



TEACHING VIETNAMESE UNDERGRADUATES' INTRODUCTION SECTION WRITING THROUGH PROCESS GENRE APPROACH

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Abstract:

The main objective of this study is to find out whether the process genre approach is better than the product approach to teach introduction writing to university students in Vietnam. A non-equivalent control group experimental design with pretest and posttest was used to determine the effects of the research writing program on students' introduction writing ability in terms of content, organization, language use and mechanics between the control group and experimental group. In the experiment, 65 participants (third-year students majoring in English) were placed into one experimental group (20 students) and one control group (45 students). Two groups were instructed by the same lecturer during one semester of 10 periods (theory, practice and assessment). The experimental group was required to receive the proposed research writing program based on the proposed model, whereas the control group received the existing program through the product approach. After the treatment, the results revealed a significant difference in the means of posttest scores on content, organization, language use, and mechanics use skills in the introduction section. For this reason, we can conclude that the process genre approach positively affects content, organization, language use, and mechanics use skills in the introduction section compared to the product approach.

Keywords: process genre approach; product approach; introduction writing strategies

1. Introduction

This study is about teaching the English introduction section of a research paper to undergraduate students at higher education (HE) level, involving the process genre approach (PGA) as one of the effective ways of teaching academic writing in Vietnam.

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The present study is an experimental study on the effects of the PGA on the teaching of introduction writing. The introduction is one of the important sections of research papers or theses, providing readers with the perspective that they need to understand the detailed information in the next sections. The introduction introduces the thesis statement, moving from a general discussion of the topic to a particular question or hypothesis, attempting to catch readers' attention on the topic (Swale & Feak, 1994). The authors justify the topic selection, make the objectives, methods and constraints of their work more explicit and review previous literature. Therefore, the present study is an experimental study on the effects of PGA on the teaching of introduction writing. This section starts with an overall presentation of the background of the study. The main problems leading to the need to conduct this study are later addressed, and it ends with a description of the research objectives, research questions, and hypotheses.

1.1 Background of the Study

In a thesis or dissertation, the introduction and the literature review (LR) are often presented in separate chapters, whereas in journal articles, the LR is presented in the introduction. Noticeably, it is better to follow the introduction format of a specific organization. The first version of the model proposed by Swales (1981, as cited in Swales, 1990) has four moves. Due to the difficulties in the use of the analytical model in some contexts, Swales later modified his analytical tool, and thus the revised CARS model (Swales, 1990) was introduced. The overall structure comprises 3 moves (Establishing a territory, establishing a niche, and occupying the niche). Table 1 below shows the revised version of the CARS model (Swales, 2004).

Table 1: Revised Version of CARS Model

Move 1: Establish a research territory a. By showing that the general research area is important, central, interesting, problematic, or relevant in some way (optional) b. By introducing and reviewing items of previous research in the area (obligatory)
Move 2: Establishing a niche By indicating a gap in the previous research, or by extending previous knowledge in some way (obligatory)
Move 3: Occupying the niche a. By outlining purposes or stating the nature of the present research (obligatory) b. By listing research questions or hypotheses (probable in some fields, but rare in others) c. By announcing principal findings (probable in some fields, but rare in others) d. By stating the value of the present research (probable in some fields, but rare in others) e. By indicating the structure of the RP (probable in some fields, but rare in others)

Source: CARS model (Swales & Feak, 2004, p. 244).

Swales and Feak (2204) argue that the three moves are presented in this given order, with under 10 percent of the introductions beginning with move 3. In some cases, cyclicity is applied, especially in the case of reviewing items of previous research. Some authors review individual items separately, followed by the establishment of a niche in each case.

It is explained that longer introductions frequently use cyclicity. Some research fields tend to value straightforwardness more than others. Cyclicity is widely used in social sciences compared to natural and life sciences and engineering.

For the establishment of territory and a niche (Moves 1 and 2), the writers could decide which step should be utilized. In move 3, step 1 is obligatory, which can be followed by step 2 and/or 3. When step 3 is mentioned in the introductions, it is always presented at the end. The introduction sections of written genres are mainly divided into sections or subsections, which directly influence the distribution of moves. Actually, the length of the introductions results in a change in the number of moves. Generally, the longer the introduction is, the higher the frequency of moves. Therefore, the length of introductions is one of the determining factors in the rhetorical organization of manuscripts.

1.2 Research Problem Statements

This study aims to improve undergraduate students' introduction writing ability in terms of content, organization, vocabulary, grammar and mechanics skills due to the fact that introduction writing is one of the important genres of academic writing required for writing research articles. However, over the last few decades, in a large number of countries including Vietnam, very few research articles on introduction writing have been published in English due to the following challenges. Poorly prepared introductions fail to provide a "roadmap" for the paper, causing readers to reject the manuscript before reaching subsequent sections.

EFL/ ESL students hardly engage in writing this genre of writing due to their lack of confidence in publications in English; most of them have little understanding of how to prepare their research papers, including writing introductions for their papers in English (You, 2004). A number of college students have no ability to compose scholarly academic papers because they are unclear about the conventions of a scholarly paper. In fact, students lack experience in scholarly writing, critical reading skills, and referencing skills. They also have problems with grammar and mechanics, as well as the structure and the capacity for clear communication of ideas (Lillis & Turner, 2001). Flowerdew (2014) states that students have problems with structuring an introduction to make a persuasive argument.

Common problems when writing the Introduction section of a research paper include a lack of a clear research background. The introduction does not provide enough context for readers to understand the topic. Important concepts, theories, or previous studies are missing. Besides, writers spend too much space discussing broad topics instead of focusing on the research problem. The introduction becomes lengthy and unfocused. The introduction has an unclear research problem. Readers do not understand why we should conduct the research. More importantly, the research gaps are not identified. The introduction does not explain what is missing in existing research. The introduction has unclear research objectives or questions.

Due to the above numerous problems of introduction writing, the main and specific objectives of this research are addressed below.

1.3 Research Objective

The main objective of this research is to examine whether the teaching of research writing using the PGA performs better than that using the existing product approach in terms of students' introduction writing ability in terms of content, organization, language use and mechanics skills through an experimental study.

1.4 Research Question

To achieve the main research objective, the research question of this study is stated:

- Is there any difference in posttest scores on the content, organization, language use, and mechanics in introduction writing between the control group and experimental group?

1.5 Hypotheses

Based on the research objective and research question stated earlier, hypotheses are presented as follows:

Ha1: There is a significant difference in posttest scores on the content in writing the introduction section between the control group and experimental group.

Ha2: There is a significant difference in posttest scores on the organization in writing the introduction section between the control group and the experimental group.

Ha3: There is a significant difference in posttest scores on language use in writing the introduction section between the control group and the experimental group.

Ha4: There is a significant difference in posttest scores on the mechanics skills in writing the introduction section between the control group and experimental group.

2. Literature Review

2.1. Writing Ability and Writing Skills

Most writers misunderstand the difference between the two terms “writing ability” and “writing skills”. Therefore, this section attempts to clarify how the term “writing skills” is different from the term “writing ability”.

Writing ability is difficult to define because it varies within different writing approaches. For example, Hyland (2003) defines academic writing ability in the product approach as the production of precise forms of language, following prescribed patterns at either sentence or discourse level. Meanwhile, in the process approach, writing ability is defined as the ability to develop ideas and use the processes of writing such as revising and editing. The genre approach defines it as the ability to perform writing tasks to meet a discourse community with regard to the structure and content of the discourse as well as functional communication (Yi & Jyi-yeon, 2009).

Meanwhile, Hyland, K. *et al.* (2010) define the term “writing skills” as a wide range of skills such as grammatical skills, stylistic skills, understand skills and judgment skills. Grammatical skills mean the ability to write correct sentences, and stylistic skills refer to the ability to manipulate sentences and use language effectively. Mechanics skills are defined as the ability to use those conventions correctly. Judgment skills involve the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

According to Brown (2001), writing assignments are evaluated based on components: (1) Content involves the use of description and expression, development of ideas and appropriate subject matter; (2) Organization includes introduction, conclusion, appropriate length, logical sequence of ideas; (3) Discourse involves fluency, cohesion, syntax, proper use of word forms and word order; (4) Vocabulary includes choice and range of words; and (5) Mechanics involves spelling and punctuation.

In this research, introduction writing ability means the ability to develop, select, organize and order ideas (content) that are relevant to the topic and to a particular genre. This concept also involves the ability to produce a written text in an organized and coherent way that suits the purpose and audience in a specific genre (organization). It also refers to the ability to use effective grammatical structures, tenses, numbers, word order/function, articles, pronouns, and prepositions (language). In addition, the term ‘writing ability’ involves the ability to use correct words, idioms and registers (vocabulary).

2.2 Strategies of Introduction Section Writing in Research Papers

There are a number of introduction writing strategies; however, the necessary strategies are presented in this section. For example, first, writers need to get further practice to improve their writing skills. Second, to deal with problems with language choice, writers can collect useful expressions from reading since this source is regarded as an input (Taylor, 2013). In this view, Students can choose appropriate vocabulary, improve the coherence in their writing, and consider the readers and the purpose in mind through reading related articles. Students could involve into some activities by choosing proper words and being aware of the outline of the content of the writing. Skill writers can change ideas or the language in their writing after revising process (Raimes, 1985).

Matsumoto’s (1995) study suggested that students can use the translation strategy from the first language (L1) into the second language (L2). In his study, it is reported that writers start to write with a specific reader in the planning stage and consider which journal they will send their papers. Computers and word processing positively impact how students write and how academic writing is taught. Email exchanges, electronic networking and discussion groups are now widely used in academic settings. Writers can use online writing labs and online style guides to support their writing (Hyland, 2003).

Moreover, plagiarism avoidance must be done because it is unacceptable under any circumstances. Plagiarism means cutting and pasting from other studies and papers. There are two ways to avoid plagiarism: (1) Quote directly from other papers, (2) Quote from another paper by paraphrasing (Sharma, 2011). To solve the problems with plagiarism, students need to be equipped with paraphrasing skills because this skill allows the writers to retain the same level of specificity as the original source text.

Paraphrasing is, in fact, necessary because scholars or students are required to understand a source text to provide insights into how well the writers read as well as write. It shows the ability to find a new way to capture the gist of what was stated in the original text (Yamada, 2003, as cited in Uemlianin, 2000).

In addition, a number of previous studies indicate the positive effects of exposure to reading input on L2 writing because it may provide a wide range of resources for successful writing. Lee (2005) also found that if students voluntarily read more, they will get better writing performance compared to others who are not used to reading. Based on Krashen's (1985) notion of the Input Hypothesis (as cited in Krashen, S., 1992), students with advanced knowledge should receive little or no input. By contrast, students who lack knowledge of the conventions of the text organization and language use for a particular audience will need some input. Input can be obtained from teachers, other students as peers, or the model text itself. Lecturers can provide input for students at the beginning of the lesson, when a text of a particular genre is being introduced (Myles, 2002).

2.3 Cognitive Process of Writing proposed by Flower and Hayes (1981)

Flower and Hayes (1981) define the writing process as a flexible thinking process that occurs at any time to reflect the development of the written product. In this view, writing has a hierarchical and purposeful process that includes many embedded sub-processes. First, the planning stage has three sub-processes, namely generating ideas, organizing and goal setting. Noticeably, these activities are conducted under the control of a monitor. In the planning stage, it is suggested that a plan should be made in detail for knowledge presentation. In particular, a wide range of ideas can be organized under a single keyword and represented in visual or perceptual code.

According to these researchers, generating ideas refers to getting information from long-term memory. Therefore, at other times, unconnected, even contradictory thoughts can be made. Especially when there are not enough ideas for the present rhetorical task, organizing ideas related to grouping ideas and forming new concepts could help writers make meaning, which emphasizes that organizing is more important than ordering. Moreover, setting goals is also an important part of being creative and interpreting differences between good and poor writers. Similarly, translating is considered an important process of putting ideas into visible language, and finally, reviewing is mentioned in the process of writing, which depends on the two sub-processes: evaluating and revising.

2.4 Process Genre Approach of Badger and White (2000)

Badger and White (2000) mentioned writing in the PGA as the creation of a situation and a provision of sufficient support for learners to determine the purpose and other aspects of social contexts. In this view, students are provided with samples of writing texts and are required to first take into consideration real situations, readers, and then practice language use (vocabulary and grammar) in a specific genre. Figure 1 shows the process genre model of writing proposed by Badger and White (2000).

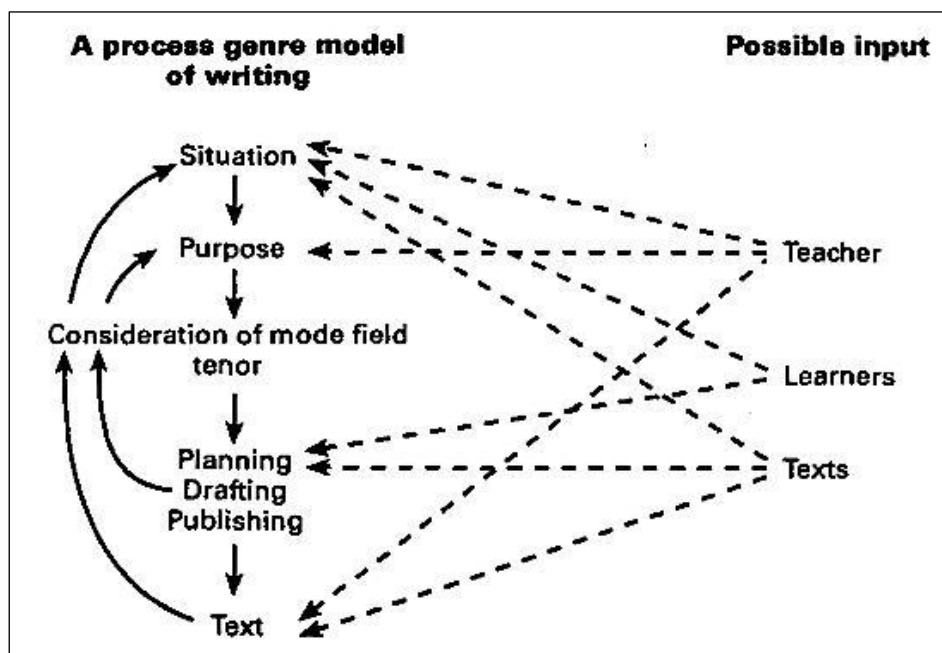


Figure 1: Genre Process Model of Teaching Writing (Badger & White, 2000)

2.5 Process Genre Approach of Yan (2005)

Adapted from Badger and White's (2000) view, Yan (2005) proposed six steps for teaching English academic writing: (1) preparation, (2) modeling and reinforcing, planning, (4) joint constructing, (5) independent constructing, and (6) revising. Yan (2005) considers the PGA as an effective tool that can be used for providing students with writing assignments. Figure 2 shows the process genre model of writing proposed by Yan (2005).

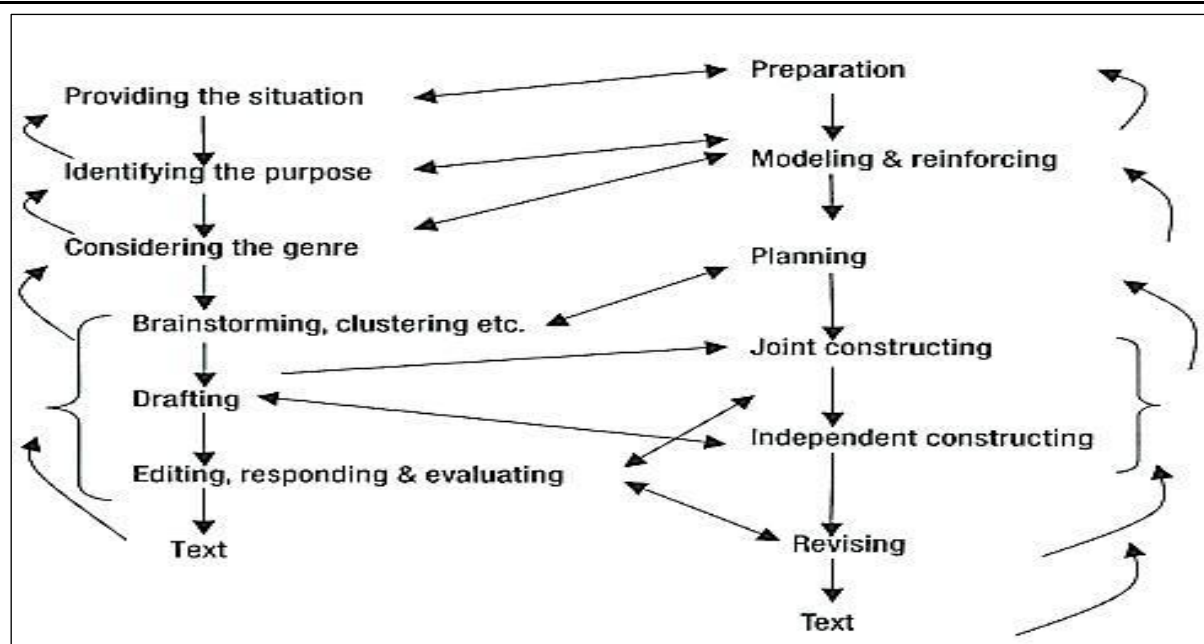


Figure 2: Application of the Process Genre Approach (Yan, 2005)

Similar to Badger and White's (2000) view, Yan (2005) suggested using the PGA to teach academic writing. However, Yan (2005) attempted to introduce a lesson plan for argumentative writing through the PGA. Additionally, these researchers suggested that teachers should support students in different ways. For example, Badger and White (2000) suggested a provision of sample-writing texts for learners to help them to identify the purpose and other aspects of social contexts such as tenor, field, and mode of writing. Thus, students are first asked to consider real situations and audiences, and then practice language use (vocabulary and grammar) in a specific genre. Meanwhile, Yan (2005) recommended giving helpful feedback and suggestions to students. Moreover, Yan (2005) highlighted the idea that teachers are those who can bring curiosity and self-confidence to their students as a result of their concern for students' interests in topics; and teachers are those who can pay attention to individual differences during the writing process. These two ideas are not, in actual fact, confirmed by Badger and White (2000). Yan highly appreciates the cooperation of teachers and students. In this regard, both teachers and students could start writing the texts together. More specifically, the teachers should support their students in producing ideas freely.

Additionally, Yan (2005) suggested that students should be asked to compose texts on related topics, and time can be set in the class for them to compose the text in time. At this stage, the teachers can play a role as consultants and assistants. Yan (2005) also confirmed that students could continue their writing as a homework assignment. More importantly, although Badger and White (2000) ignore revising and editing processes, Yan (2005) focuses on the implications of these processes in writing classrooms. In this view, students are asked to revise, discuss, and evaluate their work with their peers. At this stage, the teachers could work as instructors and facilitators. The most important

thing is that it is possible for the teachers to assist the students in their publication, which aims to encourage them to become professional writers.

2.6 Process Genre Approach of Nordin (2017)

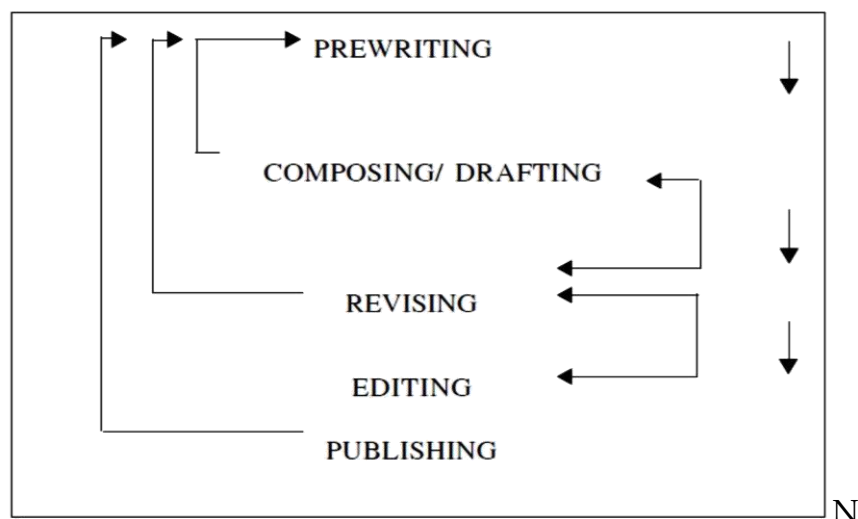


Figure 3: Dynamic and Unpredictable Model of Process Writing (Nordin, 2017)

Nordin (2017) also proposed the use of the PGA in teaching a written recommendation report. These researchers focus on the use of texts as a sample. They attempt to explain how the model works in the context of a technical writing classroom through a writing sample regarding the purchase of new elevators for the company. Figure 3 displays the process genre model of writing of Nordin (2017).

As can be seen in the figure, consistent with previous researchers' ideas, Nordin also argues that learners should first be aware that writing occurs in a social context and situation with respect to a certain purpose, and then learners must relate the purpose of writing to the subject matter, the writer/audience relationship, and the mode or organization of the text. The most important thing is that the PGA provides a chance for learners to explore how texts are written differently; as a result, learners could be exposed to the organization and language used in the text. They will then go through a process of multiple drafts instead of aiming at the final product.

Different from previous researchers' views, these researchers emphasize the important role of the input. They emphasized that due to a variation in learners' knowledge of a particular genre varies; for instance, little or no input can be provided for learners with sufficient knowledge. By contrast, learners with insufficient knowledge of the text organization structure or language need more 'input'. This idea is, in fact, in line with the Input Hypotheses of Krashen (1985) that input may be received from different sources such as teachers, other learners as peers, or model texts. Moreover, it is emphasized that the teachers of the writing class should play a role as an audience, assistant, evaluator and examiner.

The process genre model of this study is formed based on the literature gaps in Cognitive Process of writing proposed by Flower and Hayes (1981), process genre model of Badger and White (2000), Yan (2005), Nordin (2017) to fit into EFL learners' needs, meet education demands and solve realistic matters in introduction writing in EFL/ ESL contexts including the context of Vietnam. Figure 4 illustrates the Process Genre Model of introduction writing in this study.



Figure 4: The process genre model of introduction writing

3. Material and Methods

3.1 Research Design

Research design is a plan in which an appropriate sample and research procedure are selected to collect data (McMillan & Schumacher, 2001). One of the important aspects of research is research design, which helps answer all of the research questions of the study. If the research design is suitable for the topic, the reliability and validity of the results are strongly confirmed. The basis of the experimental method is the experiment, which is defined as a test under controlled conditions to demonstrate a known truth or to examine the validity of a hypothesis (Muijs, 2004). Experimental research is the only type of research that directly attempts to influence a particular variable. The researchers can look

at the effects of at least one independent variable on one or more dependent variables (Fraenkel & Wallen, 2008). According to experts in research methodologies, there are four major types of experimental designs (Creswell, 2009), such as pre-experimental design, quasi-experimental design, true experimental design, and single-subject experimental design. However, the quasi-experiment design was used in this study, which was done in Can Tho University, Vietnam. The sample of this study was divided into two groups. The experimental group included 20 students, whereas the control group had 45 students.

3.2 Population

In this research, the population of the study was 600 university students who were studying in an English department. These students were divided into three categories based on their selected career: (1) English teacher; (2) tourist guide; and (3) translator. English is their major subject. From the first to the fourth academic year, these students were taught four skills of English as their major subjects (i.e., speaking, listening, writing, and reading). Academic writing genres such as sentence writing, paragraph writing, letter writing, and essay writing are taught in the first and second years. However, in the third year, students were required to study a research paper writing course. In the last year (the fourth year), their main focus was writing up their thesis.

3.3 Sample and Sampling Methods

In this study, the simple random sampling technique was selected for the study. The sample of this study was divided into two groups. The experimental group includes 20 students, whereas the control group has 45 students.

3.4 Pre-test

For the pretest, writing a reflection in the form of a paragraph of 200-400 words based on a provided research article was used to quantitatively measure academic writing ability of students in both groups before the treatment. The writing performance of the participants was then scored by three raters using a scoring rubric developed by the researcher of this study. Then, the Independent Sample t-Test was done to examine if the two groups had the same level of academic writing ability before the treatment.

3.5 Post-test

In this study, the post-test required students in both groups to write the Introduction section. The performance was then scored using the same rubric as the pre-test by three raters. Noticeably, at this stage, the results of the pre and post-tests were compared using descriptive statistics and Independent Sample t-tests to see which group has a better performance in research paper writing. The results were then verified by three raters to ensure the validity and reliability of the test scores and students' performance.

3.6 The Experimental Group

After the pre-test administration, the treatment with the writing program using PGA was done with Group A (experimental). This treatment was done within 10 periods (1 period is equal to 50 minutes). The writing course introduced both theory and practice; especially, the assessment was done through the progress tests after the instruction of each section.

3.7 The Control Group

Group B (control) was taught through the existing program using the product approach for one semester. The treatment was done within 10 periods (1 period is equal to 50 minutes). The writing course introduced both theory and practice; especially, the assessment was done through the progress tests after the instruction of each section. The lessons were taught based on the product approach, in which learners find it easy to produce their pieces of writing.

3.8 Independent Variable

The proposed program using the PGA is the independent variable of this research.

3.9 Dependent Variable

Dependent variables include the content, organization, language use and the mechanics of the introduction section.

4. Results and Discussions

4.1. Pretest Scores on Content, Organization, Language and Mechanics of the Two Groups

Table 1: Independent Samples Test of Pretest Scores on Content, Organization, Language And Mechanics of the Two Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Pre.Cont	Equal variances assumed	10.102	.002	.652	63	.517
	Equal variances not assumed			.791	58.046	.432
Pre.Org	Equal variances assumed	4.759	.033	1.172	63	.246
	Equal variances not assumed			1.377	54.339	.174
Pre.Lang	Equal variances assumed	.233	.631	1.337	63	.186
	Equal variances not assumed			1.411	41.647	.166
Pre. Mechanics	Equal variances assumed	8.553	.005	.725	63	.471
	Equal variances not assumed			.956	62.959	.343

As can be seen in the table above, the results from the *Independent Samples t-Test* showed no significant difference in the means of pretest scores on content ($t(58.04)=791$, $p = .432$), organization ($t(54.33)=1.377$, $p = .174$), language ($t(63)=1.377$, $p = .186$), and mechanics ($t(63)=752$, $p = .471$) between the two groups. As can be seen, a statistically significant result has a probability of slightly more than .05. It can be concluded that the two groups of students were at the same level of academic writing proficiency before the implementation of the instruction.

4.2 Posttest Scores on Content, Organization, Language and Mechanics of the Two Groups in Writing the Introduction Section

Table 1: Descriptive Statistics of Posttest Scores on Content, Organization, Language and Mechanics in the Introduction Section of the Two Groups

Group Statistics	Type	N	Mean	Std.	Std. Error
				Deviation	Mean
Con.Intro	Experimental	20	4.80000	.410391	.091766
	Control	45	4.28889	.588612	.087745
Or.Intro	Experimental	20	4.6500	.58714	.13129
	Control	45	3.4889	.50553	.07536
Lang.Intro	Experimental	20	4.3000	.47016	.10513
	Control	45	3.7111	.50553	.07536
Mecha.Intro	Experimental	20	4.9500	.22361	.05000
	Control	45	4.1556	.47461	.07075

As can be seen in the tables below, in the introduction section, the results from the *Independent Samples T-Test* showed that RPW ability in terms of content, organization, language and mechanics of the experimental group significantly outperformed that of the control group. In fact, there was a statistically significant difference in the means of posttest scores on content ($t(51.159)=4.026$, $p = .000$), organization ($t(63)=8.130$, $p = .000$), language ($t(63)=4.426$, $p = .000$) and mechanics ($t(62.705)=9.17$, $p = .000$) between the two groups. It can be seen; a statistically significant result has a probability of slightly less than .05. The mean scores of posttest on content ($M=4.800$, $SD=.410$), organization ($M=4.650$, $SD=.587$), language ($M=4.300$, $SD=.470$) and mechanics ($M=4.950$, $SD=.223$) of the experimental group were higher than those on content ($M=4.288$, $SD=.588$), organization ($M=3.488$, $SD=.505$), language ($M=3.711$, $SD=.505$) and mechanics ($M=4.155$, $SD=.495$) of the control group. Thus, it can be concluded that, in this section, the PGA affects writing components such as content, organization, language, and mechanics more positively than the product approach.

Table 2: Independent Samples T-Test Statistics of Posttest Scores on Content, Organization, Language and Mechanics in Introduction Section of the Two Groups

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
ContIntro1	Equal variances assumed	6.151	.016	3.515	63	.001
	Equal variances not assumed			4.026	51.159	.000
OrnIntro1	Equal variances assumed	.047	.828	8.130	63	.000
	Equal variances not assumed			7.670	32.079	.000
LanguaIntro1	Equal variances assumed	.142	.708	4.426	63	.000
	Equal variances not assumed			4.553	39.085	.000
MechanicsIntro1	Equal variances assumed	9.270	.003	7.120	63	.000
	Equal variances not assumed			9.170	62.705	.000

The findings of this study are consistent with earlier findings of Badger and White's (2000), Kim and Kim's (2005), Chow's (2007), Anik and Nihayah's (2009), and Babalola's (2012) studies that the implementation of the PGA in teaching writing positively affects students' writing ability. In particular, according to Badger and White's (2000), the PGA involves considering the target audience and the purpose of the text to achieve communicative purposes. These findings are consistent with the findings of Kim, Y. and Kim, B. (2005)'s study that the PGA in teaching business writing helps students develop good writing that they could adapt later in the real world. The findings also support Chow's (2007) view that instruction in the PGA strategies promotes students' awareness.

5. Limitations and Recommendations

This section presents several main limitations of this study together with recommendations. First, the findings cannot be generalized to the total population of the study in all disciplines. In fact, the findings cannot be generalized to other countries due to different students' English knowledge backgrounds. Another important limitation is that the sample of the experimental group is quite small, including 20 students, although there are 45 students in the control group. For this reason, we cannot be reasonably assured that none of the distributional assumptions in the t-Test is violated. However, regarding the limitations of the study, it is assumed that the process of teaching both the experimental and control groups occurred naturally because the lecturer did not let all of

them know that they would be the participants of the study. Moreover, the researcher would not involve any activity during the instruction. For this reason, the subjectivity might be avoidable. Due to the limitations above, it is suggested that further research should be conducted to avoid the mentioned limitations.

6. Conclusions

In this study, the results support the hypothesis that there is a significant difference in EFL/ ESL undergraduate university students' introduction writing ability in terms of content, organization, language use and mechanics skills between the control group and experimental group. The findings entirely support the hypothesis that the group treated with the PGA writing instruction would significantly outperform the control group in all aspects of writing compared to the product approach.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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Kim Thanh Tuyen is a Doctor of Philosophy. She is currently a lecturer in the Social Science Department at Can Tho University of Technology, Vietnam. Her research interests include Research writing, Autonomy learning, Khmer Culture, Process Genre Approach (PGA) in Writing, Speaking, Teaching, Testing and Assessment, and Curriculum Development.

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