

Research Article

EVALUATION OF USING THE PROCESS WRITING APPROACH IN WRITING CLASSES AT VINH UNIVERSITY

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ABSTRACT

Writing is considered to be the most difficult skill due to its requirements of cognitive and meta-cognitive thinking (Mourssi, 2013) as well as the emphasis on language accuracy (Goldstein & Carr, 1996). Learning how to write has still a confusing and complex challenge for students, especially in Vietnam where teachers and students are so used to grammatical issues. This skill is often neglected in Vietnamese classroom at school because there are not many writing activities in current textbook. If they have to cope with some, product-oriented approach will be used. In other words, teachers will give students a sample and a model of that writing. All students are asked to follow the same order and structures then replacing their own information (Goldstein & Carr, 1996). Consequently, this way of teaching prevents students' creativity and imagination.

Keywords: Writing skill; challenge; product-oriented approach; evaluation.

INTRODUCTION

Nowadays, writing has required much greater depth and breadth that it is time for teachers to study on a new teaching method to motivate students in writing classes. Process-oriented writing approach has become the main theme in several researches to support student's writing ability. My innovation worked on the process-oriented approach as an improvement over the traditional method of writing instruction. This study is to discuss the strengths and limitations of my innovation in the context for thirty students from Foreign Languages Department, Vinh University (VU). Research methods as well as data collection and analysis will be presented with the aims of answering two research questions:

- How can I use process writing approach to help my students in writing classes?
- What are my students' perspectives towards using the process-oriented approach in writing classes?

Besides, this study will also discuss on what concerned aspects the innovation worked and did not work well. Moreover, at the end of this study, a reflection on extended work will be proposed so that the employment of innovation might be improved in the future.

Context of an innovation

My innovation project was implemented for 30 third-year students (9 males and 21 females) from Foreign Languages Department, Vinh University (VU). They are from many parts in the middle of Vietnam. They have different background of English and they are considered to be major in English. They are at intermediate level. They are reported to be highly active and desirable to learning English. My students are getting used to traditional way of teaching, that is product-oriented approach, in which teacher is the center of the classroom. In writing lessons, each students will receive a model or sample of essay, after that they will copy the order, even grammatical structures, replace

their own experience or information. Then they have their own writings. At VU, students will attend terms with English which divides into two main periods (first terms-first and second school year with Life pre-intermediate and Life intermediate and the rest terms with Skillful as their course books for C1 CEFR). During the innovation process, students attended six writing classes in one month, from 1st to 30st April, 2020-2021 academic year.

A summary of the innovation and a description of how it is introduced

Background and arising problem

Product-oriented writing approach has particularly been applied for students at VU for such a long time that it causes several negative effects. Due to the fact that students only imitate model paragraphs or essays given to by teachers (Pasand & Haghi, 2013 and Hang-li, 2010), they gradually become demotivated and less interested in writing (Hillocks, 1984). Ho (2006), Diliduzgun, (2013) and Mourssi (2013) shared the same view of disadvantages that product writing approach makes every student's writing look similar and boring as they have few chances to share their thoughts and feelings. Based on that fact, so many authors have researched and found a solution of clear stages to writing technique in order to help students improve their writing ability and create higher achievement (Hillocks, 1984 and Goldstein & Carr, 1996). Ho (2006) advocated the effectiveness on running stages outstood focusing the finish product, which motivated students to identify and develop their ideas, show their feelings as well as inner thoughts (Pasand & Haghi, 2013). Moreover, viewpoints of Jenks (2003), Ho (2006) and Boas (2011) displayed five clear and concrete steps in process writing as planning, drafting, revising, editing and publishing; while Hillocks (1984), Mhedhbi (2012) and Mourssi (2013) implied planning, researching, rewriting, editing and proof-reading as important instruments allowing students to experience many communicative and socialized activities in order to explore and evaluate their ideas. They also stress on the non-linear features of these stages that bring teachers and learners freedom in revising, re-searching and even 'furnishing' their writings whenever they feel like (Jenks, 2003; Ho, 2006 and Boas, 2011). Thanks to

process-oriented writing approach, students have become more activate and flexible to show their attitude without being shy in writing classes. According to positive sides of process-orient writing approach and negative sides of product one, I carried out an innovation on my own students, focusing on writing paragraph because firstly students were still rich in fragmental structures in high school; secondly writing paragraph proficiently is a solid foundation for writing essay later, which enabled students to think and organize ideas logically; and it is thirdly advised to teach writing paragraph at the early stages of university level (Hohlt, 2008).

Innovation and references

I had a deep look on similar issues discussed in some recent studies conducted by Jenks (2003), Boas (2011), Hillocks (1984), Mhedhbi (2012), Mourssi (2013), Pasand & Haghi (2013), Diliduzgun, (2013) and Hang-li (2010). Those authors shared the same opinion of the effectiveness of process writing approach to students' attitude and engagement in writing class. I learnt from both of strengths and weaknesses from each study then decided to take my own investigation with some following remarks. The first issue was the population of those studies, it can easily be seen than all target participants were students ranging the age from 6 to 18. It meant that they were studying at primary schools, secondary school and high school. So, it is necessary for me to carry out the innovation on a different target, after spending two years at our university, it was for third-year students at VU. Secondly, all researches above only emphasized the writing process generally with four steps as planning, drafting, revising and editing. In my innovation, I would like to discuss in details specific strategies in each step, for instance, brainstorming with web spider in planning, story planning in drafting, revising with revising checklist and editing checklist at the last stage. By that way, my students reached closely to the main aims of the innovation. The last but important component was the research methodology conducted. Those studies mentioned above mostly applied pre-test and post-test as the main tool of data collection. This suggested the exactly changing scores but the authors couldn't get the in-depth understanding on how students' changed their writing habit or their perspectives. Readers could see the upgraded scores but weren't able to see how better students performed in class and how clearly they were motivated with writing skill. Due to that fact, qualitative method was only chosen for my innovation.

Procedure of the innovation implementation

My innovation lasted in one month and students have to attend total six lessons. I carried out my innovation by following two stages: stage 1 was introduction about process writing approach concluding brainstorming, story planning, drafting, revising and editing (Goldstein & Carr, 1996) as well as the assessment checklist (adapted from Mhedhbi, 2012); meanwhile stage 2 analyzed four types of paragraph students had to deal with.

EVALUATION METHODS

Evaluation

According to Dahlberg & McCaig (2010), evaluation, gets the same function as an action research on employing standard methodology to explore the effectiveness of some sort of practice. Robson (2002) argued that "evaluation research is essentially indistinguishable from other research in terms of design, data collection techniques and methods of analysis". Besides, evaluation is stated to be a process which critically examines a program by collecting and analyzing information about its activities, characters or outcome (Patton, 1987). From those definitions, the typical feature of an evaluation is focusing

on the field of applied research, not providing literature reviews. As a result, the main purpose of an evaluation is distinctively "judging the value, merit or worth of something" (Clarke, 1999) or as clarified by Stufflebeam & Shinkfield (1985, in Clarke, 1999) that "the most important purpose of evaluation is not to prove, but to improve". Regarding the viewpoints discussed above, my evaluation aims to investigate the effectiveness of using process-oriented approach to teach writing for thirteenth-year students at VU. Through this evaluation I could commonly explore how my students' writing habit changed, how positive or negative their attitude is towards the new technique, how better they engaged in writing classes and understand if my students got troubles with writing in stages. Consequently, it is valuable to conduct a classroom research because the concept of process-oriented approach is rather new to my students who get too familiar to traditional teaching method with final product emphasis. This teaching technique is hoped to bring new inspiration and motivation for students in writing classes, especially in writing various paragraphs. Taking a position of a teacher in class, I would like to identify whether students fully understood how to apply process writing approach in their paragraphs and got involved enthusiastically in writing activities or applied the target languages. Thus, after exploring the strengths and weaknesses of the real context, I would be grateful to adjust my teaching method in order to make it more suitable to my students. Meanwhile, for the sake of a researcher, it is valuable to see the gap between the theory and the practice as well as the expectation and the result after the innovation. Thus, I would probably make recommendation from those changes.

Why qualitative research was chosen?

Researching on the same field of process-oriented writing approach, so many previous authors have taken quantitative methods to collect and analyze data to find differently numerical results of participants before and after implementing the treatment. In other words, they would want to test the possibility of making comparisons and enabling generalizations (Seliger & Shohamy, 1989). Differ from those viewpoints, as in my innovation serving the aims of finding and illuminating meanings related to difficulties among students' behavior, attitude and perspectives; I made a decision to employ qualitative methods. In this way, I partially managed to not only relate to the openness and inquisitiveness but also capture, as far as possible, the concepts that were important to the students. Furthermore, I myself played the role of an observer in writing class and got chances to experience and gain such insight into the hearts and minds of the target samples. Ideally, qualitative data provided me descriptions of emerging issues and interactions in class together with situation at the same time. For my specific case of the innovation focusing on process-oriented writing approach, semi-structured interviews, focus groups, teacher's reflective journal and questionnaire were used to collect information

Description and explanation for research methods

To investigate the effectiveness of the writing program, pre-questionnaire was conducted before implementing process writing approach to the participants. During the process from week 1 to week 6, observation with teacher's reflective journal was carried out regularly in order to understand students' engagement and attitude to process-oriented technique. Thus, at the end of the writing program, I collected 4 papers equivalent to 4 successive weeks in stage 2. Besides, individual interview was conducted in week 4 then week 5 to collect additional information about students' opinions on writing program. Last but not least, post-questionnaire at the end of the program aimed to understand more about students' attitude and expectation to writing in stages. The following part describes the way I collected information in details.

Semi-structured interview

Semi-structured interview is such a good tool to collect specific understanding of participants towards a studied issue (Seliger & Shohamy, 1989). A set of questions is used to ask every interviewee. Moreover, Dahlberg & McCaig (2010) pointed out the interviewer should be flexible to add any sub-questions for more in-depth information. I carried out interviews in week 4 when both of teacher and students had recent experience with writing in process. Ten of my students were picked randomly to participate face-to-face interviews which lasted about 15 minutes per each. I took the interview at the end of that writing lesson in the school canteen in order to create more intimate environment to allow students to talk openly.

Focus groups

With the help of teacher, I was so glad to have 3 groups at different level of English writing proficiency: the low level, the middle level and the high one. Each group consisted of 5 students who weren't the ones participating in the previous interviews. Each group got the same set of questions designed beforehand. They shared their ideas, discussed or argued, for example, the good effects of process writing approach, the difficulties they had to cope with, etc. For focus groups, I asked for students' permission to use audio recorder during the interview.

Questionnaire

Questionnaire is a useful instrument to collect information from small to large numbers of participants and it may vary flexibly in the degree of explicitness and specificity from the subject (Hinchey, 2008). Seliger & Shohamy (1989) claimed a variety ways of investigating through questionnaire such as direct explanation of researchers, through phones or emails, etc. Pre- and post- questionnaire were taken in my innovation to figure out how students think and what they feel about the previous methods of teaching writing and my innovation and also their attitude towards the application of process writing approach in their writings. Particularly, information from pre-questionnaire was sought on (i) students' attitude towards writing and (ii) students' writing habits. Whereas, post-questionnaire focused on (i) students' attitude towards writing, (ii) student's writing habits and (iii) students' engagement in process-oriented writing class. Students had to complete both the questionnaires in about 15 minutes.

REFLECTION ON RESEARCH METHODS.

Semi-structured interview

This activity brought to me some problems which I needed to take into more consideration for my future work. After time in class, my students were so tired and having to wait for each turn increased their discomfort. In addition, noises from other people in the canteen sometimes distracted the conversations. Those things partially prevented my students from sharing their ideas. The other problematic issue raised during the process of interviewing that students had been confirmed their agreement on using audio recorder for the interview but when we carried out some students refused to express their feeling or insisted me to turn off the recorder. Then it was impossible to write down their intonation and voices from which I could imply or contribute to their attitude on the target issues.

Focus groups

It is said that students tend to say things which aims to please their teacher when they know they are being recorded or watched and listened to by the teacher. As a consequence, data collected may be

contrastive to what students think inside. Thus, in order not to attract students, I placed the audio recorder in a hard-to-see corner of the room. Therefore, students could feel free and comfortable to raise their voices.

Observation.

I found that the teacher had hardly time to write down her notes, which delayed her regular writing. Thus, if I had implemented the innovation again, a colleague in the same department should have been invited to play as an extra observer.

Questionnaire

The noticeable thing to consider that most of students are English majored so the pre- and post- questionnaire was written in English but should have been explained in Vietnamese for all participants to have the same understanding about each items in the questionnaire, which ensured their free feeling to express and share their thoughts.

Ethical issues

In order to implement my innovation, I asked for permission from the Rector, VU. Besides, the most important thing is how to persuade them to accept recording during the interviews. Vietnamese researchers often neglect this issue, which is immoral. This request should have been included in a particular column of Information Sheet or Consent Form. Then participants would have received a soft copy their performance in the interview to check if there had been anything strange or different from what they said. All files would be kept in a private space with limited access and be deleted within 3 years since the innovation finished. Moreover, video recorder for observation in classroom and audio recorder for both focus groups and individual interviews needed permission from participants.

RESEARCH DATA AND DATA ANALYSES

Data analyses process

I conducted the data analysis process through three stages: categorizing, coding and finding. I read all observation descriptions, listened the audiotapes again and again, then I typed out the transcriptions. Data display which is a key element of the analytical process must be accessible for both reading and exploring (Miles & Huberman, 1994). I had read the research questions several times because they examined different aspect of the data set. I brought the data together based on a common property or element. The codes linked the information to a particular idea or concept; "each code was a tag assigned to a line or group of lines that captured the meaning of the specific categories" I chose (Coffey & Atkinson, 1996). I organized the data into 4 sections which were coded into certain themes as (i) students' attitude towards writing, (ii) students' writing habit, (iii) students' problems and difficulties and (iv) students' writing performance. I also coded four concepts in different colors in order for me to be able to quickly refer back to the transcript during analysis (Coffey & Atkinson, 1996).

Key findings and data triangulation

RQ1. How can I use process writing approach to help my students in writing classes?

According to data analyzed, reflective journals enabled me to see that students still got troubles of writing in stages in the first 2 weeks. They might be confused with web spider at first to brainstorm the main ideas for their paragraphs. They often spent much time deciding which ideas were the main issues and which ones supported them.

Of course, the teacher needed more time to help them be clear of the first step. She was so impatient to explain the theory, give more examples so as for students to understand. The chart created according to the web spider made it easier for them to follow, rather than a long sample in the traditional teaching writing skill as product writing approach. The final stage of revising, teacher encouraged students to exchange their writings for double check. Thanks for that activity, students learnt much from others' product and didn't make the same mistakes as well: "... I am very happy to see that my students are so eager to exchange writings and correct mistakes ...". In addition, students chosen for both focus groups and individual interviews reported the process writing approach motivated them to practice more and more because they increased their satisfaction for writing imaginatively and freely on their own, instead of putting given words and ideas together to form a standardized composition. In a consequence, it is said that benefit gained from writing in stages outweighed what they had used to do.

... concrete strategies help me to write step by step instead of writing down everything appears in my mind ... however, sometimes I felt under pressure because there was a little time to complete all stages...

Nevertheless, some students found the process-oriented approach complicated and difficult as they needed to employ series of activity in a short period of time. Moreover, brainstorming particularly was such a tedious work with little or even without instruction. One of the students said "... I wanted to create as many chunks for the paragraph as possible but I don't know how to express in English ...". As a matter of fact, lack of vocabulary prevented students from reaching to the success of outlining their writings. It is advisable that teachers should give clearer guide or introduce them useful vocabulary for the target tasks. Some students said that they didn't like the story planning stage. It was no need to spend time writing draft in this stage because they could write directly from the web spider employed beforehand "... from the main and supporting ideas from the web spider, I am able to put them in a logical order then make a draft ...". However, the teacher noted in her reflective journals that student felt boring with those organization stages when they worked individually but when she asked them to work in groups, they turned to be more active and eager, they had chance to interact and develop various ideas which was so good to the process and structure of their writing. A clue could be gained from the audio tape that

"... my ideas in the brainstorming stage become clearer and more valuable when working with my classmates. I have learnt how to organize the ideas generated, things are clearer to me now ...".

Another student firmly argued that "... with my group, I know from now on how exactly to move through the different steps of essay writing..."

RQ2. What are my students' perspectives towards using the process-oriented approach in writing classes?

There seems to be turning point which shifts from the students' negative attitude to positive attitude. Firstly, the data from pre-questionnaire appears to suggest that at first students show negative attitude to writing class. Only one out of thirty students indicated that he or she like writing lesson, whereas 90 percentages of students claimed that they didn't think writing is their taste. Therefore, a large number of students (accounting for 83.34 percentages) didn't find writing lesson interesting to learn. Due to the fact that students hated writing and didn't pay much attention to writing skill, the equivalent

number of students stated that writing wasn't useful and there was no need to spend time for writing lessons. Consequently, less time and effort spent for writing lessons led to students' lack of confidence (86.67 percentages) when they had to deal with an assigned writing task. 76.67 percentages of students said that it was difficult for them to brainstorm and organize ideas logically for their writing tasks and 16.67 percentages (5 students) couldn't decide how well or badly they could manage it. Only two students could confirm their ability to make a framework in a logical way before writing. Owing to the fact mentioned above, most of students passed over some stages during the process of writing a topic as follows: 33.33 percentages of students didn't brainstorm, 33.34 percentages forgot to plan before writing, 86.66 percentages wrote the final product at first, 30 percentages remembered to revise and the minority of students (only 13.34 percentages) were able to edit their writings. According to the teacher, the only feature students were less positive towards their decrease of interest in writing lesson due to the fact that students had had full experience with substituting words. They did this kind of writing well, meanwhile dealing with new method, they had to do a Seri of activities such as brainstorming, organizing and revising. Thus, they, especially weak-in-English ones, did need more time to adapt process writing approach. Nevertheless, some students expressed their contrary opinions through the interviews that they were able to learn a lot of strategies for different types of paragraph after the writing program.

... I used to consider that writing narrative and descriptive paragraphs are the same because I thought they are all to describe objects. However, now is different ...

Or

... how great the way to employ persuasive paragraphs now. The most difficulty I had to cope with was finding out a clue with contrary meaning. Then I had to make it negative to prove the main issue discussed before...

DISCUSSION

The primary purpose of this study was to determine if the process-oriented writing approach is an effective method for teaching writing to thirteenth-year students at VU. The results from data analysis proved that process writing approach helped to bring certainly positive changes in most students' attitudes in writing classes and their writing habits. During the writing procedure, students had to pay much attention to identify and develop ideas effectively rather than focused the finished product. Hence, it promoted their critical thinking not only for writing skill but also for other three ones. During those stages, students sometimes worked individually and sometimes in groups, which made them more independent and flexible whenever facing a variety of options. They consequently felt confident and active when taking part in writing activities. Another advantage students gained from writing program was their opportunity to learn from others' mistakes. Because when they themselves found out any types of errors then fixed them, they would remember them and would never repeat those mistakes any more. This way was believed to be much better than receiving correction and feedback from teacher. Additionally, this technique also helped students to apply writing strategies when conducting their paragraphs. Thus, it resulted in the improvement of students' writing proficiency and their engagement in class as well. Overall, it could be concluded that the majority of students liked process writing approach much more than product-oriented approach. They found it very useful and easy to use. On the other hand, it could be seen from this study that, the more students practiced writing with those stages, the more success they could get. Therefore, high frequency with tight schedule and tight syllabus

dealing with process-oriented approach would make the writing program more successful. So it would have been more desirable if the duration of the writing program had lasted longer. However, there were some disadvantages of process writing approach. A small number of students found writing step by step more difficult. Completing all stages in a little time sometimes made students give up then come back to focusing on the final product. It could be explained that they used to the product-oriented approach and found it easier when they had a framework. All they had to do was changing and putting their information into that framework. They could have their final draft but had done it automatically. With process writing approach, they were able to promote their writing capacity when thinking, brainstorming, sorting out the main content and searching for supporting ideas. Moreover, the ability of connecting and arranging those ideas in a logical order was obviously more important. In general, students might find it such a hard work but practicing regularly would bring good results.

REFLECTIONS ON FUTURE WORK

Based on the data analyzed, teaching and learning through process in writing class is suitable and effective to improve students' competence for third-year students at VU. Nonetheless, I would like to give some suggestions after conducting the innovation as following. Firstly, teacher should be more creative and innovative when dealing with topic of writing. At the beginning of the innovation when the concept of process-oriented approach was too strange to students, writing topic should have been easier to develop. Therefore, students got opportunity to understand and practice. That also helps to avoid getting bored, make them more meaningful for developing their ability in writing for daily lives. Secondly, taking all stages in a task with a little time is such a tedious thing to students, especially low level ones. It is suggested that teacher should use words or phrases to express the main ideas, instead of full sentences. Moreover, lack of vocabulary is also another problem for students. So teacher should provide them with suitable words or collocation. Students are also encouraged to prepare at home, they can discuss together as well. Last but not least, because of the writing skill theme, it would have increased the validity and reliability of the project and the innovation would have been more valuable (Miles & Huberman, 1994) if I collected some students' writings during the process as document analysis to see how better they improved their writing skill. It is hoped that students would also draw final product with high quality as the writing process. English teachers could use this innovation as a reference to improve their teaching writing method. And it is suggested that this innovation should be modified to be more adaptable for other users.

CONCLUSION

In conclusion, it can't be denied the effectiveness of process writing approach in teaching and learning writing for third-year students at VU. With the purposes of answering two research questions, I employed qualitative method with questionnaire, teacher's reflective journal, focus groups and individual interview as main devices to collect data. Findings from data analysis emphasized the positive change in students' writing habit and their attitude towards applying process-oriented writing approach. It could also be inspired students' better engagement in writing classes. They could promote to identify and develop ideas, become more confident and more enthusiastic in interacting with others. Despite some limitations, this innovation is worth being a reference to other English teachers who would like to

improve teaching and learning technique in writing classroom. Although the sample size of this study was small and it can't be generalized to other population at VU or at other universities or colleges, it still "throws light" on the useful teaching method in writing classrooms.

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APPENDIX I

Pre-questionnaire

1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

No.	Statements	1	2	3	4	5
1	I like writing lesson	50%	40%	6.67%	3.33%	0%
2	I find writing very interesting	46.67%	36.67%	13.33%	0%	3.33%
3	I find writing very useful	36.67%	46.67%	10%	3.33%	3.33%
4	I feel confident with my writing skill	10%	76.67%	13.33%	0%	0%
5	It is easy for me to get ideas and organize them logically	26.67%	50%	16.67%	6.67%	0%
6	I often brainstorm before writing	10%	23.33%	13.33%	43.33%	10%
7	I often plan before writing	6.67%	26.67%	10%	40%	16.67%
8	I often write drafts	63.33%	23.33%	3.33%	6.67%	3.33%
9	I often revise the drafts	13.33%	23.34%	33.33%	20%	10%
10	I often edit the drafts	53.33%	16.67%	16.67%	6.67%	6.67%

11. What do you think about writing skill compared to other skills as reading, speaking or listening?

12. Why do/ don't you think that?

13. How do you normally start your writing?

14. Have you ever run out of ideas when you want to write?

15. What do you expect after studying how to write a paragraph?

APPENDIX II

Post-questionnaire

1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

No.	Statements	1	2	3	4	5
1	I like process-oriented writing program very much	26.67%		10%		63.33%
2	I think this writing program is useful	13.33%		6.67%		80%
3	I know how to get ideas after the program	20%		20%		60%
4	I know how to organize the ideas after the program	10%		16.67%		73.33%
5	I like using the spider web to brainstorm ideas	30%		6.67%		63.33%
6	I can use spider web easily to brainstorm ideas	33.33%		13.33%		53.33%
7	I like using story planner to organize ideas.	13.33%		3.33%		83.33%
8	I can use story planner easily to organize ideas	10%		10%		80%
9	I like using revising checklist to revise drafts	16.67%		0%		83.33%
10	I can use revising checklist easily to revise drafts	10%		13.33%		76.67%
11	I like using editing checklist to edit drafts	20%		6.67%		73.34%
12	I can use editing checklist easily to edit drafts	23.33%		13.33%		63.33%

13. Do you want to study another writing course with process-oriented approach?

14. Why do/ don't you think that?

15. What do you expect for this course in the future?

APPENDIX III

Questions for individual interview

- What do you think about the term “writing process”?
- Tell me how you write a paragraph.
- Which stage do you think the most difficult when writing a paragraph?
- Do you think it is difficult to write step by step? Why?
- What problems or difficulties do you face up writing process in class? How do you get over?
- Do you find writing lesson with process-oriented approach more interesting and useful? Why?
- Do you feel more confident with your writing ability?

Questions for focus groups

- Can you describe stages for writing from your perspective? What was it about?
- What were you supposed to do in each stage?
- Describe from your perspective something good about writing process? What about something not good?
- Thinking of your experience with writing process. What would have made it better? why?
- Is there anything else you would like to tell me about your experience with writing process?

APPENDIX IV

Observation paper

No: 1	Date:		Concepts/ Themes
Location: VU		Time start: 7.00 a.m	
Title: Writing a narrative paragraph		Time stop: 7.45 a.m	
Description			
<p>This is the third period with the process writing approach in this program. I am going to introduce to students how to write a narrative paragraph. When I first come in, student stand up and say hello boringly. I can realize tiredness and sleepiness on students' face because it is quite early in the morning. I think that at this time any other day, they might still stay in bed because they might not have class. In spite of that fact, I try to smile to all of them. I hope that they will feel a little bit better and ready for the lesson.</p>			Facial expression Reaction Difficulty & Problem
<p>Before coming to the main content of the lesson, I offer students to play a small game. At first, they are silent; after I ask them if they want to play a game, there are a few students answering me timidly. I divide class into two groups. I draw a house on the board and ask students to draw things or issues which people may think about a house. Which group with has more related ideas will be the winner. When I ask if they understand the rule, some students answer softly, some look at the book but they might play a game on their phones, give messages, surf facebook or etc. I can feel that students aren't eager and interested in the warm-up activity. Because I have introduced stages in process writing approach last period, some students know it is to brainstorm ideas at once. They try to find main ideas, then controlling ideas and evidence to prove for those ideas although they don't know exact words or vocabulary to describe, they ask me for help. However, some of other just add examples. Two groups start to think and raise their voice to add information. The classroom become little noisier. While that, I see some students start to write something immediately. I go to their seats and find out they are writing their writing paper without participating the game. They finish very quickly. At the end of the game, one group wins, some hands are clapped softly. On the board is the house in the center and surrounding are related issues. Next, I ask students to work in groups of six to arrange those ideas in a logical order in a few minutes. Someone complains because they have to work much. I go around, finding some students start to talk whenever I go across and stop when I am at a distance. When they finish, I call two representatives to present their ideas. During time of presentation, some students raise their voice whenever they have contrastive thoughts with the presenter. After giving some feedback on presentations, I ask students to write the first draft in 15 minutes. The class becomes quiet, just some winds blows slightly. After that, I ask students to exchange their paragraphs and peer check based on the revising checklist. Some students laugh when they find a mistake from their friend's writing. Receiving comments on writing paper, students are asked to edit their draft.....</p>			Classroom atmosphere Reaction Reaction Writing habit Facial expression Positive performance Difficulty & Problem Negative performance Classroom atmosphere Writing habit Negative performance Writing habit Reaction Reaction Reaction Positive performance Classroom atmosphere Reaction Positive performance

Students' attitude: facial expression, reaction, classroom atmosphere

Writing habit

Writing performance: positive performance, negative performance

Difficulty & Problem

APPENDIX V
INFORMATION SHEETS

Study title:

Locality:

Lead investigator:

Ethics committee ref.:

Contact phone number:

You have already agreed to take part in a research study on using process-oriented writing approach for students at Vinh University. This information sheet and consent form is in addition to the main study consent form that you have already signed. Whether or not you take part in this optional sub study is your choice. If you don't want to take part, you don't have to give a reason, and it won't affect the care you receive or your participation in the main study. If you do want to take part now, but change your mind later, you can pull out of the study at any time. This Participant Information Sheet will help you decide if you'd like to take part. It sets out why we are doing the study, what your participation would involve, what the benefits and risks to you might be, and what would happen after the study ends. We will go through this information with you and answer any questions you may have. You do not have to decide today whether or not you will participate in this study. Before you decide you may want to talk about the study with other people, such as family, friends, or healthcare providers. Feel free to do this. If you agree to take part in this study, you will be asked to sign the Consent Form on the last page of this document. You will be given a copy of both the Participant Information Sheet and the Consent Form to keep. This document is 3 pages long, including the Consent Form. Please make sure you have read and understood all the pages.

THE PURPOSE OF THE STUDY

This study aims to investigate the effectiveness of using process-oriented writing approach in writing classes for thirteenth-year students at VU.

THE PARTICIPATION IN THE STUDY

Your participation in the innovation will involve:

- Attending writing class with process-oriented writing approach in six weeks, academic year 2020/2021.
- Completing the pre-questionnaire at the beginning and post-questionnaire at the end of the innovation.
- Randomly being chosen to take individual interviews or focus groups at week 4 and 5

CONFIDENTIALITY/ ANONYMITY

The data I collect do not contain any personal information about you except your answers or responses to questionnaires and questions in the interviews. No one will link the data you provided to the identifying information you supplied. The information gained from this project will be used to make recommendations for best practice and will offer insight into the experiences of using process-oriented writing approach to teach writing for thirteenth-year students at VU. The results of this project may also lead onto further studies of using process-oriented writing approach in writing class. In addition, all data collected and transcribed as long as with the audio tapes will be stored in a locked secure place at all times. The database will be destroyed in the next three years since the day this project ends. Your response will be treated with full confidentiality and anyone who takes place in this project will be identified by code numbers or false names. Interviewees can request a copy of the interview transcript if you wish. At the end of the project, I will write a report and the results may be published in peer reviewed journals and conference

presentations. No participant will be identifiable from any publications. This project has been reviewed and approved by the Rector of VU.

PARTICIPANTS' RIGHTS

You may decide to stop being a part of the research study at any time without explanation. You have the right to ask that any data you have supplied to that point be withdrawn or destroyed. You will still be paid for your contribution without penalty. You have the right to omit or refuse to answer or respond to any question that is asked of you without penalty. You have the right to have your questions about the procedures answered (unless answering these questions would interfere with the study's outcome). If you have any questions as a result of reading this information sheet, you should ask the researcher before the study begins.

CONTACT INFORMATION

If you have any questions, concerns or complaints about the study at any stage, you can contact:

Name, position:
Telephone number:
Email:

CONSENT FORM

If you need an INTERPRETER, please tell us.

If you are unable to provide interpreters for the study, please clearly state this in the

Please tick to indicate you consent to the following (Add or delete as appropriate)

I have read, or have had read to me in my first language, and I understand the Participant Information Sheet.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I have been given sufficient time to consider whether or not to participate in this study.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I have had the opportunity to use a legal representative, family support or a friend to help me ask questions and understand the study.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I am satisfied with the answers I have been given regarding the study and I have a copy of this consent form and information sheet.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I understand that taking part in this study is voluntary (my choice)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I consent to the research staff collecting and processing my information, including information about my health.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I agree to my tissue samples being sent overseas	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I agree for my tissue samples to be stored and used in future research but only on the same subject as the current research project : [give name of current research]	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I agree for my tissue samples to be stored and used in future research of any type which has been properly approved	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I agree for my tissue samples to be stored and used in future research except for research about [name type of research]	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I give permission for my tissue samples to be stored indefinitely	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I want my identity to be kept with my tissue sample	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I want my identity to be removed from my tissue samples and understand that in this case I will not be able to withdraw my consent in the future	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I understand that I may withdraw from the study at any time	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If I decide to withdraw from the study, I agree that the information collected about me up to the point when I withdraw may continue to be used.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
I know who to contact if I have any questions about the study in general.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Declaration by participant:

I hereby consent to take part in this study.

Participant's name: _____

Signature: _____

Date: _____

Declaration by member of research team:

I have given a verbal explanation of the research project to the participant, and have answered the participant's questions about it. I believe that the participant understands the study and has given informed consent to participate.

Researcher's name: _____

Signature: _____

Date: _____
