

THE EFFECTS OF USING FILM TRAILERS TO DEVELOP SECONDARY SCHOOL
STUDENTS' IDEA GENERATION FOR WRITING

A MASTER'S PROJECT

BY

NANTANA CHARUKITPAISARN

Submitted in partial fulfillment of the requirements for the

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ประสิทธิผลของการใช้ภาพยนตร์ตัวอย่างในการสอนที่มีต่อการพัฒนาความสามารถด้านการเขียน
ภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 2
โรงเรียนสาธิตมหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร (ฝ่ายมัธยม)



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ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต

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งานวิจัยเรื่อง ประสิทธิภาพของการใช้ภาพยนตร์ตัวอย่างในการสอนที่มีต่อการพัฒนา
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โรฒประสานมิตร ฝั่งมัธยมมีวัตถุประสงค์เพื่อศึกษาประสิทธิภาพของการใช้ภาพยนตร์ตัวอย่างในการ
สอนที่มีต่อการพัฒนาความสามารถด้านการเขียนภาษาอังกฤษของนักเรียน และศึกษาความคิดเห็นของ
นักเรียนที่มีต่อ แผนจัดกิจกรรมการเรียนรู้โดยใช้กระบวนการใช้ภาพยนตร์ตัวอย่าง กลุ่มตัวอย่างที่ใช้ใน
การวิจัยครั้งนี้เป็นนักเรียนระดับชั้นมัธยมศึกษาปีที่ 2 ปีการศึกษา 2556 โรงเรียนสาธิตศรีนครินทรวิโรฒ
ประสานมิตร ฝั่งมัธยม กรุงเทพฯ จำนวน 40 คน นักเรียนที่เป็นกลุ่มทดลอง เข้าร่วมกิจกรรมการเรียนรู้
โดยใช้กระบวนการใช้ภาพยนตร์ตัวอย่างเป็นเวลา 3 สัปดาห์ เครื่องมือที่ใช้ในการวิจัยประกอบด้วย 1)
การทดสอบความสามารถด้านการเขียนก่อนและหลังการทดลอง 2) แบบสอบถามความคิดเห็นของ
นักเรียนที่มีต่อแผนการจัดกิจกรรมการเรียนรู้โดยใช้กระบวนการใช้ภาพยนตร์ตัวอย่างผลการวิจัยพบว่า
ค่าเฉลี่ยของผลสัมฤทธิ์ในการเขียนโดยรวมจากการทดสอบความสามารถในการเขียนก่อนและหลัง
เรียนมีความแตกต่างกันเห็นได้ชัด นอกจากนี้ยังพบว่า กลุ่มตัวอย่างมีความพอใจต่อกิจกรรมการเรียนรู้
โดยใช้กระบวนการใช้ภาพยนตร์ตัวอย่างเป็นเครื่องมือในการสอน ข้อเสนอแนะจากการวิจัยในครั้งนี้คือ
ครู สามารถนำกระบวนการการใช้ภาพยนตร์ตัวอย่างในการสอนที่มีต่อการพัฒนาความสามารถการ
เขียนภาษาอังกฤษไปใช้กับนักเรียนมัธยมศึกษาปีที่ 1 เพื่อสนับสนุนและส่งเสริมให้นักเรียนได้พัฒนาทั้ง
ด้านการฟัง ความคิด และการเขียนโดยใช้กระบวนการจัดการเรียนรู้ที่น่าสนใจ ทั้งนี้ ครูผู้สอนการเขียน
ภาษาอังกฤษควรนำเสนอการใช้ภาพยนตร์ตัวอย่างตามระดับความสามารถและความสนใจของนักเรียน

THE EFFECTS OF USING FILM TRAILERS TO DEVELOP MATTAYOM SUKSA II
STUDENTS' IDEA GENERATION FOR WRITING AT SRINAKHARINWIROT
UNIVERSITY PRASARNMIT DEMONSTRATION SCHOOL (SECONDARY)



AN ABSTRACT

BY

NANTANA CHARUKITPAISARN

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Nantana Charukitpaisarn. (2013). *The effects of using film trailers to develop secondary school students' idea generation for writing*. Master's Project, M.A. (Teaching English as a Foreign Language). Bangkok: Graduate School, Srinakharinwirot University. Advisor Committee: Dr. Anchalee Jansem, Ms. Piyawan Kullamai, Mrs. Nittaya Wangkangwan.

The purpose of this research was to investigate the effects of using film trailers to develop the idea generation skills of students in terms of writing in English. The participants consisted of forty students attending Matthayomsuksa Two (M2) at Prasarnmit Demonstration School. The students were asked to write 3 pre-test essays and 3 post-test essays after watching 3 film previews. There were 3 guided questions for essay topics 1) 'What would you do if Bangkok City were full of stray dogs?' 2) 'How does music affect people?' 3) 'What should a person do to stay healthy?' All three questions were used in both in pre-test and post-test and then the scores of both pre-test and post-test were compared in terms of percentage. At the end of the course, students were assigned to put a check on their questionnaire regarding the use of film preview a pre-writing teaching tool. The scores were applied to find differences in terms of the mean score. The students' opinions towards the instruction based on using film preview as a pre-writing teaching tool were satisfied with this technique. The findings suggest that the application of film previews as a pre-writing teaching tool may help students to improve their writing skills.

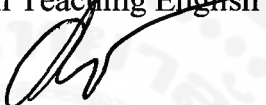
The Master's Project Advisor, Chair of the Master's Program in Teaching English as Foreign Language, and Oral Defense Committee have approved this Master's Project, as partial fulfillment of requirements for the Master Of Arts in Teaching English as a Foreign Language at Srinakharinwirot University.

Master's Project Advisor



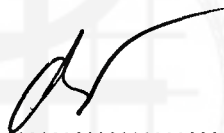
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Chair of the Master's Program in Teaching English as a Foreign Language

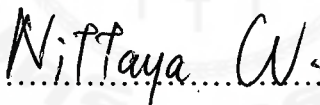


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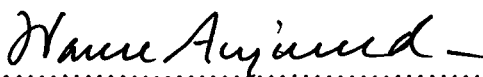


.....Committee
(Assistant Professor Nitaya Wangkangwan)



.....Committee
(Ms. Piyawan Kullamai)

This Master's Project has been approved as partial fulfillment of the Requirements of the Master of Art in Teaching English as a Foreign Language at Srinakharinwirot University.



.....Dean of the Faculty of Humanities
(Dr. Wanee Aujsatid)

April. 30, 2013

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TABLE OF CONTENTS

CHAPTER	Page
1. INTRODUCTION.....	1
Background of the Study.....	1
Purpose of the Study.....	5
Research Questions.....	5
Significance of the Study.....	5
Scope of the Study.....	6
Sample and Population.....	6
Definition of Terms.....	6
2. REVIEW OF THE LITERATURE.....	8
Writing Ability.....	8
Teaching Writing to Second Language Learners.....	9
Prewriting for Second Language Learners.....	11
Using Film Trailers in Language Teaching.....	14
Advantage of using movie trailers and video clips.....	18
Assessing writing ability.....	18
Related research.....	22
3. RESEARCH METHODOLOGY.....	25
Participants.....	25
Data Collection.....	25
Material and Instruments.....	26

TABLE OF CONTENTS (continued)

CHAPTER	Page
Writing Assessment Criteria.....	28
Data Analysis.....	28
4. FINDINGS.....	29
Summary of the Research.....	29
Summary of the main findings.....	30
Summary of the Chapter.....	34
5. CONCLUSION AND DISCUSSIONS.....	35
Summary of the Study.....	35
Discussion.....	36
Implication of the Study.....	37
Limitation of the Study.....	38
Suggestions for further Studies.....	39
REFERENCES.....	40
APPENDICES.....	48
APPENDIX A Assessment Criteria.....	49
APPENDIX B Students 'Opinions Questionnaire.....	53
APPENDIX C Lesson Plan.....	56
APPENDIX D Sample of Students' Worksheet.....	65
APPENDIX E Sample of Students' Worksheet.....	69
VITAE.....	73

CHAPTER I

INTRODUCTION

Background of the Study

English is an international language and has maintained a significant role worldwide, especially in an era of advanced technology. In Thailand, education reform aims to develop English language teaching and learning methods and practices. A revision of the Thai national curriculum has changed English from an elective to a compulsory course for students at the primary, secondary and tertiary levels. As stated in the current national curriculum, Thai students learning English as a foreign language (EFL) should be able to use English to communicate effectively with foreigners in their daily lives (Ministry of Education, 2003).

Although English has been taught in Thailand for a number of years, there is still room for improvement, which has been the result of unsuccessful teaching and learning in a number of cases. Naksakul (1996, cited in Kampanich & Prapphal, 2003) investigated the English proficiency level of Thai students and found that less than 25 % of the students with access to higher education could use English fluently and accurately. This was also relevant to a study by Pattranom (1989), which indicated that the level of English proficiency among Thai high school students did not meet the required standards of other Asian countries, such as Malaysia, the Philippines and Singapore (The Ministry of University Affairs, March 6, 2002).

Allan (1985) and Bernstein (2004) claimed that learning English as a Second or as a Foreign language (ESL/EFL) mainly involves what are called the four skills: speaking, listening, reading and writing. Writing plays an important role in the context of

teaching English as a foreign language. Marilou (2008) stated in her research that the obstacles faced by Thai students when learning to write English are two-fold: the language load difficulty of writing itself and instruction that fails to support writing at all levels. Kim (2005) and Britton (1970) indicated that in terms of language, writing is considered to be complex, as it is both a required and an arduous schema which requires an interaction of the skill, experience and the knowledge of the writer.

In the field of writing, pedagogy focuses more on the product of writing than the writing process itself (Brown, 2000). Much of English writing teaching still focuses heavily on traditional form, with an emphasis on the final product (Hughes, 1989). The dominant teaching approach is mainly concerned with the structure of language and does not support the development of the writing abilities of the learners (Leeds, 2003: Badger 2000) Kongchan (1991). Pensri (1998), Sanghuanpuak (1994), and Marilou (2008) also mentioned that Thai classes regularly accommodated a large number of students, and that classes of 40 to 60 students are not unusual.

In the Thai school context, exposure to English is typically limited to four hours per week and students usually receive minimal writing practice in their English classes. The grammatical knowledge of the students was not applied in their writing. When they learn to write English, they find themselves struggling with many structural issues, including word selection, correct grammar usage, and generating ideas. Even if students develop a large vocabulary; their vocabulary knowledge does not necessarily facilitate their writing skills. Writing is a skill which requires consciously directed effort and deliberate language choices. Students progress in English at different rates, depending on a number of variables including their educational background, native language, literacy skills in their native language and previous experience with English (Lonergan, 1984).

There are a number of different techniques, approaches to teaching, and assessment methods for writing. In terms of approaches, the Process Writing Approach has been accepted as a valuable tool for any ESL teacher who wants to improve the writing of their students (Hyland, 2003; Song, 1998). Process writing is an approach which encourages ESL students to communicate their own written message which simultaneously develops their speaking, reading and writing skills (Harold, 1991). The writing process consists of a sequence or a series of cyclical recursive and progressive stages such as planning, prewriting or drafting, editing and revising, that any writer follows (Grabe and Kaplan, 1996; Tribble, 1996; Clark, 1997; Britton, 1970).

Prewriting is considered the first step prior to the actual moment of writing, and the writer engages in activities to explore, develop and organize ideas, and to limit these to specific discussion topics (Grabe and Kaplan; 1996, Tribble, 1996, Camps, 2002). Prewriting, which is defined by Zancanaro (2008) as structural activities, either spoken or written, can activate student participation in thinking, talking, writing and working on a topic. These activities also stimulate higher level thinking as well as writing skills. Prewriting is essential for students whose first language is not English. Students with lower proficiency levels often have a limited vocabulary and difficulty expressing their ideas. Nowadays, English language teachers employ new technology to facilitate student learning and even writing from the very first stage or prewriting. It is always a challenge to provide a meaningful and relevant content for students. Another excellent source are movie previews or trailers, which can both be found on the internet, as were the previews and trailers used in this study. Movie trailers are quite short and last only two or three minutes. They provide key scenes from the feature which provides interesting linguistic input and accompanying action. The use of visual sources is an innovative approach to English instruction.

One method which can be used to prepare students for writing is visualization. (Stempleski, 1990). The writing process with film previews, movie trailers or video clips as a teaching tool are intended to develop the writing skills of students. Feature movie trailers or video clips are more relevant to motivation than a regular video which is particularly made for EFL/ESL teaching because they embody an example of a story that wants to be told rather than a lesson that needs to be taught (Ward & Lepeiture, 1996). Moreover, movies provide a wealth of contextual linguistic, paralinguistic and authentic cross-cultural information (Bello T., 1997; Stempleski, 1990; Willis, 1983). Therefore, a short sequence from a selection of previews from different genres, including musicals, romances, comedies, dramas, thrillers and action movies can be used to develop the basic skills of ESL learners in terms of practice, grammar, listening, speaking, reading, writing, vocabulary and pronunciation. Another significant benefit of using film previews as a prewriting teaching tool is to activate schema. With schemata, students recall background knowledge of content and the organizational patterns of writing.

According to Williams (2005) and Anderson (1985), a schema has four different main functions. Firstly, a schema provides background knowledge to interpret a specific event. Secondly, it provides background knowledge beyond the information provided. Thirdly, a schema generates the prediction of events, actions, and information. Finally, a schema helps to identify regularities so that more attention can be allocated to accommodate new information. As a result of using the previews discussed earlier, the researcher believes that the writing abilities of the students can be developed through the use of film previews as a prewriting teaching tool. When students take part in prewriting activities, they interact with their classmate in various ways, such as brainstorming, note-taking, question each other, do free writing, and combining information for organizing ideas. In addition, they can confidently boost their writing skills. Therefore, this study

employs process writing with film previews as prewriting teaching tools to investigate its effect on the writing skills of the students.

The Purpose of the Study

The aims of this study are as follows:

1. To investigate whether or not using film previews can develop the English skills of secondary school students in terms of idea generation for writing.
2. To explore the opinions of the students towards using film previews for prewriting activities.

Research Questions

This study attempted to investigate the effectiveness of using film trailers as prewriting teaching tools. Thus, specific questions include the following:

1. Can the use of film trailers or previews develop the ability of secondary school students to generate ideas for writing?
2. What are the perceptions of students towards using film trailers to develop the ability of secondary school students to generate ideas for writing?

The Significance of the Study

The results obtained from this study would be beneficial as guidelines for teachers in the use of film trailers as a teaching tool in class. Many Thai teachers might find using film trailers as another teaching technique. Another benefit is that this method requires teachers to plan the lessons and choose the activities in advance. It is also an effective means of showing the developmental status and progress of students, not only in writing,

but also other English skills, such as listening and speaking. As for students, this method can also serve to motivate and promote self-understanding. It also helps students to learn through exposure to English language as input for writing.

Scope of the Study

The study took place at Prasarnmit Demonstration Secondary School Bangkok. A sample population of 40 students was selected from Mathayom Suksa 2 (M.2). The sample population was all between 13 to 14 years of age and male and female. The duration of the experiment was 3 weeks or 6 periods during the second semester of the 2012 academic year. Each period lasted approximately fifty minutes.

Sample and Population

A sample group of 40 male and female students were selected from Mathayom Suksa 2 at Prasarnmit Demonstration Secondary School, Wattana, Bangkok. The selection of the sample population was based on convenience sampling.

Definition of Terms

1. Movie trailers or movie previews are advertisements for feature films which will be exhibited in the future at the cinema.
2. Prewriting is the first activity that students engage in before writing a draft of a document. It includes thinking, taking notes, talking to others, brainstorming, outlining and gathering information.
3. Writing ability refers to the ability of the students to write efficiently and accurately.

4. Writing ability development refers to the improvement of students abilities after learning through the process compared to their ability prior to their exposure to this method.

5. Idea generation refers to how students form their ideas and the content of their writing.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter, the relevant literature related to of writing process with film previews or trailers as prewriting as teaching tool is discussed as follows:

Writing Ability

The term writing has several meanings and many experts have proposed the definition and explanation of writing. Ferris (1998) defines writing as the act of composing correct sentences and transmitting messages, information or ideas through the visual medium as marks on paper. Ur (1996) claimed that writing is in the sense of the 'writer'. In fact, the improvement of language skills is a very broad concept, and it is recommended that they should be acquired in more than one way at one time. In terms of watching movies, one must improve their skills in all dimensions of the language in order to understand it. Language learning can be enhanced by watching TV stations and radio channels such as the BBC, watching TV shows in English and reading English newspaper or books. The key word is context, which means that it is easier to learn new words and their usage, as well as grammar, when you see them or use them in a real-life context. The more you see them in your speech and writing, the easier it becomes to remember their meanings and the correct spelling. There is no easy way to acquire this knowledge; one must develop language skills in all these dimensions in order to properly understand the language.

The term ability is defined as a skill or a power. Writing ability is therefore a skill used to express ideas, thoughts, and feelings in written symbols to make other people or

readers understand the ideas that are conveyed. Takala (1982) states that writing is a method used to communicate a message to the reader for a specific purpose. The purposes of writing include self-expression, providing information, persuasion, or the creation of a literary work. Writing ability and the functions of language can be used to measure the capability of foreign language students in terms of writing. As a function of communication, definitions should be considered as important as other language functions for students studying English as a Second Language.

Teaching Writing to Second Language Learners

A second language or L2 is any language learned in addition to the first language or mother tongue. A distinction is often made between a second language and a foreign language, the latter being learned for use in an area where the language is not generally spoken (Kim, 2005). Arguably, in countries such as India, Pakistan, Bangladesh, Scandinavian countries and the Netherlands, English can be considered a second language for many of its speakers, because they learn it young, speak it fluently, and use it regularly. However, in China or Thailand, English would be considered a foreign language due to the lack of a number of characteristics, such as historical links, media, and opportunities for use (Kim, 2005). As a result, writing in a second language or foreign language is a distinct area (Leki, 1990; Ur, Penny, 1996). The writer's L1 experience and the meaning of literacy in the target language culture (Bello, 1997; Clark, 2003) can influence L2 writing (Krashen, 2004). However, L2 writing is cognitively different from L1 writing in a number of important areas such as the proficiency of the language and the fluency (Cody, 1996; Hughes 1989).

According to Leki (1990), L2 writing instruction began to change its focus on communication and appropriation of process-oriented pedagogy in place of the earlier focus on correctness. Hogue (2006) cautioned that the traditional paradigm of writing instruction based on grammar and correctness has not yet been eradicated from ESL instruction. It still continues to dominate the experience of writing instruction for many English language learners. According to August and Sharan (2002), becoming literate in a second language depends on the quality of teaching, which is a function of the intensity of the coverage of the content or the thoroughness of the instruction. As Cody (1996) noted, there has been a significant shift in L2 writing from traditional to process-oriented instruction. The traditional approaches to L2 writing instruction served mainly to reinforce oral patterns and test grammatical knowledge.

There are several approaches to teaching writing as a form of creative communication, ranging from the Controlled-to-Free Approach, the Free Writing Approach, The Communicative Approach, to The Process Approach for ESL classes (Raimes 1983). Raimes recommends the use of an Eclectic Approach, which is responsive to the needs of learners as their skills develop, and asserts that there is no single answer to the question of how writing should be taught. Zancanaro (2008) advocates a 'marriage' of the technique of the product-oriented approach with the techniques of the process-oriented approach, and techniques that belong to the product-oriented approach.

Despite the advancements in writing pedagogy, teaching writing is still regarded to be difficult. One of the most important tasks for the teacher is to know how to effectively bridge the gap between acquiring skills (writing the language to form) and using skills (flexibility measures and expressive writing for a function) activities, which means teaching down to the bone, rather than just on the surface of the skin. One possible

solution would be to minimize the use of writing practice activities that are manipulative or impersonal in nature and choose instead activities that are contextualized, meaningful, and personalized, even when students are focusing primarily on form. Moreover, it is suggested to use a blend of diverse tasks that elicit performances ranging from the careful style to the vernacular style. As the competence of the students increased, writing assignments should become less structured, less teacher-directed, and more creative in nature. After all, students should be encouraged to use the language independently to inform, narrate, describe, question, persuade, express feelings and attitudes, discuss ideas, and support points of view. When designing writing practice, it is important to include various aspects of the composition process in the instructional sequence. The various steps of the composition process need to be taught and practiced. Therefore, a few texts have been developed for students (Britton, 1970) that lead them through various steps or stages as they engage in creative and expressive writing, concentrating on organization, style, and the development of greater precision in grammar and vocabulary in the process.

Prewriting for Second Language Learners

It is commonly understood in the literature of second language composition that the writing process consists of a sequence of a series of cyclical, recursive and progressive stages, such as prewriting, drafting, editing and revising that any writer follows in order to produce a final piece of written work (Grabe and Kaplan, 1996).

Prewriting.

Prewriting is essential for students who do not speak English as their first language, especially at lower proficiency levels. During this stage, students have a limited lexicon and this limitation results in experiencing difficulty expressing their ideas. The

very first stage of writing is coming up with ideas for writing. There are many activities that students can do grammar such as lists, free-writing, brainstorming, drawing and sketching or discussions. Oluwadiya (1990) stated that structural activities, including oral, written and experiential activities can activate student participation in thinking, talking, writing and working on the topic. For example, students can do the following activities: Firstly, they can discuss the type of writing, working on the writing model, considering the purpose of the writer and analyzing the organization and style. Second, they do a series of writing exercises on variety of topic. Zancanaro (2008) offers all writing students a series of prewriting techniques as a mental warm up to help them get started on their writing process. These include oral group brainstorming, looping, cubing, and debating, outlining, extensive and intensive oral reading, interviewing and talking about pictures.

Teachers of writing at all levels of the educational system in ESL situations ought to be familiar with most of the prewriting techniques available, and adapt and use them to meet the needs of their students in order to help them experience a sense of ownership of their writing. Prewriting activities generate ideas; they encourage the free flow of thoughts and help students to discover both what they want to say and how to say it on paper. In other words, prewriting activities facilitate the planning for both the product and the process (Camps, 2000; AbiSamra, 2003)

Drafting.

Drafting occurs when learners put ideas into sentences and paragraphs. Students write their first draft and this is where students' ideas take from. They concentrate upon explaining and supporting their ideas fully. Students are encouraged to write multiple drafts, and during this process students consider audience and format. The goal of this stage is for the students to put their thoughts on paper. There may be further reflections

on pre-writing during this phase, as the process approach to writing is neither prescriptive nor totally sequential. It can be considered a recursive process, in which each stage plays its role as required. Students connect their thinking and planning, the process of putting ideas in words changes them, and often the words they select evoke additional ideas or implications. However, at this stage students pay no attention to spelling. Students also have the opportunity of speak about what they know and what they think about topic.

Revision.

Revision is an opportunity for students to critically examine their own writing in order to add, delete, rearrange, rethink or rewrite their work. Ratiocination is a revision activity for de-coding writing in order to look for clues that will help to improve it (Broughton, 1980). Revision is the key to effective writing and at this stage, revision can occur at the word, sentence, and paragraph or manuscript level.

Proofreading.

Students can edit their own writing by using an editing checklist or work with a partner to edit each other's papers, as in peer editing. It is necessary to help students to realize that they are helping their classmates rather than grading or correcting their work. The socio-cultural theory proposed by Vygotsky focuses on the importance of learning on a social plane. It is during social interaction with peers about writing where new strategies emerge and can be internalized. Such strategic internalization moves from the inter-psychological plan to the intra-psychological plan of development. In addition to checklists or peer review, another useful technique at the proofreading or editing stage is called clocking. The students sit facing each other in two concentric circles like a clock. The instructor calls out details to be checked. The students in the inner circle remain seated, while the other students move one place to the right after each detail is checked (Broughton, 1980).

Publishing.

Publication does not necessarily entail publishing student work into book format. There are many forms of self-publishing. It may simply mean that students write or type a clean, revised and proofread final copy of their composition. In the classroom setting, students might create authorship of their work, by sharing their work verbally via an activity such as the 'author's chair' or 'read around'. In the 'author's chair' activity, students share their writing by sitting in the special author's chair to read their writing to the class. In the 'read around' all students sit in a circle and share their writing while the others respond either non-verbally, with nods, smiles or applause (Broughton 1980).

Using Film Trailers in Language Teaching

As mentioned in the previous section, prewriting activities are varied and using film trailers are just one of them. In earlier decades of cinema, trailers were only one part of the entertainment which included cartoon clips and episodes of serial adventures. These earlier trailers were much shorter and often consisted of little more than title cards and stock footage. Today, longer, more elaborate trailers and commercial advertisements have replaced other forms of pre-feature entertainment and in major multiplex chains, about the first twenty minutes prior to the show is devoted to trailers. Trailers usually consist of a series of selected shots from the film being advertised. Since the purpose of the trailer is to attract an audience to the film, these excerpts are usually drawn from the most exciting, funny, or otherwise noteworthy parts of the film, but in abbreviated form and usually without creating any spoilers. Trailers tell the story of a movie in a highly condensed fashion that must have maximum appeal. Most trailers have a three-act structure similar to that of a feature-length film. They start with the beginning (Act 1) that

lays out the premise of the story. The middle (Act 2) drives the story further and usually ends with a dramatic climax. Act 3 usually features a strong piece of signature music (either a recognizable song or a powerful sweeping orchestral piece). This last act often consists of a visual montage of the most powerful and most emotional moments of the film.

When videos are presented in the ESL/EFL classroom, the student response was generally positive (Davis, 1998; Colon, 1991). Video is a much more dynamic medium than a static text or a sound-only recording. Nevertheless, within a relatively short time span, the students lost interest. Watching the same few videos can become a dull and uninspiring routine for learners (Boonmoh, 2004). Such teaching videos are intended to keep students busy by eliciting specific responses or answers based on what they have watched and is done in a way that requires students to consciously analyze numerous details of language, rather than absorb language and get the general gist. Learning English through film-viewing represents a novel approach for some students whose preconceived notion of learning English was based on their past learning experience. For the most part, such experiences are primarily text book-oriented and test-driven with a focus on form rather than meaning and accuracy rather than communication. Films provide learners with something more realistic, a dimension which is missing in textbook-oriented teaching. Ward and Lepeintre (1996: 225) stated that a film is a story that wants to be told rather than a lesson that needs to be taught.

Moreover, the realism of movies provides a wealth of contextualized linguistic, paralinguistic and authentic cross-cultural information comprehension and fluency practice (Cody, 1996). Regarding the use of films as a part of L2 teaching, Lonergan (1984) and Stempleski (1990) suggested some basic techniques for using with film previews or video clips as follows:

Sound off/vision on (silent viewing).

This technique can be used either to stimulate language activity about what is seen on the screen, as opposed to prediction tasks. The most common ways of using these techniques are as follows:

1. Choose scenes with short exchanges of dialogue in order that students can make guesses or make predictions about the story.
2. Use longer exchanges for students to guess the gist or the situation rather than the exact words.
3. Play whole sequences for students in order that they can try and write suitable screenplays, which can be compared with the actual soundtrack.
4. Use the pause or freeze-frame control at the initial point of exchange for students to predict language on a line-by-line basis. These results can then be compared to the actual speeches on the soundtrack.

Sound on/vision off.

The students make guesses about the setting, action, characters, etc., based on their comprehension of the sound track alone. This can be achieved by a variety of methods, such as on a line-by-line or a scene-by-scene basis.

Pause or freeze-frame control.

To utilize the on/off and vision on/off controls as previously mentioned.

1. With the sound on and pausing at the initial point of each exchange, the teacher asks students to predict the words. Immediate comparison with the actual words can then be made by playing each exchange afterwards.
2. With the sound on and pausing at strategic points in the plot/action, the teacher questions the students about the situation by asking questions about what has happened or what is going on.

3. Pause at suitable moments of to show the facial expressions of the characters and ask the students to suggest what thoughts and feelings they evoked.

Sound and vision on listening and viewing comprehension.

1. Students are given a list of items before viewing a sequence and looking for these items as they view it.

2. Students are given a list of items after viewing the sequence and have to decide which items were or were not included in the sequence.

3. Students view and listen to the sequence for specific information, e.g. something beginning with (X), something (blue), or something which rhymes with (Y), etc.

4. Students are given comprehension question before viewing a sequence and answer the questions after viewing.

5. Students are told what a sequence will be about and have to list the things they expect to hear, see, etc. After viewing, they can then compare their findings and discuss them.

6. Students are given paraphrases of dialogue before viewing and then match them o the original soundtrack and identify the direct speech as they watch.

7. Students are given a cloze passage of the dialogue and/or of a description of the scene and have to fill in the gaps both while and after viewing it.

Sequence Jumbling.

The students view each section of a scene, presented to them out of sequence. They have to determine what has happened and what will happen in each case and then fit the sections into a correct or plausible sequence.

Split viewing.

Some students see a sequence but do not hear it; others hear but do not see. A variety of activities can then follow based on usual information gap procedures.

Advantage of using movie trailers and video clips

Trailers are adapted for a general audience, so explicit language or scenes will already be filtered out. Most DVDs contain movie previews and they can often be downloaded from or viewed on the Internet, making them more easily accessible. As a result, students will get more practice developing their language skills since trailers are generally short. As these trailers are short, students who may not otherwise like a certain genre will be less likely to lose interest. This can motivate students to learn English, especially by listening to the dialogue in movies. Trailers can also be used to bridge the gap between reading skills and listening skills, and to learn new vocabulary items and idioms. The development of word recognition and the ability to rapidly process a text also improves rapid reading and reinforces understanding of the English context-bound expressions. These different learning strategies and styles can be used to improve the writing abilities of the students and their information processing skills.

Assessing writing ability

Writing assessment is important because it provides necessary information about the development of the writing skills of the students. In order to evaluate how students have developed their writing competency, there are two main approaches that are used commonly. The first is the indirect writing assessment, and the second is a direct writing assessment.

Indirect writing assessment.

Indirect writing assessment is sometimes also called objective assessment. This type of assessment is mostly in a multiple-choice format. It does not require actual writing, but relies more on objective tests. The examinees are judged by the appropriateness of their use of the language in a series of objective test items (Mayo, 1996). According to Stiggins (1981), the indirect assessment method does not offer adequate and necessary information for assessing the written proficiency of the students, but it is more commonly used in guidance and placement than in direct writing assessment.

Direct writing assessment.

Direct writing assessment is a form of assessment in which the actual written essays of the examinees are examined by the test takers or examinees in order to evaluate their writing proficiency. The results are assessed in accordance with the pre-specified criteria (Mayo, 1996; Stiggins, 1981) This is the most common method to evaluate writing in both the first and second languages of the examinees (Weigle, 2002). In making their assessment, two or more raters independently read and score the essays. The direct writing assessment is comprised of both analytic and holistic scoring methods, which are described below.

Analytic scoring method.

The analytic scoring provides another method of assessing writing ability. Hughes (1989) explained that analytic scoring is a method of assessing the writing abilities of students in which each aspect of a task is numbered in order to be scored individually, e.g. grammatical accuracy, vocabulary, organization, relevance, coherence, and idiomatic expressions, and thus draws attention to essential sub-skills which might otherwise be overlooked, to the detriment of balanced development. Huot (1990) defined analytic

scoring as the identification of characteristics viewed as important to good writing and the number of these characteristics that the paper contains. Each characteristic is scored separately and the scores are totaled in order to provide a rating. The analytic scoring system generally provides more detailed information that may be useful in planning and improving instruction and communicating with students.

Gilfert and Harada (1992) stated that analytical scoring concentrates on the mechanics of writing, not how the writer expresses her or his thoughts. The students are evaluated against a set of empirical standards and their compositions are closely examined in order to identify their weak points. There is a pre-determined criterion for grading in analytical scoring, and many local writing tests are graded in this manner, e.g., the Jacob et al. scale, the TEEP scale, and the Michigan Writing Assessment Scoring Guide.

Holistic scoring method.

Cooper described holistic assessment as a means of evaluating written work, which involves no correction or revision that can be accomplished quickly, and after only a single scanning. The rater completes his or her task either by matching the work in question with similar graded examples, or by assessing its incorporation of the features appropriate to that type of assignment and awarding scores to the many aspects of an assignment.

According to Hughes (1989), holistic assessment is defined as an impressionistic form of scoring which involves the assignment of a single score to a piece of written work on the basis of an overall impression. The individual aspects of the text, in terms of spelling, grammar, or organization, should not be considered as separate entities. Elliot, Plata, and Zelhart (1990) claimed that raters consider a particular piece of writing from a holistic perspective. They examine the work as a whole, considering factors such as the

treatment of the topic, the selection of the rhetorical method, word choice, grammar and mechanics, as elements which work together to establish a piece of writing. These factors the total impression that is sought in holistic scoring – are the elements which work together to engage the readers.

Hobson and Steele (1992) regard the holistic scoring method as a rapid method of assessment, which quickly judges the quality of the work on such features as its organization, vocabulary, grammar and spelling. Moreover, holistic scoring usually needs two or more scorers to evaluate a piece of writing. A passage is examined for overall quality rather than to consider its individual characteristics. The focus is on forming a general impression of a piece of writing, rather than separate features as grammar, organization, punctuation and style. In holistic scoring, essays are not given low scores only because they contain numerous mechanical errors, nor are they given high scores only because they are well-organized. The readers consider the overall impression created by the writing samples and assign scores consistent with their overall impression (Glowacki, 1992).

Some important aspects of the analytic and holistic scoring methods need to be taken into consideration. For example, Gilfert and Harada (1992), and Weigle (2002) argue that analytic scoring has some advantages over holistic scoring. Analytic scoring is easier for inexperienced assessors to understand as the criteria is divided into separate categories, making it easier for the assessor to rate individual aspects, rather than the more general assessment used in holistic scoring. The reliability of analytic scoring is also likely to increase when additional items are made to a discrete point text, which results in the improvement of reliability when multiple scores are given to each script.

However, analytic scoring has some disadvantages. One of them, discussed by

Huot (1990) and Weigle (2002) is that analytic scoring is time consuming. It takes more time than holistic scoring. Practically, to score each script, readers have to make multiple decisions. Another drawback is that if a composition score combined from different scores is made, it is possible that a lot of the information provided by scale is lost. Moreover, since, in analytic scoring, the evaluation of different categories is combined into a single score, it is likely that even experienced raters may be confused and liable to introduce a bias to bring it into consonance with what they expect the total score to be and 'corrupt' their analytical method. If the assessor concentrates on different rating categories this may result in insufficient attention being paid to the overall effect of the piece of writing.

Related research

Videos were presented in ESL/EFL in the classroom and most students responded positively (Davis, 1998). Over the past decade, teaching through videos has become the choice of assessment tools for English language education. Freedman (1995) stated in her research that watching the same few actors and actresses appear in episode after episode became a dull and uninspiring routine for most learners. Tomalin (1986), Schmit (1977, and Mac Carthy (1977) used their research on using films as a teaching tool in class. Many others have reported successfully using films in teaching a broad range of disciplines or as topics for writing skill development (Willis, 1983). Ward and Lepeinture (1996) studies were relating to film, movie trailers or video clips as teaching tools intended to develop the writing skills of second language learners. Feature films, movie trailers or video clips are generally more relevant to motivation than the videos made specifically for EFL/ESL teaching as they embody the notion that a film is a story that

wants to be told, rather than a lesson that needs to be taught. Many educators and researchers believe that teaching with film previews or movie trailers are more effective than old-fashioned video teaching methods for measuring writing skills and informing instructional decisions. It is also a useful support to the new instructional approaches that emphasize the role of the students in constructing an understanding of writing skills (Williams, 2005).

Films, movie trailers or video clips can be inserted at any point in any program to enhance writing objectives. It is an amazingly flexible tool for teaching purposes. Because of its multi-modal character, it compels attention in situations where writing works. A viewer can see all aspects of the story of the film, the dialogue, and non-verbal cues from eye movements, facial expressions and body movements can load the images with information that the viewer can interpret. The viewer can experience scenes with a high emotional, satirical or comical content. Willis (1983) stated that students learned new and abstract concepts more easily when presented with both the verbal and the visual form. Silliker (1994) showed in his research that visual media make concepts more accessible to learners than a text. Film can serve many functions in a teaching program. The functions that will work depend on teaching style, teaching goals and course content. Empirical assessments of the effects of using film and other video sources have appeared in the literature since the 1970s. These assessments include end-of-course student assessments, laboratory experiments and field interviews. These studies all indicated the positive effects of using film. The following are some of the major results of empirical assessments of the effects of film, training videotapes, and other video formats in different education and training environments.

1. Student course evaluations were typically positive about the use of films (Ferris, 1998; Meyers & Jones, 1998).

2. Students viewed and discussed, with an adult teacher, specially edited versions of “Sesame Street” episodes, which have statistically significant positive effects on young children learning letters, numbers and writing (Williamson & Suzuki, 1988)

3. Using videotapes in training programs had positive effects in reducing anxiety, learning social culture, increasing creativity and themes to write about, students also became more motivated to learn and became better writers as a result (Hamp-Lyons, 2003).

The findings of most researchers confirmed that using film trailers or previews as prewriting teaching tool with secondary school students could help students to improve their writing ability and increase their motivation to participate in writing processes. Therefore, the researcher chose this technique in order to determine whether or not it helped the secondary students enhance their writing abilities.

CHAPTER III

METHODOLOGY

The purpose of this study is to examine the effect of using films as prewriting teaching tools and how this affects the writing abilities of secondary school students. This chapter is comprised of the following information:

Participants

The participants of the study consisted of 40 male and female students in a class at the Mathayom Suksa 2 (M.2) level at Prasarnmit Secondary Demonstration School in Wattana, Bangkok. The average age of the participants was between 13 to 14 years of age. The study was conducted in the second semester of the 2013 academic year.

Data Collection

The experiment lasted three weeks or six periods during the second semester. The pretest was composed of three writing assignments during the pre-test periods. For the first pre-test writing assignment, students were asked to write an essay in response to the question, 'What would you do if Bangkok were full of stray dogs?' The second essay was a response to the question 'How does music affect people?', and the last question was what should a person do to stay healthy? The post-test also consisted of three writing assignments during the post-test periods. Before writing the essay, students were divided into five groups. The teacher handed out the necessary vocabulary and went through the vocabulary with the students before letting them watch the trailer. If students still had any questions, teacher would pause or freeze-frame the trailer and then instruct the students to

discuss the trailer in a group. There were two Thai native speakers assessed and rated all of the written works on the pre-test and post-test in terms of overall quality. One of the assessors has an MA in English and ten years of experience teaching English courses at the Mathayom Suksa 2 (M2) level at Prasarnmit Demonstration School. The assessor is the researcher.

Materials and Instruments

The research instrument used in this study consists of three major parts, as follows:

Questionnaires.

The questionnaires were designed to assess the opinions of the students regarding learning English with film trailers. The first section (items 1-9) required students to provide information about their level of English proficiency, while the second section (items 10-16) dealt with the opinions of students regarding which aspects of studying English through film trailers caused them the most problems. The third section allowed students to provide additional comments and to make suggestions. In the first and second sections, five choices from the Likert Scale were employed. The ratings were divided into five categories: (1) = very weak (2) = weak (3) = moderate (4) = strong (5) = very strong. The last part of the questionnaire consisted of open-ended questions. This gave students the opportunity to comment on their lessons and describe their experience of learning English through the use of film trailers as prewriting teaching tools.

Pre-test and Post-test.

The pre-test and post-test consisted of academic essays which required students to write an academic essay in reaction to the film trailer. The first trailer was for the film

‘Hotel for Dogs’, and the first essay question was: ‘What would you do if Bangkok were full of stray dogs?’ The second trailer was for ‘Music and Lyrics’, and the second essay question was: ‘How does music affect people?’ The third trailer was for ‘Benjamin Button’ and the essay question was: ‘What should a person do to stay healthy?’ The same topics were used and this permitted an exact comparison of the development of the overall writing quality, syntax and vocabulary of the students before and after conducting the research. Both the pre-test and post-test were collected and submitted to the assessors to mark and grade. The scores were obtained from the assessors and analyzed in order to establish inter-assessor reliability. There were a total of six writing assignments given to the participants over the duration of the course.

Validation.

The questionnaires were designed in consultation with the project advisor and an expert in order to ensure the appropriateness of each item. The researcher modified certain items based on their suggestions. In order to avoid misunderstandings likely to arise from the subjects being obliged to express themselves in English, the questionnaires were translated into Thai. In order to ensure that the contents of the questionnaire were relevant and that the language was clear and understandable.

In terms of the validity of the tests, two experts reviewed the content. The essay topics were approved by two native Thai speakers who assessed the translation in terms of overall quality. One of the assessors, Kanlaya Ratanathakarn had a Bachelor of Education and over 10 years of experience teaching English courses at the Mathayom Suksa (M3) level at Assumption Convent School. The other assessor was the researcher.

Writing assessment Criteria

The assessment criteria used in this study focused on the content and rated the written items in terms of overall writing quality. The scale has five levels, ranging from 1-4 and a score halfway between two points on the scale (i.e. 1.5, 2.5) can also be given. A written work receiving four points indicates that it is a well-written and competent piece of writing, while a written product receiving only one point means that the writing is flawed.

Data Analysis

The data collected to answer the research questions was composed of two sets. The first set included pre-and-post-test scores. The post-test scores were compared to the pre-test scores to identify any differences between scores. The scores were also analyzed using descriptive statistics, including the mean scores. The second set of data was gathered through the third part of the questionnaire. The descriptive statistics, in the form of means, were calculated in order to gather the opinions of secondary school students regarding the use of film trailers to develop their idea generation abilities for writing among secondary school students.

CHAPTER IV

FINDINGS

This study investigated the effect of using film previews as a pre-writing teaching tool to enhance the ability of secondary school students studying EFL writing. It also examined the opinions of students regarding the use of previews as a tool in pre-writing activities. This chapter presents a summary of the research and findings regarding the effect of using previews as pre-writing activities on the secondary of Mattayomsuksa two students after the experiment and the level of student satisfaction with film preview activities.

Summary of the Research

The purpose of this study was as follows:

1. To examine the effects of using film previews as a pre-writing teaching tool with secondary school students.
2. To investigate the opinions of the participants regarding learning English through film preview based instruction.

The participants consisted of 40 Mattayomsuksa two students selected by convenience sampling. The instructional method, which consisted of using film previews as prewriting teaching tools, lasted for 4 weeks and was made up of 16 periods, including the pre-test and post-test. The instruments used in this study consisted of three pre-test items and three learning management plans, and the questionnaire containing the opinions of the students regarding the course and the method of instruction. Forty students took 3 pre-tests by writing 3 essays. The students were then taught by using film previews in 3

lessons as well as writing 3 essays. On completion of the course, the students took the post-test, which consisted of the same material as the pre-test. The pre-test and post-test scores were statistically analyzed by raw means and to compare the scores of the students on the pre-test and post-test to examine whether or not there was a significant difference in terms of percentage.

Summary of the main findings

The findings reveal that the writing ability in terms of idea generation of EFL secondary students was improved after using film previews as a prewriting teaching tool. The scores of the pre-test and post-test were compared and the post-test results were higher, which indicated that the overall writing quality had improved. The post-test scores were individually higher in terms of percentage, with the exception of 4 students. The analysis revealed that all of the participants in this study obtained higher scores on the post-test than they did on the pre-test. The results of the experimental group in particular were consistent with those of Allen (2000) in that the overall quality of the writing developed after extensive writing practice.

Table 1 Experimental class: Pre-test and Post-test scores

No.	Pre-test (18 scores)	Percentage	Post-test (18 scores)	Percentage	D
1	3	16%	8	44%	28%
2	6	33%	9	50%	17%
3	5	27%	5	27%	-
4	6	33%	12	66%	33%
5	5	27%	8	44%	17%
6	3	16%	8	44%	28%
7	4	22%	9	50%	28%
8	3	16%	8	44%	28%
9	3	16%	8	44%	28%
10	3	16%	9	50%	34%
11	3	16%	9	50%	34%
12	3	16%	8	44%	28%
13	3	16%	8	44%	28%
14	3	16%	8	44%	28%
15	3	16%	9	50%	34%
16	7	38%	12	66%	28%
17	3	16%	8	44%	28%
18	3	16%	9	50%	34%
19	3	16%	8	44%	28%
20	4	22%	7	38%	16%
21	4	22%	8	44%	22%
22	4	22%	7	38%	16%
23	4	22%	8	44%	22%

Table 1 Experimental class: Pre-test and Post-test scores (continued)

No.	Pre-test (18 scores)	Percentage	Post-test (18 scores)	Percentage	D
24	4	22%	7	38%	16%
25	4	22%	7	38%	16%
26	6	33%	12	66%	33%
27	5	27%	5	27%	-
28	3	16%	7	38%	22%
29	4	22%	8	44%	22%
30	4	22%	4	22%	-
31	4	22%	7	38%	16%
32	4	22%	8	44%	22%
33	6	33%	10	55%	22%
34	3	16%	7	38%	22%
35	7	38%	10	55%	17%
36	3	16%	7	38%	22%
37	7	38%	10	55%	17%
38	5	27%	9	50%	23%
39	3	16%	8	44%	28%
40	4	22%	8	44%	22%
Total =	164		328		
Mean =	4.1		8.2		

Answer to Research Question 2

The questionnaire was also used to gather and assess the opinions of the students regarding the use of film previews as a prewriting teaching tool. The first section (items 1-9)

required students to provide information about their English proficiency, while the second (items 10-16) asked students what aspect of learning English through film trailers they found the most problematic. The students were required to rate the level of their opinion with each item on the questionnaire on five-point rating scale, which ranged from 'strongly agree to very weak agreement'. The self-rating scores from the opinion questionnaires were analyzed and calculated for the mean and standard deviation. The results revealed that the students experienced a high level of satisfaction ($M=3.81$) with using previews as a pre-writing teaching activities. Table 2 reveals the opinions of the students regarding the use of film previews for pre-writing teaching activities. However, students experienced the highest level of satisfaction with item 15 ($M=4.82$) According to Table 2, all of the participants revealed that they enjoyed learning writing using these pre-writing teaching activities.

No	Questionnaire Items	M
1	I would rather learn English than another subject.	2.77
2	I enjoy and have fun learning English speaking, listening, and reading skills in class.	2.72
3	I have the ability to use grammar structures at this level.	3.10
4	I like to learn English composition or essay writing.	3.65
5	I find writing class boring.	3.67
6	I have the following problems with my writing?	
	• Lack of knowledge of vocabulary.	4.01
	• Lack of knowledge and confidence to use grammar structures.	3.25
	• Lack of experience in writing in English.	3.30
7	I like to watch movies and TV, or listen to music in English.	3.42
8	I like writing classes that include other activities.	3.25
9	I lack confidence and courage in my writing.	3.92

No	Questionnaire Items	M
10	I find that the use of film trailers as pre-teaching tools can improve my writing skills.	4.10
11	I find that writing after using film trailers motivates me to think critically and to revise and polish my writing.	4.77
12	I find that writing after using film trailers as a teaching tool will help me learn correct and appropriate language expressions.	4.52
13	I find that writing after using film trailers as a teaching tool helps me improve my grammar and vocabulary.	4.17
14	I find that writing after using film trailers as a teaching tool helps me gain more confidence in my writing skills	4.42
15	I enjoyed learning English with film trailers used as a teaching tool.	4.82
16	I find that learning English through the use of film trailers increases my ability to brainstorm to identify supporting details.	4.75

Summary of the Chapter

This chapter presented the results of the study and the opinions of the students regarding the use of film trailers as a pre-writing activity. In addition, the level of satisfaction experienced by the students when using film trailers for pre-writing activities was also presented. In the next chapter, the discussions of the findings, including the implications of this study and recommendations for the future research were presented.

CHAPTER V

CONCLUSION AND DISCUSSIONS

This chapter presents a summary of the study. The main objective of this section is to establish whether or not using film previews can develop the idea generation skills of students learning English at Prasarnmit Demonstration School. In this chapter, the findings of the study are examined, summarized, and discussed, as well as suggestions for further studies.

Summary of the study

The purpose of the study was to investigate the effects of using film trailers to develop the idea generation skills of students in terms of writing in English. The participants consisted of 40 male and female students attending Matthayomsuksa Two (M2) at Prasarnmit Demonstration School. The students were asked to write 3 pre-test essays and 3 post-test essays after watching 3 film previews. There were 3 guided questions for essay topics.

1. ‘What would you do if Bangkok City were full of stray dogs?’
2. ‘How does music affect people? ’
3. ‘What should a person do to stay healthy?’

All three questions were used in both the pre-test and post-test and then the scores of both pre-test and post-test were compared in terms of percentage. At the end of the course, students were assigned to put a check on their questionnaire regarding the use of

film previews a pre-writing teaching tool. The scores were applied to find differences in terms of the mean score.

Discussion

The study revealed that using film trailers to develop the idea generation skills of secondary school students can enhance the ability of EFL learners. The overall writing quality scores were higher on the post-test than they were on the pre-test, which is consistent with Allen (2000), whose study revealed that the overall writing quality of the participants improved after extensively practicing writing after viewing film trailers. The factors that led to the effectiveness of using film previews as a pre-writing teaching tool can be classified into two sections, including students and schema.

In this study, the writing scores of the students increased after using film previews as a prewriting teaching tool. It can be inferred that teaching writing by using film trailers is an effective technique to increase the writing scores of students. The findings revealed that the scores of the students improved over the duration of the course as can be seen in Table 1. Ward and Lepeintre (1996) claimed that a film with a story which provides interesting content can lead to information which the students can use to produce writing. Moreover, the realism of film trailers provides a wealth of contextualized linguistic, paralinguistic and authentic cross-cultural information, comprehension and fluency practice (Cody, 1996). The use of film previews to enhance the learning environment helped students to interact with and be provided with a correct and appropriate language experience. In response to item 12 on the questionnaire, the use of film trailers as a teaching tool helps students to learn correct and appropriate language expressions. This item received of an average score of 4.52, as shown in Table 2. The

students enjoyed watching movie previews for a variety of reasons. Firstly, the students are exposed to natural language in a non-threatening setting. The students also enjoy and therefore pay attention to the content, which facilitates the growth of the students in terms of their use of English. They learn unconsciously and with pleasure, as indicated in items 11 and 13 in the questionnaire (Table 2: $M=4.77$). The use of film trailers also helps students to reflect on their own strengths and weaknesses in terms of writing. Moreover, they could also practice revising and polishing their own writing from time to time.

In addition to the benefit of using film previews to enhance the ability of EFL secondary students in terms of language learning, it can be inferred from the findings that films influence schema activation. According to Graesser (1981) and Anderson (1985), a schema is a mental framework for understanding and remembering information, organizing concepts and actions and adding new information. Schemata are motivated to facilitate their ability to write (Littlejohn, 2001). In addition, movie trailers offer an exciting and innovative ways to study English as a Second or a Foreign Language. This activity provided the students with current meaningful and relevant content, and the combination of both an autonomous learning environment and a collaborative and communicative activity.

The Implications of the Study

The use of film previews as pre-writing teaching tools can be applied as follows:

1. The use of film previews should also be applied to other English skills such as listening and speaking. The students will have the opportunity to study, practice and to find new ways to improve their writing.
2. The use of film previews as a pre-writing teaching tool should be taught and

be used as a technique from the Mathayom 1 level. When students understand the writing process, their confidence in their writing increases. They will also have the opportunity to increase their understanding of the subject and can easily improve the weaknesses in their writing. The more they practice writing, the better they will become at it.

3. The use of film previews as a pre-writing teaching tool can be employed by teachers of any subject, including listening and speaking. How it is used depends entirely on the goals, objectives and creativity of the individual instructor.

An ESL class provides additional linguistic and cultural benefits. Students are given the opportunity for increased and more intensive exposure to the target language. Furthermore, watching film trailers can be viewed as implicit learning in an environment that the students find relaxing and encouraging.

In conclusion, using film preview as a pre-writing teaching tool can be applied to all English skills and the subjects mentioned above. This technique is useful in helping students to overcome their weaknesses in English writing. In general, the same conventions that apply to short articles also apply to films. The interests of the instructor, combined with knowledge of the capabilities and characteristics of the class will be the determining factors. If they are creatively applied, they will provide an exciting and meaningful teaching and learning opportunity.

Limitations of the study

There were some limitations to this study, which are as follows:

1. In the second semester there were many mandatory school activities that the students had to attend and this tended to distract them from their studies.

2. There was only one group of students using film previews as a pre-writing teaching tool. Therefore, the results of this study may be questionable in terms of reliability and generalization.

Suggestions for further studies

1. This study only investigated Mathayom 2 students. There should be a further study on writing ability and the application of film previews as a pre-writing teaching tool and this technique may help them to improve their writing skills.

2. More time should be allocated study and language learning in writing.

As Lescano (1995) pointed out, the weakest skills of least proficient learners are writing. Teaching and learning writing could be tailored to uncover alternatives in writing pedagogy.



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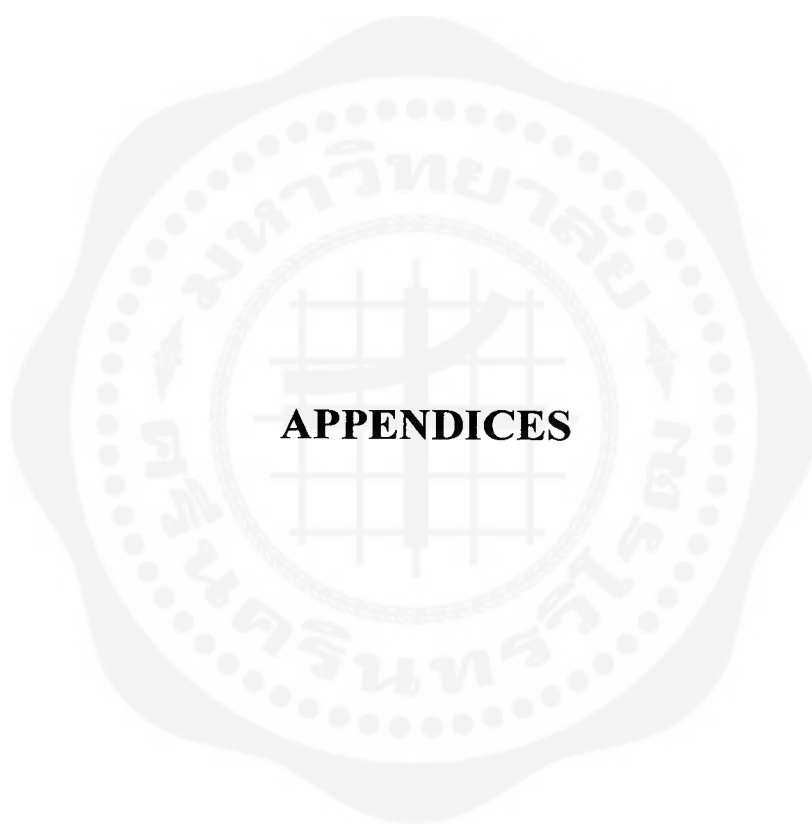
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APPENDICES



APPENDIX A

ASSESSMENT CRITERIA

ESL Composition Profile

Language appropriateness

- 4 Excellent to very good:
- Effective complex constructions.
 - Few errors of agreement, tense, numbers, word order, function, articles, pronouns and prepositions
- 3 Good:
- effective but simple constructions, minor problems in complex constructions
 - Several errors of agreement, tense, number, word order, function, articles, pronouns, and prepositions, but the meaning is seldom obscured by the error.
- 2 Average:
- Limited knowledge of the subject
 - Major problems with simple and complex constructions
 - Frequent errors (negation, agreement, tense, number, word order, function, articles, pronouns, prepositions or fragment and deletions)
- 1 Fair to poor:
- Virtually no mastery of sentence construction rules
 - Dominated by errors
 - Not enough to evaluate
- 0 Very Poor

- No logical progression of ideas
- Incomplete or confusing content
- Inadequate development of the topic

Content

- 4 Excellent to very good: knowledgeable
- The topic and subject are clear, although this may or may not be explicitly stated. The writer maintains focus throughout the writing process.
 - The writing consists of the logical progression of ideas and events and is unified and complete
- 3 Good to average: some knowledge of the subject
- The subject is generally clear, though it may or may not be explicitly stated
- The subject experiences minor lapses in focus on the subject
- a. consists of a logical progression of ideas and/or events and is reasonably complete
 - b. minor lack of detail
- 2 Fair to poor: limited knowledge of subject
- c. little substance
 - d. inadequate development of topic
- 1 Very poor: does not show knowledge of subject
- e. Non-substantive
 - e. Not pertinent, incomplete or confusing
 - f. Not enough to evaluate

Organization

- 4 Excellent to very good: fluent expression
 - g. ideas clearly stated, supported
 - h. succinct
 - i. well – organized
 - j. logical sequencing
 - k. cohesive
- 3 Good to average: somewhat choppy
 - l. loosely organized but main ideas stand out
 - m. limited support
 - n. logical but incomplete sequencing
- 2 Fair to poor: non-fluent
 - o. ideas confused or disconnected
 - lacks logical sequencing and development
- 1 Very poor: does not communicate
 - a. no organization
 - b. or not enough to evaluate



APPENDIX B

QUESTIONNAIRE

Information of students' English proficiency and students' own general problems

Instruction: Please read and check (✓) the appropriate column and consider how much skill you have in English by ranking your answers according to your opinion.

Thank you for your cooperation

5 = strongly agree 4 = agree 3 = moderately

2 = weak agreement 1 = very weak agreement

English proficiency and students' own general problems	5	4	3	2	1
1. I like to learn English more than other subjects.					
2. I enjoy and have fun learning English in speaking, listening and reading class.					
3. I have the ability to use grammar in English writing.					
4. I like to learn about writing compositions or essays in English.					
5. I find my writing class boring.					
6. What do I think the problems are with my writing?					
6.1 Lack of knowledge of vocabulary					
6.2 Lack of knowledge and confidence to use grammatical structures					
6.3 Lack of experience in writing English					
7. I like to watch movies or TV and listen to music in English.					

English proficiency and students' own general problems	5	4	3	2	1
8. I enjoy a writing class that includes activities.					
9. I lack confidence in my ability to write in English.					
10. I feel that watching film trailers is a good technique to improve my writing.					
11. I feel that watching film trailers motivates me to generate ideas for writing.					
12. I feel that watching film trailers helps me to learn correct and appropriate language and expressions.					
13. I feel that watching film trailers as a teaching tool helps me to improve my grammar and vocabulary.					
14. I feel that watching film trailers as a teaching tool helps me to gain more confidence in terms of writing in English.					
15. I feel that watching film trailers helps me to brainstorm with others and identify the supporting details.					
16. I enjoyed this writing class and the use of film trailers as a teaching tool.					

Comments and Suggestions

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.....

.....



APPENDIX C





BRAD PITT CATE BLANCHETT

Pour eux,
la vie n'a pas le même sens...

L'Étrange Histoire De
BENJAMIN BUTTON

UN FILM DE DAVID CRONENBERG
BRAD PITT CATE BLANCHETT ALAN ARKIN
L'ÉTRANGE HISTOIRE DE BENJAMIN BUTTON
UN FILM DAVID CRONENBERG

4 FÉVRIER

Film 1 Hotel for dogs

Teacher Nantana

Class M 2

Date

Vocabulary

- 1 Willing adj happy to do something or having no reason for not doing something
เต็มใจ
Are you willing to help?
- 2 Ambitious adj Having a strong desire to be successful to have power etc.
ทะเยอทะยาน ปรารถนาอย่างแรงกล้า
He is an ambitious man.
- 3 End up phr.v. to come to be in a particular situation or state, especially when you did not plan it.
ลงเอย สิ้นสุดลง
We may end up in china.
- 4 Judge n a person who decides who has won the competition.
กรรมการ การตัดสินการแข่งขัน
Who will judge the next case?
- 5 Stray n/adj an animal lost from its home.
สุนัขจรจัด
A few stray dogs on the streets.
- 6 paw n an animal's foot that has nails/claws.
อุ้งเท้าสัตว์
Dirty paws.

7. neighbors n one of two or more people that are near one another.

เพื่อนบ้าน



Lesson Plan 1: Hotel for dogs

Instructor: Nantana

Date:

Class Level: M2

Skill: Listening, speaking, and writing

Aim: To enable students to practice and analytical thinking.

Predict what would be happening and what would be the cause of the situation with logical answers, facts, own reasons.

Teaching Materials/resources

Film trailers 'Hotel for dogs'
vocabulary strips and pictures

Learning Activities

- Warm up:
1. Teacher begins the class by greeting students and checks students' attendance.
 2. Teacher hands out the vocabulary sheets and reviews in class.

Teaching steps

- Step 1
1. Teacher shows spelling strip & horror picture (action picture, drama picture, musical picture, love comedy) to students.
and asks question.

Pre -watching Do you like horror movie ? Why do you like this kind of film ?

- activity
2. Teacher lets students work in group of 5 (total 8 groups in class)
 3. Teacher lets students discuss in groups.
 4. Teacher reviews vocabulary sheets in class. And pronounces each word.
And lets the students repeat the words.

Step 2 5. Teacher lets students watch the film trailer through one time.

While- watching 6. Teacher checks students' understanding about the film trailer.

7. Teacher plays and pauses the film trailer and asks questions along until students understand the film.

Step 3

8. Teacher lets students discuss in groups.

Post

9. Teacher assigns the individual work by asking them to write an essay.
The guide question for writing is 'What would happen if Bangkok City were full of stray dogs?'

This activity will get the conclusion by students themselves.





ได้คะแนน

แผ่นที่

เลขที่ในต.๒ก

โรงเรียน

จังหวัด

เลขประจำตัว

ชื่อ ด.ญ. นันทพร สิงห์วรณัฐ ชั้น 2/1

ข้อสอบวิชา

pre-test 1

วันที่

เดือน

พ.ศ.๒๕

What would we do now that Bangkok were full of stray dog

I think I catch the dogs and I take them to people who want it. But a lot of dogs is not house to live. I will take the dogs to a dog foundation and give a money to Foundation

ได้คะแนน

แผนที่

เลขที่ในด.๒ก

โรงเรียน ส. พสว ประสานมิตร (สงวน) จังหวัด กทม.

เลขประจำตัว 17451 ชื่อ วิชกร นพคุณ ชั้น ม.2/1

ข้อสอบวิชา พอ-๒๕๑ วันที่ เดือน พ.ศ.๒๕

What does music effect people

When you ~~my~~ need to relax, the music will help you. If you want sound when around you quiet, music is ~~th~~ one of the way and I believe that every day ~~every one~~ the most of people will hear ~~as~~ musics. If one day our world ~~don't~~ doesn't have any music, think we might bored sad or another ~~ex~~ every thir is negative feel. ~~Th~~ Music is the one that you can't understont the lyries and will listen further.



APPENDIX E

แผนที่ _____ เลขที่ในต.๖ก _____
 โรงเรียน Salit prasinmit _____ จังหวัด _____

เลขประจำตัว 17495 ชื่อ Sorrsiri Promma ชั้น M.2/1

ข้อสอบวิชา post-test 1 วันที่ 16 เดือน November พ.ศ.๒๕ ๕๕

What would we do now that Bangkok were full of stray dogs?

Today, there are so many dogs that not have its owner. They were sleep on side of the street, eat remnant food from the bin and hit by some people but sometimes they bit us too. This is the problem that we overlook it, so what should we do with these stray dogs? They are so pity but they harm us too.

First, we should find the reasons that cause the pet to be an stray dogs. The important reason that cause this is the owners are not take care the pets. Or sometimes they just buy them for play with them, but they don't take care they. The days pass, people bored them and ousted from house. So we should take care them better and they will leave with us so long. But if it is stray dogs what should we do with them. There are so many choice to do. First we will keep them in some place, then we choose the dog that we think we can practice them to be a police dog, lead the blind person or to be a friend with the illness person. Or we choose the ill dog and send it to the vet to heal it. And we will practice them after it's fine. but they are the remain dog that we can't heal it, we should do with them same as the pet at our house, to keep them fine at the best of the life. Feed to them three times a days, play with it, have a shower to them.

Finally, we should solve the problem at the cause. If we take care them well, there won't be any stray dogs on the street.

แผ่นที่ _____ เลขที่ในต.๒ก _____
 โรงเรียน _____ จังหวัด _____

เลขประจำตัว _____ ชื่อ _____ นามสกุล _____ ชั้น _____

ข้อสอบวิชา _____ post-test 2 วันที่ 21 เดือน พฤศจิกายน พ.ศ.๒๕ ๕๕

What does music affect people?

What are you doing in your free-time? Are you exercise, watch the movie, play computer game, play music or listen to the music?

Musics aren't just a song that have the voice of singer. They are include of the melody. Sometimes we don't listen to the meaning of the lyrics, we just listen to the melody and we can understand the feeling of the songs. Foreign that we used to listen, sometimes we understand it because we listen to the voice of singer, the melody or the musical instrument that play this song. The voice of violin make people feel sorrowful, eerie or wonder if it play in slow tune. The voice of drum make people encourage and fun. So music can restore the temper of the people to. And some songs can recover people from the illness too.

Finally, if you are sad, you should listen to the fast melody to restore your feeling. Or if you are ill, you can listen to music to relax your body too. You shouldn't listen only the meaning of the lyrics, you should listen to the feeling of the song and melody too!

แผ่นที่ _____ เลขที่ในต.๒ก _____

โรงเรียน _____ จังหวัด _____

เลขประจำตัว 017458 ชื่อ ด.ช. ศุภณพงษ์ ตีระพัฒน์นันท์ ชั้น ม.2/1

ข้อสอบวิชา - ~~part-1~~ 3 วันที่ 23 เดือน พฤศจิกายน พ.ศ.๒๕ 55

Topic : What should a person do to stay healthy?

At first we should to not be serious and have time to relax. We can walk every morning or do exercise every d
At least 30 minutes per day. We should eat fruit and veget.
 every day too. We should have time to relax yourself or have
 some activities like have a trip, dinner with family, read a
 growing a plant, etc. When we have some problem we should cons
 with some person that trust. We should not eat the food that
 have much of sweet, salt, spicy, fat, if we eat a lot of that
 we will have some disease. We also should control weight, blood
 pressure, quantity of food that you eat in standard grade.



VITAE

Name: Nantana Charukitpaisarn
Date of Birth: December 19, 1954
Place of Birth: Bangkok
Address: 417/56 Moo Bann Tab Kaew,
Soi Vachiratum-satit 29,
Sukhumvit 101/1, Prakanong,
Bangkok 10260

Educational Background

1991 Bachelor of Education
Sukhothai Thammathirat University
2013 Master of Arts
(Teaching English as a Foreign Language)
Srinakharinwirot University, Bangkok