



**STUDENTS' COMPETENCE OF TEACHING
MULTI-MODEL TEXT AT UNIVERSITY OF EDUCATION,
THAI NGUYEN UNIVERSITY, VIETNAMⁱ**

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Abstract:

Currently, competence-based training is a fundamental trend of innovation in educational programs and methods around the world. In Vietnam, new curricula and textbooks have begun to be implemented. Therefore, teacher training institutions throughout the country need to innovate their teacher training programs towards competence development. The article presents the research results on the competence and competence to teach multimodal texts; Teaching multi-modal texts according to competence development requirements. Research results on the current situation of multimodal text-teaching competence of students majoring in Philology, University of Education - Thai Nguyen University, Vietnam are analyzed through specific survey data.

Keywords: teaching competence, multimodal texts, students of Philology pedagogy, Thai Nguyen, Vietnam

1. Introduction

The trend of standardization and international integration constantly sets new requirements for the Vietnamese education industry. With the goal of forming in students the qualities and competencies of a global citizen, the education industry has been renovating synchronously from curricula, textbooks, and teaching methods to testing and assessment. The assessment of student achievement will not focus on the question, "What do students know?" but focuses on the question, "What do students know to do with what they have learned and known?" and "Do you know how to act to suit different situations?" Therefore, teachers who are directly teaching or future teachers who are still sitting in university lecture halls need to be able to access changes to be able to meet the new requirements of the education industry. For the first time in the new general

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education program of Philology in Vietnam, the term "multimodal text" appeared, showing the update of Vietnamese education with countries with developed education systems. In order for students to have the ability to read with comprehension and create multimodal texts, high school teachers must be able to teach this type of text. Meanwhile, students of Philology pedagogy, University of Education - Thai Nguyen University, Vietnam belong to many ethnic groups. Therefore, the ability to use multimodal texts is not equal. After graduation, many students go to work, mainly in areas with many ethnic students, who are able to use the Vietnamese language and the general culture, which means the teaching of multimodal texts is still lacking. It is of great significance for these students.

2. Research methods

To conduct this study, we used the method of retrospective documentation to study the documents related to the competence and competence of multimodal text teaching. In addition, we used the survey method to investigate the characteristics and status of the competence for teaching multimodal texts to 4th-year students majoring in Philology, University of Education - Thai Nguyen University. The content of the current situation survey focuses on the following issues: students' understanding of capacity, competence development; teaching competence and developing teaching capacity; students' level of understanding of multimodal texts (concepts, characteristics and roles); methods of teaching multimodal texts that students have done, difficulties that students encounter in the process of teaching multimodal texts. On the basis of the survey results, the author made statistics, classified, counted, calculated the percentage of opinions on multiple-choice questions according to the criteria, and analyzed the causes of the situation.

3. Results and Discussion

3.1. Competence and competence in teaching multi-modal texts

Competence is a concept that has appeared for a long time in history, but became popular and focused on research in the 1970s, with many different approaches and definitions. Currently, there are many views and understandings about competence in the world and in Vietnam.

The OECD (2002) states that competence is "*the ability to effectively respond to complex requirements in a particular context*". The Québec State Program of Secondary Education, Canada (2004) considers competence as "*the ability to act effectively with an effort based on multiple resources*". Denyse Tremblay (2002) defined competence as "*the ability to act, succeed, and progress based on the effective mobilization and effective use of a combination of resources to face life situations*". According to F. E. Weinert (2001), competence is "*the sum of acquired or acquired abilities and skills as well as a student's willingness to solve problems that arise and act responsibly, there is the criticism to come up with a solution*".

In general, most of the above views refer to competencies as abilities or skills. Capability or skill in Vietnamese has the same meaning as a number of words in English such as competence, ability, capability, skill, etc. However, understanding competence, such as understanding skills or abilities, is somewhat incomplete.

In a report by the European Center for Research on Employment and Labor in 2005, the authors clearly analyzed the relationship between the concepts of *competence, skills and knowledge*. This report has compiled the main definitions of competence, which clearly state: "*competence is a combination of physical and intellectual qualities that are helpful in completing a task with a certain degree of accuracy*".

In Vietnam, with the trend of education as mentioned above, the issue of competence is also being researched by many people. Such as:

In the field of psychology, psychologists think that competence is a combination of psychological characteristics and attributes of an individual in accordance with the specific requirements of a certain activity in order to ensure that that activity achieves the desired results. high efficiency. Also, divide competencies into general competencies, core competencies, and professional qualification.

Tran Khanh Duc (2013), in the topic researching needs and building a capacity-based training model in the field of education, clearly stated: "*competence is the ability to receive and apply synthetically and effectively all human potential (knowledge, skills, attitudes, physical fitness, beliefs...) to perform work or cope with a certain situation or state in life and professional work*". In another study, Nguyen Anh Tuan (2010) stated quite generally that "*competence is a complex psychological attribute, which is the convergence point of many factors such as knowledge, skills, techniques, experience, willingness to act and responsibility*". Thus, although it is difficult to define competence in the most precise way, Vietnamese and international researchers have similar understandings of this concept. In general, competence is considered as the combination of abilities, qualities, and attitudes of an individual or an organization to perform a task effectively.

On the basis of the concept of competence and the characteristics of multimodal text teaching, I offer an understanding of multimodal text teaching competence as follows: "*multimodal text teaching competence is the ability to practice effectively performing the task of teaching multimodal texts to students based on knowledge of multimodal texts, skills in performing actions, manipulating reading comprehension and creating multimodal texts, attitudes, teachers' motivation and interest in helping students acquire reading comprehension and multimodal text creation.*"

In my opinion, the teacher's ability to teach multi-modal texts will be demonstrated through three-component competencies, which are:

Ability to develop multimodal text lesson plans (also known as lesson design or lesson planning), including the following elements: determining lesson objectives, designing activities to initiate new lessons, designing questions to guide students to read and understand texts. In addition to the above basic factors, preparing well for teaching requires other competencies such as: collecting documents; application of information

technology to the design of electronic lectures; preparing teaching aids and equipment; designing and manufacturing teaching aids.

The ability to conduct multimodal text teaching in class means organizing teaching activities to teach reading comprehension of multimodal texts in class, thereby helping students learn how to read and understand multimodal texts and achieve effective results. desired learning outcomes.

The ability to assess students' reading comprehension results and create multimodal texts: is the ability to accurately assess students' reading comprehension and writing ability through appropriate forms of testing. Through student learning results, teachers have the ability to evaluate the effectiveness of teaching methods that have been implemented.

3.2. Teaching multi-modal texts towards competence development requirements

One of the new points and also the trend of the general education program in many countries around the world from the beginning of the 21st century to the present is the shift from teaching to provide content to teaching in the direction of developing learners' capacity. For Vietnam, this is a breakthrough requirement of the fundamental and comprehensive renovation work according to Resolution 29 (2013) of the Party and Resolution 88 (2014) of the National Assembly. To achieve that goal, teaching in high schools needs to change, and the Philology subject is no exception to that change. Currently, J. Bruner's constructivism is the dominant teaching theory used in education. The core idea of constructivism is: people construct understandings and knowledge of the world through experience and reflection. With this model, students are given the opportunity to be active in the learning process themselves. Teachers act as mentors, helping students develop and evaluate their understandings of their learning. The process of constructivist teaching includes the following three steps:

a. Revealing students' conceptions

In this step, teachers help students systematically review old knowledge related to new knowledge by using questions and exercises. Then, the teacher or student will raise the problem, giving students the opportunity to express their views on the learning problem.

b. Organizing discussions for students

The teacher organizes students to propose hypotheses, test hypotheses (trial and error), analyze results, and draw general conclusions from them for the whole class.

c. Organizing for students to apply knowledge

Teachers organize for students to apply knowledge to solve theoretical and practical problems.

On that basis, researchers have determined that teaching Philology in general and teaching multi-modal texts in particular according to the requirements of competence development requires teachers to know how to organize activities in class for students to

work, exchange, and debate, thereby drawing their own conclusions about the knowledge and problem content of the lesson. So, how to choose the right teaching activities for each lesson and each student? According to Do Ngoc Thong (2018), "*first of all, teachers need to find out what learners have and can know about the content they are about to learn, that is, the teacher organizes activities to mobilize the knowledge and experience (background knowledge) of learners as a premise to discover new knowledge and skills.*" Next, it is necessary to answer the questions: "What is the use of teaching this content to learners?", "to help students acquire what skills to live better (besides reading skills, writing skills, speaking skills) listening, thinking, expression, presentation skills...?" After that, it is necessary to answer the question, "How to teach students to have these skills?". Teachers need to organize practical activities, discussions, exchanges, and exercises so that students can firmly grasp each part of the new knowledge/skills. Competence is being able to do, not just understand. Therefore, students must know how to apply new knowledge and skills along with previous experience to solve tasks in study and life. It is the basis for teachers to organize activities: warm-up, knowledge formation, practice (practice), application, and extensive exploration in teaching Philology in the direction of developing learners' capacity.

Text teaching in general and multimodal text teaching in particular needs to meet the requirements of current teaching, which is aimed at forming and developing learners with the necessary qualities and competencies. On the other hand, multimodal texts can only really promote their roles and strengths when they are taught in the direction of developing learners' competencies. Therefore, based on the characteristics of multimodal texts and the requirements of competence development-oriented teaching, teachers need to organize teaching activities to receive and create multimodal texts in a scientifically organized manner, using logic to help students understand the text, know how to receive and create different types of multimodal documents.

3.3. The current situation of the multimodal text teaching competence of Philology students at University of Education, Thai Nguyen University, Vietnam

The Faculty of Philology at the University of Education - Thai Nguyen University has more than 300 students, and the author conducted a survey to survey the current situation of the teaching competence of multimodal texts for 4th year students in the Faculty of Philology. This is the subject of students who have learned all the modules in the bachelor's degree program in Philology pedagogy.

The 4th year students of the Faculty of Philology have 52 students from different provinces in the country, such as Thai Nguyen, Bac Giang, Bac Ninh, Bac Kan, Hung Yen, Lang Son, Nam Dinh, Quang Ninh and Tuyen Quang. In addition to the Kinh ethnic group, the students also belong to many different ethnic groups, such as Dao, Lu, Muong, Nung, San Diu and Tay. That difference contributes to enriching the cultural identity in the pedagogical school, but there are also difficulties in the teaching process. Students come from different regions, such as city, countryside and mountain. Each ethnic group has its own characteristics in thinking, which makes a difference in their cognitive ability.

After a period of training, students have gradually matured in knowledge and professional skills.

Multimodal text is a new type of text that has been included in the general education curriculum of Philology since 2018. Therefore, there are very few instructional manuals for teaching this type of text in Vietnam, and there is no monograph written specifically on teaching multi-modal texts. However, through the survey process, I found that the lecturers had important instructions to help students acquire the basic knowledge and skills to teach this type of text.

With questions about students' understanding of competence, competence development, teaching competence, and developing teaching competence, most students have acquired the necessary understanding of the nature of key concepts in teaching competence development.

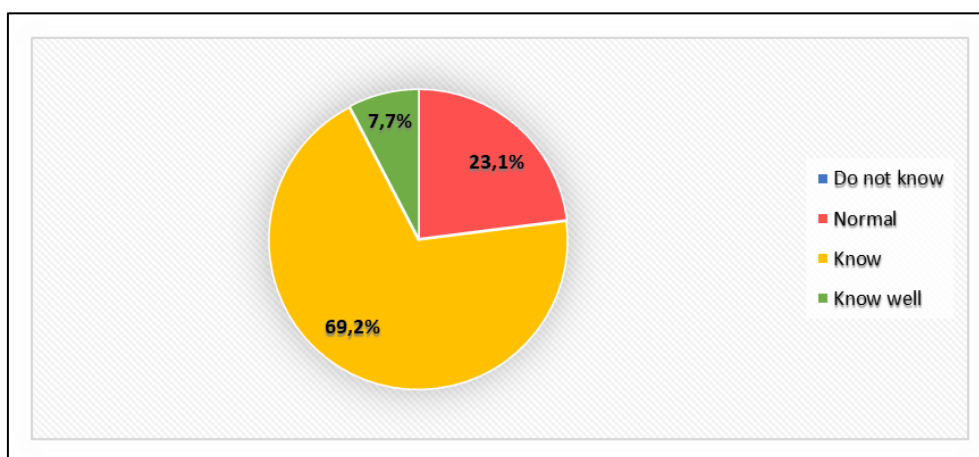


Figure 1: Students' understanding of the nature of key concepts in teaching competence development

69.2% of surveyed students assessed at "Know", 7.7% of students assessed at "Know well" and 23.1% assessed at "Normal". Although the percentage of students at the "Know well" level is not high, with the "Know" and "Normal" levels accounting for more than 90%, it is enough to help them have the basic knowledge to participate in learning and teaching the first step in high school.

With questions related to the understanding of multimodal texts, the students demonstrated solid knowledge when 100% of the answers were selected correctly about the concept of multimodal texts "is a type of text having two or more modes of expression" (text channel, picture channel, audio channel...); 84.6% of the students responded fully to the characteristics of the multimodal text compared to the unilateral text.

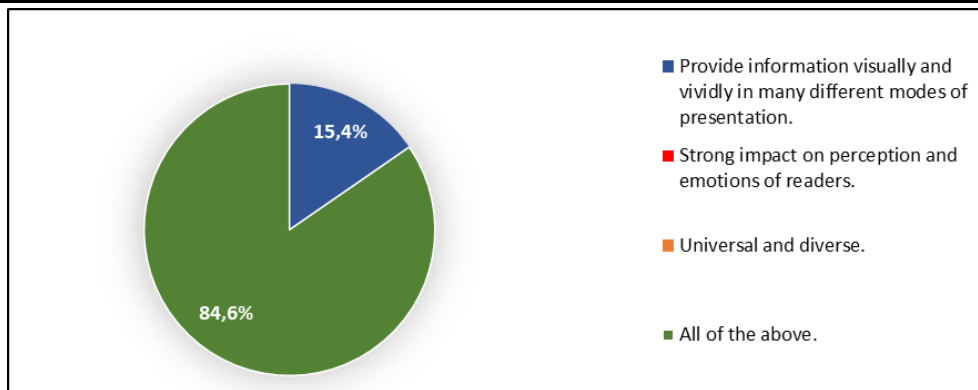


Figure 2: Students' understanding of multimodal texts

In life, multimodal texts are present in all fields. In the new curriculum and textbooks, multimodal texts appear in literary, informational, and discursive texts, but more so in informational texts. Because the purpose of the text information will be fully conveyed through the expression of many channels of expression. 89.7% of the students gave the correct answer, indicating that the students understood this new issue well. Besides, in the new Textbook of Philology, for the first time, literary texts have been presented with picture channels and text channels to help the text become more vivid and attractive to students.

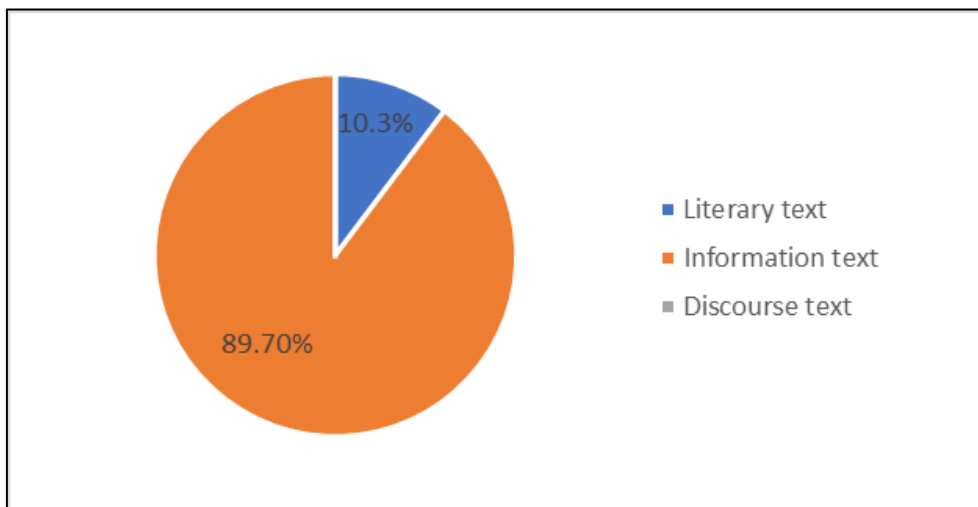


Figure 3: Sources of multimodal texts

The importance of reading comprehension, creating multimodal texts in learning has been confirmed when 100% of students correctly answered "the ability to read and create multimodal texts is necessary for all subjects". Because multimodal texts appear in all subjects in high schools. Reading comprehension and creating well-formed multimodal texts in Philology will be the basis for students to read and create well-formed multimodal texts when studying other subjects (Geometry, Physics, Chemistry, Geography, Biology, History and Technology).

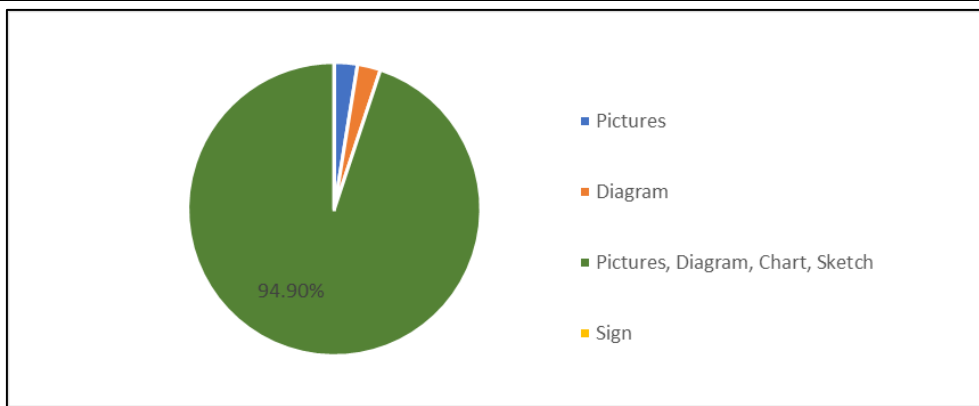


Figure 4: Designing multimodal text lessons

With the understanding of teaching competence and multimodal texts, more than 90% of students have correctly identified the component competencies of multimodal text teaching competencies including the competence to design and implement multimodal text lessons; the competence to organize multimodal text teaching; and students' ability to evaluate reading comprehension and multimodal text creation. More than 80% of the students identified the correct method of teaching reading comprehension and created multimodal texts on the basis of the knowledge provided by the lecturer. However, some students have not fully identified the role of using information technology in teaching multi-modal texts. 12.8% of students rated the role of information technology as "Normal" but in fact, it has a very important role in being able to teach this type of text in the most effective way.

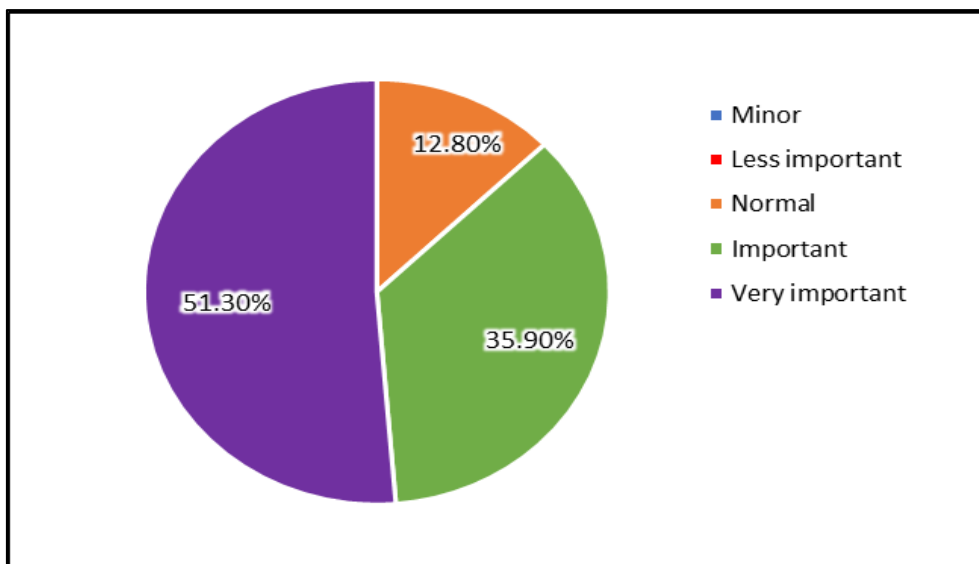


Figure 5: The role of using information technology in teaching multi-modal texts

The students also pointed out the difficulties in the process of teaching multimodal texts including: the sources of monographs on teaching this type of text are very few, and this is a new type of text, so students are still confused, the time to practice skills in teaching multimodal texts in universities is limited. This is a new type of text in Vietnam,

so in reality, there are currently no in-depth documents to guide teaching. Multimodal text learning, which is also an important suggestion for scientists and experts in the field of methods of teaching Philology in Vietnam to focus on studying this issue. At the same time, training programs will be adjusted to spend more time on training students' skills in teaching multi-modal texts.

4. Conclusion

The new curriculum and textbooks for Philology in Vietnam have changed in line with the general educational trend of international education. The emergence of multimodal texts marked a change in the way of teaching reading comprehension and established the previous tradition in Vietnam when the text was only a single mode. In order to effectively implement the new curriculum and textbooks of Philology, higher education institutions have updated and innovated in training pedagogical students, but that change needs to be strong and uniform at all educational institutions in the country.

Conflict of Interest Statement

The author declares no conflicts of interests.

About the Author

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