentage of negative effect on informational writing skills, we found out several reasons why students chose to centre on problems of teaching methods (80.9%), educational programs (68.6%), disinterest in informational texts (69.9%), and no test or evaluation on informational texts in high schools (59.6%). These factors stem from the practice of teaching in high schools. Specifically, students have learned about a few informational text types, but they are not abundant (mainly notes and public administration). It is the limited number of informational text types that drive students to show their disinterest. More importantly, high school teachers focus on examining and evaluating the argumentative text while ignoring the informational text. This will lead to detachment in learning informational text and the arising psychology of coping in exams on informational text content. In our opinion, high school education programs need to add teaching content about this type of text to meet the daily life and advanced learning needs.

One of the reasons affecting informational writing skills is students' perception of informational text's importance and commonality. Up to 6.0% of students said it was unnecessary to write informational documents; 35.5% thought this text was too difficult to create (speak and write). However, nearly half of the students surveyed (48.6%) agreed on the "Lack of materials to teach spoken, written informational texts for students." In reality, the number of textbooks and reference books on informational texts are not sufficient. Besides, most of the textbooks only converge on providing knowledge, not on practicality. This poses a problem for the university subjects: It is essential to pay attention and provide adequate

textbooks and materials for students to study. At the same time, the textbooks should also be compiled in an innovative direction, focusing on practicality, promoting student activeness in learning.

In order to clarify the reasons affecting the informational writing skills, our research also explores the perspective of students in a Philology Pedagogy major toward learning the informational writing skills. The answers are arranged in the following order (1) Not important; (2) Little importance; (3) Quite important; (4) Very important. At a "quite important" level, the two questions' percentages are similar (38% and 47.5%). The remaining levels (except the "Unimportant level") show significant deviation. (Table 8).

From the situation that more than half of students do not attach much importance to informational text writing, we believe students only look at the primary purpose of the teaching profession and ignore the purpose of studying. Suppose a teacher does not possess the basic knowledge and skills of Literature - in that case, he/she cannot effectively manage an hour of teaching informational text in high school even with a "universal" method. With the situation mentioned above, it is necessary to support learning advisors and teachers of subjects to teach informational texts.

Table 8: Student survey results on attaching importance to informational text skills attitude

| Question | Answer (%) | | | |
|--|------------|------|------|------|
| | 1 | 2 | 3 | 4 |
| How do you find the perspective of the student in Philology Pedagogy toward the informational text writing? | 2.7 | 51.9 | 38.0 | 7.4 |
| Do you find teaching (reading, writing, speaking, and listening) informational text important to high school students? | 1.4 | 1.64 | 47.5 | 34.7 |

3.4. Students' evaluation on solutions to improve informational writing skills

Table 9: Students' perception of the lack of informational texts writing skills impact

| The lack of informational texts writing competence difficulties | Rate (%) |
|---|----------|
| Little to no ability to self-study | 38.7 |
| Poor exam results | 25.5 |
| Poor teaching materials' planning | 59.6 |
| Less likely to research and publish research results | 71.7 |
| Poor communication with teachers and friends | 25.0 |
| No personal teaching style | 37.1 |
| Losing the "literary style" of literature lessons | 18.1 |

Many students agree that the lack of informational writing skills will make students less likely to research and publish research results (71.7%). Concerning the practice after graduation, 59.6% of students confirmed the informational text writing effect on preparing lesson plans and teaching materials. 25.5% of students responded that exam results are unsatisfactory, 18.1% of students believed that literature lessons would lose their "literary style." In addition, there are various opinions on the difficulties faced in university study and graduate apprenticeship with the inability/ability to write informational text (Table 9).

The percentage of students who think that the lack of informational writing skills will make them less likely to research and publish research results (71.7%) is higher than that of students who think that the lack of informational writing skills will lower their test results (25.5%). From this result, we believe that students have not fully identified the types of informational texts in their lives because exam and test questions are actually a form of informational documents. Moreover, up to 18.1% of students said that the lack of informational writing skills drains the "literary style" of literature lessons. This confirms that students are only interested in the end-result of text writing and how the process of informational text writing has not been given adequate attention. In fact, if students do not learn mindfully about the process of informational text writing, they cannot effectively perform text writing in even a small test.

3.5. Students' evaluation on solutions to improve informational writing skills

Table 10. Solutions to improve informational text writing skills

| Lecturers participating in the teaching of writing informational text for students of Literature Education | Rate (%) |
|---|-----------------|
| Literature Lecturer | 5.7 |
| Linguistic Lecturer | 15.3 |
| Theory and Teaching Methods Lecturer | 21.0 |
| All lecturers in all majors | 57.9 |

Regarding the object of teaching informational texts, the survey results showed that 57.9% of students responded that all lecturers could combine the teaching of informational documents for students; 21.0% of students thought that the above tasks belong to lecturers specialised in theory and teaching methods; 15.3% of students said that the task belongs to lecturers specialised in language (Table 10).

This study shows that the vast majority of students have had an upbeat assessment of the integrated teaching of informational writing in different subjects/modules of the training program. This is considered a common task of teachers who are teaching in various subjects.

In terms of the form and requirements of informational text teaching, we polled students through specific questions. The results showed that 24.3% said that students need to do big

exercises/research; 23.5% agree on the form of students' exams/tests/research works as informational texts and have evaluation criteria for writing skills; 20.8% of students said that it is crucial to have textbooks/reference books on teaching informational writing. In addition, there are other perspectives on the form of teaching informational writing for students in Philology (Table 11).

Table 11: Evaluation of students on the presentation and requirements of teaching IT writing

| Formats and requirements on teaching informational text writing for the Philology Pedagogy student | Rate (%) |
|---|-----------------|
| Require students to write a report on learning materials | 18.1 |
| Require students to do a big project/research | 24.3 |
| Consider tests/researches as informational text and apply assessing criteria for informational text | 23.5 |
| Host informational writing contest | 13.3 |
| Provide textbooks/reference books on informational writing for students | 20.8 |

The above results show that students' demand for informational text learning is plentiful and flexible. Learners want to learn to write information in different learning situations, not confined to a module's framework in a single form. Therefore, faculties and specialised subject departments need to encourage/require teachers to integrate informational writing skills into the specialised modules they undertake and increase the practice of informational writing skills through research exercises, essays, exams, quizzes. At the same time, it is essential to encourage teachers to develop lectures, textbooks, and reference books on teaching informational writing. This will undoubtedly create a positive influence for students in orienting informational writing skills.

6. Conclusion

The above survey results help us understand the status of the student's informational text writing competence in many aspects: student perception of informational texts; awareness of the prevalence and the role of informational texts; informational text writing skills; factors affecting informational text writing skills, etc. This is also an important practical basis in proposing and implementing solutions to develop informational text writing skills for Philology Pedagogical students. Recently, the Bachelor of Education programs of multiple schools have also concentrated on developing writing skills. However, due to the students' awareness and will of training, faculty members' limitations, and the inadequacies of teaching materials, many students still encounter difficulty writing an informational text. Even with simple documents such as forms, reports, students are still confused, making many mistakes. The above research results are essential for us to propose synchronous solutions to help students have the right orientation in learning and effectively apply this type of writing in education and work.



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