

DU'ONG THU MAI, TR'AN V'AN DUNG, Đ'AM THU DUNG, 2006, *Viết đoạn văn tiếng Anh*, NXB Giáo dục.

Basing on the international criteria in students' ability to write, first-year students' writing criteria and second-year program requirements, the objectives for teaching writing to second-year students will be equivalent to level 3 (independent users) of ALTE (Assessment in Language Teaching in Europe). Writing Paragraphs 1 and 2 aim to be a valuable tool for teachers and students to meet that objective. Students will learn a writing course which covers general knowledge of the paragraphs in English including the key features of paragraphs and some common types of paragraphs as representatives of typical developments. The process approach to teaching writing is embedded in activity organisation, course book design and course assessment

In terms of paragraph writing skills, students are not only able to catch the merely factual or data information, but also needs to distinguish main and subordinate ideas, the main topic of the paragraphs and its supplementary ideas. They can write many types of paragraphs can describe or report events. Their products are fairly good in quality, though they may not be very skillful in choosing ideas.

As regards the language, students are quite flexible, and they no longer depend too much on the provided and simple structures and phrases, feeling confident in using popular language structures and a quite large vocabulary. They start to be aware of and perform different styles and criteria of the written language as well as various level of formality to match the writing situation. However, most of their works still need to be examined for vocabulary and style accuracy.

In terms of methodology, the students are expected to master the fundamental writing learning strategies together with the general study skills. They are active in self-studying, peer and group cooperating. They understand the product and process approach in teaching and learning writing and know how to write in a process. They participate almost autonomously in self-teaching and self-evaluating their writing ability.