

**Self-Assessed Innovation Skill, Information Literacy, and Problem Awareness in
Bachelor Thesis Writing among English Major Students in China**

A Dissertation

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Abstract

This study aimed to determine the innovation skill, information literacy, and problem awareness among English major students in Chinese universities in their Bachelor thesis writing as basis for the enhanced curriculum for English majors. The descriptive correlational research design was utilized to determine the relationship between the innovation skill, information literacy, and problem awareness of English majors in their Bachelor thesis writing, which was anchored to constructivism theory and social cognitive theory. Two hundred sixty-two English majors were selected from three Chinese universities using the multistage probability sampling. Results showed that the students had “Moderately High” level of innovation skill, “High” level of information literacy, and “Strong” extent of problem awareness. Furthermore, information literacy and innovation skill significantly influenced the problem awareness of the students. The findings were used as basis for the enhanced curriculum for English majors, which mainly focused on cultivating students’ innovation skill, improving students’ information literacy, and constructing their problem awareness. The results will help English majors improve their Bachelor thesis writing and assist English teachers guide the students’ thesis writing effectively. It can also facilitate university management to formulate talent training programs and adjust the curriculum management project to improve the whole educational effect.