

DEVELOPING THE COMPETENCE OF CREATING INFORMATIONAL TEXT FOR GRADE 10 STUDENTS IN VIETNAM THROUGH PROJECT-BASED TEACHING

Do Thi Hanh and Tran Thi Ngoc

University of Education, Thai Nguyen University, Vietnam

<https://doi.org/10.54922/IJEHSS.2023.0559>

ABSTRACT

Teaching Philology not only teaches literary texts but also teaches students to receive, create and use fluently everyday communication products. Students can read and write a public announcement is as important as reading, feeling, and enjoying a short story or a poem. Therefore, one of the new features of the 2018 Philology program in Vietnam is to consider informational texts as one of the three main types of texts to train students. Therefore, the issue of developing the competence of creating informational text for students, including grade 10 students, needs attention. In this article, we present the concept of informational text, the competence of creating informational text and the process of developing the competence of creating informational text for students in grade 10 according to the requirements of the 2018 general education program in Philology through project-based teaching.

Keywords: Competence, Creation, Informational Text, Grade 10 Students, Vietnam, Project-based Teaching.

1. INTRODUCTION

In order to be able to keep pace with the strong changes of modern education in the world, Vietnamese education has also changed its approach, from accessing content to approaching learners' competence. In the trend of innovation in teaching activities oriented towards competence development, Philology also clearly shows the competencies that need to be formed for students. Through reading, writing, speaking and listening activities, students develop language competence, literary competence and general competencies: self-control and self-study, cooperation, problem-solving ability and creativity. In particular, developing the competence of creating informational text with practical application will help the Language Department meet the requirements of practice and international trends in the current educational context. The 2018 General Education Program in Philology attaches importance to teaching and learning methods so that students can shape their learning, receiving and creating texts; practice and use many different genres and types of texts. In addition to two types of texts familiar to students, namely literary texts and argumentative texts, informational texts are also focused on being included in the general education curriculum in Philology 2018. The presence of a large number of informational texts in the 2018 general education curriculum in Philology is in line with the goal of teaching writing at the high school level, the development of the competence of creating informational text will contribute significantly to increasing enhance the ability to access knowledge, build living capital, social understanding, practice life skills in a positive direction in today's society.

In the educational programs of many countries around the world, especially those with developed economies and societies, the study and research on informational texts, as well as the

exploitation of informational texts, are of interest from many people, such as USA, Australia, UK, etc. In Vietnam, informational text is still a relatively new type of text for the Vietnamese educational program. It is also rarely included in the curriculum of Philology at all levels. Research and research works on informational texts are mainly aimed at teaching reading comprehension of informational texts, but have not mentioned much about creating types of informational texts.

2. RESEARCH METHODS

To conduct this study, we used the method of retrospective documentation to study documents related to informational texts, competence of creating informational text, project-based teaching and the 2018 general education program in Philology in Vietnam. On that basis, we conduct an analysis to propose a process to develop the competence of creating informational documents for students in grade 10 according to the requirements of the 2018 general education program in Philology through project-based teaching.

3. RESULTS AND DISCUSSION

3.1. Informational text

There are many opinions on informational texts in Vietnam and in the world. In this article, we use the point of view of Assoc. Prof. Dr. Do Ngoc Thong: *An informational text is a text mainly used to provide information about people, things, phenomena or to guide the implementation of activities based on data, objective facts, and scientific knowledge. Informational texts are very popular in society in the form of articles, magazines, dictionaries, textbooks, books about celebrities, guidebooks (travel, medicine, cooking...), posters, leaflets...*

3.2. Competence of creating informational text

The competence of creating informational text is understood as the ability to write a complete informational text, ensure the prescribed form, use the appropriate method of expression and meet the objectives. The competence of creating informational text with students is the ability of students to write a complete informational text about an object as required; provide sufficient knowledge of the subject, objective, honest and useful information provided; present the text clearly, concisely and attractively. The core requirement is that the creation of a text must provide readers and listeners with real information and knowledge about objects, things, and phenomena in life, etc.

3.3. The process of developing the competence of creating informational text for grade 10 students according to the requirements of the 2018 general education program in Philology through project-based teaching

3.3.1. Selecting lessons and topics in the Textbook of Grade 10 Philology to organize teaching projects to develop students' competence of creating informational text.

Developing students' competence of creating text is essential in today's social and educational context. Developing the competence of creating informational text consists of several stages, which need to be closely integrated with teaching reading comprehension of informational text and need to focus on practical activities with a rich and diverse system of exercises. In order to develop the competence of creating informational text for grade 10 students

as required by the 2018 general education program in Philology, students need to understand the process and methods to create common types of texts. There are many measures to develop students' competence of creating informational text, such as through sample analysis; IT applications; exercise. In particular, project-based teaching is one of the measures that have promoted the effectiveness and preeminence in developing the competence of creating informational text for grade 10 students according to the requirements of the 2018 general education program in Philology.

Within the scope of the article, we focus on the lessons related to the requirements of creating informational text in the textbooks of Philology 10 and the Study Topics of Philology 10 series of books *Connecting knowledge with life*, Vietnam Education Publishing House.

- Topic 1: Researching and writing a report on a folklore issue (10 periods)

Project: Scientific research report on a folklore issue

- Topic 3: Read, write and introduce a collection of poems, a collection of short stories or a novel (10 periods)

Project: Making a video introducing a book of poetry, a collection of short stories or a novel

- Lesson 8. The diverse world of information (11 periods)

Project: A day as a reporter

No.	Name of lesson	Name of project	Software	Product
1	Topic 1: Researching and writing a report on a folklore issue	The scientific research report on a folklore issue - Medium project: Students are divided into groups of 4 students, doing the project in 1 school week. - Activity to practice writing a report on a folklore issue	- Word - Powerpoint	Students get the product after doing the project in class. Products are provided and a common repository, students can refer to and cross-evaluate each other's products.
2	Topic 3: Read, write and introduce a collection of poems, a collection of short stories or a novel	Project: Making a video introducing a book of poetry, a collection of short stories or a novel - Medium project: Students are divided into groups of 5 students, doing the project in 1 school week. - Writing practice activities, introducing a	Filmora, cap cut...	Students get the product after doing the project outside the classroom. The product is posted on Youtube and the product link is sent to the teacher. Students from other groups can also share and view each other's products. The group's products are evaluated according to the agreed criteria.

		collection of poems, a collection of short stories or a novel	
3	Lesson 8. The diverse world of information	<p>Project: A day as a reporter</p> <ul style="list-style-type: none"> - Small projects: Students work individually, doing projects during the day - Activities to practice writing news articles by topic 	Students get the product after doing the project outside the classroom. The product is posted on Youtube and the product link is sent to the teacher. Students from other groups can also share and view each other's products. The group's products are evaluated according to the agreed criteria.

3.3.2. Organizing project-based teaching to develop the competence of creating informational text for grade 10 students according to the requirements of the 2018 general education program in Philology

- Phase 1: Prepare the project

+ Identify the lessons related to the requirements of creating texts in the book: According to the 2018 general education program, it is possible to organize project teaching from the beginning of the school year when the plan is agreed. We have planned and directed in our teaching record. Teachers introduced information technology application software, guided training for students on how to use it so that students could understand how and apply it to projects. Depending on the type of project, teachers will direct students to which software application. Students can do projects on free software, such as Canva; Powerpoints; Story line; Proshow Produce; Filmora, cap cuts...

+ Choose a topic and determine the purpose of the project: Teachers and students together propose, determine the topic and purpose of the project. It is necessary to create a starting situation or set a task to be solved, in which attention is paid to the relationship with real life and social situations.

+ Divide groups and assign project tasks: Teachers divide groups, assign tasks to groups of students and other factors related to the project.

+ Develop an implementation plan: Teachers guide groups of students to make a project implementation plan in which students need to accurately identify topics, goals, and tasks, cost, time and method of implementation. In this phase, students with the guidance of teachers develop the outline as well as the plan for the implementation of the project. In developing a plan, it is necessary to identify the work to be done, the estimated time, materials, costs, methods of conducting and assigning work in the team.

+ Teachers assign tasks to students (dividing into groups, assigning tasks to each group, time requirements, specific evaluation criteria). Teachers set criteria for assessing writing skills in projects based on the following levels:

No.	Criteria	Requirement	Score
1	Layout	Including 3 parts: Title, content and author's name.	1
2	Content	Updating news information (timely and fully reporting the time, location of the event, developments, results of the event...).	2
		Persuasive (guaranteeing accuracy and when expressing the writer's point of view, it should be objective, honest, etc.).	2
		Attractive (attract the attention of readers).	2
		Brief and concise	1
3	Spelling, word choice, making sentences	Ensuring standard spelling, grammar, and semantics in Vietnamese	1
4	Creativity	Having a new way of expression, having deep thoughts on the content of the news but needing to be consistent with ethical and legal standards.	1
Total			10

- Stage 2: Implementing the project

Members carry out the work according to the plan. In this stage, students perform thinking activities and practice writing skills. Students come up with ideas for writing, make outlines and start creating texts for introductions and presentations. These activities alternate and interact with each other. In the process, project output and new information are created (teachers guide, urge, and help when needed).

- Stage 3: Reporting and evaluating the project

+ Students collect the results and announce the product in front of the class. Then, teachers and students conduct the evaluation. Students can self-assess the project implementation process and self-assess the work of their own group and other groups. Teachers evaluate the entire process of implementing students' projects, evaluate products and learn from experience to implement next projects.



Photo 1: Students from No. 1 High School in Lao Cai City, Vietnam confidently present and introduce a collection of poems, a collection of short stories or a novel

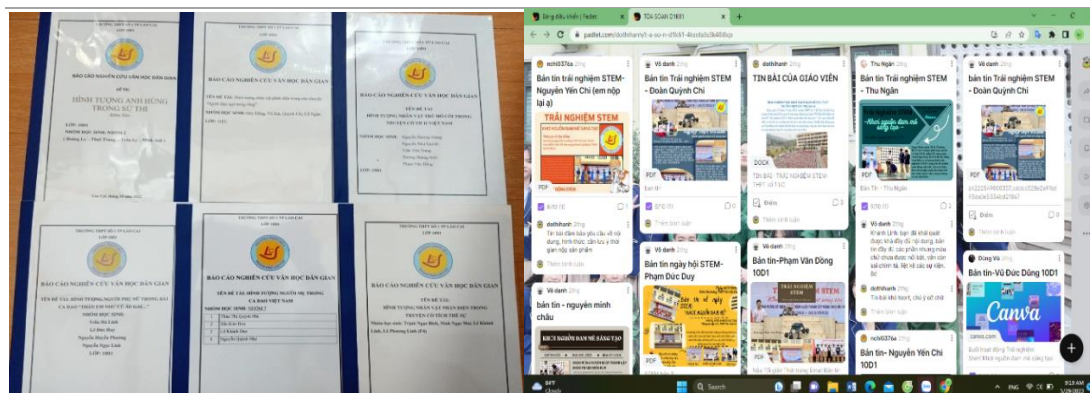


Photo 2: Products on a folklore issue and write a school newsletter by students

The results of the project can also be evaluated from the outside. When students' products are posted on social networking applications, an objective evaluation channel can be exploited.

4. CONCLUSION

Developing the competence of creating informational text for grade 10 students as required by the 2018 general education program in Philology through project-based teaching is one of the measures to promote practical effectiveness in teaching in general and improving students' competence of creating informational text in particular. Through the measures, many common competencies of students are developed, such as self-control and self-study, communication and cooperation, problem-solving and creativity. Students have opportunities to enhance their ability to work in groups, contributing to the development of expression and social communication skills, helping students to be more confident in group activities, which are in line with the requirements of the renovation in the 2018 general education curriculum. In particular, students can create informational texts close to life and society.

REFERENCES

1. Ministry of Education and Training (2018), General general education program (*Issued with Circular No. 32/2018/TT-BGDĐT dated December 26, 2018 of the Minister of Education and Training*)
2. Ministry of Education and Training (2018), the Program of Philology (*Issued with Circular No. 32/2018/TT-BGDĐT dated December 26, 2018 of the Minister of Education and Training*).
3. Do Thi Thu Huong (editor - 2022), *Developing competence of writing informational texts*, Social Science Publishing House.
4. Do Ngoc Thong (editor - 2022), *Reading Comprehension and Creation*, Vietnam Education Publishing House.
5. Do Ngoc Thong (editor - 2020), *Teaching and developing high school Philology*, University of Education Publishing House.
6. Nguyen Thi Thu Thuy (editor - 2017), *Theoretical textbook for teaching Philology*, University of Education Publishing House, Thai Nguyen.

Sincerely thank the project "Developing the competence of creating informational text for grade 10 students according to the requirements of the 2018 general education program in Philology"