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## **Some Capacity Development Measures Making Information Texts for Students in High School in Vietnam**

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## **Some Capacity Development Measures Making Information Texts for Students in High School in Vietnam**

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### **ABSTRACT**

Information texts and the teaching of creating information text are new concepts that have appeared recently in Vietnam. Teaching this type of text aims to help high school students develop reading comprehension and information literacy skills, thereby meeting the requirements of future careers. Based on studies on the problem of creating informational texts, and the current situation of creating informational texts in high school students, we focus on presenting some measures to develop the ability to create informational texts for high school students in Vietnam. It is the use of teaching methods to create informational texts and measures to assess the ability to create informational texts. The results of this study will be the orientations to help teachers develop the ability to create informational texts in learners, thereby contributing to the effective teaching of informational texts.

**Key words:** measures, competence, composing informational texts, information text, high schools students

### **1. INTRODUCTION**

Information text and the teaching of creating information text are new concepts that have appeared recently in Vietnam. In the current general education curriculum of Literature in Vietnam, this type of text has not been paid enough attention to teaching, commensurate with its position and importance in social life. However, in the 2018 Literacy Education program, realizing the importance of solving problems in the life of this type of text, program builders have paid more attention to the balance between the two. For teaching and learning, different types of texts are literary texts, argumentative texts, and informational texts.

In this article, based on the theory of informational texts, we focus on presenting some measures to develop the ability to create informational texts for high school students in Vietnam. These are measures drawn through surveys and investigations on the current situation of creating informational texts for high school students in Vietnam.

### **2. LITERATURE REVIEW**

In Linguistics programs in many countries, the term informational text is used differently in terms of name (informational text in the US and Singapore programs, informative text and persuasive text in the Australian program and non-fiction). text in UK and New Zealand programmes). However, the common point of this term is that they all refer to a type of text whose content is directly related to the real world, does not use fictional and imaginary elements, and performs the main function of providing information.

Also talking about the concept of information text, it is impossible not to mention the research of N. Duke, the leading researcher on teaching informational text in the United States. Based on the distinction between non-fiction and informational texts, he argued that "Informative text is – A type of text whose primary purpose is to convey information about the natural and social world; - The type of text has typical features such as targeting all classes and types of things in the approach, not subject to time factors; – The type of text presented in many different forms, including: books, magazines, announcements, newsletters, brochures, CD-ROMs, and the Internet. Informational text is not: – A type of text whose primary purpose is other than conveying information about the natural and social world, such as telling a story about an individual's life. person, about an event/sequence of events or telling about the process of doing something. – The type of text always has only specific and specific characteristics; on the contrary, the characteristics of this type of text will change according to each specific type of text. - It's just a book." [1; tr.17]. Thus, Duke has specified the purpose, characteristics and form of expression of the type of informational text in this concept. These are important guidelines for the researcher to grasp the characteristics of informational texts in relation to other texts.

Unlike other types of writing, informational writing is mainly written to convey information or knowledge. Therefore, the information presented in the text must be objective and honest, helping readers and listeners understand exactly what is described and introduced. Information is often organized according to models: cause and effect, cause and effect, chronological order, comparison and classification, problem and solution, etc. In informational texts, writers also often use ways or means to assist learners in finding information such as illustrations, notes, graph annotations, charts, tables of contents, etc. These are means that help readers identify the location of information easily as well as the relationship of the information data level in relation to the content of the text.

For learners, informational texts play a very important role in the formation of basic competencies. Specifically, through the process of identifying information data in the text (main information, primary information, secondary information) and relating the meaning of that information to themselves, learners can form life skills and develop comprehensive capacity. Therefore, teaching informational texts in schools has an important meaning to contribute to the formation and development of learners' capacity.

Teaching informational texts is a process for learners to interact with this type of text on the basis of providing learners with basic knowledge about genre characteristics. Through the interactive process, learners will form specific skills, which are skills related to creating and receiving texts in communication activities. For a long time, researchers have often focused on the skills of receiving informational texts to form the ability to read and understand informational texts for learners. The problem of creating an information text is still an open issue that has not been studied in a specific and systematic way. Here, we delve deeply into the problem of creating informational texts to form the ability to create texts for high school students in Vietnam. The problem of forming text-making capacity for high school students is rooted in the important role of this type of writing ability as well as on the basis of the fact that learners do not yet have a specific method to practice, now proficient in the work of creation.

On the basis of the theory of text creation in general, we conceive the ability to create informational texts as the ability of learners to mobilize knowledge about the characteristics of informational text types to create a text, complete oral/written information about the content, in accordance with the format, suitable to the communication situation and achieve the stated communication purpose. [4; tr35] In the process of teaching information texts, the formation and development of the ability to create informational texts for learners plays an important role, helping learners to self-implement activities according to "forms" given, contributing to perfecting the components of Vietnamese language ability.

### **3. RESEARCH METHODOLOGY**

#### **3.1. Theoretical research methods**

This method is used based on theoretical research on informational text and the problem of creating informational text.

#### **3.2. Methods of investigation and survey**

The method is used to investigate and survey the reality of creating informational texts for high school students in Vietnam. We have designed 15 questions covering the following issues: perceptions of teachers and students about the role and importance of informational texts; awareness of skills to create informational texts; solutions to improve the skills of creating informational documents. We surveyed teachers (85 teachers) and students (350 students) in Hanoi city. From the research results on the current situation, we initially set out to develop specific measures to develop the ability to create informational texts for high school students.

#### **3.3. Methods of analysis and synthesis**

This method is used to analyze and synthesize proposed measures.

### **3. RESULTS AND DISCUSSION**

Based on a survey on the current situation of creating informational texts for high school students in Vietnam, we found that 96.4% of students correctly understood informational texts as well as the role and importance of information writing this text. However, only 38.7% of students fully grasped the skill of creating informational texts. A large part of students do not pay attention and do not have specific skills in the process of creating.

To develop the ability to create informational text for high school students, we need to use teaching methods to create informational texts such as the method of sample analysis, the method of building written records, using measures to assess the ability to create informational texts.

#### **3.1. Sample analysis method**

To create a complete, correct, and meaningful information text in communication activities, learners need to have certain knowledge about the content and characteristics of this type of text. This learner can learn through the process of reading and understanding informational texts, through sample analysis. "Sample analysis is a

teaching method in which, based on a specific teaching sample (text), the teacher will divide the sample into several parts to guide learners to specifically consider each part, point out the constitutive and causal relationships between the parts of the sample, thereby generalizing the characteristics of the pattern, the pattern making mechanism, on that basis, it helps learners to create similar products according to the following definitions. the direction of the sample” [2; tr90]

It is reasonable to use the method of sample analysis to develop the ability to create informational texts for learners. Because in principle, to be able to create a document properly in terms of content and form, learners need to have a detailed and specific understanding of that type of text. These detailed insights are best expressed through reading comprehension.

To guide learners to analyze samples to develop their ability to create informational texts, lecturers follow a process that includes the following 4 steps:

- Step 1: Select a text template. The document template needs to fully meet the requirements of the standard template.
- Step 2: Analyze and generalize the selected sample.
- Step 3: Create a document similar to the analyzed sample.
- Step 4: Evaluate the created text.

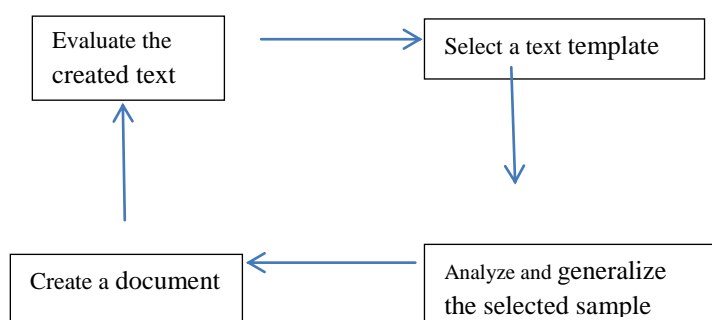


Figure 1: Teaching process to create information texts through sample analysis method

Example: The teacher took the standard sample as the text Why distinguish mineral water from pure water? ( Law Newspaper April 23, 2018)

**Tại sao phải phân biệt nước khoáng với nước tinh khiết?**  
Thứ Hai, 23/4/2018 13:38 GMT+7

**1. Nguồn gốc: Không phải đều là nước**

Nước tinh khiết có thể lấy từ bất kỳ nguồn nước nào, như nước giếng, nước máy, nước sông...

Nguồn nước khoáng

Nước khoáng là nguồn nước tích tụ sâu trong lòng đất, lắng đọng cùng thời gian qua nhiều địa tầng và giàu khoáng chất. Chính vì vậy, nước khoáng thiên nhiên từ lâu được xem là một món quà quý giá thiên nhiên ban tặng cho loài người. Và để tìm được nguồn nước khoáng thì rất khó khăn và kỳ công. Do đó, nước khoáng thiên nhiên được xem là nguồn tài nguyên quan trọng. Các đơn vị khai thác loại nước này thường phải đóng thuế tài nguyên khoáng sản khá cao.

From this standard model, the teacher guides students through the basic characteristics of informational texts:

- Features of the form of the text: title, a summary of the main content of the text, subsections, pictures, origin of the text (author, time of publication, on which website)
- Characteristics of the organizational model of the text: the above text is organized comparatively, the text has shown the difference between mineral water and pure water.
- Language of the text: clear, clear, simple meaning
- Facts and figures in the text: specific, detailed.

In the process of guiding learners to analyze sample texts, teachers also need to make necessary comparisons between informational texts and other types of texts so that learners can clearly understand the salient features of informational texts. For example, reading informational text, the reader will recognize and remember specific information, which the reader can use in the study, life, or other areas. Likewise, informational texts respect the informational nature, so the language used in the text always emphasizes science and accuracy, and the facts and figures presented in the text also need to be specific, detailed, diverse, rich.

On the basis of helping learners understand the nature of informational texts, teachers guide students to practice creating texts according to existing instructions.

Thus, it can be seen that improving the capacity of creating informational texts for students of Literature pedagogy through reading comprehension of texts, with the method of sample analysis, is an effective way. With this approach, the appearance of the informational text will be grasped by learners in the clearest and most intuitive way, from which learners can easily create products similar to the learned samples, meeting the requirements of text creation.

### 3.2. Method of building a written profile

In order to develop learners' ability to create informational texts, teachers need to take measures to actively engage learners' active activities under the motto "facilitating learners to think more, do more and discuss more". One of the measures to promote the capacity to create informational texts is to develop written records for learners.

"Writing record is a document that takes a purposeful and organized recording of students in the learning process as a method to form, practice and develop writing ability". [3; p33]. In teaching activities to create informational texts, the use of written records helps teachers to orient specifically and truthfully the writing activities in learners, from which learners form and develop their competence. Create informational text according to the prompts of the creation process. In addition, through written records, learners can self-monitor their information writing activities according to the process and make appropriate adjustments. In particular, in the written record, through the written feedback system (which has been created), learners will continue to practice and develop their writing ability.

Sample written records serving the process of creating informational texts can be shown as follows: [3; tr34]

- Problems to create :.....
- The aspects expressed in the text ..... ..... .....
- Creation Text ..... ..... ..... ..... .....
- Feedback on the writer's text

Corresponding to the above-written profile, the process to guide learners to create informational texts through the written profile tool includes the following steps:

Step 1: Teacher asks students to create a text according to a given problem / Students choose the problem to create by themselves.

Step 2: The teacher asks students to organize the documents they need to create by proposing the aspects that need to be developed, the model of organizing the document, and the form of the document.



Step 3: Students create informational text according to the topic identified in step 1.

Step 4: Students give responses corresponding to the text created in step 3. This feedback system can focus on the following issues:

- Does the text focus on the selected issue?
- Is the information function presented in detail, in accordance with the characteristics of the type of text?
- Is the text layout clear? Are the aspects fully implemented?
- Does the language of the text match the characteristics of the informational text?
- What part of the text do you like the most? What part is not working and needs to be fixed?

Step 5: On the basis of the student's own feedback as well as the teacher's suggestions, students continue to edit the created text to match the requirements.

The important thing of teaching to develop the ability to create informational texts through the tool of written records is that teachers need to create many situations in teaching so that students can establish and complete their own records automatically feeling, interest, from which students gradually form the habit of creating and using written records regularly.

Thus, it can be seen that using written records is an effective measure to help learners develop their ability to create texts in general and informational texts in particular. Through the process of creating documents in written records, learners have the conditions to regularly practice writing activities, thereby aiming to perfect the skills of creating documents such as organizing documents, developing problems of creating documents and creating documents. , using language, using actual data... Besides, through the feedback system, learners will have the opportunity to look back at the process of creating texts, look back at the knowledge system used in the text. text, thereby continuing to perfect the created text as well as draw experiences for yourself in the next time creating documents.

### 3.3. Using the measure of ability to create information text

To assess learners' ability to create informational texts, we must first determine the structure of information text-creating capacity. Currently, in Vietnam, there is no document that specifically considers the structure of capacity to create information texts. Therefore, teachers' assessments of learners' ability to create informational texts are still general. Here, we propose a structure to create informational text according to the competency model for learners, including the following elements:

- The unit element of the ability
- Behavior indicators corresponding to each element
- Quality criteria of behavioral indicators

Specific descriptions are shown in the following tables

**Table 1: Components of capacity to create informational texts**

Elements	Describe
A. Identify the problem to be created, determine the specific purpose of the information text and the recipient of the document	Know how to identify the problem to be created in the document; identify the specific purpose of the text (explanatory, persuasive, procedural, nonfiction narrative, biographical, etc.)
B. Organize documents by the format of the informational text and the purpose of the informational text	Know how to organize informational texts in a coherent and coherent way; Select and use details to represent the main information of the text.
C. Presentation of data and information	Know how to select information; know how to organize information in a text.
D. Using verbal and non-verbal media	Compliance with spelling regulations; use words, write precise and coherent sentences; use media such as pictures, graphs, tables... clear, bright, suitable for effective expression.
E. Contact and express the writer's point of view	Know how to relate yourself to informational texts; know the expression of the writer's point of view on a particular issue.

**Table 2: Behavioral indicators and quality criteria of behavioral indicators of information texts writing capacity**

Elements	Behavioral index	Quality Criteria
A. Identify the problem to be created, determine the specific purpose of the information text and the recipient of the document	A1: Identify and communicate information to be created	A.1.1. The information to be communicated has not been determined
		A.1.2. Identify the information that needs to be communicated, but the transmission of information is not specific, comprehensive and profound.
		A.1.3. Identify and communicate information in a specific, comprehensive, insightful way
	A2: Identify specific purposes in creating informational texts (explanatory, persuasive, procedural, non-fiction narratives, biographies, etc.)	A.2.1. The specific purpose of the document to be created has not been determined yet
		A.2.2. The specific purpose of the text has been identified but has not been fully and comprehensively expressed
		A.2.3. Identify the purpose of the text and express this purpose fully and comprehensively in the text
B. Organize documents by the format of the informational text and the purpose of the informational text	B1: Ensure conformity with the formats of documents (articles, journals, textbooks, electronic documents, etc.)	B.1.1. Does not match the format of the text
		B.1.2. Fits the format of the text, but some parts of the text may be missing
		B.1.3. Organize the text according to the format of the text
	B2: Organize text coherently and coherently within a paragraph, between paragraphs, and parts of the text structure.	B.2.1. Do not divide the text into paragraphs, or have paragraphs, but there is no link between the paragraphs in terms of content and form; The organization of ideas in the paragraph is still fragmented and confused.
		B.2.2. Organize the essay into reasonable paragraphs but the paragraphs are not coherently linked in terms of content, using ineffective linking means; organize ideas in a relatively coherent paragraph.
		B.2.3. Organize the essay into coherent paragraphs in terms of content and form; In each paragraph the ideas are also coherently linked.
	B3: Select and use appropriate structural models of informational text (cause - effect; compare - contrast; problem - solution; description; set)	B.3.1. The appropriate information text structure model has not been selected yet
		B.3.2. Choosing an appropriate information text structure model, but using ineffective means of expression
		B.3.3. Use appropriate informational text structure models and effective means of expression.
C. Presentation of data and	C1: Select information in the document (old information, new information, updated information)	C.1.1. Not knowing how to select information, the information given is atypical, comprehensive, and up-to-date.
		C.1.2. Know how to select information, and provide typical, comprehensive, and up-to-date information.
	C2: Arrange information (chronological order, order of	C.2.1. I don't know how to organize information properly.

information	importance, cause and effect, comparison, etc.)	C.2.2. Know how to arrange information by the problem to be communicated, by the purposes of the communication and the recipient of the information.
D. Using verbal and non-verbal media	D1: Follow the spelling rules	D.1.1. The text did not comply with the regulations on spelling, so the text contained many spelling errors.
		D.1.2. Compliance with spelling rules but not strict, so the text still has a lot of spelling mistakes
		D.1.3. Strictly following the rules of spelling, the text does not have spelling errors or only a few insignificant errors
	D2: Use words and write sentences that are accurate, clear, effective, and appropriate to the context	D.2.1. Don't know how to use words effectively, don't know how to write grammatically correct sentences, suitable for the context.
		D.2.2. Know how to use words correctly, and write sentences with correct grammar, but do not meet the purpose of communication.
		D.2.3. Know how to use words correctly and effectively; Write sentences that are grammatically correct, and grammatically suitable for communication
	D3: Use clear, understandable non-verbal means that effectively meet the purpose of the informational text.	D.3.1. It is not yet known how to use non-verbal means to fulfill the purpose of informational text.
		D.3.2. Know how to use non-verbal means but have not effectively met the purpose of informational text
		D.3.3. Know how to use non-verbal means to effectively meet the purpose of informational texts
E. Contact and express the writer's point of view	E1: The meaning of the created informational text for itself and the close relationship between them	E.1.1. The meaning of the created information text has not been stated yet.
		E.1.2. Mentioned the meaning of the created information text to themselves, but did not clarify the close relationship between them.
		E.1.3. Indicate the meaning of the created information text to you and the close relationship between them.
	E2: Expressing the writer's attitude and opinion towards the problem of creating informational text.	E.2.1. The writer's attitude and opinion has not yet been clearly expressed on the issue of creating informational texts
		E.2.2. Expressing the writer's attitude and opinion on the issue of creating informational text, but in some places it is not completely appropriate.
		E.2.3. Expression of the writer's attitude and opinion is completely consistent with the problem of creating informational text.

From the structure of creating informational texts according to the above competency model, we can have specific bases to evaluate learners' ability to create informational texts. The assessment of the ability to create information texts according us needs to ensure the following orientations:

- Focus on the form of regular assessment, and periodical assessment in learners.
- Focus on self-assessment or cross-evaluation in learners
- Focus on assessing the ability to create documents (with specific steps in the creation process).

#### 4. CONCLUSION

Above, we have presented some measures to develop the ability to create texts for high school students in Vietnam. In addition to the two main groups of measures on the use of teaching methods as well as the assessment of the ability to create documents, there can be other implementation measures such as program development, curriculum development, etc., for the development. The ability to create informational texts has



become one of the key issues of developing the ability to create texts in particular and developing students' abilities in general. It is hoped that the teaching of informational texts in the direction of forming and developing learners' capacity, specifically the ability to create texts, will be increasingly interested in and focused on training by teachers.

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