

Developing Supplementary Reading and Writing Materials for English Major University Students.

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Abstract- The steps of the research were (1) conducting a needs analysis, (2) revising the syllabus and (3) developing supplementary workbook based on the syllabus and need analysis. The research used a questionnaire as the instrument to get responses from the students about their target and learning needs. Results showed that students need practicing a variety of reading and writing skills with different task types. In addition, pictures should be used in materials so that students are motivated and understand the materials more. Furthermore, the length of reading tasks should be from 450 to 550 words or over and each unit should consist of 3 to 5 tasks. The implication of the findings would be the base of teaching and learning process, especially in designing the learning materials for the English reading and writing skill.

Index Terms- reading and writing, supplementary material, English majors, university students, material design

I. INTRODUCTION

Supplementary Materials Based on Constructivism Principles Supplementary materials in this article are in the form of extended materials designed to provide sufficient exposure and opportunities for language skill's practices. according to (Vygotsky, 1978) in (Cooperstein & Weidinger; 2004), an important aspect of constructivism is the need for social interaction. Social interaction is not only essential for knowledge construction, but it also allows students to verify their understanding, group activity increases discussion, experimentation, enthusiasm, and participation.

In the current development of education, there has been a shift in the paradigm of learning from teacher-centred learning to student-centred learning. In this new paradigm, students are "expected to take charge of their own learning or in other words, they are targeted to develop autonomy in learning" (Nunan, 2003, p. 193). Students should be active in searching and show a lot of initiative in learning, in terms of what they will learn, how they will learn, and how they will assess their own learning. This kind of learning is believed to have a high impact in language learning; enriching students' knowledge and improving their language skills.

Receptive skills and productive skills are the two categories in language skills. "Receptive skills are the skills to understand the message being heard and read, while the productive skills are those that produce messages or ideas through spoken and written text" (Mundhe, 2015, p.65). Reading is one receptive skill, and writing is a productive one. For English learners, mastering these two skills is of an obvious importance if they want to utilize the language for both academic and communicative purposes. Reading and writing courses are compulsory subjects at SFL – TNU, the focus is to prepare the students to be able to develop reading skills as well as be able to write graph and map description in English.

II. LITERATURE REVIEW

Materials development

According to Tomlinson (1998, p. 2), materials development refers to anything to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake. Material development refers to a process of producing and using the materials for language learning including materials evaluation adaptation, design, production, exploitation, and research (Tomlinson, 2012, p. 143). In sum, materials development is the process by which a teacher can put the objectives and goals of the course into units and tasks. In developing the materials, there should be guidelines that can be used as considerations for the material developers so that the materials do not deviate from the goals. Graves (2000, p. 156) describes a list of considerations for developing materials including: (i) Learners (Materials should make relevant to learners' experience and background. It should also make relevant to their target needs; what they need to function in the target situation. Besides, materials should make relevant to their affective needs); (ii) Learning (developers should take the notion of learning into consideration. Materials should engage in discovery, problem solving, and analysis; and develop specific skills and strategies); (iii) Language (materials should be accurate in the form of grammar, functions, vocabulary, etc. It should also

integrate four skills of speaking, listening, reading and writing) and (iv) Activity/task types (activities included in materials should aim for authentic tasks. Besides, the variety of them should also be taken into consideration: variety of medium, variety of organisation, variety of skills, etc).

Steps of materials development

Dick and Carey (1996) proposed a process in systematic instructional design. This design allows the materials developers to link instructional learning strategy with the designed learning outcome as (1) determine instructional goal; (2) analyze the instructional goal; (3) analyze learners and contexts; (4) write performance objectives; (5) develop assessment instruments; (6) develop instructional strategy; (7) develop and select instruction; (8) design and conduct formative evaluation; (9) revise instruction and (10) summative evaluation. Accordingly, Tomlinson (1998, p. 98), the steps to develop materials are illustrated in the diagram below:

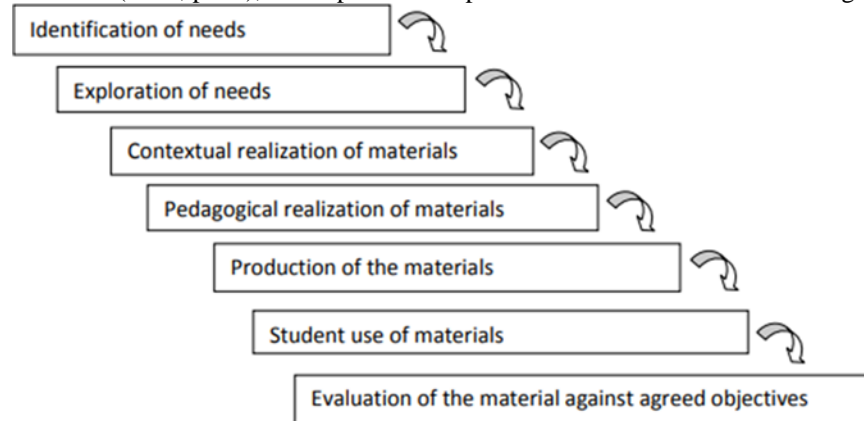


Figure 1: Steps in material development (Tomlinson, 1998, p.98)

Identification of need for materials:

The first step is identification of need for materials. In this step, materials developers identify a need to fulfill or problem to solve.

Exploration of need:

The second step is exploration of needs. The materials developers need to explore the area of needs or problems in term of the appropriateness of the language and function.

Contextual realization of materials:

The third step is contextual realization of materials. The contextual realization involves the suitable ideas, contexts, and text.

Pedagogical realization of materials:

The fourth step is pedagogical realization of materials. The pedagogical realization involves the appropriateness of the exercises and activities and the appropriateness of the instruction.

Production of materials:

The fifth step is production of materials. The physical production of the materials is designed in the form of the book including the layout, type size, and cover.

Student use of materials:

The sixth step is student use of materials. In this step, the materials developers can use the developed materials in the classroom. It can be followed by completion of worksheet at home and checking it in the next class.

Evaluations of materials:

The last step is evaluation of materials. Students can give comments and difficulties with the worksheet.

In this study, the author would like to adapt the model proposed by Jolly & Bolitho in Tomlinson (1998, p. 98) to develop supplementary materials for reading and writing course. Within the scope of the study, the steps consist of conducting needs analysis, revising the syllabus and developing the first draft of the material basing on the syllabus and need analysis.

III. METHODOLOGY

This research was aimed to design a supplementary workbook for English Written Proficiency Advance 1 at SFL - TNU. Specially, it was aimed to address the following research questions: “What are the students’ target needs and learning needs for English Written Proficiency Advance 1 workbook?”

153 second-year English major students at SFL – TNU participated in this study. The age of the students varies from 18 to 22. They were almost female and come from different regions in Vietnam. Some of them are from urban areas; some are from rural or remote areas. Their level of English was upper-intermediate.

Survey questionnaire was used as the instrument of the research. The questionnaire was adapted from Triandari (2015). The questionnaire has been divided into 2 sections. The first section included demographic questions such as gender, faculty, and major for the respondents. The second section included multiple choice questions related to students’ target and learning needs in reading and writing.

In this study, the author adapted the model proposed by Jolly & Bolitho in Tomlinson (1998, p. 98) to develop supplementary materials for reading and writing course. Within the scope of the study, the steps consist of conducting needs analysis, revising the syllabus, and developing the first draft of the material basing on the syllabus and need analysis.

Step 1: Conducting a needs analysis

This step was conducted at the early stage of the research. The researchers administered sheets of questionnaire to 153 second-year students of English, guided them to complete their questionnaires, and requested them to return their completed questionnaires to the researchers for later data analysis. The participants were also notified that the collected data was only used for the purposes of the research and kept confidential.

Step 2: Revising the syllabus

The syllabus was revised based on the need analysis.

Step 3: Designing the supplementary workbook

The supplementary workbook was later developed based on the syllabus and student’s needs. The tasks should be modified in order to make the students able to learn independently for enrichment purposes, as the materials were intended to make students become autonomous learners and reach their optimum level of development.

IV. FINDINGS AND DISCUSSION

1. The Results of Needs Analysis

After analyzing the results gaining from the questionnaires, the following is the detailed discussion of the students’ target and learning needs.

Table 1: Students’ view on reading and writing demands in the target situation

Question 1	Items	N	f	Percentage (%)
Level of English ability for reading and writing you should have in order to support your studying in the course should be	a. able to understand main ideas of simple and short texts about daily life, and able to write simple sentences related to the texts.	153	20	13.1%
	b. able to understand main and supporting ideas of longer texts, and able to write longer texts like paragraphs on the same theme or topic.	153	45	29.4%
	c. able to understand various kinds of texts, literal and implied meaning on the texts, and able to write complex texts like essays or reports in the form of language and content.	153	88	57.5%

In relation to the demands of the target situation, most of the students (57.5%) claimed that in order to read and write effectively in the target situation, they needed to understand various kinds of texts, literal and implied meaning on the texts, and able to write complex texts like essays or reports in the form of language and content. Only 13.1% of the respondents stated that they had to be able to understand main ideas of simple and short texts about daily life, and able to write simple sentences related to the texts, which is the least choice. 29.4% students chose that they should be able understand main and supporting ideas of longer texts, and able to write longer texts like paragraphs on the same theme or topic.

Table 2: Students’ proficiency levels

Question 2	Items	N	f	Percentage (%)
Generally, your ability to read and to write in English language currently is at level.	a. beginner (be able to read and write simple texts in English language)	153	0	0
	b. intermediate (be able to read and write in English language although it is not fluent yet)	153	143	93.5%
	c. advanced (be able to read and write English language correctly and fluently)	153	10	6.5%

As can be seen from Table 2, most students were at intermediate reading and writing level (93.5%) while no one was at beginner reading and writing level. 6.5% of the students stated that they were at the advanced level in these two skills.

Table 3: Students’ difficulties in reading

Question 3	Items	N	f	Percentage (%)
In reading, you have difficulties in	a. recognizing grammatical word classes (N, V...)	153	15	9.8%
	b. recognizing particular meaning in different grammatical forms.	153	73	47.7%

	c. recognizing tense, agreement, and pluralization in sentences.	153	15	9.8%
	d. recognizing main idea and supporting details	153	50	32.7%

It can be seen from the table above that many students have difficulties in recognizing meaning from contexts (47.7%). About 32.7% students stated that they feel hard to identify the main and supporting ideas in texts. The percentages of students who had difficulties in recognizing grammatical word classes and main idea as well as supporting details were equal with 9.8% for each option.

Table 4: Students' difficulties in writing

Question 4	Items	N	f	Percentage (%)
In writing, you have difficulties in	a. writing a text with correct grammar and vocabulary.	153	40	26.2%
	b. writing a text to describe pictures, graphs, tables, graphics, etc.	153	93	60.8%
	c. complete missing words in a paragraph.	153	10	6.5%
	d. making right sentences with correct structure and punctuation	153	10	6,5%

According to the table, the majority of students had difficulties in writing texts with to describe pictures, graphs, tables, graphics, etc. was 60.8%, which is followed by those who found it hard to write a text with correct grammar and vocabulary (26.2%). The percentages of students who felt completing missing words in paragraphs and making right sentences with correct punctuations and structures were equal with 6.5% for each.

Table 5: Students' general wants in reading skill

Question 4	Items	N	f	Percentage (%)
What reading skills do you want to practice and improve?	a. identifying main idea and supporting details	153	30	19.6%
	b. distinguishing facts from opinions	153	40	26.2%
	c. scanning and skimming	153	73	47.7%
	d. inferring	153	10	6.5%

From the table above, it can be concluded that many students wanted to improve the skills of scanning and skimming as well as distinguishing facts from opinion (47.7% and 26.2% respectively). The third position belonged to identifying main idea and supporting details with 19.6%. The least option was inferring with 6.5%.

Table 6: Students' general wants in writing skill

Question 6	Items	N	f	Percentage (%)
What writing skills do you want to practice and improve?	a. writing sentences with correct grammatical patterns and vocabulary	153	35	22.9%
	b. being able to interpret data from a chart, graph, or table.	153	80	52.3%
	c. being able to summarize the information	153	10	6.5%
	d. being able to paraphrase sentences	153	28	18.3%

As can be seem from table 6, 52.3% students wanted to improve their skill in interpreting data from a chart, graph or table. Meanwhile, the percentage of students who wanted to improve skill of writing sentences with correct grammatical patterns and vocabulary was 22.9%. The number of students who wanted to be able to paraphrase sentences and summarize the inforamtion was 18.3% and 6.5% respectively.

Table 7: The length of reading text

Question 7	Items	N	f	Percentage (%)
	a. < 350 words	153	20	13.1%

In your opinion, how long is the appropriate text in reading?	b. 350 – 450 words	153	23	15%
	c. 450 – 550 words	153	60	39.2%
	d. > 550 words	153	50	32.7%

From table 7, it could be concluded that the preferred text length of the majority of students was from 450 to 550 words (39.2%) and over 550 words (32.7%). The percentage of students chose that the length should be less than 350 words and from 350 - 450 words was 13.1% and 155 respectively.

Table 8: Pictures in materials

Question 8	Items	N	f	Percentage (%)
In your opinion, the existence of pictures in materials is	a. not helpful	153	5	3.4%
	b. helpful	153	48	31.2%
	c. very helpful	153	100	65.4%

According to the table, most of the students (about 65.4%) stated that the existence of pictures in the materials was very helpful to the students in order to understand the materials. 31.2% of students claimed that the use of pictures was helpful. The rest was 3.4% of the students who had opinion that the existence of pictures in the materials of grammar learning had no effect to the materials.

Table 9: Reading tasks

Question 9	Items	N	f	Percentage (%)
In your opinion, what kind of task that you like the most when you are doing reading exercises?	a. multiple choice	153	56	36.6%
	b. answering optional questions	153	10	6.5%
	c. true/false	153	30	19.6%
	d. gap-filling	153	27	17.7%
	e. matching	153	30	19.6%

As can be seen from table 9, the majority of students would like to do multiple choice (36.6%), followed by true/false and matching with the equal number of 19.6%. 17.7% students liked gap-filling and only 6.5% of them liked answering optional questions.

Table 10: Writing tasks

Question 10	Items	N	f	Percentage (%)
In your opinion, what kind of task that you like the most when you are doing writing exercises?	a. filling in the blank	153	20	13.1%
	b. arranging random sentences	153	13	8.5%
	c. rewriting the sentences	153	15	9.8%
	d. writing chart, graph and table description	153	75	49%
	e. matching	153	30	19.6%

Looking at the table above, it can be seen that writing chart, graph and table description and matching were the task types that students most preferred with 49% and 19.6%. Filling in the blank, arranging random sentences and rewriting sentences accounted for 13.1%, 8.5% and 9.8% respectively.

Table 11: The number of tasks in materials

Question 11	Items	N	f	Percentage (%)
	a. less than 3	153	0	0%

In your opinion, how many tasks should be in one unit of materials?	b. from 3 to 5	153	105	68.6%
	c. more than 5	153	48	31.4%

Table 11 indicated that the number of tasks in one unit should be from 3 to 5 (68.6%). Meanwhile 31.4% students stated that there should be more than 5 tasks in a unit. None of the students chose the option “less than 3”.

In summary, the findings of needs analysis questionnaire revealed that the students needed a supplementary workbook for more practice in reading and writing skills with different task types. In addition, pictures should be used in materials so that students are motivated and understand the materials more. Furthermore, the length of reading tasks should be from 450 to 550 words and each unit should consist of 3 to 5 tasks.

2. The supplementary workbook

After analyzing the survey questionnaire, the author revised the reading and writing syllabus. Based on the syllabus and need analysis, the first draft of the workbook was designed with two parts: reading and writing as follow:

Part 1: Reading – consists of 12 units and 2 practice tests. In each unit, there are a variety of exercises which help students to revise the vocabulary related to the topic in the textbook and practice reading as well as writing skills.

Two practice tests make students easier to be familiar with the tests they will take part in.

Unit 1: Travel

Unit 2: Fashion

Unit 3: Disappearing Animals

Unit 4: Big Money

Unit 5: Celebrations around the world

Unit 6: It’s a Mystery

Practice test 1

Unit 7: Health & Fitness

Unit 8: Space & Flights

Unit 9: The Changing Family

Unit 10: The Future of Education

Unit 11: The Mystery of memory

Unit 12: Comics

Practice test 2

Part 2: Writing- includes the data interpretation, structure and process in writing data transformation. Furthermore, students will have chance to practice writing some types of data description.

Unit 1: Introduction to Data Interpretation

Unit 2: Describing Line Graphs

Unit 3: Describing Bar Charts

Unit 4: Describing Pie Charts

Unit 5: Describing Tables

Unit 6: Describing a Combination of Charts/ Graphs/ Tables

Unit 7: Describing Processes

Unit 8: Describing Maps

V. CONCLUSION

Target needs and learning needs

Based on the results of the needs analysis, it can be concluded that the students’ needs can be listed as follows:

In relation to the demands of the target situation, most of the students claimed that in order to read and write effectively in the target situation, they needed to be to understand main and supporting ideas of longer texts, and able to write longer texts like paragraphs on the same theme or topic.

The majority of students were at intermediate reading and writing level. Many students have difficulties in recognizing meaning from contexts and identifying the main and supporting ideas in texts. In addition, a number of students had difficulties in writing texts with correct grammar and vocabulary as well as writing a text to describe pictures and graphs.

From results above, it can be concluded that many students wanted to improve the skills of scanning and skimming as well as identifying main idea and supporting details. A part from that, students wanted to improve their skill in writing sentences and paragraphs.

The results of needs analysis questionnaire also show that students need practicing a variety of reading and writing skills with different task types. In addition, pictures should be used in materials so that students are motivated and understand the materials more. Furthermore, the length of reading tasks should be from 250 to 450 words and each unit should consist of 3 to 5 tasks.

The workbook

The workbook contains 12 units for reading (plus 2 practice tests) and 8 units for writing. The appropriate supplementary reading-writing material includes a number of characteristics like providing large experience of language use in texts, discovering more about

how the language is used, and providing many opportunities to produce language. It is in line with the theory proposed by Tomlinson (1998) on the principles of good supplementary materials. Instead, the activities included in the materials are highly encouraged the students to sharpen their reading and writing language skills. In addition, the exercises in the workbook consist of the skills such as information processing, analysing, and/or speculating.

Analyze and understand all the provided review comments thoroughly. Now make the required amendments in your paper. If you are not confident about any review comment, then don't forget to get clarity about that comment. And in some cases there could be chances where your paper receives number of critical remarks. In that cases don't get disheartened and try to improvise the maximum.

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