



TEACHING VIETNAMESE UNDERGRADUATES' ABSTRACT 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 abstract 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' abstract 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 (the 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 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, language use and mechanics use skills, except for organization in the abstract section. For this reason, we can conclude that the process genre approach positively affects content, language use, and mechanics use skills except for organization in the abstract section compared to the product approach.

Keywords: process genre approach; product approach; abstract section; quasi-experiment design

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1. Introduction

This study is about teaching English abstract writing 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. There have been contrasting views among the three major approaches of teaching English academic writing, namely the product approach, process approach, and the genre approach, on how best to teach writing. In fact, each approach has its own negative points. Therefore, Badger and White (2000) proposed that the PGA used to teach academic writing. The present study is an experimental research on the effects of the RPW program through the PGA on the teaching of abstract writing. This section starts with an overall presentation of the background of the study. Main problems leading to the need to conduct this study are later addressed, and it ends with the description of research objectives, research questions, and hypotheses.

1.1 Background of the Study

1.1.1 Language Learning and Teaching

Language learning can be characterized in various ways. Brown (2000), referring to language learning, defines learning as a process of acquiring knowledge of a subject or skill through learning or experiencing, involving practice or reinforcement of practices. Meanwhile, other researchers state that during the learning process, students need to know the meaning of words in a specific context instead of focusing on the grammatical rules (e.g., Martin, 2009; Martin & Rose, 2008). Students can learn through what they see and hear, and then they can reflect, act, reason logically and intuitively. Also, they can learn through memorizing or visualizing (Felder, 1988). Richards and Rodgers (2014) mentioned a wide range of theories of language learning, namely behaviorism, cognitive code learning, creative-construction hypothesis, skill learning, interactive theory, constructivism, social cultural learning theory and the role of individual factors in language learning.

Learning usually involves teaching, although it can happen without teaching. Cook (2001) states that learning could be evidence of teaching; it helps us know how the process of teaching is. Brown (2000) characterizes teaching as a guidance and facilitator of learning, focusing on helping and providing learners with knowledge through instructions. It also involves encouraging the learners to learn by setting the conditions of learning. Teaching normally follows how learning happens. Noticeably, gaining deep insights into how the learners learn determines not only the philosophy of education, but also the teaching approach, method and technique in classrooms. There is a wide range of teaching methods. For example, some instructors can directly present the lessons to students, while others can teach them through visual aids. Moreover, some instructors prefer to ask their students to memorize the theories by heart, while others highly appreciate a focus on the practice in the classrooms or ask the students to apply what

they have learnt in their real life to get a better understanding of their lessons (Felder, 1988).

1.1.2 Approaches and Methods in Language Teaching

It is difficult to classify language teaching into methods and trends because both learners and teachers have their own characteristics, and every context has its own teaching and learning conditions (Brown, 2000). Thus, there have been a number of studies searching for methods as well as approaches for teaching and learning foreign languages to meet students' needs in a specific context. For example, late in the 19th century, the Grammar Translation Method was used as a main approach for the teaching of language. This method became popular in the 20th century, and now it is regarded as a basic methodology for language teaching in most of the educational institutions. Nevertheless, in this approach, grammatical rules are heavily focused; students' activities mainly focus on exercises in grammatical analysis and translation of texts from L2 to the L1 language, whereas the context of texts is ignored. In the late 1940s and 1950s, the Audio-lingual Approach (ALM) was widely applied in language teaching in classrooms. This approach, however, received a great deal of criticism because it paid more attention to the rule and to the "cognitive code" of language (Richards & Rodgers, 2014). Due to the mentioned drawbacks of those traditional methods, a number of novel methods were then proposed (Larsen-Freeman D., 2000). However, most of the teachers and lecturers in different contexts use Communicative Language Teaching (CLT), in which lessons are introduced through interactive and realistic activities. This approach is currently applied in teaching most of the English skills in the classrooms in Vietnam.

1.1.3 Vietnam's Educational System

This section provides more detailed information on how Vietnam's educational system is structured. Vietnam has made a great deal of effort to improve the quality of its education in various ways. However, it seems that its structure remains unchanged. It is compulsory that children start their primary education at the age of 6. Primary education consists of a five-year program from Grade 1 to Grade 5. Lower secondary education includes a 4-year program from Grade 6 to Grade 9. Upper secondary education includes a 3-year program from Grade 10 to Grade 12. At the end of Grade 12, all of the students are required to take a national examination that is prepared and administered by the Ministry of Education and Training (the MoET). Those who pass this exam get a diploma and can then take an entrance examination for college or university admission. Most of the college programs last 2 years, whereas the university programs in most of the fields last 4 years, and medical programs last 6 years. All of the public education institutions must use the standard curriculum proposed by the MoET.

1.1.4 Vietnam's Higher Education

Vietnam's Higher Education (HE) is briefly presented in this section. Before 1975, universities and colleges were established for men and persons from high-class families.

In 1975, despite the rapid growth of the population, there was a significantly decreasing number of students pursuing their HE (Pham, 1999). Especially, at the end of 1975, the negative impacts of the war caused a lack of educational resources for the country. A few years later, there was a change in learning in the global context; for example, what students can learn from various sources instead of focusing on what is included in the textbook. Therefore, being aware of such important changes, Vietnam was attempting to reconstruct what was lost during the war, and thus, the government of the country set up new policies to improve the quality of education at all levels. More importantly, at the present time, Vietnam encourages the establishment of various forms of education (Tran, 2007). As a result, until 2005, 30 of 230 HE institutions were run by private organizations (Education Statistics, 2005). In 2026, according to the MOET, universities will be reconstructed, which is a crucial policy and an urgent step for Vietnam's higher education to meet global standards and overcome the current fragmented, small-scale system (<https://vietnamnews.vn/society/1727333/higher-education-reshaped-in-bid-to-reach-global-standards.html>).

1.1.5 Vietnam's Education and English Language Policies

Since 2004, Vietnam's educational policy has paid more attention to improving the quality of HE by renewing tertiary education and making a substantial change in the educational system. Therefore, it is suggested that HE should be linked with the overall socio-economic development to meet the needs of the social and economic growth (Tran & Nguyen, 2018). For this reason, the universities are allowed to design their own programs based on the core programs proposed by the MoET (Vaes & Nguyen, 2008). By 2020, the whole system of the university must successfully reach the regional and international education standards (the MoET; Tran & Nguyen, 2018). Thus, the Vietnamese government is currently carrying out an active policy to enhance the development of human resources as well as improve the quality of its academic staff.

With regard to the educational policy of the English language, English language teaching and learning must achieve the status of the industrialized country by 2020 (Tran & Nguyen, 2018); therefore, primary students must start learning English in the primary school (Vietnam, World Data on Education, 2010, 2011). Especially for communicative purposes, the CLT was first implemented in English classrooms in the early 1990s, and today this approach continues to receive support from both the Vietnamese government and educators (Pham, 2004, 2007).

Currently, with a national plan, English is being actively promoted to become Vietnam's official second language in schools, aiming for its widespread integration by 2035, making it mandatory from Grade 1 and increasing its presence in preschools and universities to equip students for a globalized, digital world. By 2030, English will be a mandatory subject in Grade 1 nationwide. By 2035, the goal is for English to be a second language for all students, with significant targets for university proficiency (<https://vietnamnews.vn/society/1693460/english-to-be-second-language-for-all-students-by-2035-ministry.html>).

1.2 Research Problem Statements

A number of studies on writing teaching were conducted such as the effects of writing mode on pausing and revision patterns of experienced writers (Van Waes, L., Schellens, P. J., 2003), the effects of genre analysis on research article introductions (Shim, 2005), improving EFL students' writing performance through text-based chat (Sharadgah, 2013), [improving L2 graduate students' academic writing in an academic writing course](#) (Rakedzon, T., & Baram-Tsabari, A., 2017), scaffolding the argument genre in a multilingual university history classroom (Pessoa, S., Mitchell, T. D., & Miller, R. T., 2018). More specifically, three main traditional approaches to writing teaching (i.e., product approach, process approach, and genre approach) have been a great concern of EFL researchers of English academic writing. However, there are some drawbacks to the use of the isolated approach. For example, the main disadvantage of the product approach is to prevent L2 learners' creativity (Badger & White, 2000; Nordin, 2017; Reonal, 2015; Agesta & Cahyono, 2017). Moreover, this approach pays less attention to the audience and the writing purpose; whereas the grammar, syntax, and mechanics are given much focused (Badger & White, 2000; Yan, 2005; Chow, 2007; Nordin, 2017). As a consequence, learners have high pressure in producing their writing tasks (Tangpermpoon, 2008).

Similarly, the process approach has some disadvantages. For instance, this approach puts much emphasis on language skills rather than linguistic knowledge, regarding all writing genres by the same set of processes regardless of the target audience and the content of the text (Badger & White, 2000; Yan, 2005; Chow, 2007; Nordin, 2017; Agesta, S., 2017). This approach gives students a false impression of how university writing will be evaluated. That leads to the bad consequence that the process approach fails to take into account the social and cultural aspects that have an impact on different kinds of writing (Atkinson, 2003).

The genre approach also has criticisms (Paltridge, B., 2014). It is the fact that this approach pays less attention to the writing skills required to produce the content and ignores learners' self-sufficiency (Byram, 2004). It places too much emphasis on conventions and genre features. Hence, it is less helpful for students in discovering the texts' true messages. Likewise, if teachers attempt to explain how language is used for a range of purposes and with a variety of readers, learners become more passive. It is also blamed for limiting learners' creativity. Writing takes place through the imitation and exploration of different types of models (Badger & White, 2000; Paltridge, B., 2014; Utami, 2015; Nodin, 2017; Agesta, 2017).

To fill the gaps of the three traditional approaches mentioned, Badger and White (2000) proposed the PGA in writing classrooms. This approach is a combination of the good points of the process and genre approach. Consistent with this view, most of researchers in Asian countries have paid more attention to this novel approach (e.g., Kim & Kim, 2005; Yan, 2005; Chow, 2007; Babalola, 2012; Reonal, 2015; Agesta & Cahyono, 2017; Nordin, 2017); and they proposed applying this approach to the teaching of a wide range of genres. However, there is very little information on the effects of the PGA on

students' abstract writing in EFL contexts, especially in HE settings in Vietnam. Because of these literature gaps, the main objective of this research is to propose a process genre approach for teaching abstract writing to EFL undergraduate students.

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' abstract writing ability in terms of content, organization, language use, and mechanics use 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 use in abstract 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 of writing the abstract section between the control group and the experimental group.

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

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

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

2. Literature Review

2.1 Abstract and Its Move

An abstract is called a summary (Adrian, 2011), which helps us to get an overview of the paper's content. More informative abstracts might make the readers read articles or journals in detail or lead the conference organizers to the acceptance of the papers (Pyrzczac & Bruce, 2005; Swale & Feak, 2014). The structure of the abstract is discussed in terms of the macro-structure of research articles, including introduction, methods, results and discussion, which leads to four moves (purpose, methods, results and conclusions) (Salager-Meyer, 1990, 1992).

Abstract is viewed as a part-genre (Swales & Feak, 2007). It should include moves such as motivation, problem statement, approach, results and conclusions (Andonie & Dzitac, 2010). Meanwhile, Hyland (2000) suggested that an abstract should include five moves (i.e., introduction, purpose, method, product and conclusion). However, a number

of researchers agree with the view of Swale and Feak (2004) that an abstract should include five moves: (1) background; (2) aim, (3) method, (4) results, (5) conclusion.

Regarding its length, an abstract should be written in a single paragraph of 50-300 words (Swale & Feak, 2004). However, Wallwork (2011) also categorizes an abstract into different types: (1) unstructured abstract has a single paragraph of 100-250 words; (2) structured abstract is divided into several short sections; (3) extended abstract seems like a mini paper organized in the same way as a full paper (e.g., introduction, methods, discussion), but it is substantially shorter (two or four pages).

Noticeably, acronyms and abbreviations should not be used in the abstract. Noticeably, a number of scholars (e.g., Pyrczac & Bruce, 2005; Swale & Feak, 2014) advise authors to write an abstract before writing the body of the research papers to reflect their content accurately. Because of the variation in moves and length, depending on the journal, conference or competition, the writers should decide the moves and the length of the abstract. In fact, the length of a conference abstract can be up to 500 words (Pyrczac & Bruce, 2005; Johnson, 2008).

2.2 Analysis of Verb Tense in Moves of Abstracts

Little research has investigated the verb tense of the moves in research article abstracts (Tseng, 2011) due to the complexity of the tense usage (Swales & Feak, 2004). For instance, Salager-Meyer (1992) found that medical researchers use different verb tenses to present move structures of their 84 RA abstracts. The past tense is used in three moves: purpose, method and results. However, the present tense is used to introduce the conclusion move. Pezzini (2000) found that the present simple is the most frequently used in the RA abstracts, followed by the past simple and the present perfect, which is used in very few RA abstracts.

Li (2011) also revealed that the active voice is more common than the passive voice in the purpose move in linguistics RA abstracts. Chemistry RA abstracts use the present tense but in the passive voice. The data show that the use of the present tense is 32.5% in the introduction move in the total RA abstracts across disciplines. In contrast, the use of the past tense makes up 17.5% in all RA abstracts. Both medicine and police authors use the present tense in the introduction four times. Linguistics authors use it three times, and the law authors use it twice. The past tense is only used in five of the law abstracts and once in medicine and police RA abstracts (Alhuqbani, 2013).

2.3 Conceptual Research Framework

The conceptual framework proposed in this research is formed based on the literature gaps in the Process Genre Model of Badger and White (2000), Yan (2005), Nordin (2017), Cognitive Process (CPT) of writing proposed by Flower and Hayes (1981); and view of Reonal (2015), view to fit into EFL learners' needs, meet education demands and solve realistic matters in research papers writing in EFL contexts including the context of Vietnam.

The dependent variable is abstract writing ability regarding writing components (i.e., content, organization, language use and mechanics use skills). Meanwhile, the independent variable is the process genre approach.

Process genre model of this study consists of the following stages:

- **Text analysis:** The analysis of writing samples to provide input for students. From this activity, students are aware of the schematic (or generic) structure, discourse structure, and linguistic conventions of a particular genre, considering the purpose and audience of writing. This activity helps writers to select useful ideas and reject irrelevant ones.
- **Noting down:** In this activity, key words, collocations and core ideas, etc., are noted.
- **Generating:** Helps writers find out what they are going to write about. Through this activity, learners' experiences can be shared to enhance individual writers' motivation.
- **Reorganizing:** Helps writers to identify priorities in what they have to say and helps writers give emphasis to the most important ideas to make sure that their writing fits the potential readers
- **Ordering:** reviews the way to organize the texts for communicative purposes.
- **Translating/drafting/ writing practice:** In these activities, students can practice their writing in groups, in pairs or individually. Both controlled writing and free writing tasks are provided for practice. The writers then translate plans and ideas into the provisional text.
- **Self-revising and Editing:** Helps maintain an overall coherence of the text. Good writers should learn how to revise and edit the text by concentrating on getting the content right first, and then correcting language, spelling, punctuation and grammar. The checklist of guidelines for writers is provided to help them edit their work. Students practice revising and editing in pairs.
- **Feedback:** Include peer feedback and teacher feedback. Peer feedback aims to provide input and an authentic audience. Teacher feedback helps reduce mistakes in the content and organization of the text, word choice, language use and mechanics use.
- **Rewriting/ redrafting:** After getting feedback, writers make an effort to rewrite based on the feedback provided.
- **Self-Evaluating:** Writers learn how to evaluate their writing based on the checklist provided. Students can work in pairs in this activity.
- **Publishing:** Students should know how to determine and select potential journals or conferences to submit their papers.

3. Material and Methods

3.1 The Quasi-Experiment Design

The quasi-experiment design is one of the most common types of experimental design used by most of the researchers since the 18th century in order (1) to meet the practical requirements of funding, school administrators and ethics, (2) to evaluate the effectiveness of an intervention, and (3) to dedicate greater resources to the issues of external and construct validity (Shadish, Cook, & Campbell, 2002). The concept of quasi-experimental design is defined as an experimental research procedure that controls for potential confounding variables (Gay & Aiasian, 2000).

According to McMillan and Schumacher (1993), this design is used to measure the effects of the independent variables on the dependent variables. It is used in most educational research to compare one group that receives a treatment with another one that receives nothing. However, it seems to be unrealistic in school settings to expect that a group will do nothing, whereas another group receives special treatment. For these reasons, it is more accurate to conceive of one group that receives method A, whereas another group receives method B. These groups are known as the experimental and control groups.

For reasons mentioned earlier, regarding research objective, in this study, the non-equivalent control group experimental design with pretest and posttest was used as a research method for data collection in order to (1) examine if there is a significant difference in the effectiveness of the RPW program on undergraduate students' abstract writing ability in terms of the content, organization, language use and mechanics use skills between the control group and experimental group.

3.2 Execution of Experiment

The experiment of this study was done at Can Tho University, Vietnam. The sample of this study was divided into two groups. The experimental group includes 20 students, whereas the control group has 45 students. There are three main steps of the experiment for this study.

3.3 Administration of the Pre-test

According to Hughes (1989), the test gives reliable and valid results if it is well-administered. In this sense, in this present work, the pretest was administered to both groups at the beginning of the study. Pretest was administered in the quiet, large and bright classroom within 60 minutes. The candidates were allowed to ask if there is something they would like to make clear about the topic. When the time was up, the candidates were asked to stop writing, and their papers were collected. 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 the 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 have the same level of academic writing ability before the treatment.

3.4 The Experimental Group

After the pre-test administration, the treatment with the RPW program using PGA was done with Group A (experimental) during one semester. This treatment was done within 45 periods (1 period is equal to 50 minutes). There were three periods per week. The RPW course introduced both theory and practice, especially, the assessment was done through the progress tests after the instruction of each section.

3.5 The Control group

Group B (control) was taught through the existing program using the product approach for one semester. The treatment was done within 45 periods (1 period is equal to 50 minutes). There were three periods per week. The RPW 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. This approach is considered teacher-centred because the teacher plays a role as an accurate and careful model provider; writing is viewed as a simple linear model which proceeds systematically from prewriting to composing and to correcting (Tribble, 1990).

The writing lessons were taught based on the following stages:

- 1) **Pre-Stage:** involves presenting the concepts and theories in the existing textbook in a traditional way. It mainly focuses on the tasks included in the textbook. In this way, the instruction only focuses on the imitation of input, the use of models, and the controlled practice. Learners were asked to memorize, imitate, and learn models in the textbook by heart and copy a good range of models in the textbook into their writing.
- 2) **Writing practice:** Students in this group were asked to complete writing tasks in the textbook.
- 3) **Publishing:** The student is asked to display their writing.
- 4) **Teacher feedback:** The lecturer corrected grammatical and vocabulary mistakes.

3.6 Administration of Post-Test

After the completion of the treatment, a post-test was conducted for both groups with the same procedure as the pre-test. However, the posttest required students in both groups to write an abstract. The performance was then scored using the same rubric of pre-test by three raters. Noticeably, at this stage, the results of the pre and post-test were compared using descriptive tests 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.

3.7 Population

A population is defined as a group of individuals that are investigated by the researchers. These individuals have one or several common characteristics (Sekaran, 2003). 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, 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.

3.8 Sampling Methods

In this study, the simple random technique was selected for the study. Gay and Airaisian (2002) state that the simple random technique could be a representative of the larger group. Thus, the present study used this technique, which leads to the equal probability of individual selection. As a result, these participants could be the representatives of the larger population.

3.9 Sample

A sample included 54 participants, divided into two groups (experimental: 27; control: 27). Livingstone (2010) used a mixed-methods approach to improve the linguistic and communicative competence of Spanish as an EFL. In this study, the sample includes 18 participants. Thus, the sample of this study was divided into two groups. The experimental group includes 20 students, whereas the control group has 45 students.

4. Results and Discussions

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

As can be seen in the table below, 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.

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

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

As can be seen in the table below, there was a statistically significant difference in the means of posttest scores on content ($t(55.023)=5.460$, $p = .000$), language ($t(63)=2.185$, $p = .033$) and mechanics ($t(44)=6.992$, $p = .000$) between the two groups. It can be seen; a statistically significant result has a probability of slightly less than .05. However, there was no significant difference in the means of posttest scores on organization ($t(63) = .142$, $p = .888$) because a statistically significant result has a probability of slightly more than .05. Thus, it can be concluded that, the PGA affects abstract writing components such as content, language, and mechanics more positively than the product approach. Meanwhile, the PGA affects the organization component as positively as the product approach.

Table 2: Independent Samples t-Test Statistics of posttest scores on content, organization, language and mechanics in the abstract 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)
ContA	Equal Variances Assumed	33.563	.000	4.621	63	.000
	Equal Variances not Assumed			5.460	55.023	.000
OrgA	Equal Variances Assumed	.414	.522	.142	63	.888
	Equal Variances not Assumed			.153	44.158	.879
LangA	Equal Variances Assumed	3.818	.055	2.185	63	.033
	Equal Variances not Assumed			2.159	35.508	.038
MechanicsA	Equal Variances Assumed	73.953	.000	4.641	63	.000
	Equal Variances not Assumed			6.992	44.000	.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), and Babalola's (2012) studies that the implementation of the PGA in teaching writing positively affects students' RPW ability. In particular, according to Badger and White (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 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 the instruction in the PGA strategies promotes students' awareness of conceptual writing strategies and willingness to apply practical writing strategies to compose.

These results also confirm Carter's (2003) ideas that the analysis of text is deemed to bring about language awareness of the learner. That essentially enhances consciousness and sensitivity to the forms and functions of language. Moreover, the flexibility of writing allowed by the process approach in the reviewing and drafting stages highlights useful writing skills involved in the process of different genres. Furthermore, the results support Nordin's (2017) idea that learners become aware that writing occurs in a social context and situation, and that a piece of writing has to achieve a certain purpose due to the PGA. Moreover, Pujianto (2014) mentioned that PGA helps students develop writing skills for a report text. It is clear that in this study, in the experimental group of this study, students were aware of the purpose and audience of the text, identified certain conventions of writing, and each sub-component of research

papers, including schematic structures and language. They are also active and enthusiastic during the teaching learning process. Additionally, the findings of this study are consistent with the study of Utami (2015), which revealed that the PGA is more effective than the product approach in teaching writing.

5. Recommendations

Suggestions for further research are addressed in this section. First of all, it is recommended that further research be conducted with the same number of participants in the two groups. It is also suggested that a survey through the interviews should be conducted to explore students' perception towards the program. Portfolios could be used to evaluate students' writing performance. Also, to avoid subjectivity, observations should be employed during the experiment to know how the lecturers and students perform in the classroom. Moreover, teaching materials should be developed and evaluated instead of developing the program. Additionally, further research should be conducted to examine whether the PRW program through the PGA is better than the product approach in terms of overall research papers. Last but not least, future research should be done with participants from master's programs or doctoral programs in different disciplines.

6. Conclusions

The findings and discussions provide evidence that the PGA is a better approach to teaching abstract writing to EFL university students. However, there are some main limitations in this study that are addressed in this section. The first limitation is that the population cannot be generalized to all EFL university students because this study mainly focuses on participants who have learnt other academic genres such as sentence writing, paragraph writing, descriptive writing, letter writing, report writing and essay writing. The second limitation is that there is not the same number of students in the two groups (20 students for the experimental group, and 65 students for the control group). Thus, we cannot be reasonably assured that none of the distributional assumptions in the t-Test is violated. Finally, the researcher was not involved in the implementation of the experiment; therefore, she cannot observe how the program processes. In this regard, subjectivity may be unavoidable.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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