




# Interactive Criteria and Methods for Teaching Foreigners Vietnamese Language Writing

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**Abstract.** In social interaction theories on discourse, meaning is a social construction developed by writers and readers by means of textual means, which separately shapes the particular goals. Within the communication operation, participants are assumed to create different "moves", aimed at achieving progressive and continuous understanding "states" between them. Research on everyday conversations [23], groups of learners on collaborative writing [11] strengthen the perspective which the writing is an interaction process done by the writers and readers. Progressively, the essence of writing is realized as intrinsically interactive and societal. Writing theoreticians recognized it is more than sole initiating, arranging, conveying ideas to writing texts. Fundamentally, each writing act is a step of interaction, incorporating the textual interconnectedness [19]. Consequently, we are researching the application of interactive approach to teach Vietnamese language writing for foreigners. We have conducted researches from a review of research on interactive writing in the world, interactive English and Vietnamese writing test sets. From those findings, interactive criteria and teaching methods are applied to teach foreigners Vietnamese language writing. This research helps define the interactive writing concept, the interactive criteria in writing activities, and the methods to be used to teach foreigners interactive Vietnamese language writing.

**Keywords:** interaction, interactive communication, interactive criteria, interactive writing, methods for teaching interactive writing

## 1 What is Interactive Writing?

### 1.1 Interaction and Interactive Communication

The concept of "interaction" appeared from 1980s to 1990s when many studies were done in Australia, UK and US on interaction in classroom. Douglas, Jerome and Gordon had been predominant in promoting strong awareness to the involvement of language in interaction in groups. Back then, the proposal that trainees were assisted by instructors, encouraged to generate their own expertise manifested a particular educational standpoint [2]. That interactive viewpoint "considers that language learning occurs dur

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ing and through participation in speech events, i.e. speaking to others, or making conversation as necessary" [24]. This point of view is originated in the Long's [15] interaction hypothesis: "the dynamic nature of the interactions between learners and their peers, teachers, and others with whom they interact" [5, p.304] and see that it is the premise which "learning activities that occur in the classrooms arise in the process of interactivity among these participants.) [10, p.191]. From the point of view of both teacher and learner, interactive perspective is appealing as long as this makes learning and teaching be active, brings liveliness, freedom and creativity into what is often given instead of a monotonous, unproductive, and restrictive formality way of instruction (including practicing grammar, dialogues, and repetition of correct forms) in which the teacher is the leader, who enforce rules and assess students. With the interactive methods, learning and teaching responsibility is divided for students and teachers. Competence of language is enhanced by cycles of interaction.

The concept of "interactive communication" is a modern term, an essential facet of the current information epoch. A good deal of modes of communication that were earlier on judged to be one-way, such as book or TV, are being more and more interactive together with the growth of computer science, Internet, digital and mobile device. Modern developed technology and media have speedily surged the chances of interactive communication via all kinds of mean, culture, discipline, social class, place and even time. Forms of interactively communicating take in primary dialogues and nonverbal communication, books of game, hypertext, interactive novels and narratives, interactive TV and movies, social media, video games, public relations and marketing, ambient intelligence, virtual reality, augmented reality. Soler-Adillon [22] defined that interactive communication is an exchange of ideas where both participants, whether human, machine or art form, are active and can have an effect on one another. It is a dynamic, two-way flow of information.

The concept of "Interactive Writing"

Researchers stated that interactive writing originated from the approach of experiential language [1] and shared writing of McKenzie's [17] which teachers act as a scribe to student's oral expressions to demonstrate the operation of transforming speech to language written that can be viewed as a catching and understandable wording. Interactive writing has its foundation from theories of cognitive and sociocultural learning [14], [25], [7], [26]. Cognitive procedures are shaped and developed within writing tasks designed by teacher and student with nature of socio-cultural matters. The motivation of this interactive writing is giving assistance to student's understanding of the writing sense. The tasks are directive; The teacher models things student should complete while doing the writing individualistically. Lectures commence with teacher and student's collaboration in planning what they will write, frequently revising spoken messages multiple turns. Afterwards, teachers and students "share the pen" [16, p.xvii]. Inside the lecture room, the teacher uses interactive writing to mock-up the reading and strategies for writing while they motivate student to construct their text. Interactive writing enables teacher and student to "share the pen" literally to create collaborative texts or messages. Interactive writing will be an influential instructive vehicle to teach principles of spelling, phonics, rhyme, pattern, other important writing skills at early stage. Forms of interactive writing like this are explained comprehensively in the book

Interactive Writing: How Language & Literacy Come Together [16]. Accordingly, "Interactive writing provides a means for teachers to engage in effective literacy instruction, not through isolated skills lessons, but within the framework of constructing texts filled with personal and collective meaning" [6, p. 446].

Methods applying Interactive writing were sketched out in great quantities of works as: *Some day you will no all about me: Young Children's Explorations in the World of Letter Writing* [20], *Students and Teachers Writing Together: Perspectives on Journal Writing* [18], etc. Through those studies examined, a definition for the concept of interactive writing can be recapped:

Interactive writing is the operation that writer and reader mutually interact with reciprocal roles in constructing discourse in written forms together. This procedure involves five principal constituents. The first is to negotiate the text framework. The second is to collaborate the construction for the text. The third is to use conventions of text. The fourth is to read and reread the text (read and respond back and forth). And the fifth is to search, check, and confirm as doing the reading and writing activities.

## **2 Interactive Criteria That Can Be Applied for Teaching Vietnamese Language Writing to Foreigners**

For instructions using interactive writing, numerous research works all over the world were conducted and validated [4], [8], [12], [13], [21], [28], [27]. From those studies and the common concept of interactive writing, interactive criteria for teaching Vietnamese language writing skills can be figured as follows.

### **2.1 Interchangeable possibility**

A possibility to interchange is the first key factor of the interactive approach, and one of the important social aspects of language. In language reality using, social writing interaction is one of the frequent activities. On that account, the competence of interchangeable interactivity is inevitable. There is hardly many writing without interaction in the real life society. It can be said that writing is not interactive, there is no communication.

### **2.2 Bi-directional Property**

With feedbacks alternating between writer and reader, interactive writing must be a bi-directional process. As an illustration, student and teacher talk with each other about what they are about to write during their interactive writing process. Coordinator of the conversation - escorting, sampling, complementing, recapitulating, approving, uniting, and integrating student ideas are the roles of the teacher. Interactive writing is an unceasing procedure of interactivities among the writer and the reader. The reader receives the message and gives a provision of feedbacks to the writer. Feedbacks of the writer is afterwards work on the readers' awareness and provoke additional response, feasibly evoking more and more feedbacks of the writer. In a manner of theory matter,

the progression of interactions may be uncomplicated or complicated, relying on several aspects consisting of the language competence of the partakers, differences in societal position, acquaintanceship between them, individual consciousness, the complicatedness of the implication, the interaction essence.

### **2.3 Communication Contexts**

Without communicative situations, reality contexts, interactive writing cannot take place. Reader and writer cooperatively engage in certain communicative circumstances, in which they interact over and over mutually. Without communication contexts, there won't be interactive writing, just passive writing, ie. writing not for the purpose of communication.

### **2.4 Problems to be Solved**

During the process of doing interactive writing, communicative obstacles should happen to come, and it is necessary to solve those problems so as to gain the eventual goal of being interactive. Those issues can be consisting of discussion about the topic and the writing process, handling the rules and regulations of writing and various purposes of spelling, grammar, punctuation, phonetics and tone, or writing style and manner. The obstacles in the procession of interactive writing will be the educational intentions which the teacher desires to focus and drill the student.

### **2.5 Mission to Complete**

Writer and reader take turn to interact with each other unceasingly, provide responses, and negotiate senses actively during the process. This helps make the discourse progress collaboratively among the two roles. Then, finally, their mission is completed simultaneously with the writing. These communicative purposes are exactly the ultimate targets of the interactive acts throughout the process of writing.

### **2.6 Interrelation between Writers and Readers**

The interrelation arouse between writer and reader implies that among them there is all the time a collaborative, cooperative, reciprocal manner of working mutually. This fact constitutes the essence of interactivity in the act of writing owing to the fact that empirical researches have denoted that the nature of interactive writing is the relationship of collaboration. The discourse's sense is initiated cooperatively among writer and reader within the contexts having interactivity. The learners cooperate actively together for enhancing the correlative apprehension. [23], [11]

### **3 Methods for Teaching Vietnamese Writing to Foreigners Using the Interactive Criteria Above**

Interactive writing supports students' ongoing development as writers by engaging them in real-life practices. [3], [9]. With the interactive criteria nominated in the previous section, whilst giving lessons to write with interactivity in Vietnamese for the foreign people, the teacher is under a compulsion to derive from these interactive criteria to examine the subsequent matters while developing the tasks: activities for writing with interactivity for foreign student.

#### **3.1 Provide Societal Communication Situations, Contexts with the Possibility of Exchange**

Activities in writing with societal interactivity practice are the actions within communicative situations like writing tasks with e-mails, letters, orders, jobs applications, chat online, text messages, social networks, etc. In case of delivering societal communicative situation, the possibility of being able to mutually interact is also necessary to be paid attention to. Since the possibility of being able to exchange is the necessary condition for the interactive tasks to be done. When there is no opportunity for communication, no interaction is added to the act of writing as well, and this task of writing will be also far from societal communicative targets.

#### **3.2 Ensure Two-Way Interactive Tasks**

The interactivity essence is the most explicit in the reality societal communicative situations when there are bidirectional interactions within its most positive meaning. Unilateral effect is never regarded to be an interaction. On that account, in the tasks for writing with interactivity, two-way interactions have to consistently be ensured. For example, in case learner just respond to the question posed, this will be merely regarded as having a unilateral action and thus, this writing process won't be at all interactive. For this point the reader-writer turn-shifting have to be at all times supervised along with ensuring the positivity in bidirectional interactive actions.

#### **3.3 Communicative Missions to be Solved by the Writer Are Designed**

When those interactive writing lessons are being provided, communicative obstacles should appear for the writer to handle as well as determine how to gain solutions to the communicative issues he encounters by using concrete, targeted interactive actions to attain the objectives of the missions of writing with interactive activities. Communicative issues will be additionally the educational targets the instructors desire to intermingle into the writer's practice as well as training during the procession of writing with interactive factors.

### **3.4 Societal Communicative Objectives Are Designed for the Writer to Achieve**

Every writing activity with interactive factors have to be aimed in the direction of an explicit societal communication objective. They will be the realistic objectives which the writer will be able to meet in real social life. That is both the motivation, the goal, and also the delight of the writer within his interactive procession of writing.

### **3.5 The reader-writer alternation relationship must be monitored**

With his role, teacher needs to monitor learner's writer and reader alternating relationships. This supervision is to guarantee that the procession of writing is truly interactive and active. This additionally aims to help learner gain authentic societal communication writing skills, obliterating all sorts of confronting within ordinary process writing activities, or just writing as robots do but not being able to accomplish communication goals in the society.

## **4 Conclusions**

Above are just five suggested methods to make writing activities in Vietnamese language classes for foreigners both interactive, realistic social communication and meet the goals and requirements of teaching, of teachers as well as the students' goals and pragmatic practice capacity. In general, teachers need to make reasonable adjustments in Vietnamese writing teaching activities. With unilateral writing assignments that focus on informational content, teachers should instead add interactive elements to them from design and implementation to monitoring, evaluation and adjustment.

The interactive approach treats writing learner to be a lively, energetic partaker in the lesson rather than an inactive trainee; an approach which holds that linguistic materials had better not merely been the entity of research, but also an interaction involvement within which the trainees are willing to interact with each other and communicate using their second languages.

This interactive nature writing method will give permission, if employed into pedagogy, the creation of exchanges between all members of the group instead of the one-way interchange from the teachers towards each trainee, and accordingly guaranteeing extra divergent interactivities. Over and above that, generating the common conceptual environment will be one crucial factor to assist students get the necessary tools so as to take in the course knowledge and skill, as well as improve the quality and quantity of exchanges between students. Therefore, we can conclude that the application of interactive writing method has completely changed the conventional conception of pedagogy. The Instructor is not anymore the person who gives information but is the mentor who allows his trainees to inspect, react, and analogize by their velocity themselves.

Through the range of the study, the concept of interactive has been made explicit. We have also discussed the implementation of interactional factors in training Vietnamese language writing skill. We have investigated language compositions that require interactive writing as well as brought forward the solutions for interactive writing

training along with the learning techniques. The achieved results are promising as a basis for proposing criteria for assessing interactive writing capacity, standards for evaluating interactional writing capacity testing questions together with the possibilities of building an interactive Vietnamese language writing textbook for students who are foreigner.

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