



## Research Article<sup>1</sup>

# EMPLOYING TRACK CHANGES IN WRITING INSTRUCTION TO FACILITATE EFFECTIVE REVIEW AND REVISION BY STUDENTS

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## ABSTRACT

*The 2018 General Education Curriculum for Literature defines the purpose of teaching writing as developing students' thinking and their ability to write. At each grade level, one requirement is to "compose texts following the correct process," which comprises four stages: (1) preparation, (2) idea generation and outlining, (3) drafting, and (4) reviewing and revising. In practice, however, the reviewing and revising stage is often neglected by both teachers and students, despite its central role in the writing process. To address this gap, we utilized the Track Changes feature in Microsoft Word to guide students' writing, enabling them to review and revise their drafts effectively across both linguistic and non-linguistic aspects. An experiment in Class 11AX at FPT High School (Can Tho) demonstrated this approach is effective: students' writing quality improved after each review–revision session, and teachers could clearly observe students' progress in developing their writing skills.*

**Keywords:** review and revision; teaching writing; Track Changes; writing skills

## 1. Introduction

The 2018 General Educational Curriculum (GEC) for Literature defines the purpose of teaching writing as “developing students’ thinking and their ability to write ” (p. 83). Therefore, teaching students to develop writing skills must focus on helping them learn how to write texts according to genre requirements. Based on this objective, the 2018 GEC for Literature outlines several writing instruction methods, such as analyzing model texts, demonstrating writing skills, and guiding students through the writing process. These methods are fundamental and specific, assisting students in developing their writing skills. Among these, guiding students through the writing process is currently widely used and integrated into the lesson structures of new literature textbooks.

Guiding students through the writing process involves the following steps: (1)

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preparing to write, (2) generating ideas and creating an outline, (3) writing the draft, and (4) reviewing and revising. These steps help students begin writing by understanding the topic, identifying the target audience, determining the writing purpose, finding relevant materials to generate ideas, creating an outline, writing based on the outline, and finally reviewing and revising the draft. However, many teachers and students currently neglect the reviewing and revising step. One reason for this is a misunderstanding of the purpose and significance of this step, as well as the considerable effort and time it requires. In reality, reviewing and revising should occur throughout the writing process, with each stage requiring pauses for evaluation and additional revisions (Hayes & Flower, 1980). Furthermore, writing is a process where no product is entirely perfect; instead, each product represents an improvement over the previous one through ongoing review and revision.

In this study, we incorporated Microsoft Word's Track Changes feature into the writing instruction process to develop students' revising and editing skills during writing practice. The objective was to enhance the overall quality of their writing and help them meet genre-specific requirements.

## **2. Research Methods**

To achieve this goal, we employed two main methods: (1) theoretical analysis - , reviewing and synthesizing literature to establish a theoretical framework on writing skills, revising and editing, the Track Changes theory, and the application of Track Changes in the writing process; and (2) an experiment applying research designs utilizing Track Changes during writing instruction for 26 students in class 11AX at FPT High School, Can Tho. Based on the experimental results, we evaluate the effectiveness and feasibility of using Track Changes to develop students' revising and editing skills.

## **3. Results and discussion**

### **3.1. Theoretical Foundation**

#### **3.1.1. Writing Skills**

Writing is one of the four fundamental language skills: listening, writing, reading, and speaking (Gathumbi, 2013; Lestari & Kurniawan, 2018). Regarding writing skills, researchers have made several observations. Wingersky et al. (1992) argue that writing is a process of retrieving from a "*mind's video*," meaning that the writer translates thoughts into writing to share with the reader. These ideas need to be organized and adjusted logically. Wallace et al. (2004) and Lestari and Kurniawan (2018) suggest that writing is a means of "*gaining control over your ideas and expressing them in written form. Writing should proceed through a process, including notetaking, identifying the central idea, outlining, drafting, and editing*" (p. 15). In Vietnam, the 2018 Curriculum for Literature also identifies writing skills as one of the four essential skills for students to develop their language competence. Do (2021) asserts that "*Writing a text (or creating a text) is one of the four communication skills (reading, writing, speaking, and listening) of humans. Writing is considered one of the most critical competencies*

*determining success in work, learning, and personal life*" (p. 59). Nguyen et al. (2021) argue that writers need various types of knowledge, including *"knowledge about the topic to be written, knowledge about the text creation process, text genres, language, and the reader"* (p. 35). Nguyen et al. (2022) describe writing as *"creating a communicative product"* (p. 7), where the writer performs a communicative act according to a *"genre schema"* applying the conventions of a particular text genre to achieve specific communicative goals. Writing skills can be seen as the ability to integrate knowledge about text types, language use, and content organization to produce a text that is complete in both content and form. Do (2021) summarizes three prevalent views on teaching writing: The first view focuses on the text as the product of writing (Gabrielatos, 2002); the second view centers on the writing process (Murray, 1972); and the third view emphasizes the text genre (Paltridge, 2004; Hyland, 2008). The 2018 Curriculum for Literature also specifies that one of the requirements for writing skills is *"Writing sentences, paragraphs, and texts: including the process of text creation and the practice of writing according to the characteristics of text types"* (p. 13). From this, it can be observed that, when guiding students in writing skills, it is crucial not only to help students recognize the genre-specific requirements of texts but also to ensure that they write according to the established process.

### 3.1.2. Revising and Editing Skills in the Writing Process

Hayes and Flower (1980) identify four distinct activities in writing: (a) generating ideas, (b) organizing or structuring those ideas, (c) expressing ideas in sentences, and (d) adhering to spelling and grammatical conventions. Building on Fitzgerald's perspective, Hayes and Flower (1980) developed a writing process model that includes revising, which they term *"reviewing,"* encompassing both reading and editing. This component is positioned as a key step parallel to planning and translating ideas into text. Regarding revision in writing, Fitzgerald (1987) states, *"Revision means making any changes at any point in the writing process"* (p. 484). The Texas Education Agency (TEA, 2014) emphasizes the importance of revision, noting that *"all writers revise their writing to improve the content (i.e., the development of ideas, organizational structure, and connections between ideas)"* and clarifying that *"revision does not mean recopying in neater handwriting, running a spell-check, or changing a few words"* (p. 4). Concerning editing, Fitzgerald (1987) writes, *"Editing means making changes at any stage in the writing process. It involves identifying discrepancies between what was intended and what was written, determining what can or should be altered in the text, and how to make those changes"* (p. 484, as cited in Nguyen, 2011, p. 1).

Editing is the stage where the draft is revised to create a more refined and polished version based on the strengths and weaknesses analyzed and feedback received during the revision phase. At this point, individuals or groups review their drafts with feedback from teachers or peers and make comprehensive revisions to improve language, style, structure, and overall content to produce a more complete text (Ningrum, 2012, cited by Hai, 2022, p. 185). The editing process includes the following activities: (1) evaluation and (2) selecting editing methods. Delderren and Oostdam (2004) argue that editing is a complex activity involving both linguistic and non-

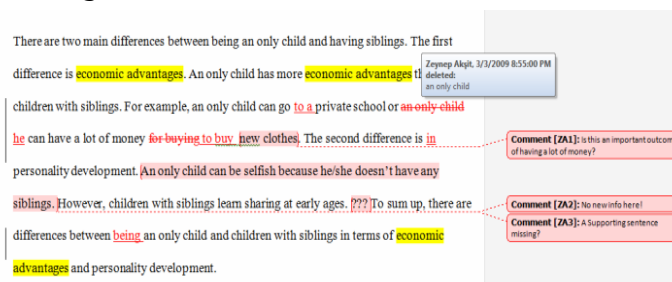
linguistic knowledge. Linguistic knowledge includes vocabulary, syntax, phonology, morphology, and spelling. Non-linguistic knowledge encompasses metacognition, discourse knowledge, and subject knowledge relevant to the writing task. Editing activities can be carried out by various parties: the writer self-edits, peers edit each other's work, and teachers edit students' papers. These activities involve the writer and other readers (fellow students or teachers). Rijlaarsdam, Covzijn and Bergh (2004) suggest that revising and editing are integral parts of the text creation process, and these activities can be conducted by various parties: the writer students self-edit their work, students edit each other's work, and teachers edit students' papers. Editing activities can involve self-editing by the writer, peer editing among students, and teacher editing.

In summary, revising and editing can be viewed as crucial skills that need to be developed in students. Revising focuses on refining ideas, content, and expression in the text. During the revision process, the writer typically reviews and adjusts ideas and the coherence of content in the text to align with the genre requirements. Editing, on the other hand, concentrates on organizing and adjusting the structure of the text. In the editing phase, the writer often checks and corrects grammatical and spelling errors, as well as improves fluency and consistency in writing. Both skills are essential parts of the writing instruction process and are interconnected. These skills need to be practiced by both students and teachers.

### 3.1.3. Using Track Changes in Students' Editing Process

Dudeney and Hockly (2007) argue that Track Changes provides the ability to review and correct written documents. Rahmayanti, Oka and Putra (2020) indicate that students often encounter several basic errors when writing, such as spelling mistakes, poor organization of ideas, and grammatical errors. The

research group has identified a solution to this problem by using Track Changes in writing activities and peer editing (pair groups). The research shows that using the Track Changes feature (in Microsoft Word) during the revision stage not only helps students recognize and correct errors but also provides an opportunity for them to work together in pairs to improve their writing. Teachers can provide feedback, make corrections, and ask questions. Furthermore, the student-writers can accept or reject suggestions and revisions if they find them unsuitable (Harmer, 2004). Track Changes also helps learners (students) track the history of edits as well as the changes added to their Word file. Track Changes records all edits, changes to the document, comments, etc., using different symbols and colors, ensuring that no change is overlooked. To activate Track Changes, teachers and students should open the document to be edited, select Review, and then choose Track Changes.



**Figure 1.** Using Track Changes (in Microsoft Word) (Source: Bansa et al., 2020, p.62)

### 3.2. Experiment

#### 3.2.1. Purpose of the Experiment

This study aims to evaluate changes in the writing quality of 11th-grade students' argumentative essays on social issues presented in literary works. The research focuses on a class of 26 students from a science-track class at FPT Can Tho High School and specifically examines the impact of the review and revision process using the "Track Changes" feature in Microsoft Word. To achieve this goal, the study analyzes students' review and revision activities through Track Changes to assess improvements in argumentation, coherence, and overall essay structure, as well as their ability to meet the requirements for argumentative writing skills outlined in the 2018 GEC for Literature.

#### 3.2.2. Participants of the Experiment

The experiment involved 26 students from Class 11AX at FPT Can Tho High School (Vietnam), a science-track class with diverse academic levels (23% excellent, 42% good, 35% average) based on first-semester literature exam scores in 2023-2024 academic year. The class was chosen because it is well-equipped, with all students possessing laptops and sufficient digital literacy skills to ensure the feasibility of computer-based writing and the use of Track Changes. The experiment was conducted from September 2023 to April 2024. Although the entire class participated, a representative sample of six students was selected for analysis: high-performing (HS-G1, HS-G2), medium-performing (HS-K1, HS-K2), and average-performing (HS-TB1, HS-TB2). Data collected included idea generation worksheets (n=9), outline worksheets (n=9), and student essays (n=18), which were analyzed using both qualitative and quantitative methods.

#### 3.2.3. Experimental Procedure

We organized three sessions for students to practice writing, guiding them through a structured writing process. In the first session, we introduced students to the theory of argumentative writing on a social issue in literary works and guided them in analyzing the sample essay "What does it mean to live fully (Thế nào là sống trọn vẹn?)" (Literature 11, Volume 2, Chan troi sang tao, Vietnam Education Publishing House Limited Company, p. 29). We also guided students in creating a general outline for this type of essay.

| Check content (CC)                                                                                             | Pass | Fail |
|----------------------------------------------------------------------------------------------------------------|------|------|
| The essay structure is well-organized. (CC-1)                                                                  |      |      |
| The issue being discussed is clearly introduced. (CC-2)                                                        |      |      |
| The system of arguments is clear, with convincing reasoning. (CC-3)                                            |      |      |
| There are relevant examples (with appropriate references both within and outside of the literary work). (CC-4) |      |      |
| Contrasting viewpoints are reasonably addressed. (CC-5)                                                        |      |      |
| Suitable solutions or lessons are proposed. (CC-6)                                                             |      |      |
| The expression is clear (correct grammar, sentence structure, spelling, etc.). (CC-7)                          |      |      |

In the second session, we began the writing practice process. The specific steps were as follows:

*Step 1. Writing Preparation:* The teacher assigns the writing task to students, who then determine the topic of their writing based on the given requirements.

*Step 2. Brainstorming and Outlining:* The teacher guides students through brainstorming using a specific worksheet. Students work in groups to discuss and develop an outline. Group outlining helps students practice collaboration skills, exchange ideas, and create richer and more creative outlines.

*Step 3. Writing the Essay:* Based on the developed outline, students write their essays at home. Essays are required to be formatted as a Word document and submitted to the class group by the deadline.

*Step 4. Reviewing and Editing the Essay:* In this study, the editing process focuses on feedback from the teacher. Peer review is not conducted due to time constraints and the fact that this is a new writing format, where the teacher has more experience in guiding revisions. The process consists of four stages: (1) *Turning on “Track Changes” and Initial Edits:* The teacher instructs students to enable the “Track Changes” function on their computers to monitor all revisions. Students edit their essays according to the teacher’s guidance, using a checklist aligned with the assignment requirements. Once the revisions are complete, students resubmit the essay to the teacher. (2) *Teacher Feedback and Revision Suggestions:* The teacher uses the “Comment” function in Word to provide specific and detailed feedback on content, format, and expression. Clear suggestions for revision are given, along with a request for students to revise their writing. (3) *Student Revisions Based on Feedback:* After receiving feedback, students revise their essays accordingly. Students may use the “Accept” or “Reject” function to choose whether or not to apply the suggested changes. Once revisions are finished, the essay is resubmitted for the teacher’s further review. (4) *Discussion and Finalization:* Group or individual discussions may be organized to share revision strategies, provide peer feedback, and learn from each other’s writing experience.

Students continue revising and resubmitting their essays until the required standards are met.

In this study, we focus on having teachers review and provide feedback on students’ essays, after which students make their own revisions. This approach was chosen because it is a new type of essay, and teachers are likely to have more experience in reviewing and providing feedback. Additionally, due to time constraints, peer reviews among students were not organized.

### **3.3. Results and Discussion**

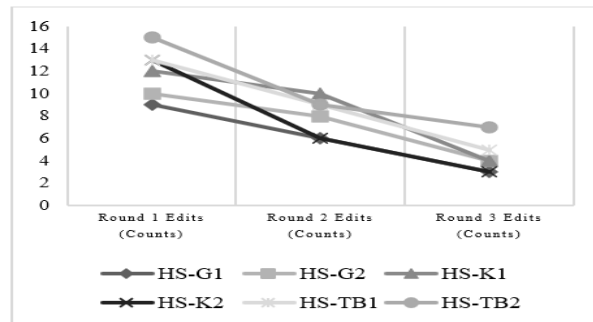
#### **3.3.1. Experiment Results**

##### **Experiment 1**

In Experiment 1, we asked students to write an argumentative essay based on the prompt: “Write an argumentative essay on the significance of family emotions evoked by the text *Chở con đi học* by Nguyễn Kim Châu.” After the writing process and collection of the essays, followed by three rounds of revision, we obtained the results, which are detailed in Table 2 and Figure 2.

**Table 2.** Results After 3 Rounds of Reviewing and Editing by Students in Experiment 1

| Student | Round 1 Edits (Counts) | Round 2 Edits (Counts) | Round 3 Edits (Counts) |
|---------|------------------------|------------------------|------------------------|
| HS-G1   | 9                      | 6                      | 3                      |
| HS-G2   | 10                     | 8                      | 4                      |
| HS-K1   | 12                     | 10                     | 4                      |
| HS-K2   | 13                     | 6                      | 3                      |
| HS-TB1  | 13                     | 9                      | 5                      |
| HS-TB2  | 15                     | 9                      | 7                      |



**Figure 2.** Chart of the Number of Edits by Students (Experiment 1)

In the first experiment, students were guided to revise their writing based on detailed feedback from the teacher, focusing on three main groups of criteria: overall organization (CC-1), the system of arguments and evidence (CC-3 and CC-4), and language expression (CC-7). The results showed that the high achievers (HS-G1, HS-G2) initially made between 9 and 10 errors, mainly related to unclear expression and illogical sentence structures such as overly long sentences, missing subjects, or repetitive word usage. However, after the second round of revisions, the number of errors decreased significantly, indicating a strong ability to absorb feedback and a stable development of academic writing skills.

In contrast, the fairly high performers (HS-K) made more errors, especially in argument structure and use of evidence, often relying on real-life examples unrelated to the texts. Expression errors such as missing subjects and fragmented sentences persisted into the second round despite teacher support, and by the third round, students still showed dependence on external feedback. The average performers (HS-TB) displayed errors across nearly all criteria, with one student making up to 15 in the first round. While arguments and evidence improved through teacher guidance, grammar and coherence issues remained, reflecting limited self-regulation and weak academic language proficiency.

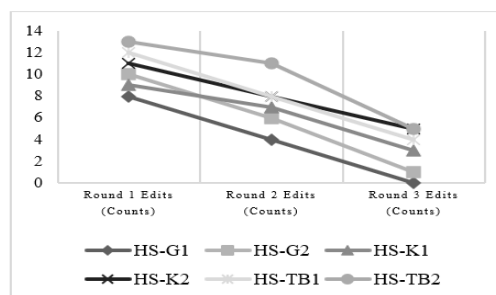
Overall, the first experiment showed clear progress after three rounds of revision, particularly in essay structure, problem articulation, and argument organization. However, students continued to struggle with selecting evidence and language expression, especially those in the fairly high and average-performing groups. Common punctuation errors also reflected weaknesses in basic language competence. Notably, most students remained passive during the first two rounds of revision, underscoring the need to integrate self-assessment and revision strategies into writing instruction at the secondary level.

### Experiment 2

In Experiment 2, we asked students to write an argumentative essay based on the prompt: "Write an argumentative essay on the issue of poaching wild animals in Vietnam through the work *Muối của rừng* (Nguyễn Huy Thiệp)." After the writing process and collection of the essays, followed by three rounds of revision, we obtained the results, which are detailed in Table 3 and Figure 3.

**Table 3.** Results After 3 Rounds of Reviewing and Editing by Students in Experiment 2

| Student | Round 1 Edits (Counts) | Round 2 Edits (Counts) | Round 3 Edits (Counts) |
|---------|------------------------|------------------------|------------------------|
| HS-G1   | 8                      | 4                      | 0                      |
| HS-G2   | 10                     | 6                      | 1                      |
| HS-K1   | 9                      | 7                      | 3                      |
| HS-K2   | 11                     | 8                      | 5                      |
| HS-TB1  | 12                     | 8                      | 4                      |
| HS-TB2  | 13                     | 11                     | 5                      |



**Figure 3.** Chart of the Number of Edits by Students (Experiment 2)

The second experiment was designed to evaluate the extent of improvement in the logical structure of students' writing and their ability to develop an argument-evidence system after completing the first revision phase. The feedback in this experiment focused on reinforcing key criteria including overall organization (CC-1), arguments (CC-3), supporting evidence (CC-4), counter-argument response (CC-5), and solution proposal (CC-6). The analysis revealed that the high achievers (HS-G1, HS-G2) maintained a stable essay structure from the first round, with clear, coherent arguments and purposefully developed reasoning. Most revisions centered on adding transitional words and adjusting evidence to enhance coherence and expression, indicating that these students had naturally developed academic thinking through practice and sequential feedback.

In the fairly high performers (HS-K1, HS-K2), notable improvement was observed in the reduction of errors related to argumentation and use of evidence. For example, HS-K1 had only one error regarding the argument system and two minor issues with supporting evidence in the final revision round. These results clearly reflect the strengthening of argumentative organization through continuous exposure to focused feedback. However, this group still encountered difficulties with more advanced aspects, such as responding to opposing viewpoints and proposing well-reasoned solutions. These two criteria, CC-5 and CC-6, require deeper critical thinking and the ability to consider multiple perspectives, which secondary school students typically have limited opportunities to practice. Nevertheless, the gradual reduction in errors and the narrowing scope of revisions indicate that students were gradually gaining control over their essay structure and content, although further time and instruction are needed for full mastery. The average performers (HS-TB1, HS-TB2) continued to show instability in maintaining logical flow and coherence between sections. This was especially evident in the case of HS-TB2, where language expression errors persisted, and the argumentative structure remained inconsistent across revision rounds. Several paragraphs lacked subjects or were fragmented, preventing the development of complete reasoning. Some students still failed to follow the provided outlines despite having received specific feedback. This suggests that actively and effectively applying feedback remains a major challenge for this group. However, the number of errors showed a downward trend across rounds (from 13 to 11, then to 5), reflecting a certain level of improvement and indicating that repeated exposure to the feedback model helped students gradually grasp the standard structure of academic argumentative writing.

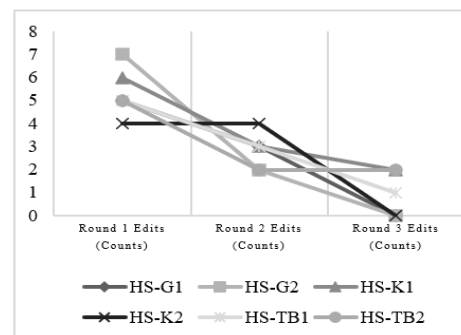
Overall, the second experiment confirmed the benefits of multiple-round revisions in improving students' ability to organize essays logically, particularly among high-achieving and fairly high-performing students. These students became more capable of restructuring their writing, integrating evidence, and balancing sections effectively. However, CC-5 and CC-6 remained weaknesses for fairly high and average performers, showing that two-sided argumentation and solution-oriented conclusions require more than technical revision. Targeted instruction is needed to foster a deeper understanding of academic debate and to strengthen critical thinking skills in writing.

### Experiment 3

In Experiment 3, we asked students to write an argumentative essay on the significance of empathy in life as evoked by the text *Hàng xóm* by Chu Thùy Anh. After the writing process and collection of the essays, followed by three rounds of revision, we obtained the results, which are detailed in Table 4 and Figure 4.

**Table 4.** Results After 3 Rounds of Reviewing and Editing by Students in Experiment 3

| Student | Round 1 Edits (Counts) | Round 2 Edits (Counts) | Round 3 Edits (Counts) |
|---------|------------------------|------------------------|------------------------|
| HS-G1   | 5                      | 3                      | 0                      |
| HS-G2   | 7                      | 2                      | 0                      |
| HS-K1   | 6                      | 3                      | 2                      |
| HS-K2   | 4                      | 4                      | 0                      |
| HS-TB1  | 5                      | 3                      | 1                      |
| HS-TB2  | 5                      | 2                      | 2                      |



**Figure 4.** Chart of the Number of Edits by Students (Experiment 3)

The high achiever (HS-G) maintained consistent writing quality, with a significant reduction in the number of revisions, which were mainly concentrated on CC-7 (language expression). For example, one student (HS-G1) made only five revisions, primarily to eliminate redundant words, improve sentence structure, and enhance clarity of expression. The second-round results showed that the writing met the requirements for organization (CC-1), argument development (CC-3), and grammatical expression (CC-7). The fairly high performers (HS-K) showed clear improvement in overall organization and argument development. Their writing became more logically structured and more closely aligned with the genre-specific requirements across all criteria from CC-1 to CC-7. However, student HS-K2 still made some minor errors related to language expression (CC-7) and spelling. These errors were easily identifiable and were resolved in the subsequent two rounds of revision. For the average performers (HS-TB), the number of revisions per round remained at an average of five. These revisions mainly focused on CC-7 (expression and grammatical structure) and CC-6 (solution proposal), indicating that students paid increased attention to basic language elements such as punctuation,

sentence order, and coherence. Additionally, some students in this group began to show improvement in CC-1 (organization) and CC-4 (use of evidence), as their writing became more balanced in structure and their supporting evidence better aligned with the argumentative content. A comparison across groups showed that the writing produced by the HS-G and HS-K groups was of higher quality and demonstrated a certain level of creativity. However, these groups still needed further practice in refining their expression. In contrast, the HS-TB group made fewer revisions overall, and their writing remained at a basic level. It is important to note that the number of revisions in this study was not intended to serve as a direct comparison between groups, given the initial differences in writing proficiency among the students.

Notably, students' awareness of revision became more positive and proactive, and the quality of their writing improved significantly after multiple rounds. With teacher feedback, especially among the HS-G and HS-K groups, many students moved beyond surface edits to restructuring arguments and adding evidence. By the second and third rounds, all groups demonstrated self-regulation, marking a key development in both linguistic ability and critical thinking.

### 3.3.2. Discussion

Writing is a complex process that requires idea generation, organization, drafting, and revision (Nguyen et al., 2021; National Curriculum for Literature, 2018). Among these stages, revision plays a crucial role in improving text quality, as emphasized in many studies (Hayes & Flower, 1980; Fitzgerald, 1987; Ningrum, 2012). Our experiment confirmed that students became more aware of the importance of reviewing and revising their drafts. The use of the "Track Changes" tool proved effective in facilitating this process, enabling multiple rounds of revision and encouraging students to take greater responsibility for improving their work. Consequently, the quality of their essays improved significantly after revisions, aligning more closely with academic writing standards. Track Changes also provided practical advantages over traditional handwritten feedback. Unlike annotations on printed copies, which often limited space and required rewriting, digital feedback allowed students to revise directly within their texts while maintaining a clear record of modifications. This made the revision process more convenient and transparent for both students and teachers. A key pedagogical implication is that teachers can model revision strategies using Track Changes on representative student essays. This practice offers concrete examples for all learners, including those without personal laptops, and helps them internalize genre-specific criteria. Overall, the integration of digital tools such as Track Changes can enhance writing instruction by making the revision process more systematic, accessible, and effective.

## 4. Conclusion

Writing is a complex cognitive activity, requiring teachers to employ active methods and provide opportunities for students to practice. A quality-written product must go through review and revision, where the first draft is only a preliminary version. The experiment confirmed that revision is a time-consuming but essential process. The first revision focuses on structural issues with teacher feedback, while later revisions emphasize language, coherence, and refinement, gradually improving writing quality. Time allocation also plays a key role, as students benefit

from re-reading and reflecting on their work before receiving feedback. This study, however, has limitations: peer review was not included, revision time was not optimally arranged, and the participants had relatively strong writing foundations, which may not fully represent weaker students. Future research should incorporate peer review and examine factors that directly influence the effectiveness of students' review and revision practices.

**Conflict of Interest:** Authors have no conflict of interest to declare.

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## SỬ DỤNG TRACK CHANGES TRONG DẠY VIẾT NHẪM GIÚP HỌC SINH THỰC HIỆN HIỆU QUẢ VIỆC XEM LẠI VÀ CHỈNH SỬA

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### TÓM TẮT

Chương trình giáo dục phổ thông (CTGDPT) môn Ngữ văn năm 2018 xác định mục tiêu của dạy học viết là “rèn luyện tư duy và dạy cách viết”. Một trong những yêu cầu cần đạt về kỹ năng viết mà Chương trình đề ra ở mỗi cấp lớp là “viết được văn bản đúng quy trình”. Quy trình này gồm bốn bước: (1) Chuẩn bị viết, (2) Tìm ý và lập dàn ý, (3) Viết bản nháp, và (4) Xem lại, chỉnh sửa. Tuy nhiên, trong thực tiễn dạy học, bước “xem lại và chỉnh sửa” thường bị giáo viên và học sinh xem nhẹ, trong khi đây là một khâu rất quan trọng của tiến trình viết. Để góp phần khắc phục tình trạng trên, chúng tôi sử dụng công cụ Track Changes (trong Microsoft Word) trong quá trình hướng dẫn học sinh viết, nhằm giúp học sinh thực hiện hiệu quả hoạt động xem lại và chỉnh sửa văn bản ở cả phương diện ngôn ngữ và phi ngôn ngữ. Kết quả thực nghiệm tại lớp 11AX, Trường THPT FPT (Cần Thơ) đã chứng minh tính hiệu quả của việc sử dụng Track Changes: sau mỗi lần xem lại và chỉnh sửa, chất lượng bài viết của học sinh được cải thiện rõ rệt, đồng thời học sinh tích lũy thêm kinh nghiệm viết. Bên cạnh đó, thông qua quá trình này, giáo viên cũng có thể đánh giá được những chuyển biến tích cực trong việc hình thành và phát triển kỹ năng viết của học sinh.

**Từ khóa:** xem lại và chỉnh sửa; dạy viết; Track Changes; kỹ năng viết