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Analyzing English Writing Habits for Academic Achievement Among Vietnamese University Students

By

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11

Abstract: For both educational and professional objectives, university students in Vietnam are being urged more and more to write in English. This study explored how postgraduate students perceive and approach writing tasks related to their university assignments. The study utilized a framework based on the BAWE Corpus, which is also referred to as British Academic Written English, focusing on academic genres, the study explores how students with less educational experience often encounter rigid and standardized writing practices. It was expected that students majoring in English and those enrolled in institutions where English is the main language of instruction are likely to experience a broader range of writing styles. On the other hand, postgraduate students from all fields had to write in English in some genres, especially reports on scientific research. The amount of work necessary, the degree of success obtained, and the students' assessed readiness for the kind of writing that was expected of them all influenced how they felt about their projects. Students used think-aloud procedures and self-reports to identify the main writing difficulties. A lot of students said they felt unprepared to handle the required genres, emphasising the necessity for critical thinking abilities and challenges with academic language. The results indicate that a pedagogical strategy centred on genre awareness at the late undergraduate or early postgraduate stage would be beneficial for postgraduate students who did not major in English, particularly those in science-related subjects.

Keywords: English-medium institutions, think-aloud procedures, academic language, university writing, BAWE corpus

1. Introduction

Students in non-English speaking nations are anticipated to finish college with a particular degree of English proficiency as English continues to gain worldwide significance and higher education becomes more international (Lillis & Curry, 2006, 2010; Nunan, 2003). English is a global lingua franca that facilitates communication between non-native speakers in a variety of domains, including trade, science, and business (Canagarajah, 2007; Crystal, 1999, 2012). According to Harman et al. (2009), learning English is now required in Vietnam's school system. Proficiency in English writing is frequently a crucial factor in determining success for individuals seeking academic careers in both domestic and foreign academic contexts (Hoang, 2013; Kelly, 2000). In 2008, The Ministry of Education and Training (MOET) in Vietnam introduced "Decision 1400," also known as "Project 2020," aiming to improve foreign language education nationwide and ensure that all students are proficient in English (and other foreign languages) by 2020. According to Dang et al. (2013), Manh et al. (2017), and Pham (2011), the MOET has made improving English teacher training one of its top priorities. As a result, much of the research has concentrated on teacher practices, perceptions, and pedagogy (Ngoc and Iwashita, 2012; Nguyen, 2013; Pham, 2013), often overlooking the perspectives of learners (Tomlinson and Dat, 2004) and the specific types of texts students are required to produce in English as part of their language learning process. This paper seeks to address this gap by offering new insights into both areas.

1.1. The role of socio-cultural context in second language learning and genre research.

The sociocultural context of the language's acquisition and use influences students' attitudes towards learning a second language (L2) and their writing processes (Bayley and Langman, 2011; Pham, 2011; Pham, 2012; Nguyen, 2015;). Research has shown that students' expectations for writing tasks, along with their social and cultural backgrounds, play a significant role in shaping their approach to written assignments, whether they are utilising their first language (L1) or second language (L2) writing models. Various studies (Flower & Hayes, 1981; Plakans, 2008) have explored this relationship. Research

in Vietnam that focusses on learners has not yet examined how students view particular forms of writing for academic reasons and how these might relate to sociocultural factors. As part of the socio-cultural movement in SLA, Watson-Gegeo (2004) discussed how learning, production, and utilisation of L2 are "embodied" experiences that are based on the elements of politics, culture, and society. Frameworks of society and culture that shape "cultural frames"such as academic beliefs regarding instruction and learning, perspectives on the nature of science and the operation of language — significantly influence students' acquisition of language in their first (L1) as well as second (L2) languages (Watson-Gegeo & Nielsen,2003). It follows from this those choices related to curriculum design, assessment practices, teaching methods, and disciplinary content can impact students' experiences with university-level writing, including their preferred writing styles and the challenges they face. These influences, shaped by social as well as cultural factors, have also been observed in investigations into foreign language (SLW) writing in academic types (Karlsson, 2009; Swales, 1990).

Indeed, according to Bruce (2010) and Lave & Wenger (1991), academics studying English for Academic Purposes (EAP) have been paying more attention to the many genres or forms of writing that students must create as well as the ways that diverse contextual circumstances affect the process. As noted by Basturkman (2016), Gardner (2016), and Nguyen and Miller (2012), pedagogy and curriculum design have been significantly impacted by this kind of study. While Swales (1990) categorised the genre as "a class of communicative events, the members of which share some set of communicative purposes," Hyland (2002a) classified genres as "abstract, socially recognised ways of using language." Regarding their "intent, positioning, form, and functional value," Swales emphasised the "structured" and "conventionalised" character of genre (Swales, 1990, cited in Bhatia, 1993: 13). The communicative goal, which gives the genre its internal structure, is its most important component; however, other elements like form, content, target audience, and media could also be regarded as important influences. Research on the genres that university students are expected to compose in their many academic majors is lacking in Vietnam. Instead, than mapping

categories of writing written by various student types, studies have often focused on ways to help students write better for specific genres, such as essays containing arguments or recount narratives (Lap and Truc, 2014; Nguyen and Miller, 2012).

1.2. Determining academic research questions and university genres

Nesi and Gardner (2012) conducted a mapping attempt in the UK with the goal of creating a "university-wide classification of student assignment texts." Three UK institutions provided 3000 high-quality student assignments for the creation of the BAWE Corpus. They investigated the course materials and assignments, interviewed tutors, and tried to "get a more rounded view" of how learners examined the work's purpose they were doing. Assignments from a wide range of academic fields, including English and linguistics, were included; however, texts produced by students registered in English for Academic Purposes (EAP) or English as Foreign Language (EFL) programs were not.

The study by Nesi and Gardner highlighted the work of Swales (1990), Systemic Functional Linguistics (SFL), and the Sydney School (Halliday, 1971, 1990). They used Halliday's theories about how people use language to construct social meaning in certain situations (Kecskés and Agócs, 2013). Regarding the way words and writing are generated, the main emphasis will be on the terms "field," "tenor," and "mode," or the reason, who, what, and how that constitute interaction (Halliday & Hassan, 1985). The idea of "moves," as proposed by Swales (1990), was additionally utilised to examine how student writers employed various rhetorical devices to accomplish their cognitive goals. For instance, authors can "create the study's field" by "assigning key characteristics, stating the latest research, or expressing centrality of the matter" (Bhatia, 1993: 31). Accordingly, every action within a genre has a communication purpose in addition to the genre's overall goal. 13 genre families were found by Nesi and Gardner (2012) through their investigation. The word "family" is utilised here to indicate that the texts "are associated with a similar disciplinary setting or share a central function" (Nesi & Gardner, 2012). The families of types comprise problem questions, proposals, research reports (Appendix A), studies of cases, remarks, requirements, and empathetic writing, essays, exercises, explanations, literature reviews, methodology recounts, and narrative recounts. A "Research Report," for example, is often used to show that students are capable of completing a study that incorporates a research methodology and an awareness of its relevance to the topic. The genres that have been put in every genre category are also shown in this table. A study purpose or topic, inquiry, connections, and relevance to other studies in the field are frequently included in these papers. Drawing from the literature in the subject of genre studies summarised above and the need for fresh perspectives on university writing and genres among students, the following two research questions served as the framework for the study:

1. Which genres are written in English by (ten) Vietnamese students enrolled in higher education?
2. Regarding a) difficulty, b) enjoyment, and c) usefulness for academic and/or other goals, what is the opinion of the ten learners regarding academic writing?

2. Participants, analysis, and methods

The essay writing experiences and points of view of ten Vietnamese Masters (MA) participants from six universities in the cities of Ha Noi and Ho Chi Minh City were investigated using the multiple-case investigation technique (Yin, 2009). The selection of scenarios the participants predicated on the theoretical belief that each scenario might present chances for case comparisons and understanding of individuals' writing experiences. Each case is capable of being evaluated simultaneously intrinsically and instrumentally thanks to the sample's "maximum variability" design (Yin, 2009:51). Individual participant data was compared between cases to find important recurrent themes and trends. The concepts presented in this study are derived from this comparison. Proficiency in English was one of the main selection factors, thus irrespective of their proficiency in conversational English, all possible students were encouraged to participate. Understanding the possible differences or similarities between learners' experiences writing in English at varying competency levels was crucial. All materials were available in Vietnamese, and each participant had a choice of interpreter. However, measuring or evaluating the participants' English language proficiency was not the study's goal. Three participants were selected from Da Nang University (UD), and one from Quang Nam University (QNU). Two of the three Da Nang University participants were not majoring in English and had poor communication skills in the language. This selection was made to support the maximum variability strategy and balance a sample that was biased towards higher proficiency. Additionally, two participants were from Danang University of Science and Technology, and one was enrolled at the University of Economics, and one was a trainee teacher participating in a Post Graduate Certificate in Education (PGCE) course at Danang University with an integrated teacher training program.

Every participant participated in a maximum of five weekly in-person sessions that lasted two hours each. Three students needed an interpreter in order to participate in the study, and their opinions were fairly represented through a rigorous validation procedure. Students provided information about their writing experiences as well as their experiences learning English in response to a series of semi-structured interview questions. An altered form of the British Academic They then used the genre classification of the corpus of English writing (Gardner & Nesi, 2013) to determine the academic

and other genres of their English writing (Appendix A). In order to bolster their self-reports, students also submitted copies of their homework. In accordance with Nesi and Gardner's (2012) methodology, each assignment's genre was determined by evaluating the writing's function or goal, going over the piece's stages, and analysing the use of important terms. Analysis was done on the entire text as well as other linguistic factors at the sentence level. The genre identification was a component of each student's personal writing biography, which gave a broad overview of the kinds of English-language writing they had done throughout their lives. A 10-point Likert scale was employed to ask students to assess their completed writing assignments on three criteria: a) liking, b) difficulty, and c) utility (for a variety of objectives). Instead, then being a quantitative indicator, the marks were utilized to compare and analyse the reasons that learners favoured some English writing styles than others. (Figure 1).
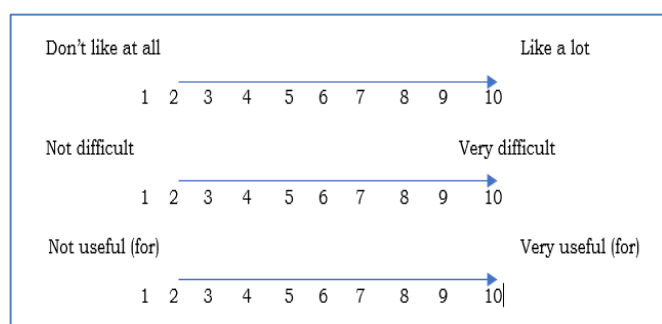

Figure 1: Likert scales for discussing how people view writing assignments

A think-aloud protocol session followed, during which the students finished one or two writing assignments based on a modified version of Plakans' (2008) methodology. After that, participants completed an in-depth memory of the writing process they used on their most recent assignment. Students were given written directions to finish a writing assignment, and they were asked to explain how they thought while they were composing (Appendix B).

3. Findings

Cross-case contrasts pertaining to the types the learners wrote in and what they thought about these genres were utilised to develop the following issues. In contrast to earlier investigation methodologies, an in-depth participant description of data was foregone in lieu of sharing findings that have broader applicability. Finding out what kinds of English-language writing students had done for school and other purposes was the goal of the first study question. Two recurrent motifs surfaced: the demand for work relevant to the research in English at the Master of Arts degree, independent of subject-major, and a discernible homogeneity of type at the pre-MA stage.

3.1. Pre-MA standardised genres

Standardised styles were utilized for writing in elementary, middle, and high school. Among them were

reflective recounts (in the context of narrative recounts), exercises, and writing about empathy. The Exercise genre category was notably prevalent at all lower educational levels. In order to give "practice in key skills," exercises consist of a sequence of tasks that require answers to questions. The national English language textbook was used for the exercises almost exclusively, and it was said that teachers hardly ever assigned writing assignments from sources other than the required textbook. The majority of the written assignments were completed in class, while this was less true for longer work that high school students wrote. According to two participants, they usually write longer texts at home. In reference to English studies in high school, one student clarified,

"My teacher neglected to mention that writing in English takes too long."

The most popular kind of tasks performed in secondary and high school were grammar gap-fills. Additionally, they were employed to assess vocabulary and grammar in the yearly national English language exams. Because of their familiarity, many participants found these kinds of exercises pleasurable. Questions with multiple options were chosen because it was thought to be easier when choosing the correct response by elimination; getting good grades and passing exams were important factors linked to enjoyability. These kinds of writing assignments were the easiest at lower levels, but they were said to get harder on university entrance tests for English majors and specialised high school entrance exams.

At lower levels of education, empathy writing, especially letter-writing, was the next most common genre family. The goal of these exercises is to demonstrate a comprehension of "academic notions by transforming them into non-academic writing," claim Nesi and Gardner (2012: 42). The majority of participants did not demonstrate their comprehension of academic concepts by writing letters to friends or relatives. Rather, composing the letter was viewed as a kind of exercise to practise proper word usage and sentence structure. The pupils thought this kind of exercise was beneficial.

3.2. Research writing

Though students taking English-language classes generally had greater experience writing essays, criticisms, and literary surveys, Every student had to complete an English-language report on their research. Research reports written in Vietnamese were produced by a few students who did not major in English. For instance, with the help of his university lecturer, a student who began producing microbiological lab reports in Vietnamese was assigned to compose an article on research in English. Even while the English program did not provide help with the kind of reports of research that were necessary for his MA degree, the other student was taking a course in English intended for university staff and scholars that taught him how to compose a letter of invitation.

Many of their peers were working on study proposals for their completion of these. For their educational institution or for the publication's release certain others were composing the ultimate research report. While some participants had little experience writing about research towards the end of their undergraduate degrees, many had first encountered these genres at the MA level. For example, a participant in the International Standard Programme, in her third year of undergraduate studies, she created a study proposal and mini-research reports in English for a four-year university program which employs English as its language of teaching. This was particularly tricky for students without a major in English who had never written in those areas as undergraduates. A list of some further known writing challenges is provided below.

3.3. Writing difficulties

Students' perceptions of writing for academic reasons in light of a) difficulty, b) enjoyment, as well as c) utility for academic and/or other goals were examined in the second study question. The most common opinions and attitudes expressed by the participants are reflected in the descriptions that follow. In conclusion, participants indicated that the overwhelming majority of types at the MA degree were entirely unknown to them and that they frequently found it difficult to come up with ideas, write introductions, and analyse and write analytically at any stage, including the MA. Previous experience with the genre and familiarity with the subject matter seemed to influence enjoyability and opinions about the value of writing other genres.

Writing difficulties stemming from a lack of acquaintance with certain topics and/or a sense of unpreparedness to write in certain genres. The majority of participants thought that there was insufficient scaffolding or preparation to finish the kinds of MA assignments that were needed. Many participants found the genres required at the MA level unfamiliar, which affected how enjoyable or difficult they found a piece of writing. Writing for academic reasons was challenging due to a lack of scholarly language. Participants reported that although writing became easier when they were familiar with subject-specific language or had access to relevant vocabulary, it wasn't always more enjoyable.Certain tasks were the most helpful for learning vocabulary related to the subject, according to three non-English Language Teaching (ELT) majors. For instance, two students reported that writing an English-language macroeconomics project helped them learn vocabulary relevant to business and economics. Participants had challenges when they had to translate tasks into Vietnamese after learning terminology in English. One student was required to translate their graduation paper from their undergraduate studies in business into Vietnamese. It was difficult to locate subject-specific vocabulary in Vietnamese since it had only been taught in English.

Many participants could clearly recall the first time they were asked to think or write "critically." A feeling of ignorance and inadequacy to question the literature, research, and authors that had already been done was a typical reaction. One pupil remarked,

"During the MA, I began to develop my critical thinking skills and my ability to evaluate the work of others. I had never been instructed how to do this before. I found it a little challenging at first because I had never learnt it before, not even as an undergraduate at the university."

Another student discussed her reluctance to question well-known linguists in a "critical review" project. Two other participants stated that they had trouble determining the credibility of sources and recognising the "strong and weak" aspects of other people's writing. Hanoi's English majors were instructed on the structure of reports of research along with ways to evaluate them utilising a sample. Fewer individuals talked about how they assessed the arguments, concepts, or content of texts.

3.4. Useful writing

Participants were unsure about the purpose of some of the assignments or why they thought they were being asked to compose them. Reading, brainstorming, finding references, avoiding plagiarism, and applying analytical techniques were also frequently mentioned motivations for completing university projects. A research report, according to one student, helped them learn how to locate pertinent sources. The literature review completed by another student helped them improve their reading abilities, especially in comprehending reports on research and other academic publications. According to two students, studying about the many kinds of essays, including argumentative essays, and writing essays themselves helped them to improve their critical thinking and idea-generating abilities. Another student talked about how her postgraduate work helped her "train her mind," think alternatively, and get better grades.

Some of the assignments from the MA and undergraduate programs were thought to be excellent preparation for research reports and graduation papers. Even though participants at the MA level were unfamiliar with many genres, there was a sense of skill growth over the duration of a course, semester, or module. The next most frequent answer on the value of writing has to do with grammar and vocabulary suited to the subject. Students were able to acquire business-related terminology through a case study of a Vietnamese corporation. The same opinion was shared by three additional students without a major in English who composed (genre) descriptions written with the English language and believed that this improved their ability to become proficient in vocabulary related to a given subject over the broader courses in English they were required to attend in college. Some essays and "critical responses" were helpful to three students in learning languages that they may apply in other writing projects. Sentence and paragraph forms were recycled in

assignments, but with minor modifications for the various subjects. Grammatical gap-fill tasks, for instance, were deemed helpful by many participants in helping them recall sentence structures, grammatical rules, and pronoun usage.

Assignments such as producing research reports, cover letters, and job application forms were said to be helpful for job seekers. Not all of the students had any prior experience writing "authentic" cover letters or university and job applications through the English language, but six of them had. Writing research reports proved beneficial for those who wanted to work in academia in the future, in part because they wanted to be published in English. Their case study assignments helped students who were interested in business to understand the environment in which they would operate in the future.

4. Discussion and conclusions

The results demonstrate how students' experiences with and perceptions of English-language writing genres are impacted by elements of the socio-cultural context in Vietnam as well as the larger internationalisation of college and university settings. The following includes the standardisation effect of nationwide examinations and evaluation at less advanced levels of education as well as the (international) postgraduate studies requirement for writing connected to research. Similar to the BAWE corpus study conducted by Nesi and Gardner (2012), a more thorough mapping of the kinds of university-level genres which learners via different fields are expected to generate in English might be helpful. Then, Vietnamese educators should think about how well-prepared and assisted the pupils are to handle the required writing assignments. On a larger scale, writing in English classrooms at the beginning of college or possibly later upper elementary levels might use a genre-sensitive approach if the study's findings are valid.

This study suggests exposing students to an increased number of types from the beginning of their English language classes in order to better anticipate them for the kinds of assignments they may encounter in their future coursework or professions. Students may be better equipped to handle the kinds of thinking and evaluation tasks needed for university-level coursework if they are encouraged to participate in writing and critical thinking exercises earlier in life. Since genre approaches to writing have been shown to be independent of English language capacity, students with lower English proficiency levels may participate in genre-awareness initiatives (Hyland, 2017). Cho (2014) discovered that learners who are less proficient can study and succeed in similar ways to those who are more proficient. According to Cho (ibid), who studied genre pedagogy for lexical-phrasing and genre knowledge, the final achievement of the students was similar regardless of their starting points. Rose and Martin (2012) discovered that when employing a genre approach, students who were less adept learnt more than other learners since they had struggled in part because they were unaware of the schematic structures in

communities of discourse. From the start of their postgraduate studies, postgraduates from the "pure" sciences in particular might be more equipped to handle producing research reports in English. Since many foreign institutions offer academic writing courses that are appropriate for particular disciplines or subjects, such as writing for students studying biology (i.e. Gardner, 2016), it might be possible for students from particular areas to enrol in this type of specific to the topic writing course. This approach, which enables students to acquire topic language in context, might aid in resolving some of the issues with academic terminology brought up in this research. In order to evaluate the steps and movements involved in different forms of writing, these sessions may also assist students in doing textual analyses.

Although the prevalence of genre-based teaching approaches in 2019 is unknown, some Vietnamese language instructors have already begun using them (Lap and Truc, 2014). To instruct a group of learners at the University of Finance and Marketing in Vietnam how to compose Recount genres, for instance, Luu (2011) utilized a genre technique. Luu sought to give pupils an alternative to the current writing techniques, which involved university instructors giving them lists of words and leading questions to help them arrange their thoughts into paragraphs. Similar to Luu (2011), Truc & Lap (2014) used a genre strategy and discovered that argumentative essay quality much increased. A similar educational method for teaching university writing was used to educate Vietnamese students how to produce Business Request genres (Nguyen and Miller, 2012). Students of Nguyen and Miller had already completed the "business correspondence" course that involved "inflexible examples from textbooks and memorisation of formulaic structures," which had little relevance to working environments. Students in this study appreciated writing that was pertinent and significant to their field of expertise, even if they also reported enjoying writing assignments in which they performed well. Some students have academic writing experience, especially in fields related to business and scientific research, which is considered beneficial. As more international companies and organisations move to Vietnam, English will still be utilised like its official language, it may be helpful for writing instructors to look at the variety of writing styles (in English) that graduates must be able to execute in order for Vietnamese organisations as well as companies to evaluate how well they are training their students to write for work in a variety of topic areas. University-industry cooperation would be necessary for this, as firms would need to share the kinds of English-language writing that their personnel usually accomplish.

Training for researchers and teachers would be essential to this genre mapping and genre-sensitive pedagogy. According to Tuyen et al. (2016), teachers are apparently ignorant of the importance of genre-based expertise and abilities for academic achievement. Although there are few instances of genre-based education for teachers in

Vietnam, genre-oriented instruction may eventually be incorporated into English language teacher preparation programs there (Leon Perez and Martin-Martin, 2016). One study by Tuyen et al. (2016) identified the key components of a Process Genre Approach to Research Paper Writing through interviews with TESOL lecturers. The goal was to create a curriculum for students in undergraduate programs in Vietnam and Malaysia. Tuyen et al. (2016) state that curriculum developers in Vietnam have some latitude in creating their own further education curricula, and genre-based approaches still have lots of leeway to guide this endeavour in order to satisfy the writing requirements of both undergraduates and graduates.

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APPENDIX A

Genre classifications adapted from Gardner and Nesi (2013)

Writing style	Purpose	Written examples
Case study	-To demonstrate comprehension of professional practice through analysing one or a small sample. -Contains a description of a single individual or organisation together with ideas or recommendations for further action. -frequently employed in engineering, business, and medicine.	- Report on a business startup - Analysis of the organisation - the patient report
Critique	- to demonstrate comprehension of a subject by analysing it and determining its significance or utility. -This could contain an explanation, an assessment, or a description.	-Review of scholarly papers -Method evaluation -Assessment of a business or organisation -Evaluation of financial reports -Analysis of the findings -Evaluation of legislation -Assessment of policies -Assessment of the product or building -Project assessment -Review of a play, movie, or book website System assessment -Assessment of teaching
Specification Design	- to demonstrate the capacity to create a process or a product that others could utilise or make. -Writing on the design's goals, development process, and testing methods may fall under this category.	-Application design -Buidling design -Database design -Game design -Label design -Product design -System design -Website design
Empathy Writing	-to demonstrate comprehension of academic concepts by putting them into	-Industry advice from experts

	a non-academic piece of writing, such a letter or a story from the newspaper.	-Professional guidance for the general public -Informational leaflet -Letter to a buddy, -Job application, -News report
Essay	- to demonstrate the capacity to formulate an argument and apply critical thinking techniques. -This comprises an introduction, the main points of contention, and the conclusion.	-Compare and contrast -Discuss
Exercise	To practise important skills and demonstrate what has been mastered.	-Calculation -Mixed data analysis, such as calculations and brief responses. -Quick responses to questions -An exercise in statistics -Fill in the blanks
Explanation	to demonstrate knowledge of a topic by outlining it and outlining its significance.	-Instrument description and business explanation -An explanation of the methodology; -An organism/disease account; -A site/environment report -System for describing species and breeds: -An explanation of the procedure -An explanation of a natural phenomena
Literature Survey	to demonstrate understanding of significant literature on the subject, perhaps together with an assessment of the literature.	-Review of the literature -Overview of the literature -Review of research methodologies -Bibliography of analysis -Bibliography with annotations -Article review for an anthology
Methodology Recount	-to demonstrate knowledge of methodologies, procedures, and how to document experimental results. -contains a description of the methods that were employed.	-Report on research methodologies -Report on an experiment -Laboratory report -Report from the field -Report on computer analysis -Report on data analysis -Report on Materials Selection -Report on program development
Narrative Recount	-to demonstrate understanding of the intentions and/or actions of individuals and organisations. -This account of events may be fictional or true.	-Reflective recount -Biography -Character outline e.g. person in a story -Plot synopsis -Report of disease breakout -Accident report -Account of literature search -Account of website search
Problem Question	-to provide practice in handling work-related issues. -This could entail presenting a scenario and then suggesting potential fixes.	-Business scenario -Law problem question -Logistics simulation
Proposal	-to demonstrate future action planning. -This could comprise the goal, the carefully thought-out strategy, and the compelling argument.	-Proposal for a book -Construction proposal -Plan of business -Plan for catering -Reforming laws -Plan for marketing -Research proposal -Policy proposal
Research Report	-To demonstrate the capacity to finish a research project, including study design	-An article of research -Research project for students

| | and an understanding of the field's importance.
-The study topic, goal, investigation, connections, and significance to other studies in the field are all included. | -Thesis or dissertation based on a topic |

APPENDIX B

Plakans' (2008) solely written Task 1: Think Aloud

The majority of cultures have incorporated elements of other cultures. Write about anything that has been borrowed from another culture in a nation that you are familiar with. Think about if this borrowing has been beneficial or detrimental. Write an essay on this topic.

Plakans' Reading-Writing (2008) Task 2: Think Aloud

"The world has been significantly impacted by globalisation. Cultural adaptation or borrowing is one problem of globalisation. Examine the following sections regarding this matter. Next, think about how you feel about how globalisation has affected culture. Write an essay utilising example to back up your claims.