

cf
PROPOSED THINKING SKILL MODULES IN
ENGLISH FOR COLLEGE FRESHMEN

A Dissertation
Presented to
the Faculty of the Graduate School
Bicol University
Legazpi City

In Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education

By

GRACE G. MONTALES


~~1999~~

THE NATIONAL LIBRARY - DISSERTATION

Republic of the Philippines
Bicol University
GRADUATE SCHOOL
Legazpi City


RECOMMENDATION FOR ORAL EXAMINATION


*This dissertation hereto attached, “ **PROPOSED THINKING SKILL MODULES IN ENGLISH FOR COLLEGE FRESHMEN,**” prepared and submitted by **GRACE G. MONTALES**, in partial fulfillment of the requirements for the degree **DOCTOR OF EDUCATION** is hereby submitted to the dissertation committee for consideration.*


JOSEFA C. BERCES, ED. D.
Adviser

DISSERTATION COMMITTEE

*This dissertation hereto attached, “ **PROPOSED THINKING SKILL MODULES IN ENGLISH FOR COLLEGE FRESHMEN,**” prepared and submitted by **GRACE G. MONTALES**, in partial fulfillment of the requirements for the degree **DOCTOR OF EDUCATION** is hereby submitted to the dissertation committee for consideration.*


SUSANA C. CABREDO, Ed.D.
Chairman


FEDERICO O. RAGUINDIN, Ed. D.
Member


GLOKIA C. MENESES, Ph.D.
Member

Republic of the Philippines
Bicol University
GRADUATE SCHOOL
Legazpi City

Results of the Oral Examination of Mrs. Grace G. Montales, candidate
for the degree of Doctor of Education

Dissertation : PROPOSED THINKING SKILL MODULES IN
ENGLISH FOR COLLEGE FRESHMEN

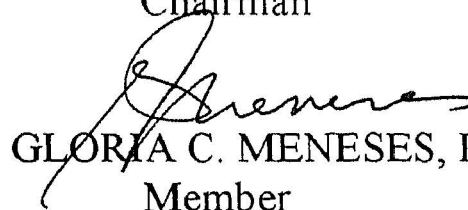
Place : Bicol University Graduate School Office

Date : March 10, 1999


This is to certify that Grace G. Montales has passed the Oral Examination.

PANEL OF ORAL EXAMINATION


SUSANA C. CABREDO, Ed.D.
Chairman

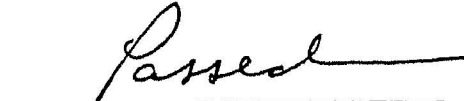

GLORIA C. MENESES, Ph.D.
Member


FEDERICO O. RAGUINDIN, Ed. D.
Member



MILAGROS S. ESPARRAGO, Ed. D.
Member


FAITH M. BACHILLER, Ed. D.
Member

ACTION


Passed


Passed


Passed



Passed


Passed


Bicol University
GRADUATE SCHOOL
Legazpi City

APPROVAL SHEET

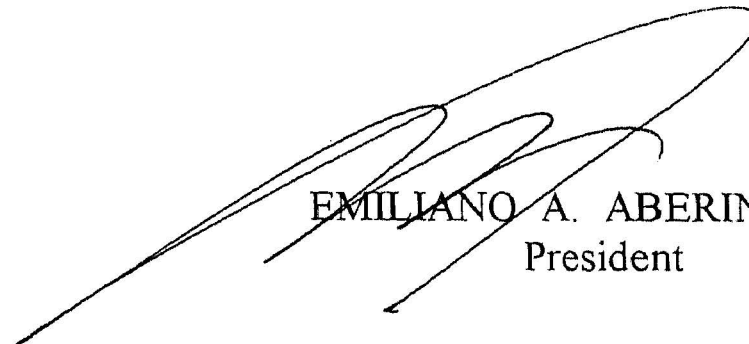
Upon the recommendation of the Oral Examination Committee, this Dissertation entitled "PROPOSED THINKING SKILL MODULES IN ENGLISH FOR COLLEGE FRESHMEN," prepared and submitted by GRACE G. MONTALES, is hereby approved in partial fulfillment of the requirements for the Degree of Doctor of Education.



GRACIANO B. BANAGA, Jr., Ph. D.
Dean



NELIA SALALIMA-CIOCSON, Ed. D.
Vice-President for Academic Affairs



EMILIANO A. ABERIN, Ph.D.
President

ACKNOWLEDGMENT

To the Almighty and merciful One

This writer bends like a plant turns to the sun;

For wisdom-loving people, she chanced to find,

Enabling her growth in heart and mind;

This book, a proof of gratitude

To God and to all this list includes:

The Dean of the Graduate School, Dr. Graciano B. Bañaga, Jr.
for his words of encouragement and facilitative action ;

G. Meneses, V. Diaz, & E. Nuñez, for switching on research
green lights;

The Dean of the College of Education, Dr. Faith M. Bachiller,
for recommending the researcher to the BU Personnel Development
Program;

The Personnel Development Program Committee for
recognizing the researcher's potential;

S. Maloles, E. Salazar, C. Don, G. Meneses, R. Buitre, for
generously sharing their books and expertise;

R. Oxford for permitting the researcher to use her test entitled
Style Analysis Survey;

St. Paul Publishers, for allowing the researcher to quote from their publications;

The BU faculty and personnel, administrators and students for being enablers;

The adviser, Dr. Josefa C. Berces, for empowering the researcher to achieve set goals;

Dr. Susana C. Cabredo, Dr. Gloria C. Meneses, Dr. Faith M. Bachiller, Dr. Federico O. Reguindin and Dr. Milagros S. Esparrago for their constructive comments and valuable suggestions;

Her relatives, friends for their moral support;

Her husband Tan and children Dot, Jon, Da, Nin, and Di for being with her all the time, all the way;

Thank you – she will untiringly repeat,

For now her work is because of them complete.

G.G.M.

ABSTRACT

Title : **PROPOSED THINKING SKILL MODULES IN ENGLISH FOR COLLEGE FRESHMEN**

Author : Montales, Grace Garcia

Type of Document : Unpublished Dissertation

Summary :

This study describes the educational nature of the Bicol University college freshmen. It sought to identify the characteristics of the first-year college students in terms of their inherent qualities (age, gender, attitudes towards reading and reading preferences) and environmental factors (parents' educational attainment and occupation); learning styles and study and thinking skills. It also delved into the relationship between the respondents characteristics and their learning styles; their learning styles and study and thinking skills. Then using this knowledge as basis, the researcher constructed a set of modules in study and thinking skills in English for College Freshmen.

The theories professed by Piaget, Gardner and Bloom served as anchors for this research and which were developed into the theory called the gift-active theory. This proposition considers the multi-talented educand as one who learns in his own style where the educational environment may be made conducive to study and thinking by appropriate learning materials.

Essentially, this study was descriptive. It used the correlational survey research design in particular. It utilized a researcher-made questionnaire and four standardized tests namely: Reading Attitude Assessment (Rhody), Reading Interest Checklist, Style Analyses Survey and DAT: Verbal Reasoning.

The hypotheses were:

1. There is no significant relationship between the characteristics of the college freshmen and their learning styles.
2. There is no significant relationship between the learning styles and the study and thinking skills of the respondents.

The respondents were 159 randomly chosen college freshmen in Bicol University in the second semester of school year 1998-1999.

Findings:

The findings were:

1. It was found out that the typical college freshmen is a female aged 17 years whose parents are high school or college graduates and are employed in different occupations.

In the 25 items, five-point scale Rhody Reading Attitude Assessment, the respondents recorded much liking (4) for reading (64.5%). Very few (2.5%) expressed little desire (2) and nobody reported that they had very little liking.

On preferences, six out of every ten stated much liking (4) for the eighteen different topics in the Reading Interest Checklist. Again no one said

that they were of very little (1) interest. Similarly, majority (60.30%) responded that they had much interest (4) in the varied reading materials and not one said he had very little interest (1).

2. Language Learning Styles of the Respondents

- a. Sensory Preference -- Visual
- b. Relationship -- Extroverted
- c. Handling Possibilities - Intuitive
- d. Approaching Tasks -- Closure-oriented
- e. Dealing with Ideas – Global

3. The Study and Thinking Skills

These skills were quantified in verbal reasoning. Out of the 159, twenty-two (13.8%) belonged to Percentile 50 and above. It is apparent that the thinking process using verbals of these group fell below norms.

Age and Gender and learning styles

The computed value for the five groupings of learning styles (sensory preference, relationship handling possibilities, tasks and ideas) fell below the table value implying that learning styles is not dependent on age and gender.

4. Parent's Educational Attainment and Occupation and Learning Style

The father's educational attainment in relation to his child's learning style specifically in relation to handling possibilities revealed a higher computed value of 0.2561 (table value, 0.002) meaning that these aspects

seemed to be significantly related.. Except for this aforementioned fact, it was found out that the external factors did not seem to influence learning style.

4.2.0 Learning Styles and Thinking Skills

The data on verbal reasoning produced a higher computed value for learning styles based on sensory preferences and handling possibilities (computed, 0.1976 – table 0.040; computed, 0.1611 – table, 0.043, respectively). This signifies that learning through the senses as by seeing and learning when faced with possible consequences was influenced by verbal reasoning. The three other groups of learning styles and thinking (verbal reasoning) seemed not to be significantly related for their computed values were all less than their table value.

5. Instructional Materials

A set of modular instructional materials in study and thinking skills in English for College Freshmen were constructed based on the syllabus prescribed by CHED MEMO No. 59 S. 1996 with the above mentioned data on the college freshmen guiding this undertaking. These materials were not tested in this study but may be done in another research in the future.

Conclusions

The following conclusions are formed based on the findings:

1. Respondents were mostly female aged 17 years, with parents who are high school or college graduates and who are engaged in various jobs.

They have a positive attitude towards reading and interested in reading varied topics and materials.

2. The respondent's learning styles were visual, intuitive random closure-oriented and global.
3. Approximately, twenty-two (13,8%) belonged to Percentile 50 and above in DAT: Verbal Reasoning, Majority of the respondents clustered on the lower percentile and apparently manifested low verbal capacity.
- 4.1. There was no significant relationship between age, gender, parent's occupation and learning styles. Only the father's educational attainment influenced the child's learning style, (handling possibilities).
- 4.2. Verbal reasoning and learning styles dealing on sensory preference and handling possibilities were significantly related styles aggregating on relationship with others, approaching tasks and dealing with ideas were not dependent on verbal reasoning.
5. Thinking Skill modules in English for college freshmen CHED MEMO No. 59, S. 1996but were not subjected to test.

Recommendations

After analyzing the findings and conclusions, the following measures are recommended:

1. A university reading program including functional and recreatory reading may be structured to strengthen attitudes and interests of the college students.

2. A seminar-workshop on awareness and management of learning styles be given to students.
 3. A research on study and thinking skills in Filipino be conducted..
 4. A research on parents perception of their children's thinking skills and learning styles be encouraged.
 5. A continuous revision of the instructional materials to come up with a set that will allow complete self-instruction be facilitated.
- 5.1 Validation of the proposed modules in thinking skills in English for college freshmen be made.

TABLE OF CONTENTS

	PAGE
TITLE PAGE	i
RECOMMEBNDATION FOR ORAL EXAMINATION	ii
RESULTS OF THE ORAL EXAMINATION	iii
APPROVAL SHEET	iv
ACKNOWLEDGMENT	v
ABSTRACT	vi
TABLE OF CONTENTS	xii
LIST OF FIGURES	xiv
LIST OF TABLES	xv
CHAPTER	
I THE PROBLEM	
Introduction	1
Statement of the Problem	4
Scope and Delimitation	5
Significance of the Study	6
Notes	8
II REVIEW OF RELATED LITERATURE AND STUDIES	
Related Literature	9
Related Studies	14
Synthesis of the Art	19
Gap of the Study	21
Theoretical Framework	22
Conceptual Framework	25
Hypotheses	28
Definition of Terms	28
Notes	31

III	RESEARCH DESIGN AND METHODOLOGY	
	The Research Design	33
	Research Instrument	33
	Statistical Treatment	33
	Research Instruments	34
	Data Gathering Procedure	36
	Notes	40
IV	PROPOSED THINKING SKILL MODULES IN ENGLISH FOR COLLEGE FRESHMEN	
	Characteristics of BU College Freshmen	42
	Learning Styles	49
	Thinking Skills	54
	Profile and Learning Styles	55
	Proposed Thinking Skill Modules in English For College Freshmen	60
	Notes	62
	The Modules	63
V	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
	Summary	182
	Conclusions	183
	Recommendations	185
	BIBLIOGRAPHY	187
	APPENDICES	192
	VITAE	200

LIST OF TABLES

Table		Page
1	Age of College Freshmen	43
2.	Number of Male and Female Respondents	44
3	Attitude Towards Reading	45
4	Reading Interests	46
5	Learning Styles	50
6	Age and Learning Styles	55
7	Gender and Learning Styles	57
8	Parents' Educational Attainment	58
9	Parents' Occupation and Learning Styles	59

LIST OF FIGURES

FIGURE		PAGE
1	The Theoretical Framework	23
2	The Conceptual Framework	26
3	Proportion of Male and Female Respondents .	44
4	Parent's Educational Attainment	48
5	Parent's Occupation	49
6	Respondents Scores on DAT: Verbal Reasoning	54