

Using Process Genre Approach to Teach Method Section of Research Papers to Vietnamese Undergraduates

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The main objective of this study is to find out whether the process genre approach is better than the product approach to teaching method section of research papers to university students in Vietnam. In this study, a non-equivalent control group experimental design with pretest and posttest was used to determine the effects of the process genre approach on students' method section writing ability in terms of the content, organization, language use, and mechanics use 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 45 periods (theory, practice, and assessment). The experimental group was required to receive the process genre approach; whereas the control group received the existing program through the product approach. This study showed that after the treatment, the results revealed a significant difference in the means of posttest scores on most of the aspects of method section writing between the two groups except content and organization aspects. For this reason, we can conclude that the process genre approach positively affects most of the aspects of method section of a research paper compared to the product approach except content and organization aspects.

Keywords: Process genre approach, Vietnamese Undergraduates, method section writing, research paper

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