

PROBLEMS AFFECTING LEARNING WRITING SKILL OF GRADE 11 AT THONG LINH HIGH SCHOOL

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ABSTRACT

Writing is one of the most important skills in studying English because not only is writing an academic skill, but it is also an important skill that translates into any career fields. However, many students at high school do not aware of the importance of writing skill and the number of high school students that is successful in learning writing is too small. In addition, there are a lot of mistakes in students' written works, this come from the less concentration on writing skill in most of students. This article mainly focus on the problems students often have in learning writing skill and the main reasons lead to these problems.

Keywords: Contents, problems, reasons, writing skill.

INTRODUCTION

From the ancient time, writing is an extension of human language across time and space. Writing most likely began because of political expansion in ancient cultures, which needed reliable means for transmitting information, maintaining financial accounts, keeping historical records, and similar activities. According to Robert Todd Carroll (1990), the most important invention in human history is writing. It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. Writing allows us to share our communication not only with our contemporaries, but also with future generations. It permits people from the near and far distance past to speak to us. In fact, writing originated from the need of saving cultural values and human's spiritual. It is the official element for the development of printed document, book and Internet. In addition, in our lives, we sometimes need to make official texts, for the purposes of communication or other business. Such cases, writing skill is the best supportive tool for us. It plays an important role in our life.

Writing is a skill, which is not only helpful in writing to English, but also useful to improve other considerably. "In English learning classroom, the teacher aims at developing four skills of his/her the learner' ability to understand to speak, to read and to write. The ability to write occupies the last place in this order, but it does not mean that it is least important. Reading makes a full man, conference a ready man and writing an exact man", said Bacon. "It is an important tool, which enables man to communicate with others people in many ways" (Rita Rani Mandal, 2009). To students, good at writing will bring many benefits for us. Firstly, writing is a good way to help develop their ability of using vocabulary and grammar, increasing the ability of using language. Secondly, writing is an essential tool to support other skills. If a student has good writing ability, they can speak and read the text more effectively. Thirdly, writing is a way to approach modern information technology as well as the human knowledge. Otherwise, it is necessary to master writing skill because it can help people have a well prepared when finding a job or attend English courses. With those benefits, writing is really very important to every student.

Although writing is an essential skill, many students at high school are not interested in it. According to Robert Todd Carroll (1990), many students were never required to learn proper spelling or grammar. These poor students come to think that “English” and “writing” are nothing but spelling and grammar. To them, writing means inevitable failure. Good writing is sometimes they believe they will never be able to achieve, because they not only identify good writing with proper spelling and grammar etc. They are even not aware of the importance of writing skill in their learning. They often get low marks when doing the tests on writing skill and it affect their learning’s result. In fact, students often have many basic mistakes in written works about spelling, grammar, punctuation and organization. Besides that, learning writing at high school have many problems at the present such as lack of experienced writing skill teacher and lack of time to study, the time for teaching writing skill is not enough for students to improve their ability. In addition, students do not know principles of writing. The problems that students at high school usually have to face are the motivations for my research. I choose this topic because I want to investigate the difficulties in writing skill among students at high school and find out the problems they commonly make so that I can suggest solutions to improve their writing skill.

LITERATURE REVIEW

Writing

Writing seems to have taken on different definitions for different groups of people in order to suit their different needs and purposes for writing

Writing is a complex metacognitive activity that draws on an individual’s knowledge, basic skill, strategies, and ability to coordinate multiple processes. Graham (1997) identified the following four vital areas in the writing process:(1) knowledge of writing and writing topics,(2) skill for producing and crafting text,(3) processes for energizing and motivating participants to write with enthusiasm, and (4) directing thought and actions through strategies to archive writing goals.

Grape and Kaplain(1996), in their book “Theory and practice of writing”, explore the meaning of writing in temps of the rhetorical triangle in writing. Such triangle consists of the reader, the recipient of the final product of the writing process, the writer, the originator of the message; and the subject matter and the text itself. Both the writer and the reader have to consider all these aspects when writing and reading, respectively for each one plays a significant role in the journey towards meaning.

There is another definition for writing, “Writing is the creative process because it is a process of reaching out for one’s thought and discovering them. Writing, as such is a process of meaning making” (Third Year student, 1994, National University of Singapore)

Types of writing

Exposition

Exposition is one of four rhetorical modes of discourse, along with argumentation, description and narration. It is also used for speeches. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture.

Argumentation

Argumentation theory, or argumentation, also called persuasion, is the interdisciplinary study of how humans should, can, and do reach conclusions through logical reasoning that is claims based, soundly or not, on premises. It includes the arts and sciences of civil debate, dialogue, conversation, and persuasion. It studied rules of inference, logic and procedural rules in both artificial and real world setting.

Argumentation includes debate and negotiation, which are concerned with reaching mutually acceptable conclusion. It is used in law, for example in trial, in preparing an argument to be presented to court, and in testing the validity of certain kind of evidence.

Description

Description is one of four rhetorical modes (also known as modes of discourse). It is also the fiction – writing mode for transmitting a mental image or the particulars of a story.

Description as a rhetorical mode

The purposes of description are to re-create or visually present a person, place, event, or action so that the reader may picture that which is being described. Descriptive writing may be found in the other rhetorical modes.

Description as a fiction - writing mode

Fiction is a form of narrative, fiction – writing also has distinct forms of expression, or modes, each with its own purposes and conventions. Agent and author Even Marshall identifies five fiction – writing modes, action, summary, dialogues feeling/ thoughts and background (Marshall 1988, p.143-165). Author and writing instructor Jessica Page Morrell lists six delivery modes for fiction – writing: action, exposition, description, dialogues, summary and transition (Morrell 2001, p.127). Author Peter Selgin refers to methods, including action, dialogue, thoughts, summary, scene and description (Selgin 2007, P.38). Together with dialogue, narration, and exposition, and summarization, description is one of the most widely recognized of the fiction – writing modes?

Narration

Narration is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). Narration recounts events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. Narration thus shapes history (the scene of events, the story of what happened).

Other types of writing

According to Barbara Walker, Margaret E.Shippen, Paul Alberto, David E.Houchins, and David F.Cihak (2003), writing also have many types of it, including writing narratives, expository passages, essays, directions, summarises, critiques, and letter writing as developmental writing skills are advanced.

The importance of writing skill to students of high school

In the school setting, writing plays two distinct but complementary roles. First, it is a skill draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goal, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a mean of extending and deepening student's knowledge; it acts as a tool for learning subject matter (Key, 2000; Shanahan, 2004; Sperling & Freedman, 2001). Because these roles are closely linked, Reading Next recommended that language arts teacher use content – area texts to teach reading and writing skills and that content – area teachers provide instruction and practice in discipline – specific reading and writing.

Writing is one of the ways to transmit thoughts or ideas to the other people. Writing is also the important skill in studying English, which need great investment from the students. Many students in high school do not know the important of writing, so they only spend a few times for it. It is not true because good at writing can help them study other skills in English more effectively. Besides that, practicing writing skill will help students get acquainted with new types of writing as well as consolidate their writing skill. For example, students study writing skill from low to high, from basic to advance. At grade 10, students mainly study writing one paragraph or a small part in essay. It provides students some background knowledge before studying writing tasks at 11th grade. Similarity, writing tasks in 11th grade will prepare students essential skill to help them write well at higher level of 12th grade. Writing of 11th grade play an important role because it prepares needed things for students such as: grammar points, content, vocabulary and especially is helping them know how to write a paragraph or essay before they study carefully in 12th grade.

Nowadays, writing is also the key to success in college and university. Most context of life (school, the workplace, and the community) call for some level of writing skill, and each context makes overlapping, but not identical, demands proficient writers can adapt their writing flexibly to the context in which it takes place. Otherwise, almost college or university required their students to get foreign language certificates for graduated qualification, and writing is indispensable in these exams. Good at writing can help students get a good job. At present, many foreign companies need people with high writing skill level to help them makes contracts or documents in English.

METHODOLOGY

The participants of the study

This study is preceded on the first semester of academic year 2014 – 2015 at Thong Linh high school, Dong Thap Province. The subject consists of 200 11th graders who comes from the classes 11CB1 to 11CB6. All of them are at the age of seventeenth to nineteenth years old. They have to take every skill in each period; learning time is 5 period per week.

Data collection instruments

In this section, questionnaires are employed to investigate the information about students' point of view, problems and ways of learning writing. In addition, observation is also carried out so as to survey reality of students' learning writing.

The questionnaire

The questionnaire in this study consist of 13 multiple choice questions which are written in Vietnamese so that it can be easy for students. Students can give more ideas into each question. This questionnaire will focus on reality and problems of students' learning writing skills as well. Questionnaire was delivered to 200 students and 200 of them were returned after one day. This questionnaire was designed to exploit the information in the following aspects:

- Item 1 is to find out the students' interest towards writing skill.
- Item 2 is to find out the students' attitude towards topics of writing in the textbook.
- Item 3 is to find out the students' interest towards content of writing in textbook.
- Item 4 is to find out the materials students equipped for writing.
- Item 5 is to know how much time students spend on writing a day.
- Item 6 is to know the most difficult problem when studying writing skill in most of students.
- Item 7 is to find out ways students learn vocabulary.
- Item 8 is to find out person who corrects students' written works.
- Item 9 is to find out what students do before starting to write.
- Item 10 is to know the ways students use when self studying at home.
- Item 11 is to find out what students do when given homework.
- Item 12 is to find out the most important part in writing lesson in students' opinion.
- Item 13 is to find out the students' attitude towards the time of studying writing skill in class.

Material analysis

Materials that the researcher uses in this study are on the Internet and books. The researcher reads them to get the background knowledge as well as to give effective ways to the improvement of students' problem.

RESULTS

Results from analyzing students' written works

In this section, the researcher will focus on analyzing the student's written works. Because of some objective reasons, the researcher only collects the written works of students in class 11CB1. The researcher will try to find out the errors in using prepositions and tenses in student's written works. The total number of errors was 152 and the average number of errors per student was 3.9 for the grade 11CB1 students. Considering the short length of the paragraph, these were not small number.

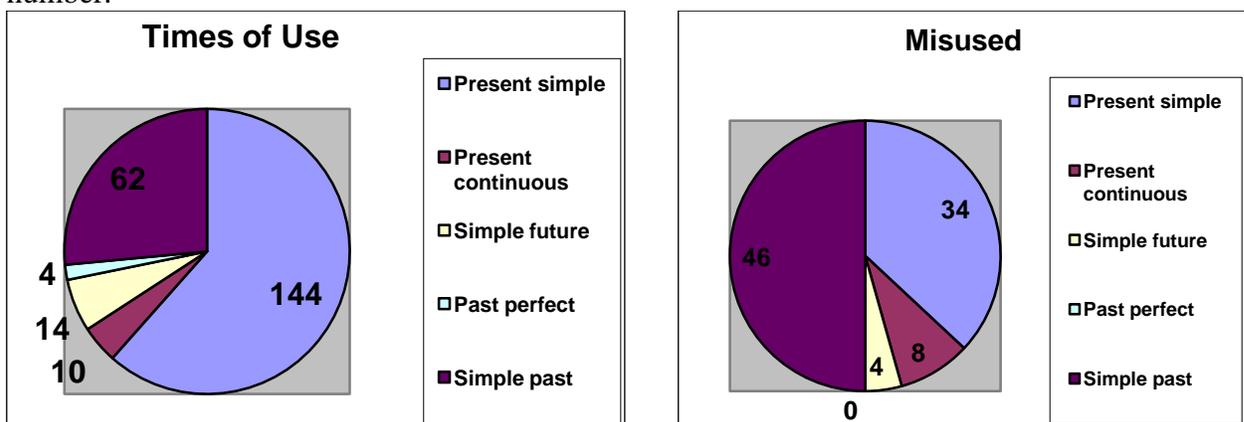


Figure 1 Total number of errors of verb tenses

Prepositions	Total of misused prepositions	Wrong prepositions	Redundancy of prepositions	Omission of prepositions
In	14	6	0	8
Of	10	2	8	0
On	6	0	0	6
With	4	0	2	2
For	12	4	0	8
To	6	2	2	2
About	4	2	2	0
By	2	0	0	2
At	2	0	2	0
Total	60	16	16	28

Table 1 Total number of errors on preposition

Results from analyzing questionnaires

In this section, the researcher will analyze and discuss the result of the study in detail based on the information collection from the data collection instruments.

According to results which were collected from questionnaires and observation, the researcher will try to find out students' problems in writing skill and the causes of those problems as well as survey how students learn writing skill.

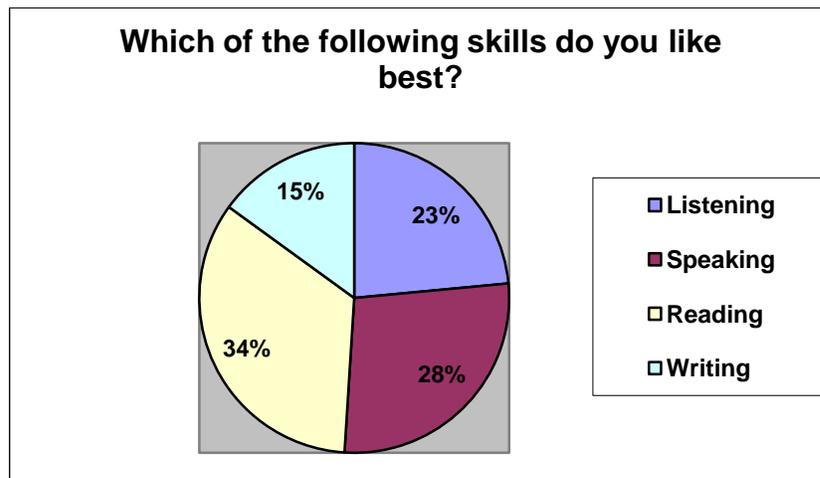


Figure 2. The students' interest toward writing skill

According to figure 2, a small number of students like to learn writing skill. Only 15% of them are interested in writing. This indicates that writing is not a favorite subject to most of students. Observing two periods of writing, researcher recognized that not many students took part in writing tasks actively. It can be inferred that students' attention to writing skill will be less than the others.

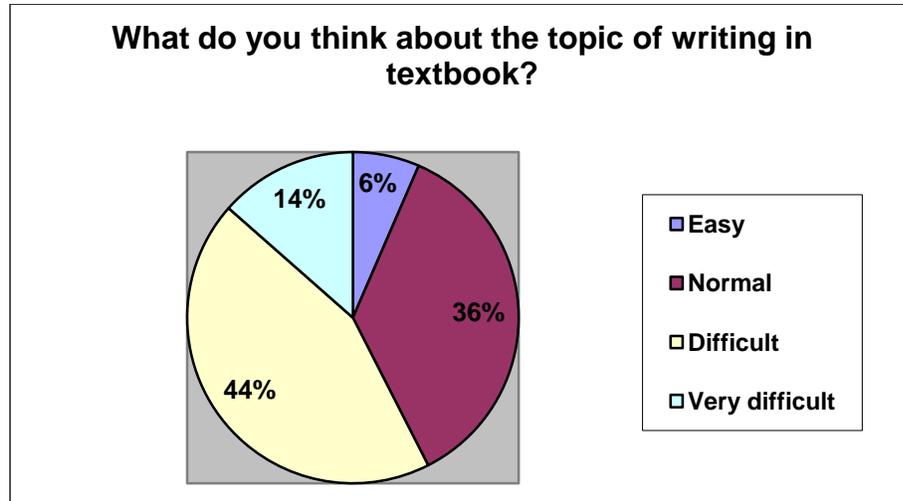


Figure 3. The students' attitude towards topics of writing in textbook

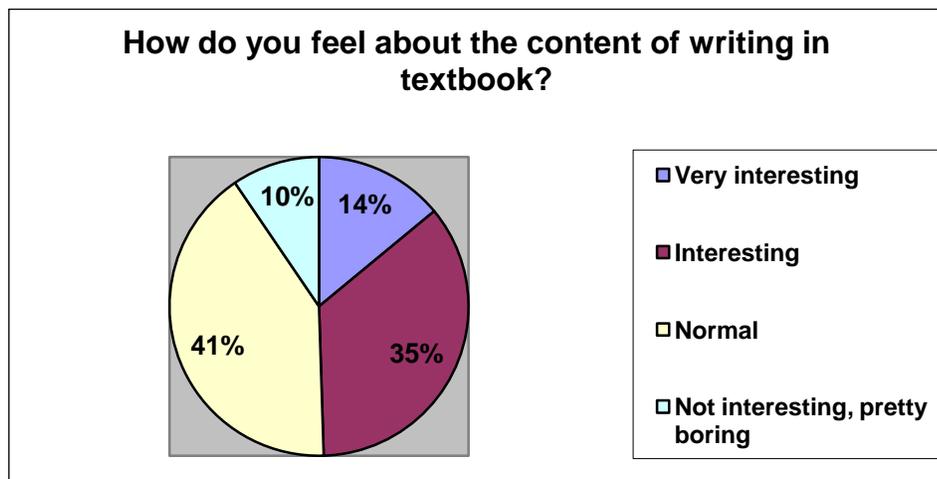


Figure 4. The students' interest towards contents of writing in textbook

According to figure 3 and 4, many students (36%) think that the contents of writing in textbook are interesting, 14% students are very interested in content. Over 36% students think that the topics of writing in textbook are normal and suitable to their level (figure 3). However, nearly 43% students think the topic is difficult, even very difficult to them (figure 3). Besides, many students (10%) think the content is boring (figure 4). It indicates that writing is not a favorite subject to them. This also supports for the idea given in figure 2. We can imply that many students do not pay attention to writing skill.

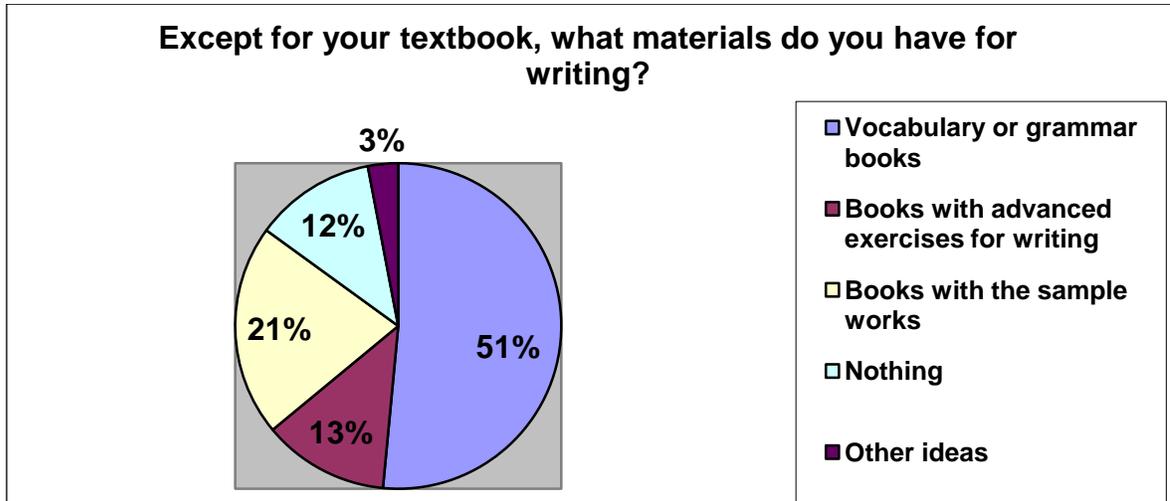


Figure 5. Materials students equipped for writing

Basing on figure 5, a lot of students (51%) use vocabulary or grammar books for practicing writing skill. There are 21% of students using books with sample works effectively. As mentioned in figure 12, the time of writing inside classroom is not much, and teacher cannot solve all of the exercises. In this case, books for writing are supporting tools which can help students consolidate what they have not mastered in classroom. 13% students use books with advanced exercises for writing, while 3% students use guide books and exercise books, this does not help much for students' learning.

However, 12% students do not have any books for writing, except for textbook. This also means that students do not carried out well works such as enlarging the knowledge of grammar, imitating writing styles and learning to use right words in context of writing from the textbook. It seems impossible that students can improve their writing skill. This is also the reason why students have difficulties with vocabulary and grammar in writing.

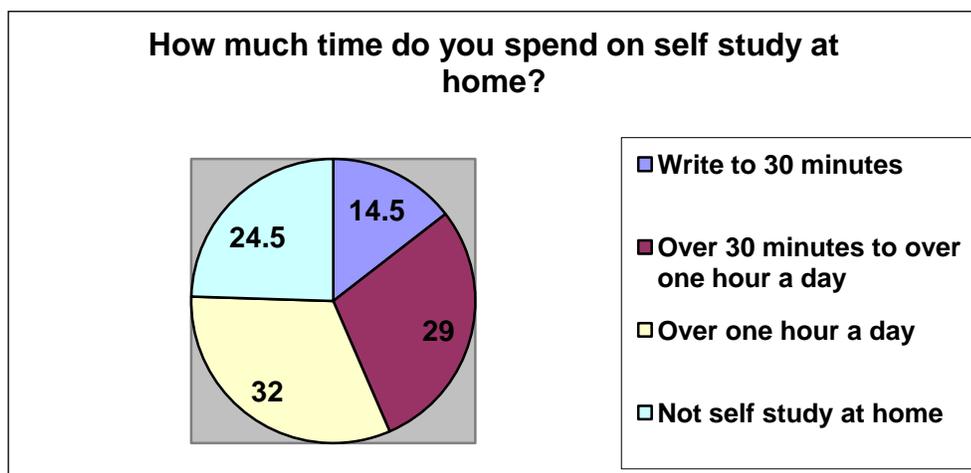


Figure 6. Amount of time students spend on writing a day

The results from figure 6 show that many students have care for learning writing skill, because 32% students self study writing skill over one hour a day and 29% students spend over 30 minutes to over one hour a day for studying writing at home. In contrast, many students (14.5%)

only spend a little time for self study at home. This can affect to students' ability when writing a paragraph or sentence. Self study at home plays an important role because it prepares students knowledge before coming to classroom, and then helps students review what they learned. However, 24.5 percent students do not carry out them well.

There are two main reasons to explain for this problem. First, students have to study other subjects and they have to do housework. Second, students are not interested in learning writing skill (see figure 2). Not practicing writing skill regularly maybe the cause of poor grammar, limited vocabulary and inability to write of some students.

6. What is the most difficult problem when studying writing skill?	Count	Rate %
A. Vocabulary restriction	100	50
B. Grammar difficulties	54	27
C. Lack of ideas	30	15
D. Topic inappropriateness	6	3
* Other ideas:		
- Lack of materials for consulting	5	2.5
- Lack of teacher help	5	2.5

Table 2. The most difficult problem when studying writing skill in most of students

7. How do you learn vocabulary?	Count	Rate %
A. Learn English meanings of the words	13	6.5
B. Only learn Vietnamese meanings of the words	15	7.5
C. Learn Vietnamese meanings, part of speech and its usage	41	20.5
D. Learn English and Vietnamese meanings	121	60.5
* Other ideas:		
Learn English and Vietnamese meanings, part of speech and its usage	10	5

Table 3. The ways students learn vocabulary

According to table 2, the most difficult problem that many students (50%) have is limitation of vocabulary. This problem prevents students from improving their writing competence. In the process of observation, the researcher realizes that students are introduced a lot of vocabulary before writing, they still do not have enough vocabulary to write, they continually ask teachers about vocabulary and make a lot of mistakes of vocabulary when writing.

There are many reasons leading to this problem. Firstly, as mentioned above (figure 6), many students (14.5%) spend a little time for self studying writing skill at home, some of them (24.5%) even do not self study at home. Secondly, students do not know ways to study vocabulary effectively. According to table 3, 6.5% students learn vocabulary just by focusing on English meaning, 7.5% students only learn by focusing on Vietnamese meaning and 20.5% students learn by focusing on Vietnamese meaning, part of speech and its usage. These ways have some limitations. First, students are easy to forget the words if they just learn by heart the English or Vietnamese meaning. Second, it is possible that students remember incorrectly the words in writing since they get confused with the English and Vietnamese meaning. These explain that the ways students learn vocabulary are not really effective, and this may be the main cause of students' poor stock of vocabulary.

Another problem students often have in learning writing is related to grammar. According to table 2, 27% students found it hard when encountering with the lesson that has many complicating grammar points. Otherwise, two important things make students difficult to learn include the lack of ideas (15%) and topic inappropriateness (3%). In addition, 5% students think that the lack of materials for consulting and the limited help from teachers are the most difficult problems in their writing something. The reasons for these problems are that students do not approach necessary material for writing; spend little time for studying writing as well as not being interest in it. These reasons explain for getting low result in studying writing skill in most of students.

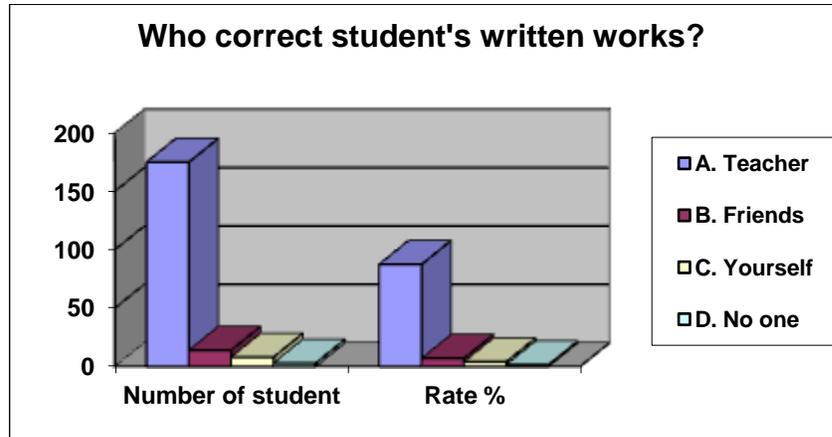


Figure 7. People who correct students' written works

It can be seen in figure 7, that almost all the writing products of students (87.5%) are corrected by teacher. However, 4% students corrected their writing papers by themselves, 1.5% students have no correction. This can lead students to poor grammar in writing. No one does the correction for students, so they can make these mistakes again and again. As the researcher observed, students' products are only corrected within some of words since the time for the class is very little. It is not enough for students to correct grammar mistakes.

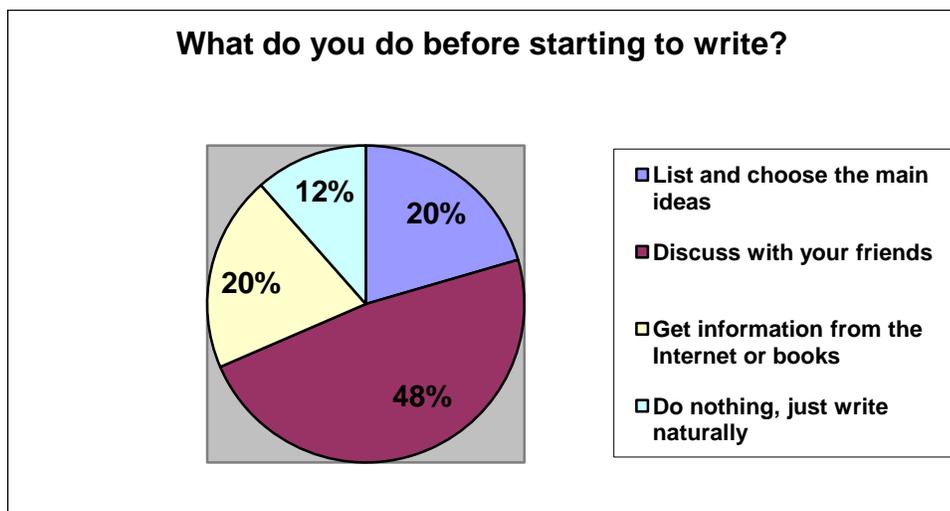


Figure 8. Things students do before starting to write

Based on figure 8, 21% students list and choose the main ideas, 47% students discuss with friends while 12% students even do nothing, just write naturally. If students do nothing before

writing, they maybe write disorderly, employ grammar sloppily, and even have nothing to write. 20% students get information from Internet or books; it can help them get a lot of useful information to support for their writing.

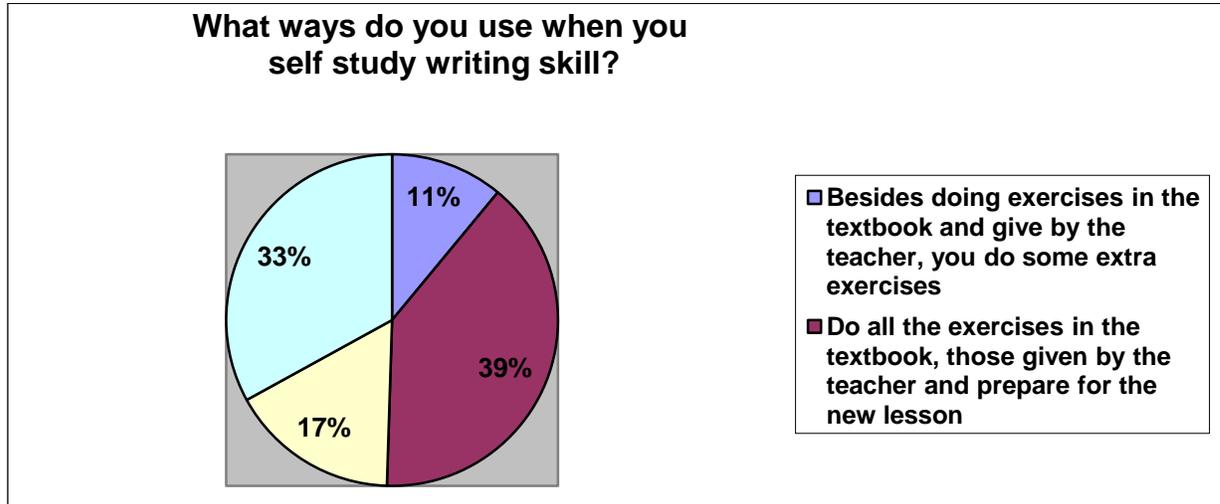


Figure 9. The ways students use when self-studying at home

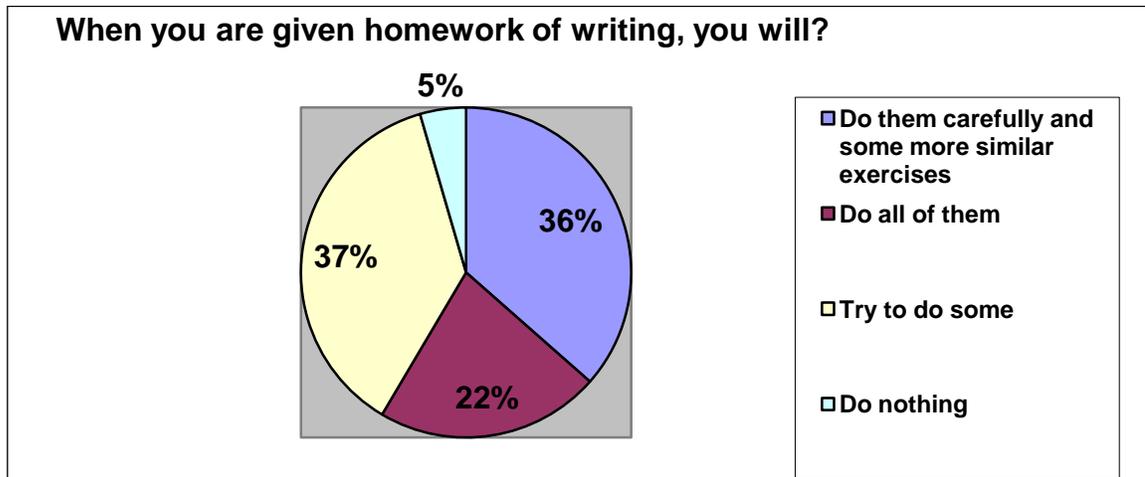


Figure 10. How students do when given homework

According to figure 9 and 10, most students study hard. 39% students do all the exercise in textbook, those given by the teacher and prepare for new lesson, 36% students do homework carefully and do some more similar exercises. However, 17% students only do some exercise when self study at home and 37 percent students try to do some homework, 5% even do nothing. This expresses that students only do exercises to please their teachers; even some of them ignore finishing homework. This can prevent students from writing well because of students' preparation before and after classes are two stages which can notably support students inside classroom. But students do not carry out them well. This is also shown when the researcher attends a writing class. As students are asked to write in groups and present their writing; some students' writing reflect the lack of writing practice. They write very short sentences, and their writing is the rough combination of facts which contain many simple mistakes.

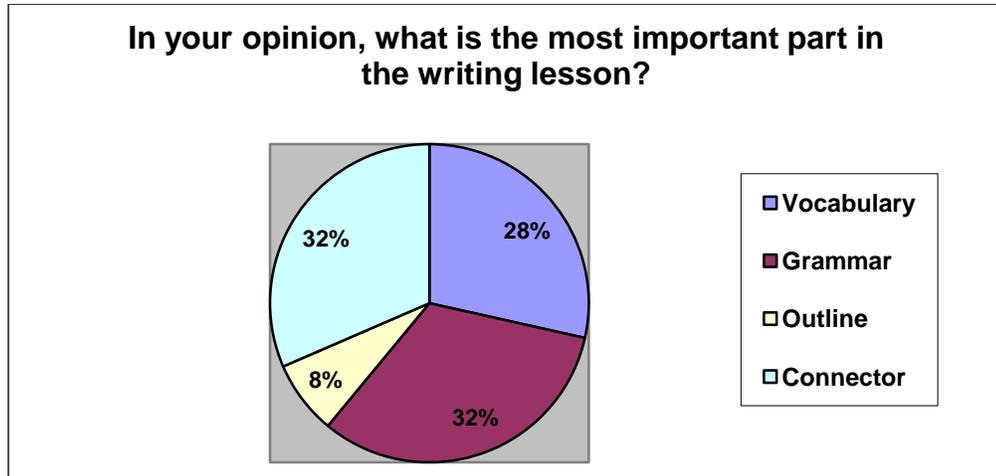


Figure 11. The most important part in writing lesson in students' opinion

Based on figure 11, 32% students think grammar is the most important part in the writing lesson, 31% students think connectors are one of the most important parts in writing while many students (29%) think vocabulary is the most important. The researcher infers that students are aware of the importance of grammar, vocabulary, and connectors in writing but they do not study these well. This is the reason why students have difficulties in writing skill.

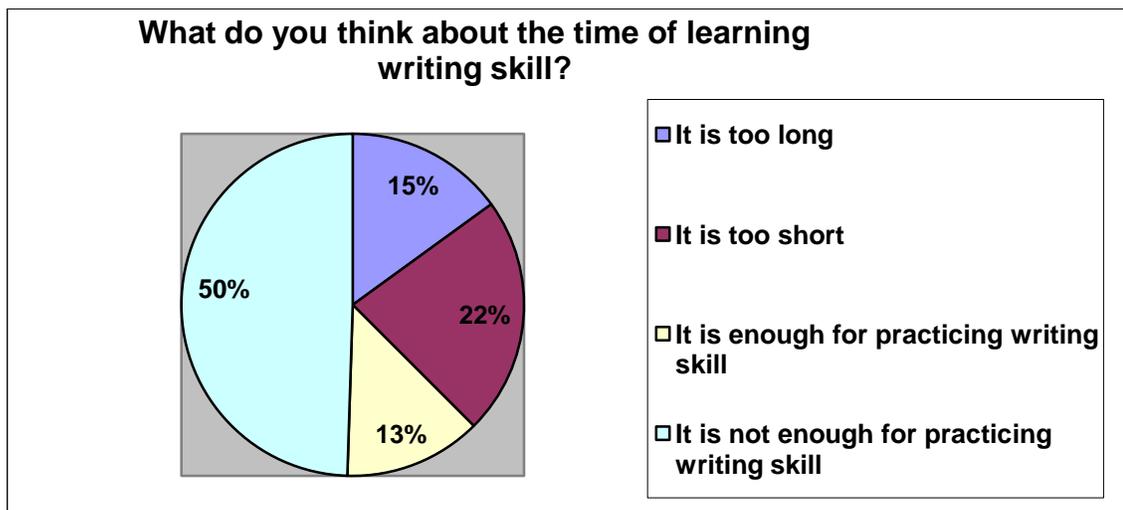


Figure 12. The students' attitude towards the time of studying writing skill in class

According to figure 12, 23% students think the time for learning writing skill in class is too short and 49% students think the time is not enough for practicing writing skill. In fact, students only have one period for writing every week. It is very little because writing is one of the most important skills in learning English. From this table, we can realize that students are aware of the importance of learning writing skill. There are many reasons to explain this problem. Firstly, students do not have enough time for learning writing skill in class. Secondly, the teacher also has not enough time to teach students writing in effective ways. Thirdly, although students know the importance of writing, they are even not interested in it because they think writing is very difficult and complicated. This is also the reason why students usually get low marks in writing tests.

DISCUSSION

What problems do the students often have in learning writing skill?

- (1) Problem 1: The most serious problem that students often have is lacking of vocabulary. According to table 2 and the result from observation, the researcher concludes that lack of vocabulary is the biggest problem that most students usually have when they study writing skill. This affects students' study result and generates many difficulties in studying writing skill. Vocabulary limitation also affects the learning's results of other skills.
- (2) Problem 2: Students have not focused on learning grammar. Through passing questionnaires (table 2) and attending the class, the second problem is that students have difficulties in studying grammar. Besides vocabulary, grammar plays an important role in English as well as studying English. Most of students often have mistakes about grammar when writing a passage. This clearly expressed in the analysis on the students' writing papers above. Grammar limitation also affects the ability of using language in most of the students.
- (3) Problem 3: The topics of writing lesson in textbook are difficult for students to do. According to figure 3 in the analysis of questionnaire and the observation in the process of teaching, the researcher realizes that students have difficulties when dealing with the topics of writing lesson in textbook. In fact, many topics require students a large source of vocabulary. For example, students are asked to write a paragraph to describe the population in formation in the chart, or write a description about one of the popular celebrations in Viet Nam. These topics seem difficult for students to write about.
- (4) Problem 4: The correction limitation of students' written works. Based on the questionnaire and the observation, the teacher does not have enough time to correct the students' writing works. They only correct some typical written works and ask students to follow these works. This is not only bring a good effect but it also easily leads to many typical mistakes in students' written works. So students can make these mistakes again and again if they have nothing corrected.
- (5) Problem 5: Students lack material sources to improve their writing skill. Through attending classes and table 2, one of the problems students usually have when studying English is lack of materials. This will influence the learning's result of students. In some cases, when teachers do not have time for teaching students ways of writing effectively, students can consult more on advanced books or other essential materials. This leads to problem that many students have difficulties in ordering ideas in writing or lack of grammar knowledge.
- (6) Problem 6: Students lack time for learning writing skill (figure 12). At the moment, the time for learning English is little and it cannot afford the demanding. Lack of time affects not only students' learning but also teacher's teaching.

What are the reasons of these problems?

- (1) Reason 1: Many students have a limitation of vocabulary because they do not know any effective ways to study vocabulary. According to table 3, many students learn vocabulary just by reading its Vietnamese meaning; it is easy for them to forget new words in a short time. Besides, spending too much time for other subjects also affects learning vocabulary of students. Another reason is that students spend little time on studying vocabulary, they rarely look for dictionary, and they usually ignore new words and do not look up meaning as well as the way to use them.
- (2) Reason 2: Students do not have a good way to study grammar. Moreover, there are no activities outside classroom to enhance students' grammar knowledge. This can be explained that

many schools do not have time to organize English learning activities as well as English clubs. In addition, many students are not aware of the importance of grammar in studying writing skill; they spend little time on studying it as well as approaching necessary materials for grammar.

(3) Reason 3: The topics and exercises of writing lesson in textbook are inappropriately designed to many students' level. Many topics have a lot of new words and its grammar points which make students feel complicated and bored. Also, some exercises are difficult and complicated for most of students; they only do it thanks to the help from their teachers (figure 3).

(4) Reason 4: The time for writing is too little. Therefore, a teacher cannot correct all written works for students. Moreover, many teachers are busy with their teaching, so they do not have time to correct students' written works. Some of them only correct some typical students' written works.

(5) Reason 5: Most of students live in the countryside, and they do not know much about material sources. Besides that, students seem not to be aware of the importance of writing skill; they only spend a little time on learning writing skill (figure 2, 6). Another reason is that students have not approach any useful materials for studying writing skills as well as materials that suit their level.

(6) Reason 6: In most of high school schedule, there are only 4 class periods of English every week, so every skill like writing taught in one period. Some schools supply one or two periods in extra time to help students improve their English competence. However, the time for learning writing skill is not enough for most of students (figure 12). The time for studying other subjects also takes a lot of students' learning time. This gives rise to many difficulties for students in improving their language knowledge.

CONCLUSIONS

Writing is one of the indispensable things in studying English. It is one of the language skills students have to learn in their learning process. However, the result shows that many students are not aware of the importance of studying writing skill. They even spent a little investment in this skill. This leads to the low quality of studying writing skill in many high schools. By observation and data analysis, the researcher describes the reality of students' learning writing skill, and the main problems were pointed out.

Firstly, students are in shortage of vocabulary because their ways of learning is not really effective. Secondly, students meet a lot of difficulties when facing with grammar structures because they spend a little time on studying as well as approaching necessary materials for grammar skill. Thirdly, students are not interested in writing's topics. Fourthly, students do not have many chances for being corrected. Fifthly, students' sources of materials are not various. Lastly, the time for writing skill in high school is not enough for students to practice.

The results of research also reveal that many students made a lot of mistakes in writing English, especially in using preposition and verb tenses. Students have not mastered the grammar structures and lacks of materials for research are the main reasons of this problem.

With the discovered causes, the researcher suggested some solutions to these problems like read books, play the games, create the vocabulary themes etc. to increase vocabulary. In addition, learning in group has been established for correcting errors and practice grammar. Moreover, changing some parts in writing lessons help students feel less pressure when studying writing

skill. Furthermore, the researcher provides students with the sources of writing materials so that students can study better.

During the time doing this thesis, the researcher cannot avoid some limitations. The researcher does not have much chance to attend in all periods of writing in class. Moreover, the problems and solutions in this research are limited. Therefore, the study will not be able to give conclusive evidence. Anyway, I hope this study may provide students with suitable ways of learning, and then help them obtain the improvement of writing and get more interested in learning writing skill as well.

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APPENDIX

QUESTIONNAIRES

1. Which of the following skill do you like best?

- A. Listening B. Speaking C. Reading D. Writing

*Other ideas:

2. What do you think about the topic of writing in textbook?

- A. Easy B. Normal C. Difficult D. Very difficult

* Other ideas:

3. How do you feel about the content of writing in textbook?

- A. Very interesting B. Interesting
C. Normal D. Not interesting, pretty boring

* Other ideas:

4. Except for your textbook, what materials do you have for writing?

- A. Vocabulary or grammar books B. Books with advanced exercise for writing
C. Books with the sample works D. Nothing

* Other ideas:

5. How much time do you spend on self study at home?

- A. Write to 30 minutes B. Over 30 minutes to over one hour a day
C. Over one hour a day D. Not self study at home

* Other ideas:

6. What is the most difficult problem when study writing skill?

- A. Vocabulary restriction B. Grammar difficulties
C. Lack of ideas D. Topic inappropriateness

* Other ideas:

7. How do you learn vocabulary?

- A. Learn English meanings of the words
B. Only learn Vietnamese meanings of the words
C. Learn Vietnamese meanings, part of speech and its usage
D. Learn English and Vietnamese meanings

* Other ideas:

8. Who corrects your written works?

- A. Teacher B. Friends C. Yourself D. No one

* Other ideas:

9. What do you do before starting to write?

- A. List and choose the main ideas B. Discuss with your friends
C. Get information from the Internet or books D. Do nothing, just write naturally

* Other ideas:

10. What ways do you use when you self study writing skill?

- A. Besides doing exercises in the textbook and give by the teacher, you do some extra exercises
B. Do all the exercises in the textbook, those given by the teacher and prepare for the new lesson
C. Only do some exercises
D. Review the lesson that you have just already learned.

* Other ideas:

11. When you are given homework of writing, you will?

- A. Do them carefully and some more similar exercises B. Do all of them
C. Try to do some D. Do nothing

* Other ideas:

12. In your opinion, what is the most important part in the writing lesson?

- A. Vocabulary B. Grammar C. Outline D. Connector

* Other ideas:

13. What do you think about the time of learning writing skill?

- A. It is too long B. It is too short
C. It is enough for practicing writing skill D. It is not enough for practicing writing skill

* Other ideas:

Thank you very much for taking your valuable time to complete this survey. Your opinion are greatly appreciated.