

Develop Multimodal Text Creation Skills for High School Students Through Lesson: Write A Letter to Exchange About an Outstanding Social Issue

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Article history:

Received: 22/11/2025

Accepted: 29/12/2025

Published: 30/12/2025

Keywords: multimodal text, writing skills, letter, social issues.

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Abstract

Social communication is now gradually shifting from unilateral (verbal or written) to multimodal (a combination of language and non-verbal media). Therefore, guiding students to practice to develop multilateral text creation skills is an inevitable requirement for high schools, especially when teaching Literature subjects. Because this is one of the important skills required by twenty-first-century citizens. Therefore, we conducted the study "Developing multimodal text creation skills for high school students through lesson: Writing a letters to exchange about an outstanding social issue". Specifically, we define the theoretical basis for the characteristics of the type of post. After that, experimental teaching was organized for students of classes 12A1 and 12A6 of My Xuyen High School, Can Tho city, Vietnam. From the learning results of the two experimental classes and the comparison with the academic performance of the same classes, it has been shown that the teaching measures we proposed have brought positive results and can be widely applied in high schools.

Review Article

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How to cite this article: Tran Van Canh, (2025). "Develop Multimodal Text Creation Skills For High School Students Through Lesson: Write A Letter To Exchange About An Outstanding Social Issue." *EIRA Journal of Multidisciplinary Research and Development (EIRAJMRD)*, 1(2), 62-72.

Introduction

Writing skills are one of the most important skills for developing thinking, communicating, and expressing ideas. Moreover, now under the strong influence of information technology and artificial intelligence, social communication is gradually shifting to the trend of multimodal communication. Therefore, teaching and developing document creation skills for high school students is an inevitable requirement for high schools. Especially in the context that Vietnam's education sector is reaching the stage of completing the process of innovating programs and textbooks at the high school level.

It is worth mentioning that the type of writing an exchange letter on an issue of concern in the Grade 12 Literature program is not only a form of practicing language skills but also helps students express their views, argue and exchange information with practical issues in society in a multi-modal way. This is a necessary requirement in today's era, when the ability to communicate and think critically has gradually become an inevitable life skill.

However, the reality of teaching and learning at the high school level shows that many grade 12 students still have

difficulty writing letters of exchange. Because, this is a new type of lesson that is included in the high school curriculum. Some of the outstanding problems that students encounter are: not understanding the requirements of the type of letter of exchange; arguments are often not coherent, lacking evidence or convincing; do not know how to use language that is appropriate for the context and purpose of the correspondence. These limitations not only affect the quality of writing, but also limit students' ability to express themselves and think critically.

In this context, practicing the skills of writing letters of exchange is not only the task of Literature but also an effective method to help students develop their ability to reason, persuade and solve problems; raising social awareness through approaching practical issues; better prepared for real-life communication situations after leaving school. This research not only aims to improve students' multidisciplinary writing skills but also contributes to improving the quality of Literature teaching and equipping them with the necessary skills to become confident and responsible citizens in modern society.

Purpose of the study

The purpose of our research "*Developing Multimodal Writing Skills for High School Students through the Writing of Communication Letters on an Issue of Concern*" in Literature was to answer the research question: What are the measures to train the communication writing skills that we propose in this topic? How effective is it for high school students through the assessment of the writing skills of students in the experimental classes of classes 12A1 and 12A6, My Xuyen High School, Can Tho city, school year 2024–2025?

This research aims at specific objectives: First, to develop communication letter writing skills for grade 12 students, guiding them to master how to write exchange letters, including the structure, presentation of ideas, arguments and the use of language suitable for each subject, communication situations; help students express clearly, logically and persuasively their views on practical issues in life. Secondly, raise students' awareness and critical thinking, encourage them to explore, discuss and give their personal views on social issues of concern; practicing the ability to think critically, reasoning rigorously, and at the same time know how to use practical evidence to defend opinions. Thirdly, increase interest in learning and improve the quality of Literature, motivate students to be more interested in writing and participate in practical exercises associated with practice; contributing to improving the effectiveness of teaching Literature through the application of creative and practical writing skills training measures. Fourthly, propose effective and feasible measures, build a system of specific measures to train writing skills for letters of exchange, suitable for grade 12 students; offer solutions to support teachers in the process of teaching and evaluating this type of lesson. Fifth, equipping students with life skills: helping them know how to communicate and exchange views in real situations, thereby becoming more confident when participating in social issues; contributing to building responsible citizens who know how to think and act for the community.

In conclusion, research not only improves students' letter-writing skills, but also contributes to the development of effective thinking, social awareness, and communication abilities, meeting the requirements of comprehensive education in the current period.

Theoretical basis

Multimodal Document Creation Skills

Multimodal Text is the type of text in which meaning is created through the combination of many different modes of expression, such as written language, images, colors, sounds, symbols, charts, spatial layouts, movements... These methods do not exist discretely, but interacting and

complementing each other in order to effectively convey information, knowledge, emotions or views to the recipient. In the context of modern communication and education, multimodal texts appear popularly in many forms such as infographics, posters, videos, websites, electronic textbooks, slideshows, media advertisements, etc.

Writing skills are an important linguistic competency, helping individuals express their thoughts, feelings, perspectives, and interact with others through writing. According to language researchers, constructive skills are not only the combination of vocabulary and grammar elements but also the ability to organize ideas, coherent reasoning and use language in combination with non-verbal means appropriate to the context.

When discussing the concept of text-making skills, linguists still have different views. Grabe and Kaplan (1996) assert that the skill of creation is not a single skill, because it is not separate from the context. Every writing task is in a specific communication context [5]. Matsuda (1997) emphasizes that creative skills are the result of the complex interaction between different elements of writing such as writers, readers, texts, and real life [6]. Canale and Swain (1980) have proposed the idea that creation is an expression of grammatical competence. [4] Because readers need to apply a combination, flexibility, and skillful knowledge of vocabulary, grammar, writing style as well as presentation and expression skills. Duong Huong Ly (2022) believes that creative skills are creative skills because they require writers to use words and grammar correctly and effectively to express ideas in a logical and persuasive way [2].

The general education program in Literature of the Ministry of Education and Training (12/2018), has determined the requirements to be achieved in terms of creative skills: (1) Writing techniques include requirements for writing posture, writing and spelling skills, writing and writing skills, writing skills, etc.; (2) Writing sentences, paragraphs, and texts including requirements for the document creation process and requirements for writing practice according to the characteristics of text types. [1]

In today's educational context, creative skills not only serve learning goals but also help students develop critical thinking, persuasion and practical problem-solving abilities. In particular, the type of letter writing associated with social practice helps students effectively apply knowledge to life.

Multimodal writing skills are the ability to use language and non-verbal elements effectively to express ideas, feelings, or information through writing. It is one of the four important language skills, including listening,

speaking, reading, and writing. This skill plays an important role in communicating and communicating messages. Writing skills not only require logical thinking to outline and organize ideas before writing, but they also require writers to use correct grammar and vocabulary to express ideas clearly. In addition, the creative element in expressing new, engaging and contextual content is also an indispensable part.

To perform well in the process of creating documents, writers need to follow an appropriate and effective process. The writing process is divided into several stages, including identifying ideas, making an outline, writing drafts, and editing the finish. At the stage of identifying ideas, writers need to define the goal, topic, and audience, thereby creating the foundation for the article. Next is to find the idea system and arrange the ideas in a logical order. Then, at the draft stage, the idea is expressed in an arranged outline. The editing phase focuses on improving the content, wording, grammar, and structure of the text, making the writing more coherent and accurate. Eventually, the article was finalized and published to meet the original goal. Thus, writing is not a single activity but a series of circular steps, helping learners develop skills through each stage.

When implementing the multimodal document creation process, there are many factors that impact this ability of learners, including background knowledge, learning motivation, and assistive technology. Background knowledge of vocabulary, grammar, culture, and life is the basis for writers to express ideas clearly and accurately. At the same time, motivation to learn and interest in writing play an important role in maintaining the effort to practice this skill. In addition, the organization and guidance of teachers, the support from technology tools such as grammar checking software, online dictionaries and automatic translation tools also help learners improve their writing more effectively, especially in the context of the increasingly popular combination of face-to-face and online learning.

To develop multimodal texting skills for learners, teachers need to apply effective teaching methods including process-based methods, integrated methods, group learning, and the use of feedback. The procedural method guides learners through each specific step of the creation process, from planning to editing the article. The integrated approach combines writing skills with other language skills such as reading, speaking, and listening, helping learners approach the writing process in a holistic way. Teamwork supports students in developing ideas through exchange and feedback from other members. At the same time, feedback from teachers plays an important role in helping learners recognize strengths and

weaknesses in the writing for improvement. In particular, creation skills are a process, so they need continuous and repeated practice to achieve high efficiency. Practice theory emphasizes that learners need to write regularly to form habits and improve skills through each writing. In addition, learning through mistakes helps learners identify and overcome limitations in the writing, thereby improving the quality of the text in the future. Persistent practice combined with guidance and correction from experienced people is key to achieving progress in creative skills

In short, to develop creative skills, learners need to understand the concepts, processes, and factors that affect creative activities. This is an important foundation to help learners and teachers build strategies to develop writing skills effectively.

Letter writing skills

Letter writing skills are a specific skill required for learners in creating documents to communicate and exchange information. Letter writing skills are the ability to use language clearly, coherently, and appropriately to convey a message through a letter. This is one of the important communication skills, not only in personal life but also in academic and work environments. A well-written letter will ensure that information is conveyed accurately, meeting the purpose of communication.

The role of letter writing skills is extremely important. First of all, it helps to communicate information in an efficient, clear way. In addition, writing a letter is also a tool for building and maintaining relationships, creating sympathy with the recipient through civilized and polite expressions. In a professional setting, this skill reflects the writer's thoughtfulness and serious attitude. At the same time, letters are also a means of recording important information, which is legally valid or for future reference.

Vahid Nimehchisalem et al. (2014) argue that communication and feedback, especially through correspondence, are very important for each candidate when looking for job opportunities [9]. Because, in order to build a successful career, each individual needs to be able to consider ideas for or against an issue, provide evidence to defend or refute to convince others to believe their arguments and act accordingly. This is also what recruiters and managers are now expecting and appreciating.

A regular letter has a basic structure that consists of three parts. The introduction usually includes the location, time (if it is a handwritten letter), a greeting appropriate to the context and the recipient of the letter, accompanied by a brief introduction of the purpose of the letter. The main content section focuses on conveying the information,

ideas, or issues to be discussed, ensuring compliance with principles such as clarity, conciseness, accuracy, courtesy, completeness, and coherence. The conclusion includes a summary of the content, acknowledgments, a request for action, and the writer's signature.

One of the effective theories that can be applied when writing correspondence is the reasoning model of Toulmin (2003). This model consists of six interrelated elements: claims, data, warranties, prerequisites, endorsements, and rebuttals [8]. Thus, it can be seen that, in a letter of exchange that is considered effective (with good arguments), the writer needs to: make a statement (state issues of concern and need to be discussed); provide data to support the claim (argument and evidence) to increase persuasiveness and support; express a neutral and objective stance that is both reasonable and sensible.

Factors that affect the writing skills include the purpose, the recipient, the context and culture of life, as well as the language skills of the writer. Writing letters for different purposes such as personal letters, business letters, or cover letters will require a different style and structure. For each recipient, it is necessary to adjust the language and expression accordingly. In addition, the culture of life and the context of communication also play an important role in shaping the content and form of the letter.

When writing correspondence, the writer can apply Shannon's 6C theory, Weaver (1949) which is still commonly applied in the field of business and public relations [7]. Specifically, to build an effective message, it is necessary to ensure the following criteria: (1) Credibility: the source of the message must be reliable. (2) Context: the message is suitable for the context and goals set. (3) Content: the message is simple, easy to understand, and meaningful to the recipient. (4) Clarity: avoid unnecessary misunderstandings. (5) Channel: choose the right transmission channel for the target audience. (6) Capability: ensure that the recipient can understand and respond to the message. Compliance with these factors helps the message to be conveyed with high credibility and creates a strong persuasiveness of the issue to be discussed.

To write an effective letter, a writer needs to follow some basic principles. The style needs to be clear, concise, avoid lengthy or unnecessary repetition. Politeness and professionalism are a must, especially in business correspondence. Proper formatting and presentation are also an important part. For example, handwritten letters need clear handwriting, and emails need to have a logical title, signature, and layout. Spelling and grammar checking is an integral step in ensuring the letter is complete and not misleading to the recipient.

In this day and age, the ability to communicate and solve problems is an essential skill for students when engaging in social activities. Writing a multi-modal correspondence not only helps students practice their writing skills, but also teaches them how to reason and present their opinions persuasively, thereby better preparing them for life after graduation. Because this skill helps learners develop the ability to communicate through writing, meeting communication needs in all areas of life.

Writing a letter about an issue of concern

From the current educational reality, it can be seen that practicing the skills of writing correspondence not only meets the requirements of the educational program but also brings great practical significance. It not only enhances writing abilities but also helps students develop their thinking, communication skills, and social awareness, thereby becoming confident, responsible, and willing individuals to contribute to the development of the community.

According to the orientation of the 2018 General Education Program, the teaching of Literature should be aimed at developing students' capacity, encouraging them to be more proactive, creative and practicing. The correspondence writing style is suitable for this goal, as it requires students to apply both theoretical knowledge and practical abilities to solve real-world situations.

According to Nguyen Thanh Thi and colleagues (2024), "An exchange letter on an issue of concern is a type of correspondence text, in which the writer of the letter exchanges with the recipient about an issue in life, and at the same time uses arguments and evidence to persuade the reader" [2]. Writing an exchange letter about an issue of concern is a form of written communication in which the writer expresses personal views, feelings, or opinions to persuade the reader or solve a particular problem.

Requirements for the type of letter of exchange on an issue of concern: in terms of content, it is necessary to state the issue of concern, to present opinions on the issue; in terms of form, it is necessary to ensure the layout of three parts: the introduction (stating the location, time of writing the letter, the identity of the recipient, opening greetings); main content (presenting opinions exchanged on issues); end (goodbye/wish, letter writer's identity). Besides, the letter also needs to be presented and expressed accurately, coherently and persuasively.

The Literature 12 – Creative Horizons textbook guides students to write a letter of exchange about an issue of interest according to a four-step process: (1) Preparing to write (choosing a problem, identifying the reader's audience, choosing a way to write and searching for documents and information related to the issue they want

to discuss). (2) Find ideas and make an outline (current situation of the problem, proposed solutions, evidence – data, etc.). (3) Writing articles (ensuring conciseness, reasonableness, and appropriateness). (4) Review and edit (content, form, presentation skills – expression). [2]

The good implementation of the process of creating and styling letters about an issue of concern mentioned above not only helps students form and develop writing skills but also brings important significance in helping students develop comprehensively. It is to improve the ability to express and reason; develop social thinking and practical problem-solving abilities; enhance civic awareness through participation in issues of concern in life.

Criteria for evaluating the skill of writing a letter of concern

Evaluation of learning outcomes is actually the consideration of the level of achievement of students' learning activities compared to the goals set for each subject, each class, and level. The objectives of each subject are concretized into knowledge and skill standards. From these standards, when conducting tests and assessments of subject learning results, it is necessary to design specific criteria to fully test both qualitatively and quantitatively the learning results of students.

To create a good type of letter of exchange on an issue of concern, students must: correctly identify the object and

purpose of the letter; use language appropriate to the situation and the relationship between the writer and the recipient; organize a coherent argument, give convincing evidence and show a sincere attitude. Writing a letter of exchange not only requires students to have knowledge of text structure, but also needs: logical thinking skills (identifying problems, making strong arguments and giving valid evidence); language skills (choosing words and sentences that are suitable for the reader, show respect and politeness) and non-verbal elements; document organization skills (adhering to the structure of a letter with an opening, main and ending; ensuring coherence and coherence; social literacy (having personal knowledge and perspective on practical issues to express opinions persuasively).

Therefore, in order to evaluate the effectiveness of a letter of exchange on an issue of interest, it is necessary to consider the content and structure elements of the created document. Grade 12 Literature textbook – Creative Horizons, in lesson 4 *Facts and writing pages*, the writing section when guiding students to check and edit the writing letter of exchange on an issue of concern suggested the aspects of checking and evaluating the results of the writing are: the introduction, main content, ending and presentation and expression skills [2, p.121]. Therefore, when evaluating students' letters of exchange, it is also necessary to pay attention to the above criteria.

Table 1. Checklist for writing a letter of concern

Test contents		Satisfactory	Unsatisfactory
Introduction	There is a specific location, time, and identity of the recipient of the letter.		
	Give an opening greeting.		
Main content	In turn, clearly and concisely present the contents to be discussed.		
	Propose how to solve the problem (need to be stated).		
	Provide accurate and reliable evidence (characters, facts, figures, etc.) to clarify the content of the letter.		
Conclusion	Say a wish or thank you.		
	Identify the person who wrote the letter.		
Expressive Presentation Skills	The layout is balanced, the opening and ending are commensurate in terms of space.		
	Use appropriate addresses.		
	Make sure it's spelled correctly.		
	Do not make errors in expression (use words, put sentences).		
	Incorporating appropriate, effective non-verbal elements		

(Source: Grade 12 Literature Textbook – Creative Horizons, page 121)

On the basis of the letter writing checklist to discuss an issue of interest in the Grade 12 Literature textbook – Creative Horizons, we guide students to self-check, evaluate, edit, and complete the letter they have done.

Experimental Design

Teaching Activity Design

In the current social and educational context, skill-oriented teaching aimed at helping students form and develop their qualities and abilities is a popular teaching method with many positive values. Through guidance and skill training, they can best apply theoretical knowledge to practice in school as well as in life.

Recognizing the important role of teaching and developing skills for students in the practice of teaching Literature in high schools, we design teaching activities in each specific content, focusing on arousing the background knowledge of Students, creating conditions for students to make the most of the knowledge they have just learned in the practice of discovering new knowledge in relevant lesson contents. As a result, Students while deepening knowledge, practicing, practicing, practicing and developing skills.

Specifically, implementing this research, we guide students to learn the knowledge, characteristics, and requirements of the type of writing *an exchange letter on an issue of interest*, especially mastering the sequence of steps as well as how to write a letter. With the theoretical knowledge they have learned, they can apply it to practice the writing process in a favorable way to practice and develop correspondence writing skills.

Based on the specific requirements in terms of content and form of lessons, we implement the lesson plan in the following steps: (1) Warm-up; (2) Forming and exploring knowledge; (3) Practice application; (4) Explore and expand knowledge. Each such step will design specific activities, with the transfer of learning tasks; students perform tasks according to clear worksheets, suitable for each specific knowledge content and present the results and learning products of individuals as well as groups; class members and teachers give comments on the basis of the previously agreed evaluation criteria. As a result, students gradually recreate background knowledge, discover – form new knowledge, practice applying it to deepen knowledge, form and develop skills.

Subjects

The experimental subjects of this study are students of classes 12A1 and 12A6 of My Xuyen High School, Can Tho city, Vietnam, school year 2024 – 2025. Specifically, class 12A1 (belonging to the natural grade). The class size of class 12A1 is 38 students with 18 boys and 20 girls. Class 12A6 (belonging to the social class) has a class size of 45 students with 19 boys and 26 girls. In general, the quality of their learning is mostly passing and good, with few good students. Most of them have a good attitude to study, enthusiasm, actively exchange and discuss, and

complete the assignments assigned by the teacher. This is a favorable premise for the trial application of active teaching methods.

Experimental content

We carry out an experimental teaching of *Writing an exchange letter on an issue of concern* in lesson 4, the textbook Literature 12 – Creative Horizons consists of 6 periods, weeks 13 and 14 for the school year 2024 – 2025. According to the distribution of the program, the duration of teaching the writing part is 2 periods. But because this is a new and difficult content, it takes time for students to refer to materials and practice and practice, so we have increased 4 more lessons (cross-tutoring) to ensure that students complete their learning tasks well.

First, we guide students to learn knowledge in the form of essays *Writing a letter of exchange on an issue of interest* related to knowledge *Writing an argumentative text on a social issue* and *Presenting opinions on a social issue*. Students have learned in the Grade 11 Literature program. Combined with knowledge in the form of writing *a discussion essay on an issue related to youth* and *discussing an issue related to opportunities and challenges for the country*, the students have learned in the Grade 12 Literature program. Next, the teacher guides students to learn the reference materials in the textbook, to master the characteristics, requirements, and structure of the type of text. At the same time, learn the experience of writing from reference materials.

Once they have mastered the theory, the teacher guides students to practice the writing process in the following steps: preparing to write (determining the topic; determining the purpose of the exchange; the reader; gathering relevant information and materials); find ideas and make an outline (pointing out the current situation, and the cause of the problem, proposing appropriate solutions); writing correspondence; Review and edit.

Specifically, we guide students to practice, practice individually and in groups. Divide the class into four groups. Odd groups (one and three) do the same task: *Write a letter to a friend to discuss the importance of self-study for students today*. Even groups (two and four) jointly performed the problem: *Write a letter to a friend to discuss how to apply artificial intelligence (AI) to learning appropriately and effectively for students today*.

Specifically, we ask students to create in class. Members of each group write letters of exchange according to the assigned topics.

After that, students conduct group exchanges at home (through Zalo groups and directly in class) with the support of teachers. Students give each other comments according to the checklist suggestions in the textbook.

When the discussion in the group is finished, each individual proceeds to edit their article.

After the discussion period in each individual group, students exchanged in pairs and pairs. Because the teacher assigns the same group assignments, when discussing in pairs, students can easily discuss the issues they are interested in, learn and have the opportunity to learn from each other. After exchanging and discussing in pairs, students continue to edit their own writing again (if necessary).

Completing the pair exchange step, students will submit their second edited writing to the class group. From here, they not only refer to the articles of their classmates, the same topic, but also access the articles of other groups that do not have the same topic. They can communicate more with their peers and diversify issues of interest. Through class group exchanges, students learn from their own experience, and will continue to edit their writing one more time (if necessary).

Finally, the teacher organized a direct exchange for students in class. Accordingly, the teacher randomly called students in groups to present their exchange letters. The teacher will combine the presentation of the article being presented by the students, so that the whole class can follow and comment. At that time, the whole class monitors and exchanges, comments, and comments on the content, form – structure, presentation skills – expression of the article. As a result, learners can learn, gain experience, practice and develop their writing skills.

To facilitate students to practice writing letters of exchange, we have designed study sheets according to specific, clear, and easy-to-follow steps.

Because the letter of exchange on an issue of concern is the type of correspondence combined with discussion expressing positions, views and opinions on the issue. The issues to be discussed are often new issues, which are of interest to many people, and the exchange brings a certain social meaning. Therefore, the problem can be good and positive that should spread to everyone. However, the issue of communication can also be bad, negative, and frustrating for many people. Therefore, we also pay attention to orienting students to clearly identify the type of problem to find ideas and present appropriate and effective expressions. If it is a negative problem, in addition to explaining and clarifying the problem, students need to point out the current situation, consequences, identify the causes and propose solutions. However, with positive issues, clearly state the benefits and needs of society and measures to disseminate and bring good values to life. Especially pay attention to the choice of a combination of non-verbal means to express and create vividness and attractiveness for the text.

Through learning sheets, students prepare well for lessons before going to class as well as the process of discovering and receiving knowledge in class, successfully completing learning tasks. At the same time, it is also convenient for us to collect and analyze experimental data.

STUDY SHEET

(Write a letter about an issue of concern)

Full name: Group: Grade:

I. Preparation

1. Identify the problem

- + Determining the content and purpose of the exchange
- + Identify the audience
- + Search for relevant documents and information

2. Find ideas and make an outline

II. Letter Writing

1. Introduction

- Location, time
- Recipient's name
- Opening greetings
- Introduction of the problem – the reason for writing the letter

2. Contents

- Explain the problem (if necessary)
- Discussion

- + Current state of manifestation
- + Consequences, harm (or benefits)
- + Cause (or need)
- + Proposing solutions (measures)

3. Conclusion

- Closing greetings/wishes
- Sender Name

Organizing experimental teaching

After designing teaching activities, with the exchange of suggestions of the professional team in the direction of lesson research, we conduct experimental teaching in classes 12A1 and 12A6 of My Xuyen High School, Can Tho city, school year 2024 – 2025.

The experiment took place in 6 periods in each class, in two weeks 13 and 14.

Firstly, we guide students to learn lesson type knowledge and analyze reference materials (1 period). Secondly, we guide students to learn the writing process (1 period). Third, we guide students to practice the writing process in class (2 periods). Next, students will carry out the exchange at home for a week with the support of the teacher. After that, we organized students to present a report on the results of writing letters and exchange, discuss, and comment in class (2 periods).

In the process of organizing the experiment, the teacher asked the students to complete a letter of exchange on the issue of interest according to the form – the study sheets. Performance results will be evaluated and scored for the regular inspection column. This is also the basis for assessing students' writing skills and the basis for evaluating the effectiveness of the initiative.

In addition to the results of the experimental class, we also compared the results of the experimental classes 12A1 and 12A6 with the comparison class – the remaining classes of grade 12 of My Xuyen High School in the topic "*Write a letter (about 400 words) to exchange with a friend about the importance of quality training for young people in life living now*". This is question 2 (4 points) part II, the final exam of the 1st semester of grade 12 of My Xuyen High School. From this comparison result, we can make an objective, scientific conclusion and increase confidence in the effectiveness of the initiative.

Experimental results

From the products of creating multi-modal letters of interest that students have done during the preparation of previous lessons at home as well as direct discussions in class, we collect empirical data and conduct analysis and evaluation according to specific criteria. clearly and reasonably. Thereby, making objective and reliable conclusions about the results of the study.

Through the experimental process, we obtained 83 learning products of students in classes 12A1 and 12A6. It was an article about the *importance of self-learning* and *how to apply artificial intelligence (AI) to appropriate and effective learning for current students* that they have done when participating in experimental lessons.

In addition, we collected 471 learning products of students in grade 12 (question 2, part II, end-of-semester 1 exam) and letters about the *importance of quality training for young people in today's life* for comparison and comparison. Based on the products created, we conduct statistics, analysis, and evaluation of experimental results according to the criteria for evaluating the skills of writing research reports previously developed that students have mastered, performing the learning tasks assigned by the teacher.

Judging by each specific criterion, we found that:

Regarding the preparation process, most students know how to determine the name of the topic (the issue to be discussed is new and popular, which is of interest to many people). From the selected topic, students can basically determine: the purpose of writing the letter; readers; search for relevant information and documents. From there, most of the students identified the idea system and built a fairly good outline, ensuring the full content of the exchange letter.

Regarding the content of the letter, we noticed that all students understood the presentation specifications. They express all parts of the letter (opening, main content, ending). At the same time, most students have the ability to present and express concisely, accurately and persuasively.

In the introduction, most students clearly state the location, time, and identity of the recipient of the letter. Give an opening greeting, introduce the problem and the reason for the discussion (highlight the topicality of the issue). However, some students do not express well and do not emphasize the importance of the problem, so the way to open the letter does not impress the reader.

In the main content, the majority of students have mastered the system of ideas that need to be discussed about issues of concern. With the negative problem, they have stated the current situation and consequences, clearly indicated the causes and proposed appropriate solutions. With the positive problem, the students highlighted the importance and social significance of the problem, and at the same time proposed effective measures for people to pay attention to, disseminate and implement. With issues that still have conflicting opinions, students also have a comprehensive objective view of the advantages and limitations of the problem, thereby creating a high impact and persuasion for readers. It is worth noting that when discussing, students have given valid arguments, Evidence (characters, facts, data, etc.) is accurate and reliable, helping the letter to be both reasonable and meaningful. Some students know how to use non-verbal communication tools rationally and effectively such as data tables, charts, images, etc. to clarify the issue to be

discussed. As a result, the issue is discussed in a more comprehensive, objective and convincing way.

However, some students assess that the situation is somewhat subjective, extreme, and not comprehensive, so the consequence is that the solution given is not really effective and lacks practicality. In addition, some students write too sketchily, lack of information and reasonable evidence, leading to the exchange issue not really prominent. There are also some students who express themselves at length, lack of focus on the main issue, so the issue of communication is not really convincing.

At the end, most students present a full greeting or thank you, a closing greeting. Specify the identity of the person who wrote the letter. In particular, many students have also suggested the direction of learning and continuing to exchange more extensively about the problem. But there

are also a few students who are hesitant and anonymous when writing letters to exchange.

In terms of presentation and expression skills, most of the students' writing has a balanced layout, the opening and ending are proportionate in size. They use addresses that are appropriate for the audience. Students have also used non-verbal communication tools rationally and effectively such as data tables, charts, images, etc. to clarify the issue to be discussed. The language used in the article is accurate and objective. The article is expressed clearly and clearly. However, there are still some articles with spelling and grammatical errors.

From the written letters of exchange students that have been edited and completed according to the set requirements, we conduct assessments and scores to calculate the regular test scores for them.



Figure 1. Grade of the letter of concern of classes 12A1 and 12A6

Based on Chart 1 showing the scores of writing letters of interest in classes 12A1 and 12A6, it is found that most students have mastered the knowledge of the type of papers, and the practice of writing letters of exchange is effective according to the criteria of the checklist. Specifically, in class 12A1, this is a natural class, I have better academic ability combined with logical thinking habits, so I write letters to exchange about social issues which is more advantageous

than class 12A6, which belongs to the social class and has weaker academic ability.

In addition to the qualitative analysis (test scores) according to the criteria to assess the writing skills of exchange about the issue of interest, we also conduct quantitative statistics according to the pass/fail results in each criterion through the students' writing done during the experiment.

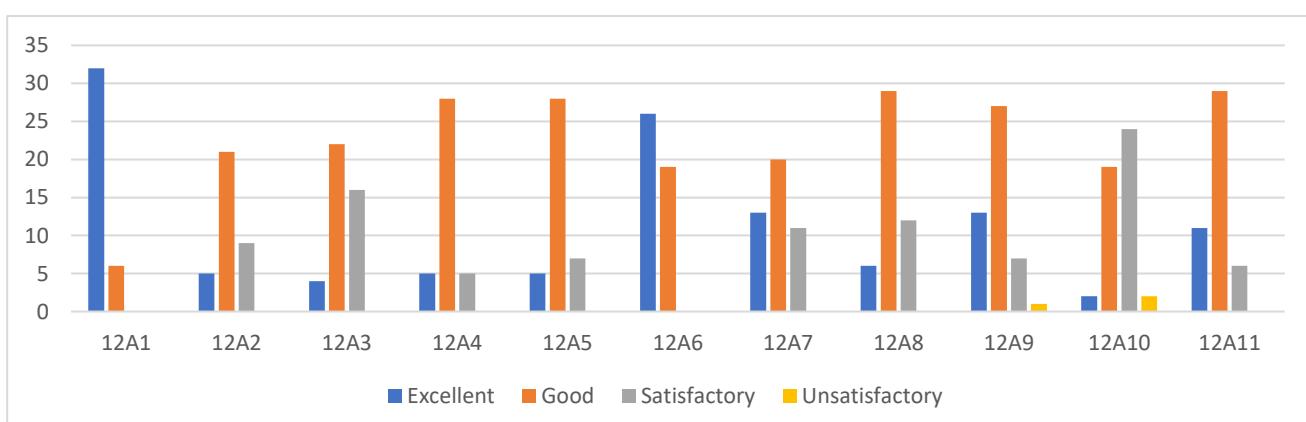


Figure 2. Grade 12 students' end-of-semester final exam results

Through Chart 2 – the results of writing an exchange letter on an issue of concern of students in classes 12A1 and 12A6, we believe that the majority of students have mastered the communication letter writing methods and met the goals, characteristics and requirements of the initiative. Specifically, more than 70% of students met all the criteria of the type. In general, after the experimental process, they have grasped the characteristics, structure, and expression of a letter of exchange. Students have identified the purpose, the object of exchange, pointed out the actual situation of the problem and have an explanation of the consequences (or benefits), causes (or needs); and at the same time propose reasonable and practical solutions (or measures). This is the premise for students to successfully complete the exercises of the Literature program in school as well as exchange and discuss in learning and working in real life in the future.

From the experimental process, classes 12A1 and 12A6 have initially grasped the characteristics of a letter of exchange on an issue of concern. This is the premise for students to be able to do well in the letter of exchange in the future.

Moreover, the final exam of semester 1, school year 2024 – 2025 My Xuyen High School, question 2, part II, asks students *to write a letter (about 400 words) to exchange with a friend about the importance of quality training for youth in today's life.*

The results of the final exam of the 1st semester of Literature of the whole grade 12 include 471 students, of which 122 students are rated good (25.90%), 248 students are good (52.65%), 97 students are rated pass (20.59%), 04 students are rated Fail (0.85%).

Comparing the results of the final exam of the 1st semester of the experimental classes, we found that the results were better than the rest of the classes. Specifically, class 12A1 consists of 38 students, of which 32 students are rated Good (84.21%), 6 students are good (15.79%); class 12A6 consists of 45 students, 26 students are rated Good (57.78%), 19 students are good (42.22%). The results of the experimental classes in the final examination and the regular examination (the paper performed during the experiment) are the same. This means that the score of class 12A1 is higher than that of class 12A6. However, compared to the rest of grade 12, the final test scores of the 1st semester of the two experimental classes were higher. All students in the experimental class were rated as Good and Good, and no students were rated as Pass and Fail.

From the results of the above-mentioned comparison, we can once again affirm the measure to train the skills of creating multimodal documents for high school students through the type of writing a letter of exchange on an issue

of concern with positive effects. This is a testament to the effectiveness of the research we have conducted.

Conclusion

Through the results of the research *on Developing multimodal text creation skills for high school students through the type of writing a letter of interest on an issue* of interest in Literature, we realize that practicing the skills of writing a letter of interest to students has quite a lot of advantages. Firstly, applying theoretical knowledge to the practice process, helping them master knowledge, practicing and developing the ability to create multimodal texts. Secondly, students master the method, process and implementation of effective letter writing. Third, there is a link between theoretical knowledge in the house and real life. From the activity of practicing the skill of creating texts and letters of exchange in class, it is easier for students to communicate and exchange information more effectively in learning as well as working in the future.

Thereby, it can be affirmed that this research has contributed to building a system of measures to train writing skills in an effective and creative way, helping high school students improve their ability to express their personal views in a multi-modal way; develop critical thinking and problem-solving abilities; equipping students with the necessary skills to approach practical issues in society more effectively. At the same time, the research results can serve as a useful reference for Literature teachers in the teaching process, contributing to improving the quality of teaching Literature in high schools.

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