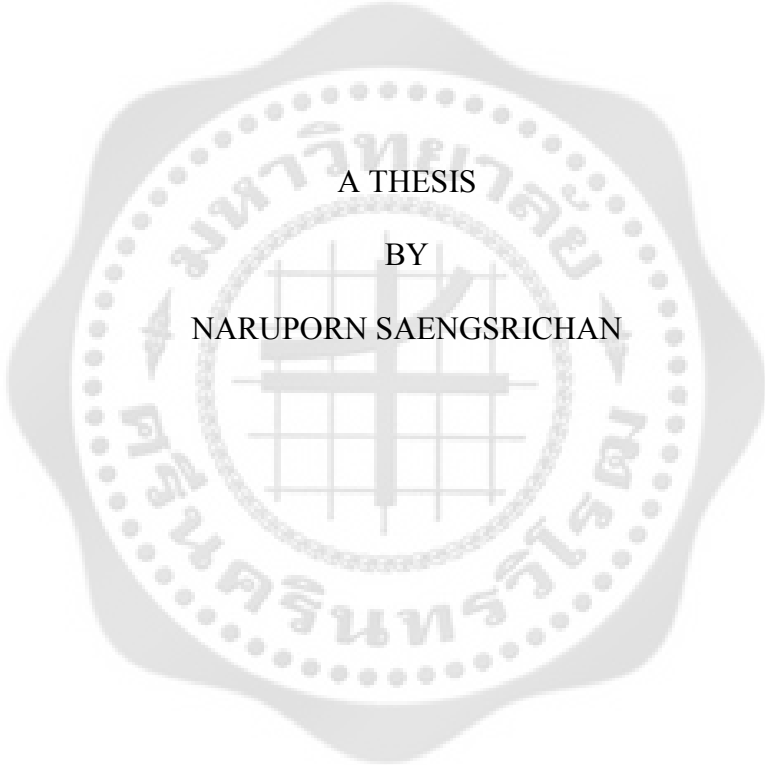


THE EFFECTIVENESS OF NOTICING STRATEGY INSTRUCTION ON
DEVELOPING THAI EFL STUDENTS' PARAGRAPH WRITING QUALITY



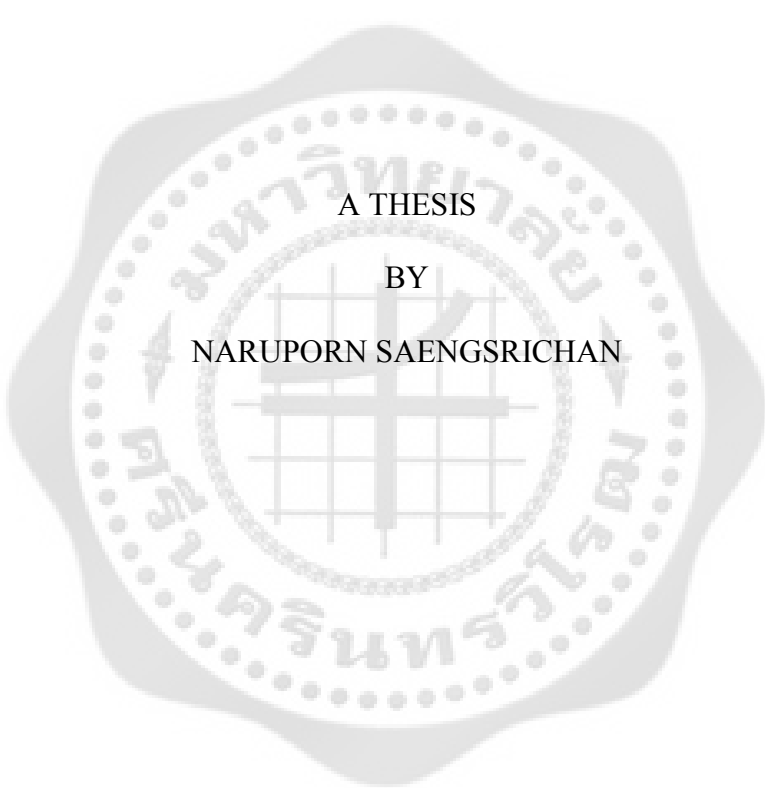
A THESIS
BY
NARUPORN SAENGSRICHAN

Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
at Srinakharinwirot University

May 2014

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Naruporn Saengrichan. (2014). *The Effectiveness of Noticing Strategy Instruction on Developing Thai EFL Students' Paragraph Writing Quality*. Thesis. M.A. (Teaching English as a Foreign Language). Bangkok: Graduate School. Srinakharinwirot University. Advisor: Dr. Walaiporn Chaya.

This study aimed to investigate the effectiveness of the Noticing Strategy Instruction (the NSI) on students' writing quality: a rhetorical pattern, a organizational pattern, and a linguistic features used particular to different genres of paragraph writing. It was a quasi-experimental study with One Group Pretest- Posttest Design. The participants of the study consisted of 32 third-year majoring in Communication Arts and Japanese, and in the first semester of the academic year 2013 at the University of Phayao. They were selected via purposive sampling enrolled in a Paragraph Writing course (205222). The participants were taught to write the paragraph of three different genres (narrative, comparison and contrast, and opinion) for 6 weeks, 3 periods a week. There were four main instruments used in the data collection process: Pretest, Posttest, Teaching Materials for Noticing Strategy Instruction, and Scoring Rubrics. Both quantitative data and qualitative were collected. The quantitative data included the pretest, posttest, the first draft, and second draft scores. They were statistically analyzed using the dependent t-test to determine the significance between the mean scores of the pretest, posttest, first drafts, and second drafts. The frequent aspects of paragraph writing noticed by the students were also counted. The qualitative data involved students' response to the model paragraph sheet and their revising sheet, which were discussed descriptively with the plausible explanations related to the theoretical framework. The results of the study revealed that the NSI positively affected the rhetorical pattern, organizational pattern, grammatical appropriateness, and text complexity of Thai EFL students' paragraph

writing quality. The results also indicated that the students noticed the rhetorical pattern and organizational pattern more often than the linguistic appropriateness.



ประสิทธิภาพของการสอนเน้นกลยุทธ์การสังเกตต่อการพัฒนาคุณภาพการเขียนอนุเขตของนักเรียน
ไทยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

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งานวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อศึกษาผลของการสอนมุ่งเน้นการสังเกต ที่มีต่อคุณภาพของการเขียน ทั้งด้านรูปแบบของบทความ (Rhetorical pattern) การจัดเอกภาพของบทความ (Organizational pattern) และความถูกต้องทางไวยากรณ์ (Linguistic features) ที่ใช้ในแต่ละประเภทของงานเขียน งานวิจัยครั้งนี้เป็นการวิจัยเชิงทดลอง แบบแผนการทดลองที่ใช้เป็นแบบทดสอบก่อนและหลังการทดลอง กลุ่มตัวอย่างคือนักศึกษาระดับอุดมศึกษา ชั้นปีที่ 3 ณ มหาวิทยาลัยพะเยา กำลังศึกษาในภาคเรียนที่ 1 ปีการศึกษา 2556 จำนวน 32 คน สาขาวิชาการประชาสัมพันธ์ และสาขาวิชาภาษาญี่ปุ่น จากการเลือกกลุ่มตัวอย่างแบบเจาะจง เป็นนักศึกษาในวิชาการเขียนอนุเขต (Paragraph writing) นักศึกษาได้รับการสอนการเขียนอนุเขต 3 ประเภท คือแบบเล่าเรื่อง (Narration) แบบเปรียบเทียบความเหมือนและความแตกต่าง (Comparison and contrast) และแบบแสดงความคิดเห็น (Opinion) โดยใช้ระยะเวลาในการทดลองทั้งหมด 6 สัปดาห์ โดยใช้เวลา 3 ชั่วโมง ต่อสัปดาห์ เครื่องมือที่ใช้ในการวิจัย คือแบบทดสอบวัดความรู้ความสามารถทางการเขียนก่อนและหลังการทดลอง สื่อการสอนมุ่งเน้นการสังเกต และเกณฑ์การให้คะแนน การวิเคราะห์ข้อมูลมี 2 ประเภท ดังนี้คือ การวิเคราะห์ข้อมูลเชิงปริมาณ และการวิเคราะห์ข้อมูลเชิงคุณภาพ การวิเคราะห์ข้อมูลเชิงปริมาณคือ คะแนนการเขียนจากการทดสอบก่อนและหลังการทดลอง และคะแนนการเขียน 2 ร่าง คือร่างที่ 1 และร่างที่ 2 ของการเขียนทั้ง 3 ประเภท โดยใช้ paired t-test และ independent t-test เพื่อวิเคราะห์ค่าความแตกต่างระหว่างคะแนนเฉลี่ยของคะแนนจากการเขียนจากการทดสอบก่อนและหลังการทดลอง รวมถึง คะแนนร่างที่ 1 และร่างที่ 2 ของการเขียนทั้ง 3 ประเภท ตลอดจนความถี่ของการสังเกตองค์ประกอบของการเขียนอนุเขตของนักศึกษา การวิเคราะห์ข้อมูลเชิงคุณภาพ คือ การวิเคราะห์จากข้อมูลที่นักศึกษาตอบสนองผ่านสื่อการสอนมุ่งเน้นการสังเกต ผลจากการศึกษาพบว่า การสอนเน้นการสังเกตมีผลดีต่อคุณภาพงานเขียนของนิสิตในด้าน รูปแบบของบทความ การจัดเอกภาพของบทความ และความเหมาะสมทางภาษา ตลอดจนความซับซ้อนของระดับประโยค และนิสิต

สังเกตรูปแบบของบทความ การจัดเอกภาพของบทความ มากกว่าความเหมาะสมในการใช้ภาษา ในงานเขียนต้นแบบ นอกจากนั้นผลของการทดลองพบว่า นิสิตมีแนวโน้มที่จะมีการเขียนเรียบเรียงงานเขียนใหม่ ในด้านรูปแบบของบทความ การจัดเอกภาพของบทความ และความเหมาะสมในการใช้ภาษา ตลอดจนความซับซ้อนของระดับประโยค หลังจากที้นิสิตได้สังเกตและตระหนักว่า โครงสร้างต่างๆ เหล่านั้นแตกต่างจากงานเขียนต้นแบบ



The thesis titled
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Paragraph Writing Quality”

By
Naruporn Saengsrichan

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the Master of Arts degree in Teaching English as a Foreign Language of
Srinakharinwirot University.

..... Dean of Graduate School
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May....., 2014

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CHAPTER I

INTRODUCTION

Background of the Study

Writing in English is more and more important nowadays because it is an essential tool for communication worldwide. Writing is not only used as a communicative tool but also a means of learning, organizing knowledge and translating thoughts for other people (Chen, 2002). Written communication is, therefore, critical to the academic performance of English learners and people involved in international organizations and academic communities (Tribble, 1996). Writing in English is also an important skill in both English as a Second Language (ESL) and as a Foreign Language (EFL) particularly students at tertiary level who are required to write academic papers and research projects. Becoming a proficient writer is therefore one of the main objectives of many students (Sattayatham & Rattanapinyopong, 2008), and proficient English writing is necessary for those who want to become successful in their study and professional life (Grabe & Kapland, 1996).

However, EFL writing is a complex cognitive process requiring a conscious effort and constant practicing to cope with both the knowledge of second language (L2) and writing skills (Ferris, 2012; Chen, 2006). Raimes (1983) indicates various components for producing a clear, fluent, and effective piece of writing including content, the writer's process, audience, purpose, word choice, organization, mechanics, grammar, and syntax (p.6).

In addition, developing the ability to write effectively, particularly for EFL writing, concerns accurate use of grammar and a good range of vocabulary (Gabrielatos, 2002). The difficulties in writing that ESL/EFL students encounter that may affect their

writing include differences in linguistic features, rhetorical pattern, lexical deficiency, and insufficient practice (Thongrin, 1998). Therefore, writing in English is problematic for both ESL and EFL learners owing to the fact that it involves many factors.

In Thailand, English is taught as a foreign language, and it is a compulsory subject in the curriculum from the primary level to higher education. The aim of teaching English is mainly to develop students' ability to communicate effectively in all four skills of English: listening, reading, speaking, and writing. However, of all the four skills, writing is the most difficult skill for EFL students (Nunan, 1999; Harmer, 2004; Tuppoom, 2005). To communicate through writing especially in English, clear information and the use of standard writing are needed, and the writers require a more formal form for written communication (Sattayatham & Rattanapinyopong, 2008). In addition, Harmer (2004) points out that writers have to pay more attention to their unknown readers or audience when they communicate via text because what the writers compose exists across time and space. In fact, writing is an interaction between a writer and readers without the immediate feedback as spoken interaction (Olshtain, 2001). For these reasons, the writer is obligated to write the text clearly and effectively so that the readers will understand the text that the writers intend to communicate. In comparison to speaking skill, writing skill is then more difficult (Weigle, 2002; Harmer, 2004; Tuppoom, 2005; Onodera, 2007). Indeed, the writers need to produce quality works, otherwise the communication is hard to follow and easy to misunderstand without the immediate response to mistakes (Clark, 2007). Writing skills for EFL students, therefore, are required efforts to write accurately and effectively.

Ferris (2012) argues writing can be difficult for L2 writers because they have to acquire both the knowledge of L2 and writing skills. In addition, non-native students are typically more limited in their knowledge and control of lexical, syntactic, and rhetorical

tools to express their ideas effectively. Similarly, Hemchua and Schmitt (2006) observed that Thai EFL students' compositions are laden with L2 lexical errors: wording selection, collocation selection, L2 syntactic errors: phrase, clause, sentence structure, and cohesion errors. Therefore, the ability to write the English text in EFL context still needs to be developed.

Many researchers and writing experts have agreed that the ability to write well requires systematic training and practicing through the logical stages of the writing process: planning and prewriting, writing the first draft, revising, and rewriting (Myles, 2002; Harmer, 2004). Moreover, Myles (2002) points out that the writing process is effective when the students receive sufficient and effective feedback with regard to their errors in writing. The writing as a process, indeed, aims to balance students both writing fluency and accuracy needed in the academic writing. Furthermore, to ensure the effectiveness of process approach Badger and White (2000) suggest a process genre approach, a combination of process approach with genre approach, in terms of promoting the students' awareness of both the writing skills and the specific rhetorical pattern according to each type of paragraph. Therefore, the effective teaching method for developing students' writing ability should focus on the practice of the process-genre based approach and sufficient teacher feedback provision.

A study of applying the process genre approach shows that the students are able to organize the relevant ideas logically and effectively to support the purpose of their composition after receiving process genre oriented writing instructions in the expository writing class (Foo, 2007). According to Jarunthawatchai's study (2010), the quality of the organization, content and linguistic features in a letter of application are improved after the students at a public university in central Thailand received the process genre approach instruction. However, the researcher suggests that to assist EFL students

develop their writing proficiency an EFL writing teacher involves not only the approach of teaching writing but also feedback provision.

Over the past decades, a number of L2 writing researchers emphasize the effectiveness of feedback on the improvement of students' writing performance. Also, a variety of feedback techniques have been implemented and widely researched, such as peer feedback (Berg, 1999), written feedback (Conrad & Goldstein, 1999; Sach & Ferris, 2004) and reformulation (Thornbury, 1997; Yang & Zhang, 2010). Among those previous studies, there have also been arguments about providing feedback. Truscott (1996) claims that providing feedback is ineffective. On the other hand, Ferris (2004) argues convincingly that providing feedback has a big positive effect on students' writing improvement. Moreover, providing feedback is an important task in teaching writing with responding to students' works both grammatical accuracy and structure of their writing (Harmer, 2004). Hyland (2003) claims that providing feedback gives the students' opportunities to learn their mistakes according to the teachers' responses. As a result, providing feedback has become one of the important tools to encourage students revise their written works. Accordingly, the role of corrective feedback in second language acquisition (SLA) has been widely discussed.

According to Diab (2009), the study reveals that the students who enrolled in the freshmen English writing course reduced their rule-based language errors in revised drafts more than those who self-edited their essays. These findings focus on the role collaborative dialogue plays in mediating second language learning. The feedback allows students to notice linguistic errors and correct the rule-based linguistic forms through negotiations with their peers. The results show that peer feedback increases students' awareness about the relationship between meaning and form. The researcher also discusses that peer feedback allows learners to notice the gap between their erroneous

language productions and the input provided by the peer and enables them to correct grammatical structures.

Tangkiengsirisin (2013) discusses that the teacher written feedback is the most useful and highly valued by the students for improving their writing accuracy. Another study on different types of feedback in Thai context by Srichayachon's study (2012) revealed that teacher written feedback is effective in motivating students to improve their writing quality when the teacher gives it with clear explanations and it must be done politely.

Although there is an argument against giving feedback in EFL writing class, the previous studies revealed the positive results of different types of feedback and the feedback play the essential role in L2 writing instruction. The question raised among EFL writing teachers is which type of feedback is the most effective in significantly improving their students' writing ability.

Among those studies, SLA study has drawn much attention to the effects of "noticing hypothesis" that addresses the need of promoting EFL writing quality. Harmer (2004) claims that "the first thing we need to do, when training students to revise their own work, is to enable students to notice their own mistake" (p.177). It is believed that L2 communication without receiving any focus-on-form instruction is a language learning failure (Sharwood, 1981). Hence, the focusing on form or the conscious learning is an extremely important-starting point for language learning, and it is the key for converting input to intake (Schmidt, 1990). The intake processing can assist the students to build up internal understanding of the L2 and to be stored in the students' long-term memory (Yule, 2006; Rast, 2008). Because of the complex nature of L2 writing as discussed earlier, the students require this process in order to produce a good quality composition (Qi & Lapkin, 2001; Hanaoka, 2007; Saeidi & Sahebkhair, 2011).

Qi and Lapkin (2001) carries out a case study with adult ESL learners to explore how focusing on form or noticing related to L2 writing, feedback process, and L2 writing improvement. This study indicates that language-related noticing have a direct effect on students' writing quality.

In EFL writing context, based on Qi and Lapkin (2001); Hanaoka (2007) carried out a study with Japanese students in a female university to investigate the role of model texts in a four-stage-writing tasks consisting of output, comparison and two revision stages. The results of the study revealed that the Japanese students autonomously noticed and identified their lexical mistakes after comparing the original native-speaker written models with their works in the revision stage. It allowed the students to notice the mismatches or the gaps between how their expressions were and how the native speakers expressed. Sakai (2004) also examines the role of output and feedback on Japanese learners' noticing and revising the errors in the later production. The data obtained from the retrospective interview as verbal reports revealed that although the learners noticed linguistic problems by procuring the target language, they had difficulty in attending to and incorporating the subsequent input for later production. However, the study suggested that there was a possibility that providing feedback could assist EFL students to notice the difference between their L2 knowledge and correct form of it.

In a recent study on the focusing on form or noticing (consciousness raising), Saeidi and Sahebkhair's study revealed that in comparison to teacher feedback, providing argumentative model essay assisted the students to notice their errors, and it promoted the improvement of students' writing accuracy and complexity (Saeidi & Sahebkhair, 2011). The findings of the study were corroborated with other studies. They indicate that "the noticing hypothesis" (focusing on form or consciousness raising) was one of the ways to

improve the writing skills of the EFL students in various aspects (Qi & Lapkin, 2001; Hanaoka, 2007).

As discussed above, a number of studies in the field of ESL/EFL writing have investigated types of feedback and the important role they play on students' writing ability. Many studies have placed much emphasis upon noticing because it has been viewed as an effective feedback that helps learners to improve their writing ability. In fact, there were various types of feedback in writing instruction such as teacher' essay correction, reformulation, peer feedback, conferencing and so forth. One type of feedback in ESL/EFL writing instruction among others is using a model paragraph that can function as a feedback tool (Bagheri & Zare, 2009; Saedi & Sahebkhair, 2011).

Model paragraph in general is a good example of paragraph writing provided by instructors, native speakers of English or textbooks for students to read and imitate. (Abe, 2008). Many researchers (Ferris & Hedgecock, 1998; Smagorinsky, 1992; Hyland, 2003) in ESL/EFL writing argue that ESL/EFL learners should be encouraged to use a model paragraph for enhancing writing skills since the learners can see the relationship between reading and writing leading to the improvement in writing.

Those researchers also claim that the model paragraph or essay can be beneficial if integrated into the context of writing process; they will become a powerful and effective tool that helps writers to be exposed to different types of reading materials since it is difficult to acquire L2 writing by writing alone (Ferris & Hedgecock, 1998).

Thai undergraduate students as an EFL student needs to become aware and to pay attention to their works because it can lead to changes in their L2 knowledge especially at the very beginning level of academic writing, paragraph writing. However, little empirical research has investigated the effects of using the model paragraph as a feedback tool on EFL learners' writing performance in Thailand.

Hence, based on the theory of noticing as one of the feedbacks that revealed the positive effect on the students' writing ability (Ketabi, Reza & Soleimani, 2008; Bagheri & Zare; 2009; Saeidi & Sahebkhair, 2011) , and there is little information available concerning noticing strategies used by Thai EFL and their effects on Thai students particularly at the tertiary level. As a writing instructor and researcher with teaching experience, the researcher observes that Thai students made grammatical errors and had problems with rhetorical patterns, linguistic features, and organization in writing different types of paragraphs. As far as the noticing strategies are concerned, the present study therefore attempted to investigate the effect of noticing strategy instruction on developing Thai EFL students' writing quality. More specifically the model paragraphs are designed to allow students to compare their first drafts of paragraph writing to the provided paragraph model in the revising stage of the writing process. The study aimed to answer the following research questions.

Purposes of the Study

The purposes of the study were as follows:

1. To investigate the effects of Noticing Strategy Instruction on students' writing quality in terms of holistic writing quality (rhetorical pattern and organizational pattern), the linguistic accuracy and sentence complexity.
2. To investigate aspects of writing EFL students notice in revising from the first draft to the second draft.
3. To examine how Noticing Strategy Instruction help to facilitate students during their revising stage.

Research Questions

The study addresses four main research questions:

1. Is Noticing Strategy Instruction effective in developing Thai EFL students' writing quality?
 - 1.1 Does Noticing Strategy Instruction help students improve their writing quality in terms of rhetorical pattern and organization pattern?
 - 1.2 Does Noticing Strategy Instruction improve the linguistic appropriateness and sentence complexity of EFL students' paragraph writing?
2. What aspects of language do EFL students notice as they compare their first drafts with a provided model paragraph of each type of paragraph writing?
 - 2.1 What are the aspects of paragraph writing noticed by EFL students while revising their first drafts of narrative, comparison and contrast and opinion paragraphs?
 - 2.2 What are the frequent aspects of paragraph writing noticed by students?
3. How does noticing strategy instruction facilitate students' in revising stage from the first drafts to the second drafts of each type of paragraph writing?

Significance of the Study

The findings obtain from this study help to determine whether Thai EFL undergraduates who receive a writing feedback based on the noticing hypothesis during revising stage in the paragraph writing class can enhance the students' writing quality in various aspects: rhetorical pattern, organizational pattern, linguistic appropriateness, and text complexity. Furthermore, the study provides the information about raising the students' awareness on review, modify, and reorganize their work by comparing their original composition to the model or well-constructed paragraph in order to improve their first draft. The feedback tool, the model paragraph, used in this study will also give the

students the opportunity to revise their own writing in term of rhetorical pattern, organizational pattern, linguistic appropriateness, and text complexity. The information, hence, can be useful for EFL writing teachers who require motivating the students to improve their students' writing quality both overall quality and linguistic features.

Scope of the Study

Conducting the Noticing Strategy Instruction for third year undergraduate students and exploring its effects on improving the paragraph writing quality were the purposes of this study. There were 32 participants selected via purposive sampling. They enrolled in Paragraph Writing 205222 in the first semester of the 2013 academic year at the University of Phayao. They were trained in writing a narrative, comparison and contrast, and opinion paragraph throughout the duration of this study. The writing process: planning and prewriting, writing the first draft, revising, and rewriting, was applied for the course. The total hours for the experiment were 18 hours.

Definition of Terms

The terms used specifically in this study are defined as follows:

The operational definition of the Noticing Strategy Instruction (NSI) is the process of stimulating the students to notice on the elements of paragraph writing: rhetorical pattern, organization pattern, and linguistic features in order to correct their mistakes or improve their written work by comparing their original first draft and the provided model paragraph, which provides the characteristics of a good paragraph. The NSI is used in the revising stage of writing. The students are trained through the three stages of the NSI adapted from Barnawi, 2010. First, *pre-noticing stage* aims to explain the objective of the NSI and give the explanation in detail about all materials used in the revising stage. Second, *while-noticing stage* aims to stimulate the students to analyze the model paragraph both holistic quality and linguistic features. Finally, *post-noticing stage*

provides the students opportunity to revise or make changes their original first draft in response to what they notice as a gap between their original first draft and the provided model paragraph.

Writing quality refers to the overall quality consisted of rhetorical and organizational pattern and the quality of the linguistic features in accordance with different genres of paragraph: an expository paragraph, a narrative paragraph, a comparison and contrast paragraph, and an opinion paragraph.

The overall quality is the rhetorical pattern and the organization patterns. The rhetorical pattern refers to a paragraph that provides a precise topic sentence in corresponding with the title, the supporting sentences with sufficient relevant evidences or explanation to support the topic sentence, and a concise conclusion of the paragraph. The organization pattern refers to the logical development of ideas expressed in the paragraph.

The linguistic features are the linguistic appropriateness and sentence complexity. The linguistic includes sentence structures, word choice, and grammatical features used in particular genres of the paragraph: an expository paragraph (present simple tense, transitional word), a narrative paragraph (action verbs, the simple past and past progressive, participial adjectives, adverbial clauses), a comparison and contrast paragraph (present simple tense, transition signals), and an opinion paragraph (present simple tense connecting words or transition words). The sentence complexity is the number of words, the total number of sentences including simple sentences, compound sentences, and complex sentences.

Summary of the Chapter

This chapter presented the rationale, context, and justification of the study. It discussed the background of study including student's problems concerning their English

writing ability. It concludes with the purposes of the study, the research questions, the significance and the scope of the study, including the definitions of key terms used in this study.

Organization of Research

The rest of this research is organized as follows.

Chapter 2 presents the literature related to the study as the foundations of the study. It includes the noticing hypothesis and its definition, paragraph writing, a process genre approach of writing, and the related research on the role of noticing in EFL writing.

Chapter 3 presents the research methodology including research design, participants, and context of the study. It also discusses the research procedures, population and participants, research instruments, data collection and analysis.

Chapter 4 presents the results of the study showing the differences between pre-test and post-test scores of the students, the first-draft and second draft scores of the students including the frequency of students' noticing among each types of paragraph.

Chapter 5 summarizes the findings of the study, discusses the effectiveness of the Noticing Strategy Instruction, the improvement in the students' English writing ability after the experiment. Recommendations and implications for further studies are also presented.

CHAPTER II

LITERATURE REVIEW

The main purpose of the study was to examine the effectiveness of noticing strategy instruction on EFL students' writing quality. It investigated the improvement of students' writing in terms of overall paragraph writing, rhetorical pattern, organizational pattern and the linguistic accuracy. This chapter reviews literature as the theoretical foundations of the study. It is divided into 5 sections including noticing hypothesis and its definition, the role of consciousness in second language learning, paragraph writing, a process genre approach of writing, and the relevant previous research on the role of noticing in Thai and EFL context.

Noticing Hypothesis and its Definition

A term *noticing hypothesis* proposed by Schmidt (1990) in the belief that the consciously registered of input at the point of learning is a necessary condition for one-step in the language learning process, and it is a facilitation for other aspects of English learning. Schmidt (2010) claimed that 'people learn about the things that they pay attention to and do not learn much about the things they do not attend to' (p.721). The 'noticing' related to several terms such as focus-on-form, consciousness raising, awareness raising and attention (Schmidt, 2010; Ahmadi & Gilakjani, 2011, Iwanaka, 2013). Schmidt (1990) defined the noticing as a cognitive process involving students' attention on form in provided input and the output they produced. Esimaje (2012) claims 'noticing enables teachers to raise awareness of the language in their learners' (p.561). The term 'consciousness raising' was introduced by Sharwood (1981, quoted in Sangiamwibool, 2007). It was defined as L2 teachers or educators' attempting to raise

learners' consciousness of the L2 grammatical features in order to promote students' ability (Sa-ngiamwibool, 2007). According to Rutherford and Sharwood (1985, quoted in Cross, 2002), consciousness raising refers to the drawing of learners' attention to the form of L2.

Furthermore, Tomlinson (2003, quoted in Tuppoon, 2005), 'language awareness is a mental attribute which develops through paying motivated attention to language in use, and which enables language learners to gradually gain insights into how languages work' (p.13).

Although there were various terms of noticing used among SLA educators and researchers, all of the terms referred to the strategy used to motivate students to focus on form of the target language in order to analyze, identify, and evaluate the errors. Ellis (2003) presents the process of SLA to explain how learners acquire knowledge.

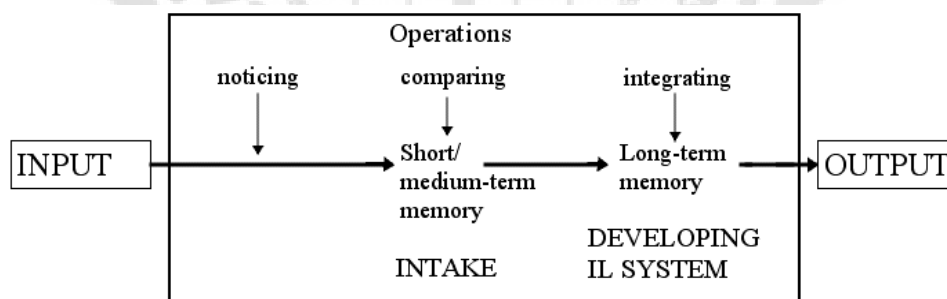


Figure 1. The Process of Learning Implicit Knowledge

Source: Ellis, (2003, p.119).

According to Ellis's model, 'noticing' played a critical role in how input becomes intake. The students noticed language features of the input and compared the structure to see the gap in linguistics accuracy then it could develop the quality of their output respectively (Ellis, 1997). As Schmidt (2010) suggested, one of the factors influences noticing in the input called 'noticing the gap'. Schmidt explained that 'to overcome

errors, students must make conscious comparisons between their own output and target language input' (2010) as the Ellis's model showed the operation of comparing.

There were different degrees or level of consciousness. Tuppoom (2005) claimed that different levels of awareness could lead to differences in processing and that more awareness contributes to more recognition and accurate written production of noticed forms.

According to Schmidt (1990), the degree of consciousness as awareness consisted of three levels. First, *the perception level* implied mental organization and ability to create internal representations of external events (Schmidt, 1990). Second, *the noting level* or focal awareness referred to private experience of the rules or to the targets without mentioning any rules (Schmidt, 1990; Tuppoom, 2005). Last of all, *the understanding level or noticing with understanding* was the highest level referring to the targets with explicit formation of the rules (Schmidt, 1990; Tuppoom, 2005).

Accordingly, noticing instruction in this study aimed to stimulate the students to consciously perceive and notice the gaps between their written paragraph and the provided model paragraph then develop into understanding or learning including becoming completely familiar with the rules of the target language. Many studies have investigated this issue and some of them are discussed in the following:

The Role of Consciousness in Second Language Learning (L2). The noticing hypothesis and its effect on the second language acquisition (SLA) caused debate among ESL/ EFL educators or researchers about the role of the conscious and unconscious process. The question that arose among them was which one was the most valid methodology for L2 development, conscious or unconscious. According to Long (1983, 1988); Ellis (1990), conscious learning seemed to contribute to successful L2 development. On the other hand, Truscott, 1998 claimed "the noticing is only tied to

acquisition of “metalinguistic knowledge” not “communicative competence”. According to Krashen (1982), there were two ways: conscious language learning and unconscious or subconscious language acquisition, to promote the development of L2 learning as he described the follows:

The subconscious process is described, the result of language acquisition, acquired competence, is also subconscious. We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a "feel" for correctness. Grammatical sentences "sound" right, or "feel" right, and errors feel wrong, even if we do not consciously know what rule is violated (p. 10).

The conscious process is explained. We will use the term "learning" henceforth to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is "knowing about" a language, known to most people as "grammar", or "rules". Some synonyms include formal knowledge of a language, or explicit learning (p. 10).

From the statement above, unconscious process was the same process as a child learns his/her native language that happened incidentally or naturally without attention on form of the language. By contrast, focusing on form, knowing the rules including being aware of them were the concept of conscious process.

Truscott (1998) stated firmly that consciously focusing on the grammatical form instruction was unnecessary and unhelpful for L2 students. His point is that the hypothesis was not based on any coherent theory of language. He claims that focusing on linguistic forms does not guarantee success on the long-term memory.

Nevertheless, Schmidt (1990) pointed out that consciousness of input at the level of noticing helped to promote L2 development of students. He observed that ‘adults do seem to have lost the still mysterious ability of children to acquire the grammatical forms of language while apparently not paying attention to them’ (Schmidt, 2010). Brook and Torlakovi (2002) stated that ‘teaching should include opportunities for learners to focus on form and consciously notice features of the L2 they are learning’ (p.872). Moreover, Chaochun and Lian (2005) pointed out that learning without awareness was impossible. Unconsciousness alone was not enough for optimal acquisition of the different aspect of L2 grammatical form (Ahmadi & Gilakjani, 2011). Iwanaka (2013) assumed the role of conscious and unconscious process:

Although the existence of unconscious learning cannot be denied completely, conscious learning, or attended learning, is assumed to have a role of greater consequence in L2 learning. It should be noted that paying attention to form is facilitative and necessary if learners are to learn redundant grammatical forms and to acquire the ability to produce them correctly (p.53).

According to the statements above, the noticing or consciousness raising was a key to success and a necessity in the L2 learning. It helped students to be aware of the gaps or differences of the various language features that lead to recognizing and familiarizing with the correct form or structure of the target language especially the skill that needs to focus on form such as the writing skill. The next section would elaborate on the relationship between the noticing and feedback in writing.

Noticing and Feedback in Writing. Responding or giving feedback to students’ written work was a way to motivate the students to focus critically on what they had written, to see what they should edit and revise that can lead to improvement in their

composition respectively (Srichanyachon, 2011). However, there were argumentations about the role of giving feedback in L2 writing classes. According to Truscott (1996), giving errors feedback in the writing class was harmful and should be abandoned. He claimed that the giving feedback or correction of grammatical errors had no effect on students writing ability and limited the students writing fluency. On the other hand, Ferris (2004) argued for giving feedback. She stated that feedback was an important factor to improve the students' writing ability and helped the students to produce more accurate texts (Ferris, 2004). Before exploring the effects of giving feedback in writing class, the next section provides the general view of responding or giving feedback to the students' written work.

Giving feedback to the student writing. Research evidence on error correction in L2 writing classes showed that responding or giving feedback to students' written work was an important task and the most challenging part of teaching writing in EFL context (Ferris & Roberts, 2001; Maarek, 2009). According to Hyland (2003), providing feedback offered the kind of individualized attention. The students corrected the writing in response to the feedback. Moreover, feedback referred to the response given to the students about the successfulness of their composition and suggestions on how it could be improved (Harmer, 2007). Similarly, Maarek (2009) defines the term of writing feedback the following:

It is the input from a reader to the writer with the effects of providing information to the writer for revision; or in clearer words, any procedure used to inform a learner whether an instructional response is right or wrong, and via feedback learners are provided with information on aspects of their performance through explanation or proposition of better options (p. 19).

According to the statements above, feedback could help students notice mistakes or errors in their written work, and it could stimulate the students to rectify the errors they made. Subsequently, it would help the students improve the accuracy of their writing. There are various forms of correction techniques or giving feedback in the L2 writing class, for example teacher written feedback, teacher -student conferences and peer feedback (Maarek, 2009). However, this study aimed to investigate the effects of noticing as a feedback to enhance the students' writing quality in terms of rhetorical pattern, organization pattern, and appropriate grammar used in paragraph writing that is discussed the following section.

Noticing as a corrective feedback. According to Kim (2002), the corrective feedback provided the students opportunity to analyze and notice the differences between the correct form and incorrect form. Furthermore, he found that the students were more willing to reproduce the appropriate grammar corresponding to the corrective feedback (Kim, 2002). Hence, the noticing and corrective feedback seemed to be related functions that serve as a basis for language learning. Moreover, Sahebkhair (2011) revealed that using models of appropriate form became a powerful and effective writing teaching tool particularly in the context of the writing process. Zare and Bagheri (2009) also claimed that the provided model could draw students' attention to the features of writing in which they had the most problems and could help them modify their written work before resubmitting their composition.

This present study adopted the belief that provided model paragraph could improve writing quality by exploring its effect through various types of paragraph writing. It is discussed in the following section.

Paragraph Writing

The focus of this study was to develop students' writing ability at the paragraph level. Therefore, how to compose a good paragraph and its component in accordance with the various genres of paragraph were important which would be discussed as follows.

Definition and organization of a paragraph. 'Paragraph' is a combination of sentences to express the writers' idea on a particular subject. Each sentence focuses only on a single idea. The first line of a paragraph is always indented or moved further towards the right side of the paragraph than the other lines. Each complete sentence always ends with a period. The number of sentences or words depends on the topic. Nevertheless, in academic writing format, the paragraph usually contains 100-300 words. There are three elements to form the paragraph: the topic sentence, the supporting sentences, and the concluding sentence. First, the topic sentence contains the main idea that precisely shows the readers what the writer is going to mention throughout the paragraph. Then, the writers' explanations or the details about the main idea come up in the supporting sentences element to make the readers clearly understand or to prove the statement in the topic sentence. Finally, the last sentence of the paragraph usually restates the main idea in different way, offers a solution to a problem, predicts a situation, makes a recommendation, or gives the sense of finality (Arnaudet & Barrett, 1990; O' Donnell & Paiva, 1993; Reid, 1994; Hogue, 2008; Phuong, 2011; Ward and Gramer, 2011; Zemach & Ghulldu, 2011; Solorzano & wise, 2012). Zemach & Ghulldu (2011) convey the organization of paragraph as the following figure.

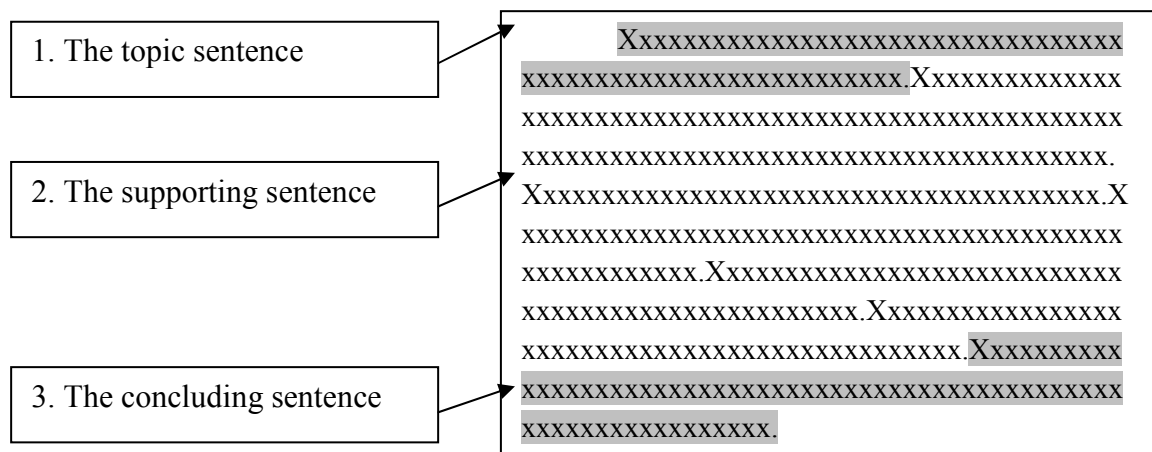


Figure 2. The Structure of Paragraphs.

The further necessary part of paragraph writing is that the ideas in the paragraph must be presented in logical order by using transition words or connecting words which indicate the relationship between the idea (O' Donnell & Paiva, 1993).

The unity and coherence is also a potential component of a paragraph together with the main idea and the supporting details. The coherence devices make the paragraph smoother. Coherence means to stick one thought flowing smoothly into the next. The transition words or phrases help to link one sentence to another in this sense. Therefore, to compose an effective piece of writing, students should focus on organization, write a topic sentence containing the precise main idea, identify general and specific statements, arrange sentences in order, and ending with the sense of finality (Ratanapinyowong & Sattayatham, 2008).

Types of paragraph writing. There are various types of paragraph writing, for example descriptive paragraph, opinion paragraph, comparison/contrast paragraph, problem/solution paragraph (Zemach and Ghulldu, 2011). However, there are only three types stated in this study: narrative paragraph, comparison/contrast paragraph and opinion paragraph. They are discussed as follows:

Narrative paragraph. According to VanderMay, Meyer, Van Rys and Kemper (2007), a narrative paragraph is a passionate text telling about the personal experience that is vivid in the memory, and the writers transmit the story through choosing strong nouns and active verbs to the readers. A narrative writing is events written in the order that they happen in or used time order to organize sentences (Hogue & Oshima, 2007). Similarly, Solorzano and Wiese (2012) state about the definition of a narrative paragraph that written narrative is about a story, a turning point, or a memorable event in someone's life. Blanchard and Bonesteel (2010) state "a good narrative gives descriptive details. It uses adjective, adverbs, and specific verbs to help the reader to form a picture of the story, or feel a certain emotion". Furthermore, a narrative paragraph usually describes a series of events in chronological order or related events connected by time (Ali, 2013). In brief, a narrative paragraph refers to a paragraph that tells a story or presents a sequence of events based on the personal experiences that requires chronological development.

Rhetorical pattern and organization pattern of a narrative paragraph. A written narrative paragraph is a paragraph connected together by topic sentence, body sentences and concluding sentence as any paragraph (Solorzano&Wiese , 2012; Ward, 2012). The sentences in the paragraph are connected together in a logical way or in order of importance is what distinguishes it from other types of paragraphs (Ward, 2012). It is illustrated as follows.

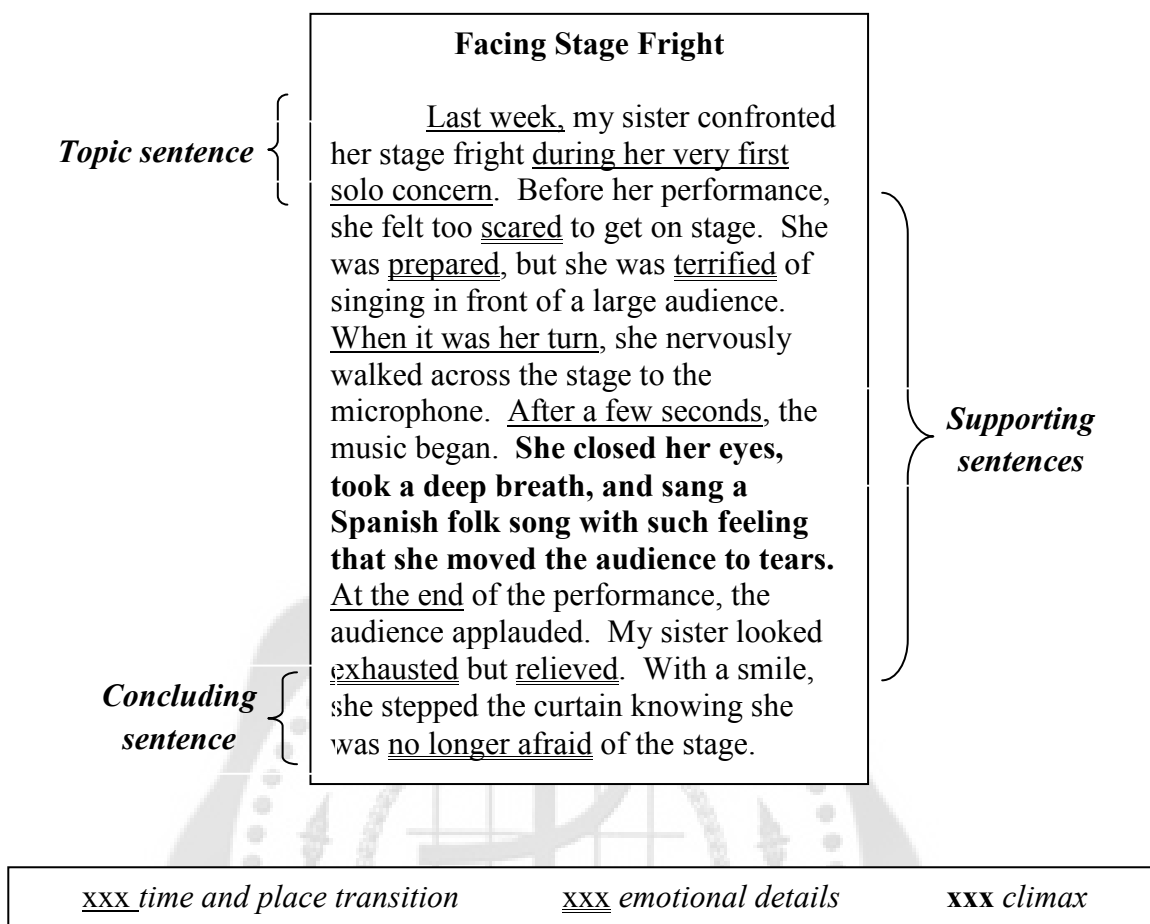


Figure 3. An Example of a Rhetorical and Organizational Pattern of a Narrative Paragraph.

Figure 3 presents the overall quality of a narrative paragraph. According to Ward (2012), the topic sentence is ‘*Last week, my sister confronted her stage fright during her very first solo concern*’. In a narrative paragraph, the topic sentence presents the topic that tells who and/or what the story is about: *my sister and her stage fright* and the controlling idea or what happened: *my sister overcomes her stage fright* and sometimes setting: *last week during her concert*. To develop and support the controlling idea of a narrative paragraph, a narrator usually describes a series of events by using time and place transitions: *last week, during her very first solo concert, when it was her turn, after a few seconds* and *at the end*. It also tells how a character feels as the events occur by

using the language showing actions or movements and giving emotional details: *scared, prepared, terrified, exhausted, relieved, and no longer afraid*. There is a high point or climax: *'She closed her eyes, took a deep breath, and sang a Spanish folk song with such feeling that she moved the audience to tears'* toward the end of the story that is the most important, exiting, or frightening moment in the story. Indeed, it is a turning point of the story. In the concluding sentence, a narrator describes the characters' strongest emotions occurs during the climax of the story to make the paragraph more exciting and suspenseful: *'With a smile, she stepped the curtain knowing she was no longer afraid of the stage'*.

Linguistic features of a narrative paragraph. In a narrative paragraph, the writers use **action verbs** to provide interest to their paragraph. According to the figure 3, a narrator chooses action verbs to describe the situation of the story and behavior of his/her sister: *'felt too scared, walked across the stage, closed her eyes, sang a Spanish song, moved the audience, the audience applauded, looked exhausted, and stepped behind*. Furthermore, the writers need to show the relationship of events in time by using **the simple past and past progressive**. It is used to focus on the duration of a past action, for example, *'Rachael was racing last night'*. *'That morning, I saved my mother from an unwanted guest'* is an example of a form that used to focus the completion of a past action, and *'While I was sitting down, I heard my mother scream'* used to talk about an action that was interrupted by another action (Ward, 2012). The writers can make the time clear by using **prepositional words and phrases** telling the sequence and place in a paragraph, subordinators in **adverbial clauses** of time and other **transitional words** and phrase to indicate sequence, for example, *'early in the morning, we went over to see my grandmother at her house*. *'Early in the morning'* is prepositional phrase of time, and *'at her house'* is prepositional phrases of place. The use of **participial adjectives** to modify

the sentences, for instance, ‘On the first day of school, my brother was *frightened*’ is included in this type of paragraph.

Comparison and contrast paragraph. A comparison and contrast paragraph is a way writers explain how two people, or things are similar or different. To give the readers a clear picture about the similarities and differences, the writers uses examples as supporting sentences (Solorzano & Wiese, 2012; Zemach & Ghulldu, 2011). According to Hogue, A. and Oshima, A. (2007), in comparison paragraph, the writer usually emphasizes on the differences, but sometimes a paragraph describes both similarities and differences. Furthermore, a comparison and contrast paragraph is used to support the evaluation of two persons, places, things, or ideas (Reid, 1994). He (1994) also explains how to analyze the similarities and differences between two or more items as the following:

X is better, more beautiful, easier, more helpful, etc. than Y, and so X is preferable to Y. Writers whose purpose is to compare (or contrast) in order to evaluate and select one of the persons, places, events, or ideas develop criteria (factors by which they can judge their topic) to make the comparison (or contrast) (pp.135-136).

To summarize, comparing and contrasting paragraph is an expression of critical thinking. A comparison analyzes how two or more things are similar. A contrast examine how to or more things are different.

Rhetorical pattern and organization pattern of a comparison and contrast paragraph. A compare-contrast paragraph has a topic sentence with a controlling idea to make a comparison, supporting sentences, and a concluding sentence (Reid, 1994; Solorzano & Wiese, 2012). According to Solorzano & Wiese (2012), there are many ways to write the concluding sentence: repeat and restate the topic sentence in a different

way, add a final thought or comment about the experience, give advice to the reader, and make prediction about the future. It is demonstrated as follows.

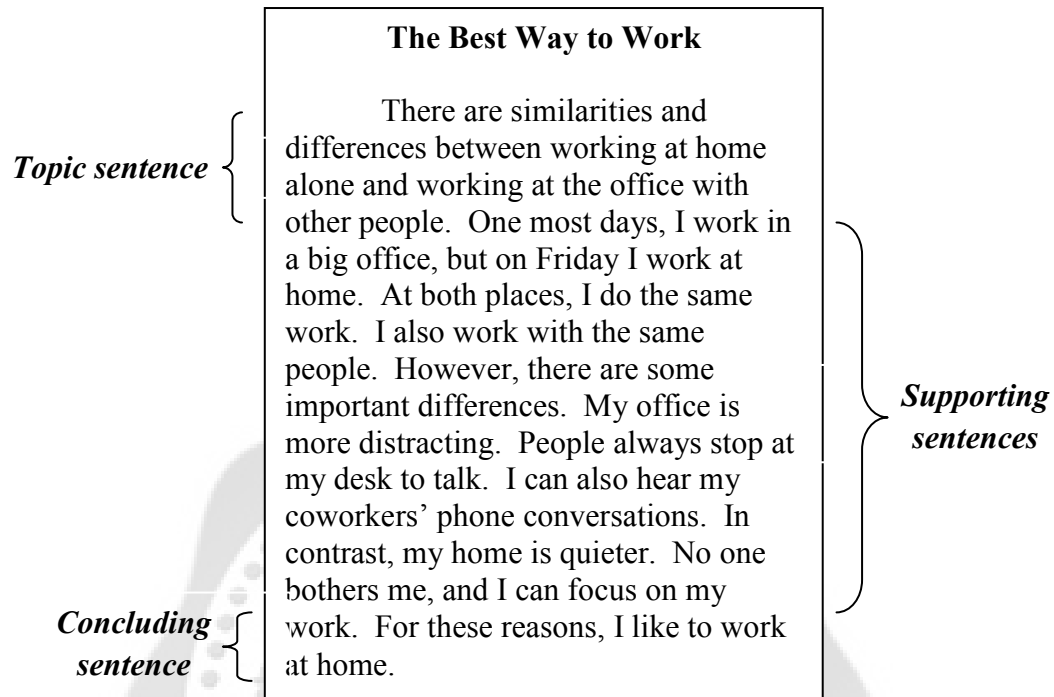


Figure 4. An Example of a Rhetorical and Organization Pattern of a Compare-Contrast Paragraph.

According to Figure 4, Solorzano and Wiese illustrate the texture of a compare-contrast paragraph. The topic sentence makes a comparison between '*working at home alone and working with others at the office*' and provides the controlling idea: '*There are similarities and differences*' between two things. Subsequently, the supporting sentences describe the similarities: '*I do the same work. I also work with the same people*' and describe the differences: '*My office is more distracting. My home is quieter*'. Moreover, the writer provides the details and example to support the controlling idea to compare the two things: '*My office is more distracting. People always stop at my desk to talk. I can also hear my coworkers' phone conversations*' and '*my home is quieter. No one bothers me, and I can focus on my work*'. In the concluding sentence, the writer adds a final

thought or comments on the working at home alone and working with others at the office experiences: *'I like to work at home'*.

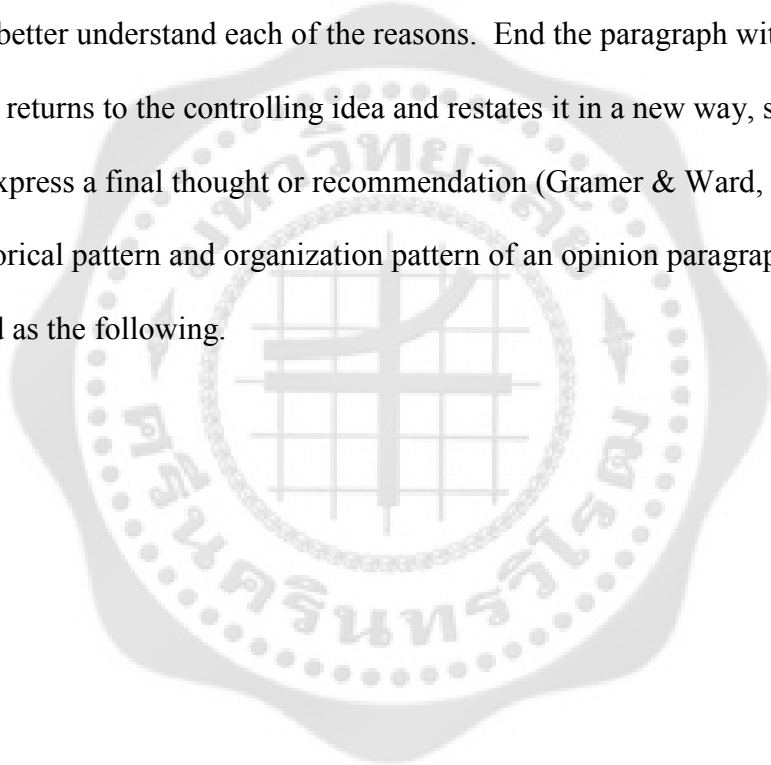
Linguistic features of a comparison and contrast. To signal the similarity and the difference of two things in a logical order, a writer establishes a clear and understandable flow of ideas by using **transition signals**, for example *'both...and, similar with, the same...as, also, in contrast, but, however, another difference, and different'* (Scarry & Scarry, 2011; Solorzano & Wiese, 2012). According to figure 4, the transitions show a similarity (Comparative transition signals) between working in the home and office such as *'at both places, I do the same work'*, and the transition shows a difference (Contrastive transitional signals) between working in the home and office such as *'in contrast, my home is quieter'*.

Opinion paragraph. According to Gramer and Ward (2011), the definition of an opinion paragraph is described as following:

An opinion paragraph is a paragraph in which you explain how you feel about a topic. For example, you might explain whether you agree or disagree with a particular idea. The goal of writing an opinion paragraph is to help the reader understand your opinion (p. 59).

Similarly, an effective opinion paragraph should contain a clear statement of opinion about the topic in a topic sentence. Then, facts and reasons should be used to support their opinion and to show why they hold their beliefs and restate the opinion in the concluding sentence (Blanchard & Bonesteel, 2010; Zemach & Ghulldu, 2011). Furthermore, an opinion paragraph is used to express clearly the statement of the writer's views or beliefs about the topic and support these opinions with specific reasons and examples (Ward, 2012).

Rhetorical pattern and organization pattern of an opinion paragraph. To express ideas or beliefs in an opinion paragraph, the topic sentence clearly presents the topic and controlling idea about the topic or strongly presents the writer's personal view or belief that should not be general information or facts (Gramer & Ward, 2011; Ward, 2012). It should express straight away the opinion that make readers agree or disagree with it. Then, give reasons to explain the writer's views and beliefs present in the supporting sentences (Ward, 2012). The supporting sentences provide examples and other details to help readers better understand each of the reasons. End the paragraph with a concluding sentence that returns to the controlling idea and restates it in a new way, sum up the main reasons, or express a final thought or recommendation (Gramer & Ward, 2011; Ward, 2012). Rhetorical pattern and organization pattern of an opinion paragraph are demonstrated as the following.



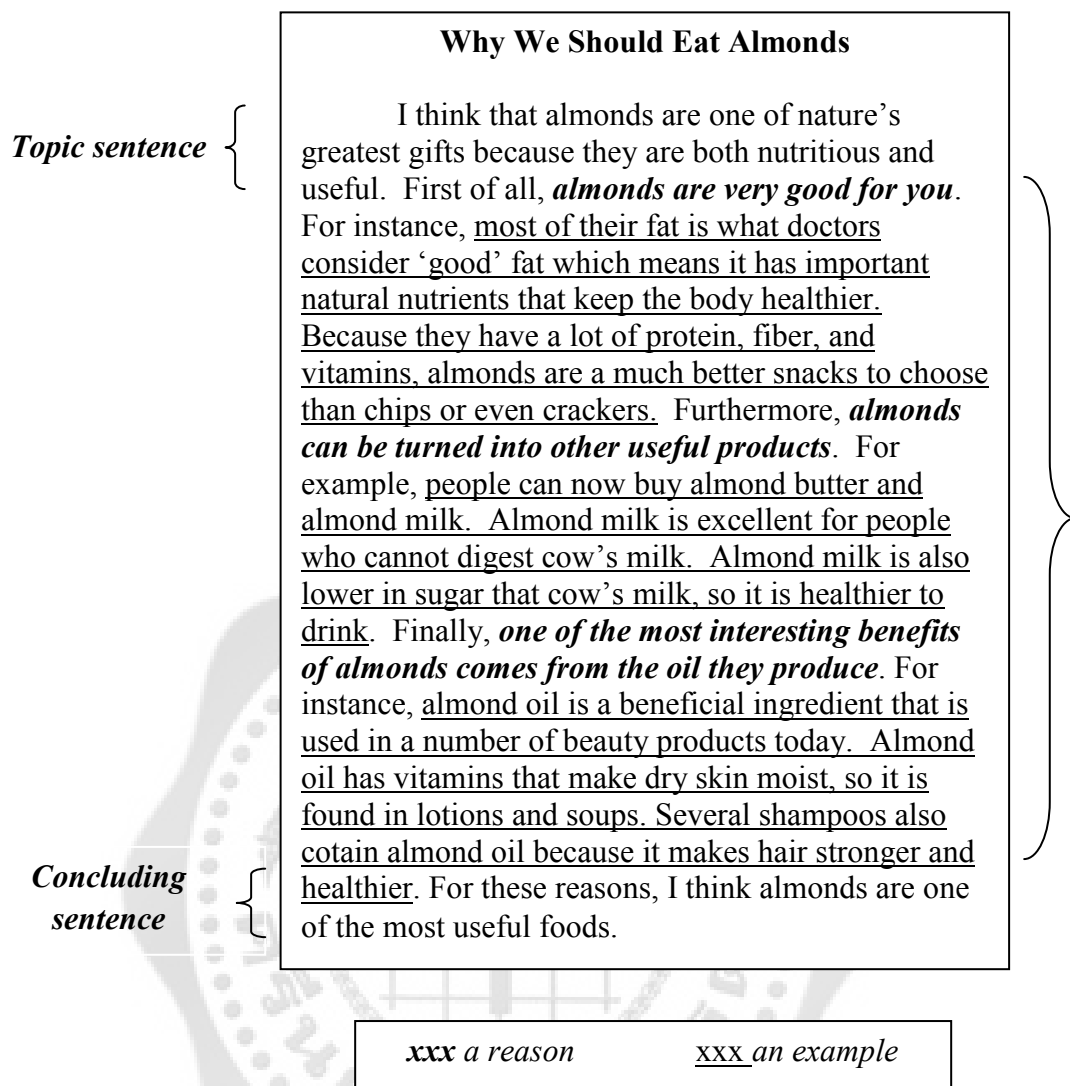


Figure 5: An Example of a Rhetorical and Organizational Pattern of an Opinion Paragraph.

The text of an opinion paragraph is shown as the Figure 5 (Ward, 2012). It presents the topic sentence that provides the clear opinion of the writer towards eating almonds: '*I think that almonds are one of nature's greatest gifts because they are both nutritious and useful*'. Supporting sentences provide the reasons to support the opinion: '*almonds are very good for you, almonds can be turned into other useful products, and one of the most interesting benefits of almonds comes from the oil they produce*'. Furthermore, the writer provides the examples such as '*most of their fat is what doctors*

consider 'good' fat which means it has important natural nutrients that keep the body healthier. Because they have a lot of protein, fiber, and vitamins, almonds are a much better snacks to choose than chips or even crackers' to make the readers better understand in what way almonds are very good for you. The concluding sentence sums up the opinion of the writer: *'I think almonds are one of the most useful foods'*.

Linguistic features of an opinion paragraph. To express a personal belief or opinion, a writer uses **connecting words** or **transition words** such as *because, for instance, furthermore, in fact, in addition* to join sentences with cause and sentences with result to add more information and emphasize the explanation that can help to support the opinion of the writer. From the aforementioned figure, the writer gives reason to support his/her opinion: *'I think that almonds are one of nature's greatest gifts because they are both nutritious and useful'*. The writer, not to mention, uses transition to give examples to support his/her opinion: *'For instance, most of their fat is what doctors consider 'good' fat which means it has important natural nutrients that keep the body healthier'*. Furthermore, sentence structure is more variable using the **complex sentence** to express the opinion such as *'I think that almonds are one of nature's greatest gifts because they are both nutritious and useful'*.

All types of paragraphs in this study composed through the writing process approach that is discussed as following.

A Process Genre Approach of Writing

Writing forms as a tool of communication without the immediate feedback throughout the interaction, hence a writer was obliged to try to write a clear, informative text to a reader (Olshtain, 2001). How to compose the written language effectively requires formal instruction and attempts to produce and reproduce the good form of a text that students exactly need to convey their ideas or feeling. Hedge (2002) claimed that

writing was ability of gradually developing a text through the strategies to manage the composing process.

According to Myles (2002), 'the ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments'. Based on EFL writing difficulty, hence, writing through the logical stages or writing process could encourage students to gradually produce their composition. For these reasons, the writing process helped a writer to develop his/her paragraph writing skill as a communication and interaction purpose (Islam & Zemach, 2011). Nevertheless, adopting simply one approach was insufficient for ESL/EFL writing class (Badger & White, 2000; Belbase, 2012).

Accordingly, Badger and White (2012) proposed the process genre approach that was a synthesis of process approach and genre approach. The genre concept itself supported the students to focus on the purpose and type of written work. Both of rhetorical pattern and linguistic features specified to the various types of writing play the important role to this concept (Badger & White, 2000; Kim, 2006; Belbase, 2012). With respect to both skills in using language (process approach) and knowledge of the context and writing purposes (genre approach), Badger and white suggested the combination of both approaches. This approach raised the students' awareness of different text types while they used the recursive processes: pre-writing, writing the first draft, revising, and rewriting including the ensuring the grammar and vocabulary used for the particular genre (Belbase, 2012).

The characteristics of writing instruction. Based on the previous studies of the writing model, the characteristic of writing instruction consisted of four stages (adapted from Hedge, 2000; Ward, 2012; Solorzano & Wiese, 2012).

Planning and Pre-writing. Students concentrate on the overall meaning and organization of the basis of a rhetorical structure: narration, compare-contrast, and

opinion. Setting the goal or purpose of the writing implies the planning of an organization for the writing and a style appropriate for the readers.

Writing the first draft. Students, in this stage, are encouraged to analyze and develop topic sentence, supporting sentences, and concluding sentence including learning how to use transitions and other connecting words to connect all parts of their writing together.

Revising. This stage involves giving feedback responding to students' first draft. Students are encouraged to read and analyze a provided model or correction symbols as a guide to editing their original first draft.

Rewriting. This stage provides students with the opportunity to take response to composition errors before giving them to their instructors.

Related Research

Much research has been done on the role of noticing in writing instruction. However, there is minimal research that has been done on the role of noticing in EFL writing, especially in Thai context.

Studies in Thai context. In Tuppoom's (2005) study, the noticing task with reference to reformulation was conducted to investigate the effects of the process of 'noticing' the linguistic features and discourse organization. The study examined the improvement of narrative and argumentative essays of seven Thai English major students with two levels of 'noticing'; (a) 'notice with understanding' and (b) 'notice without understanding'. The samples had two different levels of EFL students' English language proficiency: more successful and less successful students. He observed that grammar was the students' most frequently noticed area, as compared with the lexicon and discourse organization. The results revealed that the writing quality of the more successful students was higher than those of the less successful students.

Similarly, in Sa-ngiamwibool's (2007) study, the effectiveness of consciousness-raising at the level of noticing on improving EFL Thai students' writing achievement was explored. It employed a pretest- posttest experimental design with 90 students from different faculties. It was analyzed based on the structure and written expression in the TOEFL test. The language features focused on in this study included noun, pronoun, article, verb, adjective, adverb, preposition, subject-verb agreement, infinitive and gerund, word order, parallel construction, adjective clause, adverb clause, comparative, and superlative. Her finding indicated that the consciousness at the level of noticing instructions influenced the subjects' accuracy of the patterns and expression.

Studies in ESL/ EFL context. According to Lotfie (2007), the study explored the role of noticing in improving the 81 post-secondary intermediate students' written accuracy, particularly the four grammar past forms: the present perfect, present perfect progressive, simple past, and past progressive. The students were encouraged to focus on the past time forms through the three different techniques of feedback: Enhancement, Reformulation, and Sequential. The three feedback techniques aimed to encourage the students to become aware of the gap between their interlanguage and the target language usage. The statistical results revealed that the three feedback techniques could promote the students noticing and positively affected the students' writing accuracy.

Likewise, the comparison group research design was conducted by Ketabi, Reza and Soleimani (2008) to investigate the effect of noticing rhetorical structure on contrast paragraph efficiency. In their research, the 63 subjects were divided into two groups: the experimental and the comparison group. The comparison group was allocated into the comparison group 1 and the comparison group 2 or pre-empty group. The experimental group also received the noticing training as the previous studies with the three main stages: composition stage, noticing or attention, and rewriting the composition. The

comparison group 1 was encouraged to produce their output first-then-output or the same stage as the experimental group. On the other hand, the comparison group 2 were trained the rhetorical structure before producing the composition without the noticing treatment. The results showed that the writing quality of students who received the noticing treatment before producing the later version of their compositions had improved.

According to Bagheri and Zare (2009), the 65 intermediate and advance students were trained to notice the aspects of IELTS model essay: lexical resources, form, discourse, and relevance before asked to compose their own essay. The results revealed that there was a significant impact on the writing improvement of the advance students after they were allocated their noticing on the model essay. They concluded that the model essays written by native or native-like could draw the students' attention to various aspects of the essay, and they could assist the students to modify and improve their compositions.

Indeed, Barnawi (2010) stated that the role of teacher on the noticing process training in his/her study. He used the collaborative feedback tasks to promote students noticing on three main features of writing: form, content, and organization. He divided the stage of the training into three stages: pre-noticing, while-noticing, and post-noticing. In the first stage, the teacher encouraged the student to pay attention on the gap by modeling them by identifying the main features of the text. In the second stage, the teacher suggested the students to transform collaboratively what they noticed into the solution for correcting their errors. Lastly, the students were asked to reflect what they learned from the previous stages. In this stage, the teacher provided the students' opportunity to better understand the changes they made by giving them more suggestions. The results revealed that encouraging students' noticing through teacher and peers could promote the students' writing proficiency.

Furthermore, Liming and Xiaofang (2011) proved in the study that noticing training has an impact on Chinese intermediate students' development of writing proficiency. They conducted a quasi-experiment for fourteen weeks with the experimental group and control group. The experimental group received noticing training and the other group received a conventional way of teaching without noticing training. The noticing training aimed to promote the students' attention to the new vocabulary and phrases, sentence pattern which appeared in the provided good text. Then, they were guided to see the differences of the key grammatical points between their L1 and L2 structure and asked to write one more composition. Furthermore, the results measured through the pre-treatment questionnaire, pre/post- test composition, post treatment questionnaire/interview, and vocabulary/structure test. The results revealed that noticing could promote the students' writing proficiency in terms of accuracy, fluency, and complexity.

Similarly, Saeidi and Sahebkhair (2011) investigated the effectiveness of promoting awareness or noticing through the model paragraph written by an English native speaker on the accuracy or complexity of 40 Iranian students' writing. In order to examine the study, they conducted a pretest-posttest quasi-experimental method of research designed to determine if the provided model essay could encourage student noticing. There were forty Iranian females divided into two groups: the control group received the teachers' written correction and the experimental group received model essays as a feedback tool. Their study revealed that the students in the experimental group mostly noticed the gap about the use of vocabulary in their original argumentative essay and the provided model essay by comparing and underlining or taking-note the aspects of language they notice. Moreover, the model essay significantly affected the accuracy and complexity of the students. They suggested that model essays should be

included in EFL writing instruction in order to promote EFL students' noticing on the aspect of English language including enhancing the students' writing ability.

In conclusion, it seemed that there are several views regarding the role of noticing on SLA. They revealed that the effects of awareness or noticing were necessary in development of L2 writing ability.

Summary of the Chapter

This chapter reviewed the theoretical foundation, the concept of the noticing hypothesis, its definition, and the role of consciousness in second language learning, noticing, and feedback in writing. It then described different types of paragraph writing in different types used in this study including a process genre approach of writing. The relevant previous research on the role of noticing in EFL writing is the final section for this chapter. The next chapter focuses on the research methodology including the population and sample, research instruments, and research procedure that is discussed in details to find out the effectiveness of noticing on the paragraph writing quality of EFL Thai undergraduate students.

CHAPTER III

RESEARCH METHODOLOGY

The main purpose of this study was to investigate the effectiveness of the Noticing Strategy Instruction (NSI) on paragraph writing quality of Thai EFL undergraduate students. The study also examined aspects of writing that EFL students noticed during comparing the model paragraph to their original first draft. Furthermore, how the NSI helps to facilitate students during their revising stage was also examined. This chapter discusses the research methodology including research procedures, population and participants, research instruments, data collection procedure, and data analysis as follows.

Research Procedures

The study focused on the effectiveness of the NSI on Thai EFL undergraduate students' paragraph writing quality. The research procedures for the study were as follows.

Research design. This study was an experimental study with One Group Pretest-Posttest design. The study combined a mixed method approach to collect the data. The researcher constructed the NSI for teaching writing and then implemented the teaching model by training students to revise their original first draft for six weeks. In the experiment, the researcher taught the students to write a paragraph based on the process-genre approach comprising four stages of teaching: planning and pre-writing, writing the first draft, revising, and rewriting. In the revising stage, the students revised their first drafts by using the noticing strategies to notice three model paragraphs. The second drafts of a narrative, a comparison and contrast, and opinion paragraph writing, were then measured on both the overall writing quality (rhetorical pattern and organization pattern)

and the linguistics features used in particular types of paragraph writing to indicate the improvement of their paragraph writing ability.

Context of the study. The study was carried out with third-year non-English majors enrolling in the first semester of academic year 2013 in the University of Phayao, Phayao province, in the north of Thailand. All of them were Thai. They had to enroll in the 205222 Paragraph Writing course, one of the compulsory courses for undergraduates of all majors. The students enrolled in English classes for 12 credits as a university requirement for graduation. English instructors were both Thai and native speakers of English; however, only Thai instructors were assigned to teach the Paragraph Writing course in which the students developed the ability to write at sentence level to paragraph writing in different types of genres including expository, narrative, comparison and contrast, and opinion based on the teacher-made materials and commercial textbooks.

Variables of the study. The independent variable was implementation of the Notice Strategy Instruction (NSI). The dependent variables were the scores from the pretest, posttest, first draft, second draft, and the aspects of the paragraph writing that the students' noticed.

Sources of data. Data collected for this study were both quantitative data and qualitative data. The quantitative data were obtained from the students' scores on the pretest and posttest, first draft and the second draft, and the frequent of paragraph writing noticed by students. Qualitative data were obtained from what students took note, underlined or commented on the model paragraph sheet and revising worksheet during the noticing stage.

Population and participants. The population of this study was the 170 third year undergraduate students in the first semester of the academic year 2013 at the University of Phayao. They enrolled in the 205222 Paragraph Writing course. They had

taken three English courses before taking the Paragraph Writing course including the 000111 Fundamental English, 000112 Developmental English, and 205121 Basic Writing in their first and second year. Accordingly, they had some background in English grammar and in English writing. The participants in this study were 32 students selected via purposive sampling. They were majoring in Communication Arts and Japanese.

Research Instruments

The instruments used in this study were divided into two sections: 1.) instruments for collecting data, and 2.) teaching materials for Noticing Strategy Instruction (NSI). The research instruments are discussed in detail as the following section.

Instruments for collecting data. The pretest and posttest were used to collect the data in this study.

Pretest and posttest. The pretest and posttest were parallel tests. The purpose of the tests was to assess students' English writing ability before and after the implementation of the Noticing Strategy Instruction (NSI). English writing pretest and posttest scores were used to compare if there was an improvement of the students' writing quality (the overall writing quality and the linguistic features). The students were assigned to write the expository paragraph before and after the experiment. The topic used for the pretest and posttest were listed by the three writing teachers, two Thai and one native speaker of English. They suggested five topics that were suitable for the expository paragraph involving the students' daily life such as learning experience, environmental information, and general information about birthplace.

To examine the reliability of the test, three experts were asked to examine content validity and the correctness of language use in the prompt and subsequently, the test was piloted with 30 students; they were asked to choose the topic that they preferred to write. Over half of them chose to write about the expository paragraph of environmental

information and their learning experience. Hence, the topic of the pretest and the posttest were '*How Can you Make the World a Better Place?*' and '*How to Improve Your English Grade?*' respectively. The students wrote at least 200 words each about the given topics. The format of the tests was adapted from the IELTS test. (Also see Appendix A)

Teaching materials for Noticing Strategy Instruction. The teaching materials included lesson plans, writing tasks, model paragraph sheets and revising worksheets.

The lesson plans. The lesson plans were used for teaching students to write three types of paragraphs: narrative, comparison and contrast, and opinion paragraphs. (Also see Appendix B). The lesson plans were constructed according to the following steps.

First, the researcher studied the course description, the course syllabus, and the textbook. After that, the researcher designed lesson plans based on the process-genre approach of teaching writing; planning and pre-writing, writing the first draft, revising, and rewriting stage.

Then experts in English language teaching and learning were asked to examine the lesson plans in terms of the correctness of the content and relevancy to the course objectives. The researcher revised, modified, and made changes at some weak points of the lesson plans according to comments and suggestions.

Finally, the lesson plans were pilot-tested with 30 students taking the same course in another class. The lesson plans were used in the experiment, which lasted six weeks; totally, students were trained through Noticing Strategy Instruction for 18 periods. Also see Table 1 for the teaching plan.

Table 1

Teaching Plan for Noticing Strategy Instruction

Week	Period	Contents	Activities
1	1	An overview of a paragraph writing through a process genre approach	
	2	Writing an expository paragraph -Write about how to prepare for a vacation	
	3	Pre-test	-Writing test (An expository paragraph: How can you make the world a better place?)
2	1	Writing a narrative paragraph -Tell a story about a time you or someone you know face a challenge	
	2	-Planning and Pre-writing	-Selecting the topic -Gathering ideas
	3	- Writing the first draft	-Writing the 1 st draft
3	1	Writing a narrative paragraph (Cont.)	-Given a model paragraph
	2	- Revising through NSI	-Reading and analyzing the model paragraph -Rhetorical pattern and linguistic features are identified
	3	-Rewriting	- Rewrite the narrative paragraph and hand in

Table 1 (Continued)

Week	Period	Contents	Activities
4	1	Writing a compare/contrast paragraph - Write about an activity you do for fun then compare and contrast the activity when they do it alone and when they do it in a group	
	2	-Planning and Pre-writing	-Selecting the topic -Gathering the ideas
	3	- Writing the first draft	-Writing the 1 st draft
5	1	Writing a compare/contrast paragraph (Cont.)	-Given a model paragraph
	2	- Revising through NSI	-Reading and analyzing the model paragraph -Rhetorical pattern and linguistic features are identified
	3	-Rewriting	- Rewrite the narrative paragraph and hand in
6	1	Writing an opinion paragraph - Write about a type of food that they believe is very useful by giving the opinion	
	2	-Planning and Pre-writing	-Selecting the topic -Gathering ideas
	3	- Writing the first draft	-Writing the 1st draft

Table 1 (Continued)

Week	Period	Contents	Activities
7	1	Writing a compare/contrast paragraph (Cont.)	-Given a model paragraph
	2	- Revising through NSI	-Reading and analyzing the model paragraph -Rhetorical pattern and linguistic features are identified
	3	-Rewriting	- Rewrite the narrative paragraph and hand in
8	1	Review the course	
	2	Post-Test	-Writing test (An expository paragraph: How to Improve Your English Grade?)

The Noticing Strategy Instruction (NSI) stages. The students were trained to revise their original first draft through three stages of the NSI: pre-noticing stage, while-noticing stage, and post-noticing stage (Barnawi, 2010).

First, in pre-noticing stage, the teacher explained the objective of the noticing task. Then the teacher gave the explanation in detail about all materials used in the noticing task.

Second, in while-noticing stage, the teacher provided the model paragraph sheets, and asked the students to analysis the model paragraph starting from the holistic quality of the model paragraph: the rhetorical patterns and the organizational patterns. Then the teacher reminded the students to underline or take note of what they noticed in the model paragraph. This stage took ten minutes. Afterward, the teacher asked the students to analysis the linguistic features used in particular genres of the paragraph including the linguistic appropriateness and complexity. The teacher reminded the students to underline or take note of what they noticed in the model paragraph. This stage lasted for 20 minutes. Furthermore, the teacher asked the students to recheck and review what they analyzed on the sheets. To avoid students reproducing or copying the provided model paragraph, the teacher asked the students to hand in what they had done on the model paragraph sheets.

Finally, in post-noticing stage, the teacher gave the students revising worksheets and guided them to remind them of the well-constructed paragraph seen in the model paragraph sheets. Next, the teacher asked the students to read and analyze their original first draft. The teacher guided the students to underline, take note, or highlight the topic sentence, the supporting sentences, and the concluding sentence including the transitional signals as the indicators of the holistic quality of their compositions. Moreover, the teacher guided the students, to analyze the linguistic feature. They firstly focused on the sentence structure and then word choice and grammatical features used in particular genres of the paragraph respectively. They also underlined, took note, or highlighted what they noticed. Then the teacher asked the students to correct the mistakes in both the holistic quality and the linguistic features of their original first draft in response to what they noticed as a gap or a difference between the quality of the provided model paragraph

and their original first draft. Finally, the students revised their first draft to second draft.

Figure 6 also presents the NSI stages.

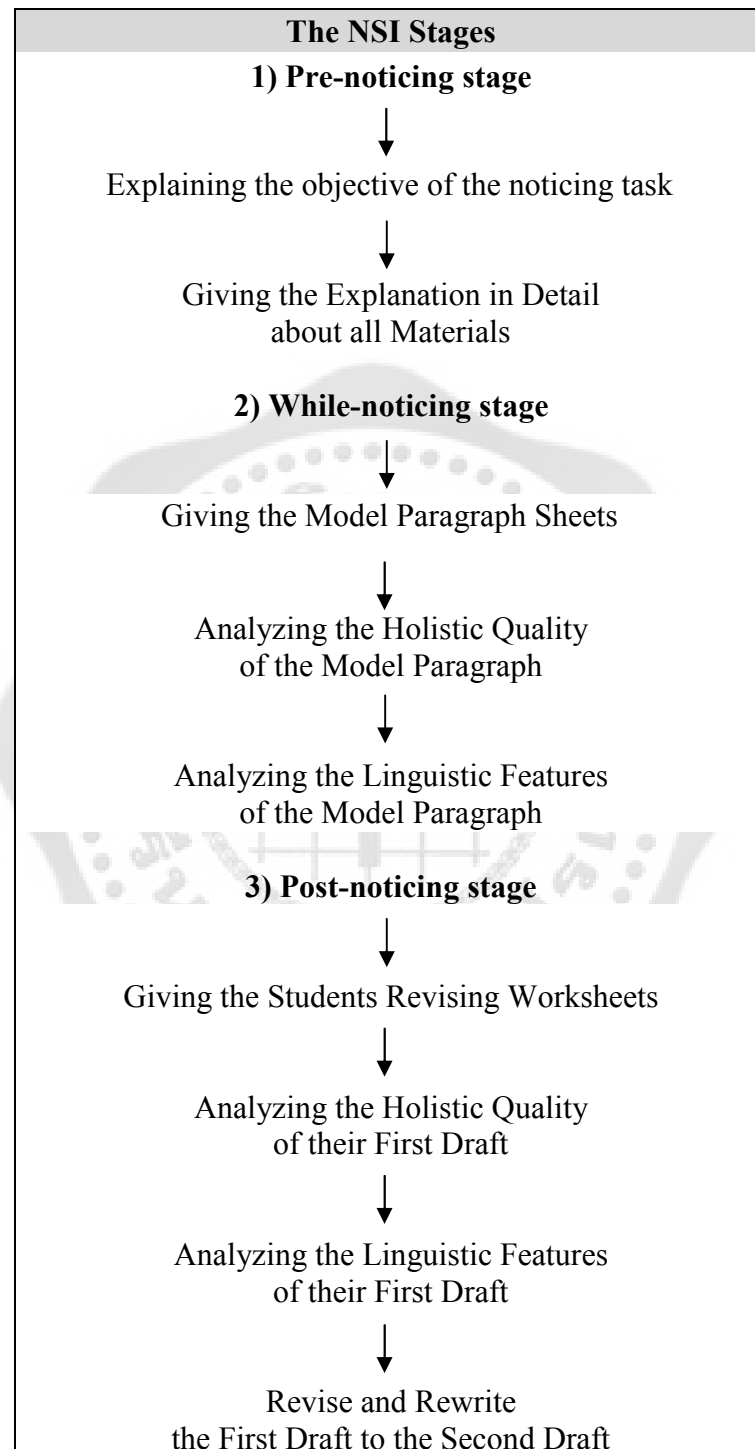


Figure 6. The Three Stages of the Noticing Strategy Instruction.

Writing tasks. The students were assigned to write the first draft of three types of paragraph writing through the writing tasks. The students had write at least 200 words on a narrative paragraph on a given topics, “*An Unforgettable Day*”, “*Living on Campus VS. Living off Campus*”, and “*Is Online Social Networking Good or Bad?*” for narrative, comparison and contrast, and opinion paragraph respectively. The students’ first drafts of three types of paragraph writing: narrative, comparison and contrast, and opinion paragraph were then used for collecting the data on the students’ writing quality before the students were trained to utilize the noticing strategy. (Also, see Appendix C)

The model paragraph sheets. Well-constructed paragraphs written by a native speaker of English were contained in the model paragraph sheets with explanations of paragraph structure including the rhetorical pattern, the organizational patterns, and the linguistic features. These sheets were used to stimulate and remind students to notice both holistic quality and the linguistic appropriateness used in accordance with a narrative paragraph, a comparison and contrast paragraph, and an opinion paragraph. There were spaces and columns for the students to underline and take note what they realized about the paragraph structure. The model paragraph sheets were written in response to the same topic as the writing assignment: “*An Unforgettable Day*”, “*Living on Campus VS. Living off Campus*”, and “*Is Online Social Networking Good or Bad?*” (Also, see Appendix D)

Revising worksheets. The revising worksheets were designed by the researcher. They provided the students’ original first draft and spaces for the students to write their second draft. Furthermore, the worksheets provided the students with columns and spaces used for taking note of what they recognized about a gap or difference between the provided model paragraph and their original first draft related to the rhetorical pattern, the organization patterns, and the linguistic features. (Also, see Appendix E)

Scoring Rubrics. This study used the analytic rubrics for rating the students' paragraph writing quality. The rubrics were slightly different in the criteria depending on the type of paragraph: expository, narrative, comparison and contrast and opinion. They were adapted and developed from TEEP attribute writing scales (Weir, 1990). They were concerned about two main aspects: the overall writing quality (the rhetorical pattern, the organization patterns) and the linguistic features (the linguistic appropriateness). The students possibly got a possible score between 0 and 7 for each section. The writing band descriptors were developed particularly for each type of paragraph: the scoring rubrics for an expository paragraph (the pre- and posttest), and the scoring rubrics for a narrative paragraph, a comparison and contrast paragraph, and an opinion paragraph (the writing assignments: the first draft and second draft) as presented in Appendix F.

Data Collection Procedure

In this study, the quantitative and qualitative data were collected as follows.

Quantitative data collection. The quantitative data were collected in response to two main research questions (1) Is Noticing Strategy Instruction effective in developing Thai EFL students' writing quality?, (2) What do EFL students notice as they compare their first draft to a provided model paragraph? The data were collected as in the following collection procedures.

To answer the first research question, the experimental study was conducted through the Paragraph Writing Course in the first semester of the academic year 2013 at University of Phayao. The writing pretest was administered in the first week of the experiment. Then the students were taught to write different genres of paragraph. They had to complete their first draft of a narrative, comparison and contrast and opinion and were trained to revise their original first draft using the NSI for six weeks. The posttest of writing was administrated in the last week of the experiment.

To answer the second research question, the researcher read what the students responded in the model paragraph sheet in which they were assigned to take note, underline, highlight, or make a circle on the model paragraph sheet of three types of paragraph. Subsequently, the researcher grouped the students' responses in accordance with the elements of paragraph writing and counted the frequency of aspects the students noticed in each category.

Qualitative data collection. Qualitative data were collected in response to the third research question, "How does noticing strategy instruction facilitate students' in revising stage from the first drafts to the second drafts of each type of paragraph writing?" The data were collected from the students' notes, comments, and reflections they responded to the instruction in the model paragraph sheets and revising sheets of all three types of writing.

Data Analysis

The data were analyzed both quantitatively and qualitatively as following.

Quantitative data analysis. In order to investigate whether the students improve their writing quality after they were trained through the Noticing Strategy Instruction, the quantitative data, scores of the pretest and posttest, scores of the first drafts and second drafts of three types of paragraph writing were analyzed as the follows:

1. The pretest and posttest were scored by three raters using the rubric for an expository paragraph and then the researcher calculated the inter-rater reliabilities of the scores given by three raters. The average mean scores and standard deviations of the pretest and posttest were then calculated and were compared using the paired t-test. Finally, they were interpreted statistically.
2. The first drafts and second drafts of a narrative paragraph, comparison and contrast and opinion writing were scored by three raters using the different rubrics. Then

the scores of the first drafts and second drafts of all three types of paragraphs given by three raters were calculated for inter-rater reliabilities, the average mean scores, and standard deviations. The average mean scores and standard deviations of the first drafts and second drafts were compared using a dependent t-test. Then they were interpreted statistically.

3. To determine the students' writing improvement among each element, the means scores of the pretest, posttest, the first drafts, and second drafts were measured. The overall writing quality and the linguistic appropriateness were scored by three raters. The text complexity was measured by the number of words and sentences: simple sentence, compound and complex sentences, per total number of T-unit.

4. To examine aspects of writing students noticed while revising their first drafts of three types of paragraph writing, the aspects of the noticing in narrative, comparison and contrast and opinion paragraphs were tallied in a summary of noticing sheet. The total number of aspects of writing students noticed was categorized and tabulated.

Qualitative data analysis. To find out how the Noticing Strategy Instruction helped to facilitate students in revising the first drafts to the second drafts of their paragraph writing, the revising sheets in which the students took notes and commented the elements of paragraph writing including rhetorical pattern, organization, and linguistic features were analyzed. Then the researcher grouped the students' reflection according to the elements stated and discussed descriptively with the plausible explanations.

Summary of the Chapter

This chapter presented research methodology applied for the study to find out the answers for the main research question, the investigation of the effectiveness of the Noticing Strategy Instruction (NSI) on paragraph writing quality of Thai EFL undergraduate students the aspects of writing EFL students notice. First, the chapter

discussed research procedures, population and participants, research instruments including the establishment of reliability and validity of the research instruments. It then presented the data collection procedure and data analysis both quantitatively and qualitatively. The results of the study from the quantitative and quantitative data analysis are presented in the next chapter



CHAPTER IV

RESULTS OF THE STUDY

The main purpose of the study was to investigate the effectiveness of Noticing Strategy Instruction (NSI) on Thai EFL students' writing quality in accordance with overall writing quality, the accuracy, and complexity, and how the NSI help the students to revise their paragraph writing. The study also examined the aspects of writing the students notice in revising the first draft to the second draft in three types of paragraph writing: narrative, comparison and contrast, and opinion. This chapter then presents the results of both quantitative and qualitative data analysis in response to three main research questions. The first section presents the findings for the first research question as well as its sub-problems: Is Noticing Strategy Instruction effective in developing Thai EFL students' writing quality?

The Effectiveness of Noticing Strategy Instruction in Developing Students' Writing Quality

To examine whether the NSI is effective in developing students' writing quality, the students' scores were obtained from two sources: the pretest and posttest and the first draft and second draft of three types of paragraph writing: narrative, comparison and contrast and opinion. Data were analyzed using descriptive statistics for the means and standard deviations and then compared using inferential statistics.

The comparison of students' pretest and the posttest mean scores. The students' expository paragraph writing was scored by three raters and then calculated for the means and standard deviations. The inter-rater reliabilities of the pretest and posttest scores rated by three raters were also calculated. The average means of the students' pretest and posttest were then compared using paired sample t-test to determine the

significant difference between two sets of the mean scores. The result would show if there is the improvement in their overall writing quality. The analysis revealed that there was a statistical difference in the mean scores of the pretest and the posttest as shown in Table 2.

Table 2

Comparison of the Overall Mean Scores on Pretest and Posttest

Paragraph Writing Quality	n	M	S.D.	Inter-rater Reliability	t	p-value
Pre-test	32	5.65	0.9534	.86	-17.858	.000**
Post-test	32	9.22	1.1018	.74		

* Significant at the .01 level ($p < .01$)

As shown in Table 2 the statistical analysis of the pretest and posttest mean scores showed that there was a significant difference between two sets of the mean scores of students' overall writing quality at the .01 level ($t = -17.858$, $p < .01$). The mean score and standard deviation of the pretest ($M = 5.65$, $SD = .95$) while the mean score of the posttest ($M = 9.22$, $SD = 1.10$). The inter-rater reliability of the pretest and posttest scores was at .86 and the posttest score was at .74 showing the high level of inter-rater reliabilities. Figure 7 also illustrates the comparison of the mean scores of the pretest and posttest of students in the experimental group receiving the Noticing Strategy Instruction.

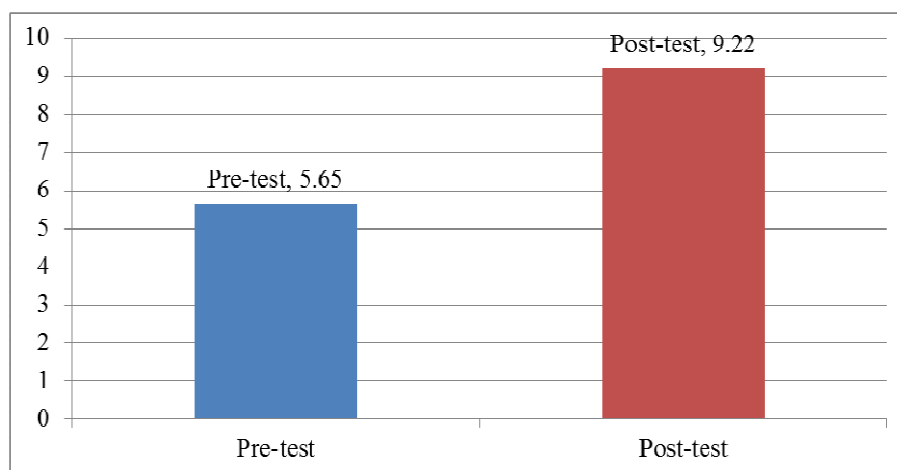


Figure 7. A Comparison of the Overall Mean Scores on the Pretest and Posttest.

Regarding Figure 7, the post-test mean score of the students was higher than that of the pretest.

The students' writing quality by comparing the first drafts and second drafts.

The scores from the first drafts and second drafts of narrative, comparison and contrast and opinion paragraph writing written by 32 students rated by three raters were calculated for the mean and standard deviations and the average means. The inter-rater reliabilities of three types of the first drafts and the second drafts of paragraphs were also calculated. The average means of three types of the first drafts and second drafts of three types of paragraphs were then compared using paired t-test to determine the significant differences between the mean scores of the first draft and second draft of all three types. The results revealed the significant differences in the mean scores of the students' first drafts and second drafts of all three types demonstrating the paragraph writing quality. Table 3 illustrates the comparison of the overall means of the first drafts and second drafts of narrative, comparison and contrast and opinion paragraphs.

Table 3

A Comparison of the Overall Mean Scores on the 1st Drafts and the 2nd Drafts

Type of Paragraph Writing	n	1st Draft		Inter-rater Reliabilities	2nd Draft		Inter-rater Reliabilities	t	p-value
		<i>M</i>	<i>S.D.</i>		<i>M</i>	<i>S.D.</i>			
Narrative	32	6.10	1.045	.85	7.57	1.117	.92	-9.239	0.00**
Comparison & Contrast	32	5.97	1.026	.89	7.19	0.843	.92	-9.481	0.00**
Opinion	32	6.89	0.712	.92	8.06	0.991	.98	-9.093	0.00**

** Significant at the .01 level ($p < .01$)

According to Table 3 significant differences in the mean scores of the first drafts and second drafts were found in all three types of paragraph writing, narrative, comparison and contrast, and opinion. The mean scores of the first drafts and second drafts were significantly different at the .01 level ($t = -9.239, -9.481, -9.093$ respectively, $p < .05$). The results also revealed inter-rater reliabilities of the first drafts of narrative, comparison and contrast and opinion paragraphs at .85, .89, and .92 respectively whereas the inter-rater reliabilities of the second draft were at .92, .92, and .98 respectively. Figure 8 also illustrates the comparison of the mean scores of students' first drafts and second drafts of their narrative, comparison and contrast and opinion paragraphs.

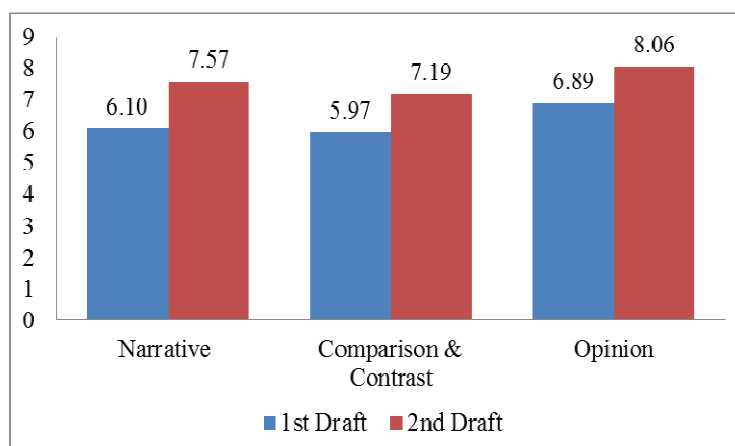


Figure 8. The Mean Scores of First Drafts and the Second Draft of Three Types of Paragraph Writing.

As shown in Figure 8, the overall mean scores of the first draft of three types of paragraph were higher than the second draft.

The improvement in the writing quality of the students' paragraph writing.

The researcher further analyzed the students' pretest and posttest scores to examine whether they improved their writing quality of their paragraphs in terms of rhetorical pattern and organizational pattern as well as the linguistic features; specifically linguistic appropriateness using the scoring rubric adapted from TEEP attributes writing scale (Weir, 1990, p. 117). The scores of individual students' papers were then calculated for the means and standard deviations and compared by using paired t-test to determine the significant differences in those three elements of paragraph writing. The results revealed the statistical differences in the mean scores of the pretest and the posttest in all three elements: rhetorical pattern, organizational pattern, and linguistic accuracy. Table 4 illustrates the students' improvement in their paragraph writing from the pretest to the posttest.

Table 4

The Improvement in the Writing Quality of Paragraph Writing from the Pretest and Posttest

The Elements of Paragraph Writing	n	Pretest		Posttest		t	p-value
		<i>M</i>	<i>SD.</i>	<i>M</i>	<i>SD.</i>		
The rhetorical pattern	32	1.94	0.435	3.41	0.499	-13.371	0.00**
The organizational pattern	32	1.75	0.568	2.91	0.530	-7.400	0.00**
The linguistic appropriateness	32	2.19	0.5923	3.03	0.822	-6599	0.00**

* Significant at the .01 level ($p < .01$)

As shown in Table 4, there are a significant differences among the mean score of the rhetorical pattern, the organizational pattern, and the linguistic accuracy at the .01 level ($t = -13.371, -7.400, -6599$ respectively, $p < .01$).

The improvement in the complexity of the students' paragraph writing from the pretest and posttest. The complexity in the paragraph was measured by calculating the number of words, sentences, simple sentences, compound sentences, and complex sentences per total number of T-units (Polio, Fleck & Lader, 1998). The paired sample t-test was employed to examine the sentence complexity improvement. Table 5 illustrates the improvement of the students' first draft and second draft.

Table 5

The Sentence Complexity in the Pretest and Posttest

The Paragraph Complexity	n	Pretest		Posttest		t	p-value
		M	SD.	M	SD.		
Number of Words	32	165.69	16.70	208.56	4.77	-13.479	0.00**
Simple Sentences	32	5.00	1.44	5.91	2.19	-4.587	0.00**
Compound Sentences	32	1.03	1.36	0.97	1.31	0.161	0.87
Complex Sentences	32	4.94	1.50	6.81	2.28	-14.945	0.00**
Total Number of Sentence	32	10.97	1.82	13.69	2.25	-8.718	0.00**

**Significant at the .01 level ($p < .01$)

From Table 5, it was found that there was a significant difference among four mean values of paragraph complexity: number of words, sentences, simple sentences, complex sentences at .01 level ($t = -13.479, -4.587, -14.945, -8.718$ respectively, $p < .01$). However, there was no significant difference between the pretest and posttest in the compound sentences.

The improvement in the writing quality of the students' first drafts and second drafts. The mean scores from the first drafts and second drafts of each type of paragraph writing consisting of narrative, comparison and contrast and opinion paragraphs were also compared in terms of rhetorical pattern, organizational pattern, and linguistic appropriateness. The data analysis revealed that the statistical differences in the mean scores of the first drafts and second drafts of three types of paragraphs in all three elements of paragraph writing at the .01 level.

The improvement in the writing quality of a narrative paragraph. An analysis of students' first drafts and second drafts of their narrative paragraphs revealed that there were significant differences in three elements of paragraph writing at the .01 level. Table

6 illustrates the comparison of the students' improvement in the writing quality of their narrative paragraphs from the first drafts to the second drafts.

Table 6

The Improvement in the Writing Quality of Narrative Paragraph

The Elements of Paragraph Writing	n	1 st Draft		2 nd Draft		t	p-value
		<i>M</i>	<i>SD.</i>	<i>M</i>	<i>SD.</i>		
The rhetorical pattern	32	2.094	0.3902	2.594	0.4990	-5.568	0.00**
The organizational pattern	32	1.875	0.4919	2.594	0.4990	-5.268	0.00**
The linguistic appropriate	32	2.406	0.6652	2.938	0.8007	-5.299	0.00**

** Significant at the .01 level ($p < .01$)

As demonstrated in Table 6, significant differences were found among the mean scores of the first drafts and second drafts in accordance with the rhetorical pattern, the organizational pattern, and the linguistic appropriate at .01 level ($t = -5.568$, -5.268 , -5.299 respectively, $p < .01$).

The improvement in the complexity of the students' paragraph writing from the first drafts and second drafts. The complexity of the paragraph was measured in terms of the total number of words written and type of sentences in three types of paragraphs consisting of narrative, comparison and contrast and opinion. The researcher typed both of the students' first drafts and second draft and then counted the number of words using a computer tool and counted three types of sentences: simple sentence, compound sentence, and complex sentence per total number of T-units (Polio, Fleck & Lader, 1998). Then the total numbers of words and sentences of the first drafts and second drafts were calculated for the mean scores and standard deviations. Then the paired sample t-test was employed to examine the sentence complexity improvement in each type of paragraph writing accordingly.

The complexity of a narrative paragraph. An analysis of the students' narrative paragraphs revealed that there was an increase in the number of words and two types of sentences except for the compound sentences in their second drafts. There was a significant difference in the mean scores of the pretest and posttest in the narrative paragraph at .05 level ($t=-4.894, -1.815, 0.466, -4.209, \text{ and } -3.544$ respectively, $p<.01$). Table 7 presents the differences in the text complexities of students' first drafts and second drafts of their narrative paragraph.

Table 7

The Differences in the Text Complexity of the First Drafts and Second Drafts of Narrative Paragraph

The Text Complexity	n	1 st Draft		2 nd Draft		t	p-value
		M	SD.	M	SD.		
Number of Words	32	180.34	21.718	197.53	19.714	-4.894	0.00**
Simple Sentence	32	6.09	1.058	6.5	1.270	-1.815	0.00**
Compound Sentence	32	3.31	1.925	3.25	2.369	0.466	0.00**
Complex Sentence	32	4.81	0.998	5.31	0.998	-4.209	0.00**
Total Number of Sentences	32	14.22	2.498	15.06	2.109	-3.544	0.00**

**Significant at the .01 level ($p<.01$)

According to Table 7, it was found that there was a significant difference among the paragraph complexity in terms of number of words and sentences of narrative paragraph at .01 level ($t=-4.894, -1.815, 0.466, -4.209, -3.544$ respectively, $p<.01$).

The improvement in the writing quality of the students' comparison and contrast.

The mean scores from the first drafts and second drafts of comparison and contrast paragraph written by the students were compared in terms of rhetorical pattern, organizational pattern, and linguistic accuracy. The results showed the statistical differences of all three elements of the students' paragraph writing as shown in Table 8.

Table 8

The Improvement in the Writing Quality of Comparison and Contrast Paragraph

The Elements of Paragraph Writing	n	1 st Draft		2 nd Draft		t	p-value
		M	SD.	M	SD.		
The rhetorical pattern	32	2.031	0.3095	2.563	0.5040	-5.927	0.00**
The organizational pattern	32	1.906	0.4655	2.625	0.4919	-0.965	0.00**
The linguistic appropriateness	32	2.406	0.6652	2.719	0.7289	-3.304	0.02*

* Significant at the .05 level ($p < .05$)

As shown in Table 8, there was a significant different among the mean score of the rhetorical pattern, the organizational pattern, and the linguistic accuracy at .05 level ($t = -5.927, -0.965, -3.304$ respectively, $p < .05$).

The complexity of a comparison and contrast paragraph. An analysis of the students' comparison and contrast paragraphs showed that there was an increase in the number of words in the three types of sentences in their second drafts. There were significant differences in the mean scores of the first drafts and the second draft in two elements: numbers of words and sentence complexity at the .01 level. Table 9 presents the differences in the text complexities of students' first drafts and second drafts of their comparison and contrast paragraph.

Table 9

The Sentence Complexity in the Comparison and Contrast Paragraph

The Paragraph Complexity	n	1 st Draft		2 nd Draft		t	p-value
		M	SD.	M	SD.		
Number of Words	32	190.16	27.619	203.31	17.918	-5.031	0.00**
Simple Sentences	32	8.16	0.767	8.91	0.818	-8.352	0.00**
Compound Sentences	32	0.67	0.535	1.03	0.595	-4.030	0.00**
Complex Sentences	32	3.81	2.055	4.13	1.718	-2.265	0.00**
Total Number of Sentence	32	12.66	2.835	14.06	2.409	-7.411	0.00**

**Significant at the .01 level ($p < .01$)

From Table 9, it was found that there were significant differences in all mean scores of paragraph complexity at the .01 level ($t = -5.031, -8.352, -4.030, -2.265, -7.411$ respectively, $p < .01$).

The improvement in the writing quality of the students' opinion paragraph. drafts.

The researcher further compared the mean scores from the first drafts and second drafts to determine if the students writing quality in an opinion paragraph improved. The results showed that the students improved their writing quality in terms of rhetorical pattern, organizational pattern, and linguistic accuracy. The analysis of results is presented in Table 10.

Table 10

The Improvement in the Writing Quality of Opinion

The Elements of Paragraph Writing	n	1 st Draft		2 nd Draft		t	p-value
		M	SD.	M	SD.		
The rhetorical pattern	32	2.531	0.5070	2.844	0.6278	-2.743	0.00**
The organizational pattern	32	2.281	0.4568	2.813	0.4709	-5.927	0.00**
The linguistic appropriateness	32	2.531	0.6214	2.906	0.5880	-4.313	0.00**

** Significant at the .01 level ($p < .01$)

As shown in Table 10, there were a significances different among the mean score of the rhetorical pattern, the organizational pattern, and the linguistic accuracy at the .01level ($t=-2.743$, -5.927 , -4.313 respectively, $p<.01$).

The complexity of an opinion paragraph. To compare the quality of writing an opinion paragraph according to the text complexity, the researcher also counted the number of words and sentences of the students' papers and then compared the mean scores of the words and sentences of the first drafts and second drafts using paired t-test. Data analysis of results revealed that there was an increase in the number of words in the three types of sentences in their second drafts. There were significant differences in the mean scores of the first drafts and second drafts of opinion paragraph in accordance with the text complexity at the .01 level. Table 11 presents the differences in the text complexities of students' first drafts and second drafts of their opinion paragraph.

Table 11

The Sentence Complexity in the Opinion Paragraph

The Paragraph Complexity	n	1 st Draft		2 nd Draft		t	p-value
		M	S.D.	M	S.D.		
Number of Words	32	194.91	14.746	209.38	6.622	-6.886	0.00**
Simple Sentences	32	7.81	3.136	8.50	2.615	-4.739	0.00**
Compound Sentences	32	0.0	0.000	0.38	0.492	-4.313	0.00**
Complex Sentences	32	4.84	2.629	5.66	2.391	-5.131	0.00**
Total Number of Sentence	32	12.66	0.827	14.53	1.107	-8.755	0.00**

**Significant at the .01 level ($p<.01$)

From Table 11, it was found that there were significant differences among four mean values of paragraph complexity: words, sentences, simple sentences, complex sentences at .01 levels ($t=-6.886$, -4.739 , -4.313 , -5.131 , -8.755 respectively, $p<.01$).

Aspects of Noticing in Three Types of Paragraph Writing

The second research question aimed to investigate the aspects of paragraph writing that the students noticed in the three different genres of model paragraph written about the same topic as their original first draft. Accordingly, the researchers intended to find out the most frequently noticed by the students. To obtain the answers for these research questions, the researcher categorized what the students underlined, highlighted on model paragraph sheets, and then counted the frequency of aspects students noticed in each category as follows.

Aspects of noticing in narrative paragraph writing. The aspects of narrative writing that the students noticed categorized into three sections: rhetorical pattern, organizational pattern, and linguistic features were illustrated as follows.

Table 12

Aspects of Noticing in Narrative Paragraphs

Aspects of Noticing	Number	Frequency	Percentage (%)
<i>Rhetorical Pattern</i>			
Topic sentence	32	32	100
Supporting sentences	416	416	100
Concluding sentence	32	32	100
<i>Organizational Pattern</i>			
Series of events	128	128	100
A feeling of a character	128	128	100
<i>Linguistic Features</i>			
The sentence structure			
- Sentences	480	480	100
- Adverbial clauses	32	3	9
Word choice			
Content words			
- Noun	384	4	1
- Adjective	192	6	3
- Participial Adjectives	64	11	17
Function words			
- Prepositional Words and Phrases	96	96	100

Table 12 shows the frequency and percentage of the aspects of writing that 32 students' noticed in three main categories of the narrative paragraph: rhetorical pattern, the organizational pattern, and the linguistic features. The largest proportion of noticing (100%) are topic sentence, supporting sentences, concluding sentence, series of events, feeling of a character, sentences, and prepositional words. On the other hand, the students noticed content words, specifically noun at the lowest percentages (1%) and they noticed the participial adjectives, adverbial clauses, and adjective at 17%, 9%, and 3% respectively.

Aspects of noticing in comparison and contrast paragraphs. The aspects of comparison and contrast noticed by the students were also demonstrated as follows.

Table 13

Aspects of Noticing in Comparison and Contrast Paragraphs

Aspects of Noticing	Number	Frequency	Percentage (%)
<i>Rhetorical Pattern</i>			
Topic sentence	32	32	100
Supporting sentences	288	288	100
Concluding sentence	32	32	100
<i>Organizational Pattern</i>			
The similarities and differences between two or more items	96	96	100
<i>Linguistic Features</i>			
The sentence structure			
- Sentences	352	352	100
Word choices			
Content words			
- Noun	480	10	2
- Adjective	192	2	1
Function words			
- Comparative transition signals	32	9	28
- Contrastive transitional signals	96	96	100

Table 13 presents the frequency of students' attention spending on each category of comparison and contrast paragraph aspect. The students utilized 100% paying attention to the topic sentence, supporting sentences, concluding sentence, the similarities, and differences between two or more items, sentence, and contrastive transitional signals. Besides, the student noticed the comparative transition signals, noun, and adjective at 28%, 2%, and 1% respectively.

Aspects of noticing in opinion paragraph writing. The aspects of opinion paragraph noticed by the students were illustrated as follows.

Table 14

Aspects of the Noticing in Opinion Paragraphs

The Aspects of Noticing	Number	Frequency	Percentage (%)
<i>Rhetorical Pattern</i>			
Topic sentence	32	32	100
Supporting sentences	384	384	100
Concluding sentence	32	32	100
<i>Organizational Pattern</i>			
Statement of opinion with reasons and examples	224	224	100
<i>Linguistic Features</i>			
The sentence structures			
- Sentences	448	364	81
Word choice			
Content words			
- Noun	864	6	1
- Adjective	192	5	3
Function words			
-Transitional Words	288	288	100

Table 14 shows the frequency and the percentage of the students' noticing on each aspect of the opinion paragraph. The largest proportion of the noticing was on the first two aspects of the paragraph: rhetorical pattern and the organizational pattern at 100%. The students utilized their noticing on the linguistic features category on transitional word

and sentence structure at 100% and 81% respectively. Accordingly, the lowest proportion of noticing on the opinion paragraph went on nouns and adjectives at 1%, and 3% respectively.

How Noticing Strategy Instruction Facilitates Students in Revising Stage

To find out how Noticing Strategy Instruction facilitates the students to revise their first draft to the second drafts, the qualitative data obtained from the students' responding to the instruction on the model paragraph and revising sheet. The students read the model paragraphs and analyzed each element of paragraph writing; they demonstrated their responding by taking note, underlying, highlighting, or making circles on the model paragraph sheets. Then the students revised their first draft to the second draft on the revising sheets. All responding from the students to the instruction on the model paragraph and revising sheets were read by the researcher and were grouped in accordance with the elements of paragraph writing. The students' reports in their revising sheets were interpreted and discussed descriptively. Table 15 illustrates the students' responses in which they described the noticing strategies they used to help them revise their paragraphs.

Table 15

Noticing Strategies Students Used in Revising Their Narrative Paragraphs

Narrative Paragraph		
Element of Noticing	Students' Noticing on Model Paragraph Sheet	Students' Noticing on the Revising Sheet
<i>Rhetorical Pattern</i>		
Topic sentence	- All students underlined, highlighted, or circled the topic sentence of the model paragraph: <i>"I will never forget the time my son, Hussein, learned a valuable lesson."</i>	- All of the students, highlighted, or circled the topic sentence of their paragraph. - Some of the students revised their topic sentence. - One of the students noted, <i>"Is my topic sentence too long? How to revise it?"</i> - One of the students underlined and wrote a question mark on the first sentence. - Some of the students completed the provided spaces with <i>"Topic Sentence"</i> on the rhetorical pattern column.
Supporting sentences	- All students underlined the supporting sentences of the model paragraph. - Some students circled the key words of each point of the topic sentences: <i>"talk to me"</i>, <i>"asked to use my car"</i>, <i>"should wait until the next day"</i>, and <i>"had an accident"</i>.	- Some of students circled and underlined the key words in their supporting sentences. - Some of the students added more supporting sentences. - One of the students noted, <i>"I can express my idea smoothly, I guess. I add support sentences when my paragraph is too short."</i> - One of the students noted, <i>"My paragraph is too short."</i> - Some of the students completed the provided spaces with <i>"Supporting Sentences"</i> on the rhetorical pattern column.

Table 15 (Continued)

Narrative Paragraph		
Element of Noticing	Students' Noticing on Model Paragraph Sheet	Students' Noticing on the Revising Sheet
Concluding sentence	- All students underlined, highlighted, or circled the concluding sentence of the model paragraph: <i>"I think he understood what I said and became more mature person that night."</i>	- All students underlined, highlighted, or circled the concluding sentence of their paragraph. - Some of the students added the signal words for the conclusion. - Some of the students completed the provided spaces with <i>"Concluding Sentence"</i> on the rhetorical pattern column.
Organizational Pattern		
Series of event	- All students circled the transitional words: <i>"one Wednesday night around nine o' clock"</i> , <i>"several days later"</i> , <i>"once again at dinnertime"</i> , <i>"on the previous Wednesday night"</i> . - Some of the students circle the key word of the events.	- Some of the students circled their transitional words. - Some of the students circled their key words of event. - Some of the students corrected the paragraph order.
A feeling of a character	- All students underlined, circled, or highlighted the emotional details: <i>"seemed happy and excited"</i> , <i>"wanted to go out"</i> , <i>"looked scared"</i> , and <i>"looked serious and sorry"</i> .	- Some of the students circled or underlined the emotional words: <i>"excited"</i> , <i>"confused"</i> , <i>"tried"</i> .

Table 15 (Continued)

Narrative Paragraph		
Element of Noticing	Students' Noticing on Model Paragraph Sheet	Students' Noticing on the Revising Sheet
Linguistic Features		
The sentence structure		
Sentences	- All students wrote the sentence structure above the sentences.	- Some of the students wrote the sentence structure above their sentences. - Some of the students revised their past tense errors. - Some of the students wrote the past tense structure (S. +V.2, S. +was, were +V.ing) in the linguistic features column. - Some of the students corrected the verb form.
Adverbial clauses	- 3 of the students circled, or underlined the word "when" in the sentence " <i>I was having dinner when he came into the room to talk to me.</i> " and underlined the subordinator clause.	- Some of the students underlined the adverbial clauses.
Word choice		
Content words		
- Noun	- S 1 underlined the word " <i>mature person</i> ". - S 2 noted the word " <i>a valuable lesson</i> " and " <i>became more mature person</i> " - S 3 underlined the word " <i>valuable lesson</i> "	- Some of the students corrected misspelled words.

Table 15(Continued)

Narrative Paragraph		
Element of Noticing	Students' Noticing on Model Paragraph Sheet	Students' Noticing on the Revising Sheet
- Adjective	- S 1 circled the word “<i>unforgettable</i>” - S 2 underlined the word “<i>unforgettable</i>” - S 3 noted the word “<i>a valuable lesson</i>” and “<i>became more mature person</i>” - S 4 noted the word “<i>unforgettable</i> vs. <i>impressive</i>” - S 5 circled the word “<i>assured</i>” - S 6 underlined the word “<i>valuable lesson</i>”	- Some of the students underlined their adjectives.
-Participial adjective	- S 1 highlighted the word “<i>excited</i>”, “<i>scared</i>”. - S 2 circled the word “<i>excited</i>”, “<i>scared</i>”. - S 3 highlighted the word “<i>excited</i>”. - S 4 circled the word “<i>excited</i>”, “<i>scared</i>”. - S 5 underlined the word “<i>excited</i>”, “<i>scared</i>”. - S 6 highlighted the word “<i>excited</i>”.	- Some of the students highlighted the participial adjective. - Some of the students corrected their present and past participial adjective. - One of the students corrected strikethrough the misused word: “<i>amazing and amazed</i>”.
Function words		
-Prepositional Words and Phrases	- All students circled the transitional words: “<i>several days later</i>”, “<i>once again at dinnertime</i>”, “<i>on the previous Wednesday night</i>”.	- Some of the students circled the transitional words. - Some of the students added prepositional words and phrases. - Some of the students added the transitional words or prepositional words.

Table 15 shows how the model paragraph helped the students to revise their paragraph in three categories: rhetorical pattern, organizational pattern, and linguistic features of narrative paragraph. The students analyzed the rhetorical pattern of the model narrative paragraph and then some of them changed the topic sentence, supporting sentences, and concluding sentence. The organizational pattern of the paragraph was also analyzed by the students, and some of them changed the order of the events. The next category analyzed by the students was linguistic features: sentences, adverbial clauses, noun, adjective, participial adjective and prepositional words and phrases. All of them analyzed sentences on the provided model paragraph, but some students focused on this category on their revising sheet. Furthermore, some of them recognized and corrected the errors in verb form on their original first draft. Moreover, the instruction raised the students' attention on the use of adverbial clauses in their paragraph. The word choice aspects also analyzed by the students, and some of them corrected the word choice errors. Next, Table 16 illustrates how the noticing strategy instruction helps the students to notice aspects of the comparison and contrast paragraph.

Table 16

*Noticing Strategies Students Used in Revising Their Comparison and Contrast**Paragraphs*

Comparison and Contrast Paragraph		
Element of Noticing	Students' Noticing on Model Paragraph Sheet	Students' Noticing on the Revising Sheet
<i>Rhetorical Pattern</i>		
Topic sentence	- All students underlined, highlighted, or circled the topic sentence of the model paragraph: <i>"There are several differences between living on campus and living off the campus."</i>	- Some of the students underlined, highlighted their topic sentence. - One of the students noted, <i>"I don't have a topic sentence."</i> - Some of the students completed the provided spaces with <i>"Topic Sentence"</i> on the rhetorical pattern column.
Supporting sentences	- All students underlined the supporting sentences of the model paragraph. - Some students circled the key words of each point of the topic sentences: <i>"living on campus makes it easy for students to get to school."</i> , <i>"students who live off campus must leave home early to get to school on time"</i> , <i>"students on campus must share a room with others whether they like it or not."</i> , <i>"students who are outside the campus may have a separate room"</i> , <i>"the life of students who live off campus would be more flexible and relax."</i> , <i>"dorm students are restricted by the school rules"</i> , <i>"eat cafeteria food"</i> , <i>"students living outside campus can cook their own food"</i>	- Some of the students circled the key word of the supporting sentences. - One of the students noted, <i>"My paragraph is too short. I have to add more details"</i> - Some of the students added more reasons and examples for their paragraph. - Some of the students completed the provided spaces with <i>"Supporting Sentences"</i> on the rhetorical pattern column.

Table 16 (Continued)

Comparison and Contrast Paragraph		
Element of Noticing	Students' Noticing on Model Paragraph Sheet	Students' Noticing on the Revising Sheet
Concluding sentence	- All students underlined, highlighted, or circled the topic sentence of the model paragraph: <i>"To sum up, living on campus is rather different from living off campus."</i>	- All of the students underlined the last sentence of the paragraph. - Some of the students completed the provided spaces with <i>"Concluding Sentence"</i> on the rhetorical pattern column.
Organizational Pattern		
The similarities and differences between two or more items	- All students circled the words <i>"however"</i> , <i>"in contrast"</i> , <i>"whereas"</i> .	- Some of the students added the words <i>"in contrast, however"</i> .
Linguistic Features		
The sentence structure		
- Sentence	- All students wrote the sentence structure above the sentences.	- Some of the students wrote the sentence structure above their sentences. - Some of the students corrected the subject-verb agreement errors.
Word choice		
Content words		
- Noun	- S 1 underlined the word <i>"flat"</i> . - S 2 highlighted the word <i>"convenient"</i> , <i>"flat"</i> . - S 3 highlighted the word <i>"total privacy"</i> . - S 4 circled the word <i>"flat"</i> . - S 5 highlighted the word <i>"flat"</i> and wrote the word <i>"dormitory"</i> above the word <i>"flat"</i>	- Some of the students underlined <i>"on campus"</i> , <i>"off campus"</i> - One of the students used the word <i>"apartment"</i> instead of <i>"dormitory"</i> .

Table 16 (Continued)

Comparison and Contrast Paragraph		
Element of Noticing	Students' Noticing on Model Paragraph Sheet	Students' Noticing on the Revising Sheet
	- S 6 highlighted the word <i>"flat"</i>. - S 7 highlighted the word <i>"flat"</i>. - S 8 highlighted the word <i>"flat"</i>.	
- Adjective	- S 1 highlighted the word <i>"several"</i>. - S 2 underlined the word <i>"flat"</i>. - S 3 highlighted the word <i>"convenient"</i>, <i>"flat"</i>. - S 4 highlighted the word <i>"flexible"</i>.	- Some of the students underlined or circled the adjective in their paragraph.
Function Words		
- Comparative transition signals	- 9 of the students circled, or underlined the word <i>"between...and..."</i>	- Some of the students circled the words <i>"both"</i> , <i>"and"</i> .
- Contrastive transitional signals	- All students circled the word <i>"however"</i> , <i>"in contrast"</i> , <i>"whereas"</i> .	- Some of the students added the word <i>"in contrast, however"</i> .

Table 16 presents how the model paragraph helped the students to revise their original first draft of the comparison and contrast paragraph. It was found that the students responded to the instruction by underlining and highlighting the rhetorical pattern and organizational pattern on the model paragraph sheet and the revising worksheet, and then they changed their topic sentence, added their supporting sentences, and rechecked their concluding sentence. In addition, the students added transition signals to show a difference after they studied the model paragraph. The students paid attention on the linguistic features and corrected their errors in verb tense. The students, then, rechecked their content words and function words and changed some content words

in their paragraph. Table 17 shows the results of how the model paragraph assisted the students to pay attention on the aspect of the opinion paragraph.

Table 17

Noticing Strategies Students Used in Revising Their Opinion Paragraphs

Opinion Paragraph		
Element of Noticing	Students' Noticing on Model Paragraph Sheet	Students' Noticing on the Revising Sheet
<i>Rhetorical Pattern</i>		
Topic sentence	- All students underlined, highlighted, or circled the topic sentence of the model paragraph: <i>"I think that social networking sites are harmful for students."</i>	- Some of the students underlined their first sentence. - Some of the students revised their topic sentence. - Some of the students completed the provided spaces with <i>"Topic Sentences."</i> on the rhetorical pattern column. - One of the students noted, <i>"The topic sentence is the most important for writing a paragraph."</i>
Supporting sentences	- All students underlined the supporting sentences of the model paragraph. - Some students circled the key word of each point of the topic sentences: <i>"a waste of time"</i>, <i>"share too much information online"</i>, <i>"dangerous for both mind and body"</i>, <i>"less social"</i>.	- Some of the students circled the key word of the supporting sentences. - Some of the students added more reasons and example for their paragraph. - Some of the students completed the provided spaces with <i>"Supporting Sentences"</i> on the rhetorical pattern column.

Table 17 (Continued)

Opinion Paragraph		
Element of Noticing	Students' Noticing on Model Paragraph Sheet	Students' Noticing on the Revising Sheet
Concluding sentence	- All students underlined, highlighted, or circled the topic sentence of the model paragraph: <i>"For these reasons, the social networking sites become big problems for the students."</i>	- All students underlined their last sentence. - Some of the students completed the provided spaces with <i>"Concluding Sentences"</i> on the rhetorical pattern column.
Organizational Pattern		
Statement of opinion with reasons and examples	- All students underlined, highlighted, or circled the words <i>"I think..."</i> , <i>"the first reason"</i> , <i>"for example"</i> , <i>"because"</i> , <i>"the second reason"</i> , <i>"for instance"</i> , <i>"for these reasons"</i>	-Some of the students circled, underlined the words such as <i>"firstly"</i> , <i>"secondly"</i> , <i>"all in all"</i> . - Some of the students added the words <i>"for example"</i> .
Linguistic Features		
The sentence structures		
Verb Tense	- 26 of students wrote the sentence structure above sentences.	- Some of the students corrected their subject- verb agreement.
Word choice		
Content words		
- Noun	- S 2 circled the word <i>"roommate"</i> . - S 4 highlighted the word <i>"networking website"</i> . - S 5 highlighted the word <i>"personal notes"</i> . - S 6 highlighted the word <i>"interaction"</i> , <i>"day-to-day basis"</i> .	-There was no response from the students.

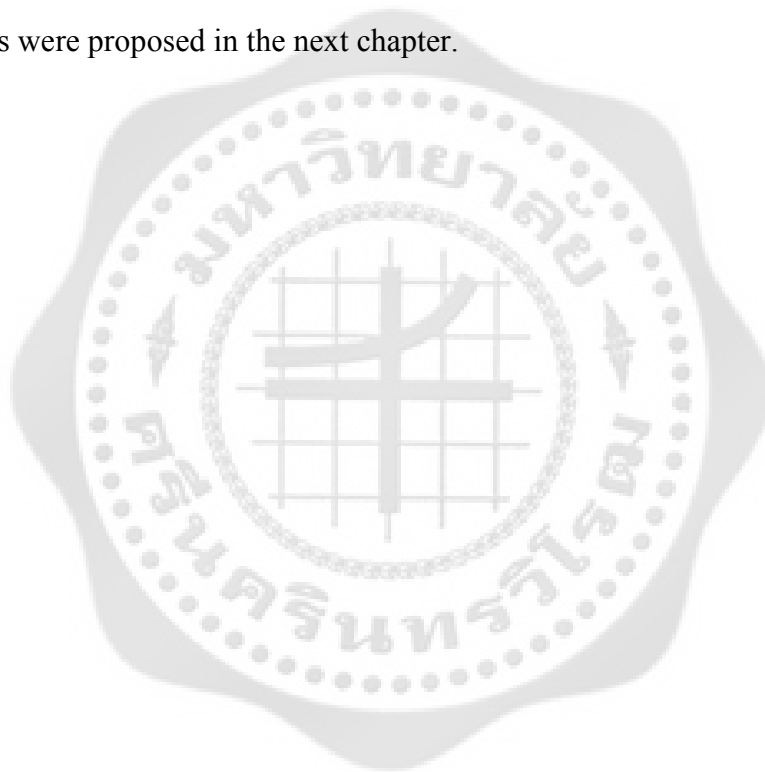
Table 17 (Continued)

Opinion Paragraph		
Element of Noticing	Students' Noticing on Model Paragraph Sheet	Students' Noticing on the Revising Sheet
- Adjective	- S 1 highlighted the word "<i>harmful</i>". - S 7 circled the words "<i>harmful</i>", "<i>dangerous</i>". - S 8 highlighted the word "<i>harmful</i>". - S 9 circled the word "<i>harmful</i>". - S 10 circled the word "<i>harmful</i>". - S 11 highlighted the word "<i>harmful</i>".	- Some of the students underlined their adjectives.
Function words		
- Transitional Word	- All students underlined, highlighted, or circle the words "<i>the first reason</i>", "<i>the second reason</i>", "<i>third</i>", "<i>furthermore</i>" "<i>for example</i>", "<i>because</i>", "<i>the second reason</i>", "<i>for instance</i>", "<i>for these reasons</i>"	- All students underlined and circled their transitional words. - Some of the students added transitional words in their paragraph.

Table 17 demonstrates that the students revised their topic sentence, added the supporting sentences, and rechecked their concluding sentence after they analyzed the model paragraph written the same topic. Some of the students revised their organizational pattern by adding transitional words to state the reasons. The verb tenses in the model paragraph sheet were noticed, and the verb tenses in the revising worksheet were revised. Some of them noticed the content words. Moreover, the transitional words were added after the students noticed in the model paragraph.

Summary of the Chapter

This chapter presented the results of the research questions regarding the effectiveness of the noticing strategy instruction on the students' paragraph writing quality. It showed the differences between the students' writing ability before and after the experiment. Furthermore, the aspects that the students noticed during the implementation were presented. The findings of the study with the discussion, implications of the study and recommendations for further studies in according with the main findings were proposed in the next chapter.



CHAPTER V

CONCLUSION AND DISCUSSION

This chapter presents a summary of the research as well as a brief summary of the main findings. In addition, it discusses the findings of the study concerning the effects of Noticing Strategy Instruction (NSI) on students' paragraph writing quality, aspects of noticing and how noticing strategies help them facilitate revising their first drafts of narrative, comparison and contrast, and opinion paragraphs. The chapter then draws a conclusion regarding these issues. Finally, implications of the study for ESL/EFL writing instructions are presented, and limitations of the study as well as recommendations for future research are proposed at the end of the chapter.

Summary of the Research

The present study was an experimental study with One Group Pretest-Posttest design. The study attempted to find out the answer for three main research questions. Firstly, it aimed to examine the effectiveness of the noticing strategy instruction (NSI) on the students' paragraph writing quality in accordance with overall writing quality: rhetorical pattern, organizational pattern, and the linguistic features: the linguistic appropriateness and text complexity. Secondly, it investigated aspects of paragraph writing that the EFL students noticed while analyzing three types of the provided model paragraphs consisting of narrative, comparison and contrast and opinion. Finally, the researcher examined the NSI helped facilitate students in the revising stage.

The participants were 32 third-year non- English major EFL students at the University of Phayao, purposively selected from four classes of students enrolling in the Paragraph Writing class in the second semester of 2013 academic year. These students were taught to write based on the process-genre approach of writing instruction. The

study combined the quantitative and qualitative data collection and analysis using six research instruments: pretest and posttest, lesson plans, writing tasks, model paragraph sheets, revising worksheets, and scoring rubrics. The researcher constructed the Noticing Strategy Instruction lesson plans by adapting the work of Barnawi (2010) consisting of three stages of noticing: 1) pre-noticing stage, 2) while noticing stage and 3) post-noticing stage.

In the first week, the students took the pretest by writing the expository paragraph. The three raters assessed the students' paragraph writing ability using the rubric of the pretest. Then, the researcher implemented the noticing strategy instruction following the lesson plans for six weeks through three types of paragraph: the narrative, comparison and contrast, and opinion paragraphs. The students were assigned to write three paragraphs at the end of each lesson, and their writing tasks were assessed by three raters. The posttest, the parallel to the pretest, was administered in week 8 of the experiment. In the posttest, the students were assigned to write the expository paragraph, with a different topic from the pretest. The researcher also collected data from the students' noticing logs in which the students reflected on noticing strategies, and made comments on the model paragraph sheets while they were trained to use noticing strategies.

At the beginning of the experiment, the writing pretest was administered to the students. The researcher taught the students to writing different genres of paragraph: narrative, comparison and contrast, and opinion paragraphs. During the revising stage of writing, the students were trained to revise their original first draft through the NSI. The writing posttest was administered at the end of the experiment. The score from the pretest, posttest, first draft, and second draft were collected and were calculated the inter-rater reliabilities of the scores given by three raters. The data were statistically analyzed by mean standard deviation using SPSS program. Dependent t-test statistics were

calculated to determine the significance between the mean scores of the pretest, posttest, first draft, and second draft. To determine the development of the students' paragraph writing ability in terms of the overall quality and the linguistic features after training through the NSI, significant difference between the mean scores of pretest, posttest, first draft, and second draft were analyzed. The total number of aspects of writing that the students noticed was categorized and tabulated. Furthermore, the students' responding on the model paragraph sheet and the revising worksheet were collected and discussed descriptively with the plausible explanations.

Summary of the Main Findings

Summary of the main findings from quantitative data analysis. This section summarizes the results of the quantitative data analysis revealed by comparing the mean scores of the pretest and the posttest, the mean scores of the first drafts and second drafts of students' paragraphs (narrative, comparison and contrast and opinion). The results of the data analysis demonstrated the effectiveness of the NSI on the paragraph writing quality of the third year undergraduate students, and the main findings are as follows.

First, the findings from the comparison of the students' pretest, posttest, first draft, and second draft mean scores revealed that there was a significant difference between the overall means scores at the .01 level ($p < .01$). The mean score of the posttest ($M = 9.222$) was substantially higher than that of the pretest ($M = 5.65$). Furthermore, the mean scores of the second drafts of narrative, comparison and contrast and opinion paragraphs ($M = 7.57, 7.19, \text{ and } 8.06$ respectively) were higher than those of the first drafts ($M = 6.10, 5.97 \text{ and } 6.89$ respectively). These findings confirmed the effectiveness of the NSI on developing students' paragraph writing quality and NSI could successfully help improve students' paragraph writing quality in three types of paragraph writing.

Secondly, the results from the analysis of pretest and posttest mean scores in terms of rhetorical pattern and organizational pattern and linguistic features, specifically linguistic accuracy, revealed that the students improved their writing quality in all three elements of paragraph writing. There were significant differences in mean scores of the pretest and the posttest in all three elements at the .01 level. The mean scores of the posttest for rhetorical pattern ($M=3.41$), organization pattern ($M=2.91$) and linguistic accuracy ($M=3.03$) were higher than those of the pretest ($M=1.94$, 1.75 and 2.19 respectively). This indicated that the NSI could help develop students' overall paragraph writing quality.

In addition, in terms of text complexity, the results from the students' pretest and posttest revealed that there was a significant difference the mean scores of four elements of sentence complexities: number of words, number of sentences (simple sentences, complex sentence) at .01 levels, but the significant difference was not found in the mean scores of compound sentences.

Furthermore, the data analysis of the students' first drafts and second drafts of paragraphs: narrative, comparison and contrast and opinion also revealed the significant differences in the mean scores of the first drafts and second drafts in three elements of paragraph writing: rhetorical pattern and organization pattern and linguistic accuracy at the .01 level. The results confirmed the data analysis of results from the pretest and posttest mean scores. This indicated the effectiveness of noticing strategy instruction in developing students' paragraph writing quality.

Also, the results from the first drafts and second drafts of students' paragraphs (narrative, comparison and contrast and opinion) regarding text complexity revealed that there were significant differences in the mean scores of all elements comprising the complexity: the number of words, and number of sentences (simple, compound and

complex) at the .01 level. The results were consistent with the results from the pretest and posttest.

The next section presents the summary of the main findings from qualitative data analysis from the students' responses in their model paragraph worksheets and the revising worksheets. The findings answer the second and third research questions. The findings are as in the following.

Summary of the main findings from qualitative data analysis. First, according to the narrative paragraph the largest proportion of noticing were topic sentence, supporting sentences, concluding sentence, series of events, feeling of character, verb tense, prepositional words and phrases, and transitional words. On the other hand, the students noticed content words, specifically noun at the lowest percentages followed by the adverbial clauses, and action verbs.

Secondly, when revising their comparison and contrast paragraph, the students focused their attention on each category of comparison and contrast paragraph aspects. The highest percentage of noticing fell into topic sentence, supporting sentences, concluding sentence, the similarities, and differences between two or more items, verb tense, and contrastive transitional signals. Besides, they noticed the comparative transition signals, noun, and adjective at 28%, 2%, and 1% respectively.

Thirdly, in opinion paragraph, the result revealed that the largest proportion that the students noticed was on the rhetorical pattern and the organizational pattern. In addition, the students utilized their noticing on transitional word and the sentence structure. In addition, the lowest proportion of noticing on the opinion paragraph went on the noun and adjective.

Finally, the results from the analysis of students' model paragraph sheets and revising worksheets of three types of paragraphs: narrative, comparison and contrast, and

opinion demonstrated that the noticing strategies helped the students to notice on three categories: rhetorical pattern, organizational pattern, and linguistic features before revising their original first drafts. They revised their first draft to make it better in accordance with what they saw as gaps between their original first drafts and the provided model paragraphs. The students, for example, noticed verb tense on the provided model paragraph, so they used correct verb tenses in their second drafts.

The following section discusses the finding in details including the paragraph writing improvement of the students through the NSI.

Discussion

The overall results of the study are discussed as related to the three main research questions.

Discussion of the finding related to the first research question.

The Effectiveness of Noticing Strategy Instruction on Developing Students' Writing Quality. The main purpose of the study was to investigate the effectiveness of the NSI on EFL students' paragraph writing quality. According to the statistical findings of this study, the students who were trained through the NSI had an improvement in the quality of paragraph writing. As shown by the higher scores of the posttest compared to the pretest, the results indicated that all three main aspects of paragraph writing: the rhetorical pattern, organizational pattern, and linguistic features appeared to be improved. According to the results in the study, it indicated that the NSI could be effective on the students' paragraph writing quality regarding the rhetorical pattern, organizational pattern, and linguistic features.

Furthermore, the present study observed the differences between the mean scores in the first draft and second draft of four genres of paragraph: narrative, comparison and contrast, and opinion. The results showed positive effects of the NSI. The scores of the

rhetorical pattern, organizational pattern, the linguistic appropriateness including the sentence complexity of the students' second draft were higher than those of the first draft. These indicated the students' paragraph writing in different genres improved through the NSI.

The students' paragraph writing improvement could be reflected as an excerpt of the student's posttest below.

Title: How to Improve Your English Grade?

There are easy way to improve your English grade when you start to study in this language. The first way to improve your English grade is listening to international music because it is not boring. You can listen to it everytime and everywhere. When listening to music, you will have fun, and entertainment. Moreover, you can truly get knowledge about several vocabularies effciently because the international music is written and composed by native speakers. You can use its vocabulary in your real life and English classroom. The second way is international newspaper reading. In conclusion, these way can certainly help you improve you grade.

From the example, it was found that student could write the topic sentence that contained the introduction and topic. The topic sentence related to the title and stated the main idea of the paragraph. The student could write the supporting sentences of the paragraph that provided details to support the main idea. The supporting sentences were connected the paragraph in a logical way by using connecting words such as "the first way", "the second way", and "moreover" to connect one idea to the next. The student could give details to explain how to improve one's English grade. The student, furthermore, provided the sense of finality using connecting word "in conclusion". He emphasized a point to end the paragraph. Regarding to the linguistic features, the errors rate was decreased compared to the pretest; however, there were some inappropriate

grammatical and lexical points. There were two types of sentences contained in the paragraph: simple sentence, and complex sentences. All sentences contained subject and verb; furthermore, the run on and fragment sentences were not found.

Furthermore, there were improvements among three types of paragraph after the students analyzed and compared their original first draft to the model paragraph as the following example.

Example 1

Student A's first draft: *"They have an opportunity to choose between living on campus and living off campus. Both living on campus and living off campus have advantages and disadvantages."*

Student A's second draft: *"There are many advantages and disadvantages between living on campus and living off campus."*

The example above presented a student's topic sentence of a comparison and contrast paragraph. It was found that the student revised the topic sentence to make it more precise than the first draft.

Example 2

Student A's first draft: *"The first reason, it is used for work."*

Student A's second draft: *"Firstly, I can use social networking for my work."*

According to the example of student B, it indicated that student B tried to revise their supporting sentence including the connecting word.

Student A's first draft: *"It was not good experience for me."*

Student A's second draft: *"It is not a good experience for me, but it makes me smile every time when I think of them."*

The example above presented a student's concluding sentence of a narrative paragraph. It was found that the student revised the concluding sentence and tried to make it more precise to describe the strongest emotion.

Moreover, the linguistic features of the students' first draft and second draft also improved as the following example shows.

Linguistic Appropriateness

Example 1

Student A's first draft: *"The first day came to University of Phayao. I was very excited. Father and mother send me to UP DORM. My mom help me clean the room."*

Student A's second draft: *"I was very excited on the first day of coming to University of Phayao. Father and mother send me to UP dormitory. My mom helped me clean up the room."*

It was found that there was some grammatical inappropriateness. However, the student tried to correct form of the verb from present tense to the past tense form. Furthermore, the student changed the word "clean" to "clean up".

Sentence complexity

Example 1

Student A's first draft: *"People can sell products through the Facebook. They can do this for free."*

Example 2

Student A's second draft: *"People can sell products through the Facebook, which offers them free."*

As the example above, the student tried to combine two simple sentences to be a complex sentence.

In other words, the results of the study revealed that the students' writing quality regarding the rhetorical pattern, the organizational pattern, and linguistic features

improved after the students were trained through the NSI with the different genres of writing: narrative, comparison and contrast, and opinion. The students were encouraged to pay attention on the model paragraph written by an English native speaker in order to remind them how to compose a good paragraph. The students, then, noticed the gaps or the differences between their first drafts and the model paragraphs. They, therefore, revised their compositions to a second draft with a better quality among three aspects of paragraph mentioned. In addition, the students could write longer texts and complicated patterns of sentences in the posttest and the second draft. The students revised their original first draft to the second draft with more precise topic sentence, the sufficient evidences to support the topic sentence, the concise conclusion, and a lower rate of grammar error.

The findings were consistent with some previous studies in the field of noticing strategy and the writing quality. According to Ketabi, Reza and Soleimani (2008), it was found that the quality of rhetorical structures in the Iranian students' contrast paragraph was improved after the students contributed their noticing strategy on the gap between their original paragraph and the provided model paragraph. The results showed that the use of noticing strategy in combination with the use of model paragraph was effective for improving the EFL students' rhetorical structure.

Furthermore, the results of the present study were also in accordance with the research of Saeidi and Sahebkhair (2011). The accuracy and complexity of 40 students' essay writing improved after they were trained to notice the writing aspects in model essays for 21 sessions. According to the results, the students wrote a better quality of second draft compared to teacher error correction.

In addition, this also accorded with the earlier observations, which showed that writing proficiency regarding the writing fluency, accuracy, and complexity of the

Chinese undergrad students improved after the students were trained to notice and recite the phrases, vocabulary, key grammatical points, and useful sentence patterns in the well-written paragraphs (Liming & Xiaofang, 2011). The students saw the gaps between their writing and the well-written paragraphs and then the students could produce better compositions.

Moreover, these findings further support the idea of Banawi (2010). The writing proficiency on three main aspects of writing: form, content, and organization could be improved through the three stages of noticing: pre-noticing, while noticing, and post-noticing that could promote the students to write a better draft.

This finding corroborated the ideas of Schmidt (2010) who suggested that an input could become an intake through the process of noticing. Sa-ngiamwibool (2007) also recommended that the noticing could promote the students' internal understanding of a second language (L2). In addition, without mentioning any rules of L2, the noticing or motivating the student to focus on form of L2 facilitates the students to recognize the L2 existing knowledge (Schmidt, 2010; Saeidi & Sahebkhair, 2011).

To conclude, it seemed clear that the NSI, a combination of noticing hypothesis and process genre approach, was effective on developing the students' writing quality in various aspects among the different genres of paragraphs. The next section discusses the aspects that the students noticed through the NSI.

Discussion of the finding related to the second research question.

Aspects of Noticing in Three Types of Paragraph Writing. Regarding the results of the second research question, the students noticed all aspects of paragraph writing appeared on the model paragraphs: rhetorical pattern, organizational pattern, and linguistic features. It, furthermore, revealed that the students noticed the rhetorical pattern and organizational pattern more than the linguistic features among three types of

provided model paragraph: model narrative paragraph, model comparison and contrast paragraph, and model opinion paragraph. In other words, after the students were directed their attention to analyze the paragraph structure from the overall quality to the linguistic features used particular to each genre of paragraph, they underlined, circled, highlighted, or took note to demonstrate their noticing.

It indicated that the students were able to recognize the overall quality by using their existing knowledge of paragraph writing structure to identify the topic sentence, the supporting sentences, the concluding sentence, and include the logical arrangement of the whole sentences together after comparing with the model paragraph. Whereas the linguistic features category noticed by the students varied. In the first two types of paragraph: the narrative paragraph, and the comparison and contrast paragraph, the students were able to identify the sentence structure more often than the last type of paragraph, opinion paragraph. Furthermore, in the narrative paragraph, the students could point out the structure of the sentences, prepositional words, and phrases more often than another category of linguistic features. The students more frequently recognized the contrastive transitional signals and transitional word than another category in the comparison and contrast paragraph and the opinion paragraph. On the other hand, the frequency of students noticing on the word choice was less than the mentioned category among three types of paragraph.

The findings observed in this study mirror those of the previous studies that have examined the effect of using the model text written by native speakers to draw the students' attention (Saeidi & Sahebkhair, 2011; Bagheri & Zare, 2009). According to Saeidi and Sahebkhair (2011), it found that the student noticed the linguistics features or grammatical used in the writing more frequently than its content and discourse. Bagheri and Zare (2009) also indicated that the students focused on the lexical resources and form

more frequently than discourse of the text. In accordance with the present results, previous studies have demonstrated that the model text seemed effective in promoting the students' noticing in various aspects.

Discussion of the finding related to the third research question.

How Noticing Strategy Instruction Facilitates Students in Revising Stage. The overall quality was the first aspect of the students' improvement. The results revealed that the students utilized 100% to notice on the overall quality of the provided model paragraph demonstrated by underlining the topic sentence, circling the supporting sentences, and underlining the concluding sentence respectively. The students demonstrated their being aware of mistakes in the rhetorical pattern by revising their topic sentence or their first sentence of the paragraph. Their second drafts showed the positive improvement as shown in the following table.

Table 18

Examples of the Students' Noticing and Effects on their Paragraphs

Student's Noticing	Students' 1st Draft	Changes in 2nd Draft
<i>Overall Quality</i>		
Topic Sentence		
A student underlined a topic sentence on a model paragraph and revising work sheet. (Comparison and contrast)	They have an opportunity to choose between living on campus and living off campus. Both living on campus and living off campus have advantages and disadvantages.	There are many advantages and disadvantages between living on campus and living off campus.
<i>Supporting Sentences</i>		
A student circled a key word of each point of a topic sentence on a model paragraph and revising worksheet. (Opinion)	The first reason, it is used for work.	<u>Firstly</u> , I can use social networking for my work.

Table 18 (Continued)

Student's Noticing	Students' 1st Draft	Changes in 2nd Draft
Concluding Sentence A student underlined a concluding sentence on a model paragraph and revising worksheet. (Narrative)	It was not good experience for me.	It is not a good experience for me, but it makes me smile every time when I think of them.
<i>Linguistic Features</i>		
Linguistic Appropriateness A student wrote a sentence structure above a sentence: S+V.2 on a model paragraph and a revising worksheet. (Narrative)	<u>The first day came to University of Phayao. I was very excited.</u> Father and mother send me to UP DORM. My mom <u>help</u> me clean the room.	<u>I was very excited on the first day of coming to University of Phayao.</u> Father and mother send me to UP dormitory. My mom <u>helped</u> me clean up the room.
Sentence Complexity A student wrote a sentence structure above a sentence on a model paragraph and a revising worksheet. (Opinion)	People can sell products through the Facebook. They can do this for free.	People can sell products through the Facebook, <u>which offers them free.</u>

According to Table 18, students noticed the gap between the provided model paragraph and the original first draft in terms of stating the topic sentence clearly, hence, the students rearranged the topic sentence to make it clearer than the original one. This seemed possible that the noticing assisted the students to improve the rhetorical pattern. The results were supported by the conclusion of some previous studies that valued the noticing hypothesis. They stated that the rhetorical and organization pattern improved after the students were trained through the noticing process (Lotfie, 2007; Ketabi, Reza & Soleimani, 2008; Barnawi, 2010).

These findings further support the idea of Sa-ngiamwibool's, 2007; Lotfie, 2007; Saeidi & Sahebkhair, 2011. It was found that the students noticed the accuracy and complexity. They underlined or circled the grammatical structure that they recognized which included the sentence structures, and word choices. Then, the students revised their first draft to produce more effective sentence structures, and word choices. For instance, one of the students in this study recognized the verb tenses and demonstrated by changing the present form into the past form in the narrative paragraph because she intended to explain the situation or experience that happened in the past.

This was because when the students saw the provided model paragraph, they had to utilize their acquired grammatical knowledge to underline the grammatical structure and to analyze the gaps between the provided model paragraph and their original first draft. Respectively, the second draft scores were higher than the first draft scores for all three types of paragraph. The overall quality in the posttest scores also showed improvement after the students were trained through the NSI. It could be concluded that the noticing positively affected the students' writing accuracy and complexity.

In sum, it was noted that the merging theory and practice of noticing hypothesis was a crucial role in the EFL writing class. According to Schmidt (1990) pointed out that consciousness of input at the level of noticing help to promote L2 development of students. Brook and Torlakovi (2002) claimed that 'teaching should include opportunities for learners to focus on form and consciously notice features of the L2 they are learning' (p.872). Hence, the use of noticing can promote the students' writing quality in various aspects and therefore should have a role in the EFL writing class.

Implications of the Study

According to the results of the study, there are implications for the teachers in the context of EFL writing as follows.

Firstly, the integrated process genre approach with noticing strategy seems to be effective and useful in teaching various types of paragraph writing: narrative, comparison and contrast, and opinion paragraph. It provides the students opportunity to self-correct their mistakes in their compositions by comparing to the model paragraph.

Secondly, the use of noticing strategy as a writing feedback tool should not be ignored in teaching writing because it can motivate the students to self-correct their mistakes in various aspects: rhetorical pattern, organizational pattern, linguistic appropriateness, and sentence complexity.

Thirdly, the use of noticing strategy through the model paragraph is useful for EFL students. The model paragraph or the well-constructed paragraph presents the expected outcome to the students. The students seem to be self-aware about how to compose a better draft to fill the gaps between their original first drafts to the model paragraph.

Limitations of the Study

There were four limitations in this study that needed to be addressed. Firstly, it was limited to tertiary students at a government university. Hence, the results of the study could not be generalized to other levels and groups of students in different contexts. Secondly, this study only focused on developing students' paragraph writing in terms of the rhetorical pattern, organizational pattern, linguistic appropriateness, and sentence complexity through the NSI among three types of paragraph: narrative, comparison and contrast, and opinion. The results in this study, therefore, might not represent other types and other aspects of academic writing. Thirdly, the period of students' attending to the course was only 6 weeks. A similar result for a shorter or longer period should not be assumed. Lastly, this study applied only a combination of noticing strategy with the

process genre approach in order to develop students' writing ability that might not universal for teaching writing concerning other methods.

Recommendations for Further Studies

The results of the study indicated the effectiveness of the NSI on developing students' writing quality regarding to the rhetorical pattern, organizational pattern, and linguistics features among different type of paragraph. Nevertheless, there was a need for further studies in the field of developing the students' writing ability through noticing strategy to be conducted as the offered recommendations below.

1. Further studies should be carried out to investigate the effectiveness of the noticing strategy for other kinds of academic writing, for example business writing and summary writing, with other groups of students who have a different background from this study.
2. This study was designed to investigate the effectiveness of the noticing strategy on the narrative, comparison and contrast, and opinion paragraph. Therefore, further studies are recommended to investigate the replication of the present study with other genres of writing.
3. A similar study should be conducted with a longer duration of training to measure the development of students' writing skills with its retention.
4. Further investigations should take into account of investigating the effectiveness of the noticing strategy in combination with other methods of writing feedback.

Conclusion

The present study aimed to investigate the effects of the Noticing Strategy Instruction (NSI) on developing paragraph writing quality concerning the rhetorical pattern, organizational pattern, and linguistic features among three types of paragraph of

Thai EFL third year non-English major students. The finding showed that the NSI was effective in developing the students' paragraph writing quality among three types of paragraph: narrative, comparison and contrast, and opinion. The students noticed all three aspects of paragraph writing: the rhetorical pattern, organizational pattern, and linguistic features through comparing their first draft to the provided model paragraph. This study, furthermore, revealed that the three stages of the NSI: pre-noticing, while noticing, and post-noticing, provided the students great opportunities to see the gaps or the differences between their original first draft and the provided model paragraph. Through these stages, the students recognized the problems they had in the first draft, and then they solved those problems by revising the first draft to a better draft. In conclusion, the NSI seems beneficial for EFL students because it can enable the students to be aware of the various necessary aspects of writing: rhetorical pattern, organizational pattern, linguistic appropriateness, and sentence complexity.

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APPENDIX A

Pretest/ Posttest

APPENDIX B

Lesson Plan



Lesson Plan

Narrative Paragraph

Objective:	By the end of the lesson, the Ss will be able to write a narrative paragraph about an unforgettable day.
Activity Type:	Individual work, out of class assignment
Language Focus:	Sentence structure, prepositional phrase, participial adjectives, past progressive and simple past tense, transition words
Topic:	<i>An Unforgettable Day</i>
Material:	Writing assignment, the model paragraph sheet, revising sheet, and handout (Adapted from Focus on Writing 3, p.2-25)
Assessment:	Scoring rubric for a narrative paragraph
Time:	6 hours

Procedures:

Pre-Writing

1. Ask Ss to read about the life of Rachael Scodris and answer the question “What special challenges do you think she faces when she races? How do think she handles these challenges? Remind them at this point they are just trying to get ideas and shouldn’t worry about writing perfect sentences.
2. Have Ss work with partner. Imagine they are a news reporter writing a story about Rachael Scodris.
3. Explain that when Ss narrate a story, have questions in mind that they want to answer. Asking wh- questions (who, what, when, where, why, and how) will help they gather and include concrete information about the story they want to tell.
4. Explain that this unit they are going to write a paragraph that tells a story or narrative paragraph. Review and explain the functions of a topic sentence, supporting sentences, and a concluding sentence specific to narrative writing.
5. Have them gathering the ideas about the story.

Writing the First Draft

6. Have Ss to work individually to write the topic sentence.
7. Explain using time and place transition words, emotional details, putting events and details in time order, including the past progressive and past simple tense to develop and support the controlling idea in their topic sentence.
8. Explain using a concluding strategy to end the narrative paragraph about facing a challenge or unforgettable situation.
9. Give Ss assignment to write the complete paragraph (Out of class assignment) of at least 200 words in writing assignment. Ask them submit the assignment via e-mail.

Revising

10. Give Ss model paragraph sheet. Explain that model paragraph will help Ss. to write a narrative paragraph more effectively.
11. Guide Ss to read it carefully and analyze the rhetorical pattern, organization pattern, and the linguistic features on the provided model paragraph. They have to identify what they notice through underlining and note taking on the provided worksheet. This stage lasts for 20 minutes.
12. Give Ss the revising worksheet. Then they have to compare their original first draft to the provided model paragraph and give any comments about their errors that they notice on the provided column.

Rewriting

13. Asked Ss to rewrite their original first draft on the text reconstruction column on the revising worksheet.
14. Wrap up

Lesson Plan

Comparison and Contrast Paragraph

Objective:	By the end of the lesson, the Ss will be able to write a comparison and contrast paragraph about living on campus and living off campus.
Activity Type:	Individual work, out of class assignment
Language Focus:	Sentence structure: a simple sentence, a compound sentence, and a complex sentence and transition signals: words for similarity and words for difference.
Topic:	<i>Living on Campus VS. Living off Campus</i>
Material:	Writing assignment, the model paragraph sheet, revising sheet, and handout (Adapted from Focus on Writing 2, p. 128-155)
Assessment:	Scoring rubric for a narrative paragraph
Time:	6 hours

Procedures:

Pre-Writing

1. Ask Ss to read the paragraph (p. 129) about the solitude or loneliness. Guide them to use a Venn diagram to identify about the similarities and difference between two things.
2. Explain that this unit they are going to write a compare-contrast paragraph to explain the similarities (comparisons) and differences (contrasts). Review and explain the functions of a topic sentence, supporting sentences, and a concluding sentence specific to compare-contrast writing. Have them write about an activity they do for fun then compare and contrast the activity when they do it alone and when they do it in a group. (p. 133)
3. Have Ss. gathering the ideas.

Writing the First Draft

4. Have Ss to work individually to write the topic sentence.
5. Explain using gerund, explanation similarities, and differences, using words for similarity and difference, including the sentence variety: a simple sentence, a compound sentence, and a complex sentence.

6. Explain using a concluding strategy to end the compare-contrast paragraph.
7. Give Ss assignment to write the complete paragraph (Out of class assignment) of at least 200 words in writing assignment for a comparison and contrast paragraph. Ask them submit the assignment via e-mail.

Revising

8. Give Ss model paragraph sheets. Explain that model paragraph will help Ss. to write a comparison and contrast paragraph more effectively.
9. Guide Ss to read it carefully and analyze the rhetorical pattern, organization pattern, and the linguistic features on the provided model paragraph. They have to identify what they notice through underlining and note taking on the provided worksheet. This stage lasts for 20 minutes.
10. Give Ss revising worksheets. Then they have to compare their original first draft to the provided model paragraph and give any comments about their errors that they notice on the provided column.

Rewriting

11. Ask Ss to rewrite their original first draft on the revised text column on revising worksheet.
12. Wrap up

Lesson Plan

Opinion Paragraph

Objective:	By the end of the lesson, the Ss will be able to write a an opinion about online social networking.
Activity Type:	Individual work
Language Focus:	Sentence structure, transition words
Topic:	<i>Is Online Social Networking Good or Bad?</i>
Material:	Writing assignment, the model paragraph sheet, revising sheet, and handout (Adapted from Focus on Writing 3, p.50-73)
Assessment:	Scoring rubric for a narrative paragraph
Time:	6 hours

Procedures:

Pre-Writing

1. Ask Ss to read information about why the corn is a popular food in counties around the world. Direct them to identify the fact or opinion about the corn that used to support the information about the corn into an opinion chart.
2. Ss work with partner to list examples that support the information why the corn is a popular food. (p.51)
3. Explain that in this unit they are going to write an opinion paragraph. Review and explain the functions of a topic sentence, supporting sentences, and a concluding sentence specific to opinion writing.
4. Direct them to generate ideas by asking the questions: what do you know or believe about the topic?, why is the topic important to you?, and what more might you need to find out in order to write an opinion paragraph about it? Remind them at this point they are just trying to get ideas and shouldn't worry about writing perfect sentences.
5. Have them gathering the ideas about the opinion.

Writing the First Draft

6. Have Ss to work individually to write the topic sentence by using words stating opinion: I believe, to me, I think, or in my opinion/view.

7. Explain using opinion markers, words including the connecting with *so* and *because* to develop and support the controlling idea in their topic sentence.
8. Explain summarizing reasons and using a concluding strategy.
9. Give Ss assignment to write the complete paragraph (Take-home assignment) of at least 200 words in writing assignment. Ask them submit the assignment via e-mail.

Revising

10. Give Ss model paragraph sheet. Explain that model paragraph will help Ss. to write an opinion paragraph more effectively.
11. Guide Ss to read it carefully and analyze the rhetorical pattern, organization pattern and the linguistic features on the provided model paragraph. They have to identify what they notice through underlining and note taking on the provided worksheet. This stage lasts for 20 minutes.
12. Give Ss revising worksheets. Then they have to compare their original first draft to the provided model paragraph and give any comments about their errors that they notice on the provided column.

Rewriting

13. Ask Ss to rewrite their original first draft on the revising text column on revising worksheet.
14. Wrap up.





APPENDIX C

Writing Tasks



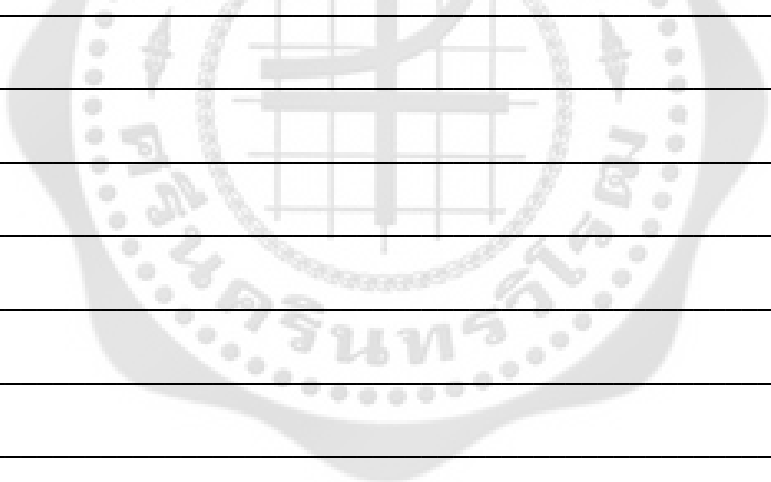
Writing Task

Writing a Narrative Paragraph

Directions: Write a narrative paragraph on the topic specified of at least 200 words.



An Unforgettable Day



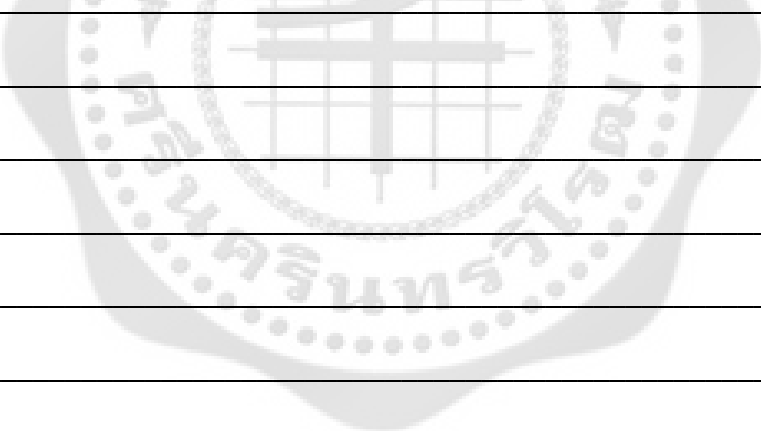
Writing Task

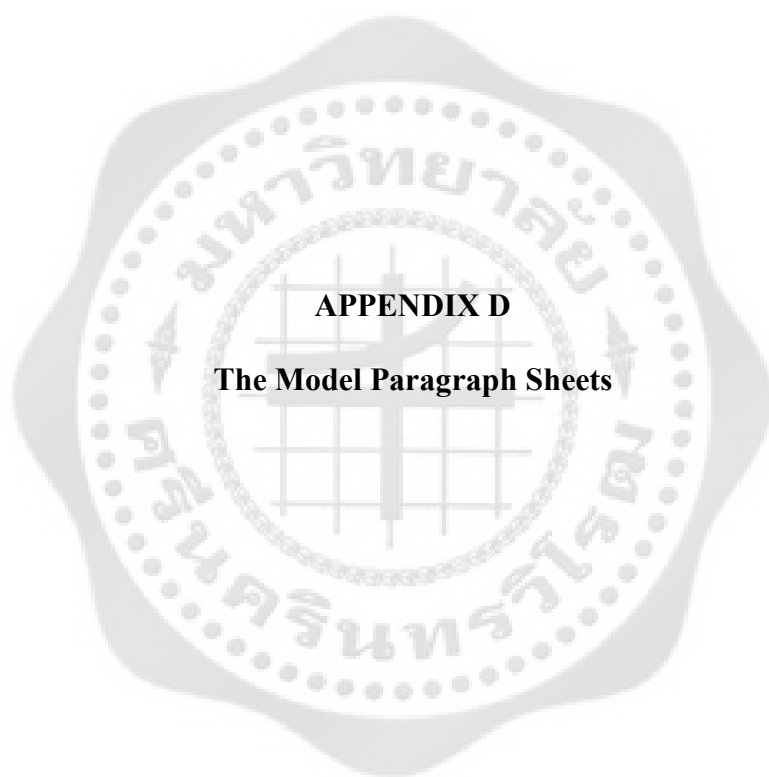
Writing a Comparison and Contrast Paragraph

Directions: Write a comparison and contrast paragraph on the topic specified of at least 200 words.



Living on Campus VS. Living off Campus





APPENDIX D

The Model Paragraph Sheets

The Model Paragraph Sheet

Model Paragraph for Narrative Paragraph

Name _____ Sec. _____ Date _____

- Directions:**
1. Read the provided model paragraph *carefully*.
 2. Underline or take note the rhetorical pattern, the organization pattern, and linguistic features that you notice.

The Rhetorical Pattern	The Organization Patterns	Model Paragraph	Linguistics Features
Topic Sentence	Tell who/what story is about.	An Unforgettable Day I will never forget the time my son, Hussein, learned a valuable lesson. One Wednesday night around nine o’ clock I was having dinner when he came into the room to talk to me. He seemed happy and excited. He wanted to go out with his friends and asked to use my car. I told him it was too late and that he should wait until the next day. He didn’t say anything but just let the room. I didn’t think about it again until several days later. Once again at dinnertime, Hussein came to see me. He looked scared and told me that on the previous Wednesday night he had taken my car and had had an accident with it. He apologized and said that he was very sorry. He assured me that everyone was fine, and I was relieved. However, I realized that he disobeyed me and had done something really foolish. I told him he needed to be careful and not put himself or other people in danger. He looked serious and sorry for what he had done. I promised I would let him drive when he is more mature. I think he understood what I said and became more mature person that night.	Use action verb to provide interests to the paragraph. Show the relationship of events in time by using the Simple Past and Past Progressive. Use prepositional words and phrase to make the time clear. Use adverbial clause of time and transitional words to indicate sequence Use the Participial Adjectives to modify the sentence
Supporting sentences	Describe a series of events by using time and place transitions. Show how the character feels as the event occur. State the climax.		
Concluding Sentence	Describe the characters’ strongest emotions.		
Note			

The Model Paragraph Sheet

Model Paragraph for Comparison and Contrast Paragraph

Name _____ Sec. _____ Date _____

- Directions:**
1. Read the provided model paragraph *carefully*.
 2. Underline or take note the rhetorical pattern, the organization pattern, and linguistic features that you notice.

The Rhetorical Pattern	The Organization Patterns	Model Paragraph	Linguistics Features
Topic Sentence	Make a comparison between two things/person Provide the controlling idea	Living on Campus VS. Living off Campus There are several differences between living on campus and living off the campus. To begin with, living on campus makes it easy for students to get to school. They don't have to get up early in order to be on time for the classes. However, students who live off campus must leave home early to get to school on time because going to the campus usually requires a long time to travel especially in big cities. Furthermore, students on campus must share a room with others whether they like it or not. They do not have total privacy. In contrast, students who are outside the campus may have a separate room to themselves in their flat, and they can feel free in their room. Moreover, the life of students who live off campus would be more flexible and relax. However, dorm students are restricted by the school rules that are sometimes strict and hard to follow. Final difference is that campus students must eat cafeteria food which does not taste good whereas students living outside campus can cook their own food, or their mother cooks, which is very convenient for them. To sum up, living on campus is rather different from living off campus.	Use the transition signals to show a similarity and a difference
Supporting sentences	Describe the similarities and the differences logically Provide details or example to support controlling idea		
Concluding Sentences	Add final thought or comments		
Note			

The Model Paragraph Sheet

Model Paragraph for Opinion Paragraph

Name _____ Sec. _____ Date _____

- Directions:**
1. Read the provided model paragraph *carefully*.
 2. Underline or take note the rhetorical pattern, the organization pattern, and linguistic features that you notice.

The Rhetorical Pattern	The Organization Patterns	Model Paragraph	Linguistics Features
Topic Sentence	Provides the clearly opinion of the writer.	Is Online Social Networking Good or Bad for Students? I think that social networking sites are harmful for students. The first reason is that the sites are a waste of time. For example, my roommate is online all the time. He opens his book to study, but then he chats with friends on the Internet instead. He does not finish his homework because he is always chatting on social networking websites. The second reason is that many students share too much information online. For instance, they post picture of parties and write personal notes to their boyfriend. They tell everyone their personal information. This information can change people’s opinion of them. Third, being social and connected has become dangerous for both mind and body. Watching too much on computer and mobile phones, for instance, is bad for their eyes because the radiation of screens impair their sight. Furthermore, social networking is really making them less social. They become less going out to create social situations where they would interact with people face to face. This is a bad thing because it has been proven that there is so much that the students can learn from their brief interactions with one another, on a day-to-day basis. For these reasons, the social networking sites become big problems for the students.	Use connecting words or transitional word. Use complex sentence to express the opinion.
Supporting sentences	Provide the reasons to support the opinion logically		
Concluding Sentences	Sum up the opinion of the writer		
Note			





APPENDIX E

Revising Worksheets



Revising Worksheets

Revising Worksheets for Narrative Paragraph

- Directions:**
1. Read and analyze your original first draft.
 2. Think about the elements that you notice in the model paragraph sheet.
 3. Underline or take note the organization/ structure, content/idea, and linguistic features that differ from the model paragraph in the model paragraph.

Students' Original First Draft	Students' Log
Students' Revised Text	<i>The Rhetorical Pattern</i>
	<i>The Organization Patterns</i>
	<i>Linguistics Features</i>
Note	

Revising Worksheets

Revising Worksheets for Comparison and Contrast Paragraph

- Directions:**
1. Read and analyze your original first draft.
 2. Think about the elements that you notice in the model paragraph sheet.
 3. Underline or take note the organization/ structure, content/idea, and linguistic features that differ from the model paragraph in the model paragraph.

Students' Original First Draft	Students' Log
	<i>The Rhetorical Pattern</i>
	<i>The Organization Patterns</i>
Students' Revised Text	<i>Linguistics Features</i>
Note	

Revising Worksheets

Revising Worksheets for Opinion Paragraph

- Directions:**
1. Read and analyze your original first draft.
 2. Think about the elements that you notice in the model paragraph sheet.
 3. Underline or take note the organization/ structure, content/idea, and linguistic features that differ from the model paragraph in the model paragraph.

Students' Original First Draft	Students' Log
	<i>The Rhetorical Pattern</i>
	<i>The Organization Patterns</i>
Students' Revised Text	<i>Linguistics Features</i>
Note	



APPENDIX F

Scoring Rubrics

Scoring Rubric for Pretest/Posttest

	Scoring Rubric for Expository Paragraph			
	Score			
	6-7	4-5	2-3	0-1
Rhetorical Pattern	- An introduction and topic sentence are clear, and introduce the topic in an interesting way - The materials are clearly and cleverly organized - The procedure is very clearly and interestingly explained - Extra details add richness and variety - Excellent and relevant use of specific vocabulary, including linking words - The conclusion restates the topic in a fresh, creative manner, and ties the details together	- An introduction and topic sentence are present and clearly written - The materials are clearly and efficiently organized - The procedure is clearly explained and easy to follow - Addition of details add extra information - Good use of specific vocabulary, including linking words - The conclusion restates the topic clearly, and ties up the details	- An introduction and topic sentence are present but do not clearly introduce the topic - The materials are mentioned, but could be organized more efficiently - The procedure is explained and somewhat easy to follow - Some added details - Basic use of vocabulary, including linking words - There is an attempt at a conclusion, but it doesn't restate the topic, or tie the details together	- An introduction and topic sentence are not present or are unclear - The materials are not clearly, (or inefficiently) organized - The procedure is poorly explained, or is difficult to follow - Very few added details - Very basic or irrelevant vocabulary, including linking words
Organization Pattern	Almost all of the instructions are presented in a logical order	Most of the instructions are presented in a logical order	The writer attempts to write the instructions in a logical order	The instructions within the paragraph are not developed in a logical order
Linguistic Features	- Almost no grammatical inaccuracies. - Almost no inadequacies in vocabulary for the task. Only rare inappropriate. - Almost no inaccuracy in punctuation.	- Some grammatical inaccuracies. - Some inadequacies in vocabulary for the task. Perhaps some lexical inappropriate. - Some inaccuracies in punctuation.	- Frequent grammatical inaccuracies. - Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriate and/or repetition. - Low standard of accuracy in punctuation.	- Almost all grammatical patterns inaccurate. - Vocabulary inadequate even for the most basic parts of the intended communication. - Ignorance of conventions of punctuation.

Scoring Rubrics for First Draft and Second Draft

	Scoring Rubric for Narrative Paragraph			
	Score			
	6-7	4-5	2-3	0-1
Rhetorical Pattern	- The topic sentence is the first sentence in the paragraph. It is a clear statement of the paragraph content. - Topic is supported by many specific details. - The concluding statement is the last sentence of the paragraph. A clear statement repeats key words from the topic sentence.	- The topic sentence gives some clarity of the overall connectivity of the sentences present. - Topic is supported by a few specific details. - The concluding statement is the last sentence of the paragraph. Some clear statement repeats some key words from the topic sentence.	- The topic sentence gives little evidence of a relevant topic connecting to the other sentences. - Topic is supported by general statements. - Paragraph has some organization, events jump around, start and end are unclear. Time order transition words/phrases are not always evident	- Paragraph is not organized - There is no topic sentence presented in the paragraph. - There is a slight attempt at support.
Organization Pattern	- A story line is evident and connected to the topic. - Paragraph has good organization events are time ordered, sharp sense of beginning and end. Correct time order transition words or phrases are used.	- A partial story line is evident and is somewhat connected to the topic. - Paragraph is organized. - Events somewhat jump around. Some time order transition words/phrases are used.	An attempt of a story line is evident and is somewhat connected to the topic.	- Events make no sense. - No use of time order transition words/phrases.
Linguistic Features	- Variety of strong verbs and vivid adjectives. - Extensive use of accurate vocabulary. - Extraordinary word choice. - Extensive variation in sentence form and structure. - Product is consistently coherent and reads extraordinarily well. - Commendable control of standard writing conventions (spelling, capitalization, punctuation, and grammar).	- Strong verbs and good adjectives: some variety - Sufficient use of accurate vocabulary. - Effective word choice. - Substantial variation in sentence form and structure. - Product is usually coherent and reads well. - Effective control of standard writing conventions (spelling, capitalization, punctuation, and grammar).	- Limited word choice, some attempt at using action verbs. - Acceptable use of accurate vocabulary. - Adequate word choice. - Suitable variation in sentence form and structure. - Product is sometimes coherent and reads well some of the time. - Adequate control of standard writing conventions (spelling, capitalization, punctuation, and grammar).	- Serious vocabulary deficiency: no attempt at using descriptive words. - Occasional use of accurate vocabulary. - Limited word choice. - Negligible variation in sentence form and structure. - Product is rarely coherent and does not read well.

Scoring Rubrics for First Draft and Second Draft

	Scoring Rubric for Comparison and Contrast Paragraph			
	Score			
	6-7	4-5	2-3	0-1
Rhetorical Pattern	- Very well developed topic sentence. It engages the readers and creates interest. It covers the writer's point for the comparison or the contrast. - Details in the paragraph are clear and specific, and there are enough details to create vivid images for a through comparison or contrast. - The details are in a clear order and the writer sticks to one pattern: subject-by-subject or point-by point.	- Writer has a clear beginning. Topic sentence creates interest and is fairly well developed. But while it covers the subject, it is not very engaging. - Details are clear and specific, but they do not vividly support the writer's point for the comparison/contrast. - Most of the details are in a clear order and the author sticks to one pattern.	- Topic sentence introduces the subject for comparison or contrast, but it either does not give accurate and complete information. - There are details, but they are not clear, specific, and vivid. - The details are in a discernible order, but the writer does not stick to one pattern in the paragraph.	- The topic sentence does not introduce a subject for comparison or contrast, or it may not be a complete sentence. - Details are either wrong or lacking. The details do not fit the writer's point for the comparison/contrast. - No discernible organization. Details are either missing or not in any discernible order.
Organization Pattern	- The paragraph compares and contrasts clearly. The paper points to specific examples to illustrate the comparison. - The paragraph includes only the relevant information. - The paragraph moves smoothly from one idea to the next. The paragraph uses comparison and contrast transition words to show relationships between ideas. The paragraph uses a variety of sentences structures.	- The paragraph compares and contrasts clearly, but the supporting information is general. The paragraph includes only the information relevant to the comparison. - The paragraph moves from one idea to the next, but there is little variety. The paragraph uses comparison and contrast transition words to show relationships between ideas.	- The paragraph compares and contrasts items clearly, but the supporting information is incomplete. The paragraph may include information that is not relevant to the composition. - Some transitions work well, but connections between other ideas are fuzzy.	- The paragraph compares or contrasts, but does not include both. There is no supporting information or support is incomplete. - Many details are not in a logical or expected order. There is little sense that the writing is organized. - The transitions between ideas are unclear or nonexistent.
Linguistic Features	- The paper moves smoothly from one idea to the next. The paper uses comparison and contrast transition words to show relationships between ideas. The paper uses a variety of sentence structures and transitions. - Extensive use of accurate vocabulary. - Extraordinary word choice. - Extensive variation in sentence form and	- The paper moves from one idea to the next, but there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas. - Sufficient use of accurate vocabulary. - Effective word choice. - Substantial variation in	- Some transitions work well; but connections between other ideas are fuzzy. - Acceptable use of accurate vocabulary. - Adequate word choice. - Suitable variation in sentence form and structure. - Product is sometimes	- The transitions between ideas are unclear or nonexistent. - Occasional use of accurate vocabulary. - Limited word choice. - Negligible variation in sentence form and structure. - Product is rarely coherent

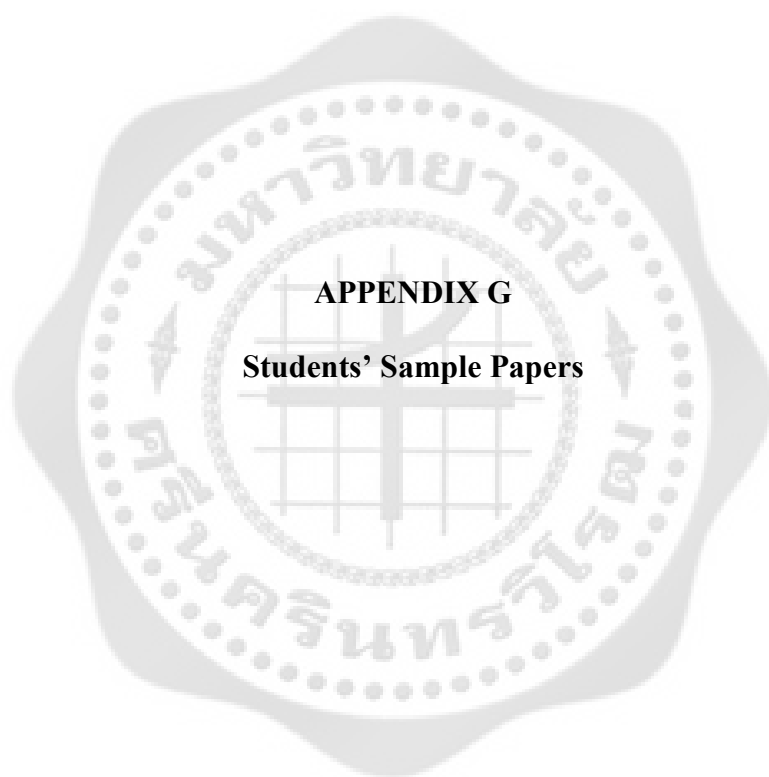
Scoring Rubric for Comparison and Contrast Paragraph				
Score				
6-7		4-5		2-3
0-1				
structure. • Product is consistently coherent and reads extraordinarily well. • Commendable control of standard writing conventions (spelling, capitalization, punctuation, and grammar).		sentence form and structure. • Product is usually coherent and reads well. • Effective control of standard writing conventions (spelling, capitalization, punctuation, and grammar).		coherent and reads well some of the time. • Adequate control of standard writing conventions (spelling, capitalization, punctuation, and grammar).
				and does not read well.



Scoring Rubrics for First Draft and Second Draft

	Scoring Rubric for Opinion Paragraph			
	Score			
	6-7	4-5	2-3	0-1
Rhetorical Pattern	- Topic sentence is stated in a complete sentence and fully expresses an opinion about the topic. - Contains sufficient supporting opinions and specific reasons to support opinions.	- Topic sentence is stated in a complete sentence and somewhat expresses an opinion about the topic. - Contains some supporting opinions and some specific reasons to support opinions.	- Topic is not stated in a complete sentence, but does express an opinion. - Contains few supporting opinions and few specific reasons to support opinions.	- No discernable organization. - Transitions are not present.
Organization Pattern	- Very logical organization of ideas - Use of transition words adds to understanding	- Reasonably fluent, clear of details - Logical organization of ideas - Has attempted to use transition words	- Somewhat fluent, clear of details - Somewhat logical organization of ideas - Has attempted to use transition words	- Not at all fluent, clear of details - Illogical organization of ideas - No use of transition words
Linguistic Features	- Logical progression of details. Transitions are appropriate and used effectively. - Extensive use of accurate vocabulary. - Extraordinary word choice. - Extensive variation in sentence form and structure. - Product is consistently coherent and reads extraordinarily well. - Commendable control of standard writing conventions (spelling, capitalization, punctuation, and grammar).	- Logical progression of details. Transitions present, however do not enhance the overall effectiveness of the paragraph. - Logical progression of details. Transitions present, however do not enhance the overall effectiveness of the paragraph. - Sufficient use of accurate vocabulary. - Effective word choice. - Substantial variation in sentence form and structure. - Product is usually coherent and reads well. - Effective control of standard writing conventions (spelling, capitalization, punctuation, and grammar).	- Organization is clear. Some transitions are present. - Acceptable use of accurate vocabulary. - Adequate word choice. - Suitable variation in sentence form and structure. - Product is sometimes coherent and reads well some of the time. - Adequate control of standard writing conventions (spelling, capitalization, punctuation, and grammar).	- No discernable organization. Transitions are not present. - Occasional use of accurate vocabulary. - Limited word choice. - Negligible variation in sentence form and structure. - Product is rarely coherent and does not read well.





APPENDIX G

Students' Sample Papers



Students' sample papers from the pretest**Writing pre-test of the highest score****Writing Test**

Directions: You will have 60 minutes to write an expository paragraph on the topic specified. You should write at least 200 words.

How can you make the world a better place?

If you would like to make the world a better place, there are many ways that you can do it by yourself. First, keep smiling to everyone. Just smile to everybody you see; it will make you and others feel happy. Second, be a nice people for your parents, family, and everybody. Third, be kind to other people and animal. You can do it by donate things that are unnecessary for you or some money to others. Doing there can bring you a happiness. Plant trees is the common way. Not only you will have a beautiful environment but also you will have a good health from planting trees. Another way is reuse or recycle is the simple way. When you going to supermarket or place that not far from your house, you can ride you bicycle. You will get a good health, and you will decrease an air pollution. In conclusion, just start from yourself, you can get the world a better place.

Writing pre-test of the lowest score

Writing Test

Directions: You will have 60 minutes to write an expository paragraph on the topic specified. You should write at least 200 words.

How can you make the world a better place?

There are many ways to make the world a better place. You can make a good thing for the world everywhere and everytime. First, you would have saving resources such as energy, water, oil and forest. You can make it, for example, when you don't use the electrical appliance, the use the save energy, stop cut the forest and stop drop the junk to the river or public places. Second, you want to be a nice person and there are many ways to be a nice person, for example, helping the people who need to your help. you must keep your honest and you would be charitable for everyone. In conclusion, we can the world a better place in many way. however it depends on you will make it or nothing

Students' sample papers from the posttest

Writing post-test of the highest score

Writing Test

Directions: You will have 60 minutes to write an expository paragraph on the topic specified. You should write at least 200 words.

How to Improve Your English Grade

There are easy way to improve your English grade. When you start to study in this language. The first way to improve your English grade is listening to international music because it is not boring. You can listen to it everytime and everywhere. When listening to music, you will have fun and entertainment. Moreover, you can truly get knowledge about several vocabularies efficiently because the international music is written and composed by native speakers. You can use its vocabulary in your real life and English classroom. The second way is international newspaper reading. Many events are usually used for teaching or creating a test. Moreover, the vocabulary in the newspaper is always used for teaching in the classroom. Therefore, reading newspaper will make you know and understand new vocabulary because it is not limited in one event. It can help you increase your scores while studying in the classroom. The final way is review what you have learned in the classroom. It is the most important and pertinent in the midterm and final examinations. It will let you know what you have learnt before that you may already forget, and make you professional in it. Therefore, most of exams are always extracted from the lessons. In conclusion, these way can certainly help you improve your grade.

Writing post-test of the lowest score

Writing Test

Directions: You will have 60 minutes to write an expository paragraph on the topic specified. You should write at least 200 words.

How to Improve Your English Grade

When you study in the school or university, no one like receiving a poor grade in class. But if you're receive a grade that you are not happy with you have option to improve it. Although, some students may not have an aptitude for English class. There are many ways to improve you English grade. First, you must build a good study habits in the English class. Because studying is an important part of being a good grade. Second, read all your textbooks because textbooks have many knowledge and have a things what you may not know. Third, you should watch the movies and listen the music in english subtitle because it is easy to makes your remember. Fourth, you should take a note such as creating the word cards, list the new marks and marking the word tags. Fifth, you should share your knowledge for your friends because each friends may have a knowledge than yourself. In the other hand, you should make it too much, you have a tension. From the reasons above, they would receive your grade is better and better.

Students' sample papers from the first draft and second draft

Narrative Paragraph

Revising Worksheets for Narrative Paragraph

- Directions:**
1. Read and analyze your original first draft.
 2. Think about the elements that you notice in the model paragraph sheet.
 3. Underline or take note the organization/ structure, content/idea, and linguistic features that differ from the model paragraph in the model paragraph.

Students' Original First Draft	Students Log
S. V1 An Unforgettable Day When I moved into dormitory, it was the bad day ever. After I decided to study at University of Phayao, I was very excited. I wanted to move to the dormitory as fast as I can. A month before moving to the dormitory, I feel a little confused in myself. The day of moving into the dormitory, my grandmother come to me and give me a big hug. I just smiled to her, and told her that "I will be fine". On the way to University of Phayao, my mother looked very sad, and I wanted to go back home. When I arrived the dormitory, my mother cried heavily. That made me want to go back home again. After my mother had gone back home, I felt very lonely. I missed my home, my mom, my family, my friends and my dog. From that day, it 1 year pass already. I have learned that I have to live by myself, and it make me more responsible and stronger. I have pass the most terrible day ever in my life. Word: 203	<i>The Rhetorical Pattern</i> → topic sentence ? <i>The Organization Patterns</i>
Students' Revised Text An Unforgettable Day When I moved into a dormitory, it was the bad day ever. After I decide to study at University of Phayao, I was very excited. I wanted to move into the dormitory as fast as I can. A month before moving to the dormitory, I felt a little confused in myself. On the day of moving to the dormitory, my	<i>Linguistics Features</i> - subject + V₂ (ed)

Students' sample papers from the first draft and second draft

Narrative Paragraph (Continued)

grandmother came to me and gave me a big hug. I just smiled to her and told her that I would be fine. On the way to University of Phayao, my mother looked very sad, and I want to go back home. There were very silent in my car. When I arrived the dormitory, my mother cried heavily. That made me want to go back home again. She hug me tightly. After my mother had gone back to home, I fell very lonely. I missed my home, my mom, my family, my friends and my dog. From that day, it was a year pass already. I have learned how to live by myself, and it made me to be more responsible and stronger. I have pass the most terrible day ever in my life, so I can face to anything in the future.

Word: 203

Note

Students' sample papers from the first draft and second draft

Comparison and Contrast Paragraph

Revising Worksheets for Comparison and Contrast Paragraph

Directions:

1. Read and analyze your original first draft.
2. Think about the elements that you notice in the model paragraph sheet.
3. Underline or take note the organization/ structure, content/idea, and linguistic features that differ from the model paragraph in the model paragraph.

Students' Original First Draft	Students Log
Living on Campus VS. Living off Campus In my opinion, there are many differences of living on campus and living off campus. First of all, living on campus is more convenient to go to the classroom than living off campus. If you live on campus, you can easily walk to the classroom. If you live off campus, you will take a bus or car to the classroom. Second, there are many rule to live on campus. For example, you can not cook in dormitory of campus, but you can do it in apartment. Third, even living off campus have more freedom than living on campus, there are more risks too. You may be hit by car when you are walking across the road to your apartment. Forth, if you live on campus, you will find more friendship than living off campus will help you be more responsible. You have to manage your time for going to study on time. A last difference is an expense. Living off campus is more expensive than live on campus. It includes cost of living, food, rent of apartment and cost of transportation. All in all, there are many pros and cons of living on campus and off campus that you can decide by yourself. Word: 203	The Rhetorical Pattern - Topic sentence - Supporting sentences - Concluding sentence The Organization Patterns
Students' Revised Text Living on Campus VS. Living off Campus There are many differences of living on campus and living off campus. First of all, living on campus is more convenient to go to the classroom than living off campus. If you live on campus, you can easily	Linguistics Features

Students' sample papers from the first draft and second draft

Comparison and Contrast Paragraph (Continued)

walk to the classroom, but if you live off campus, you will take a bus or car to the classroom. Second, there are many rules to live on campus. For example, you cannot cook in the dorm, but you can do it in apartment off campus. Third, even living off campus have more freedom than on campus, there are more risks too. You may be hit by car when you are walking across the road. Forth, if you live on campus, you can find more friendship than living off campus. You may get a best friend from living together with others in the dorm. Moreover, living off campus will help you be more responsible. You have to manage your time for going to study on time. A last difference is an expense. Living off campus is more expensive than live on campus. It includes cost of living, food, rent of apartment and cost of transportation. All in all, there are many pros and cons of living on campus and off campus that you can decide by yourself.	
Note	

Students' sample papers from the first draft and second draft

Opinion Paragraph

Revising Worksheets for Opinion Paragraph

Directions:

1. Read and analyze your original first draft.
2. Think about the elements that you notice in the model paragraph sheet.
3. Underline or take note the organization/ structure, content/idea, and linguistic features that differ from the model paragraph in the model paragraph.

Students' Original First Draft	Students Log
Is Online Social Networking Good or Bad for students? Nowadays, internet has a important role in our life very much such as working, communication and education. Internet is very <u>useful</u>. If we surf the internet in a good way, it will provide <u>many advantages</u> for us. If we surf the internet in a wrong way, it will provide many <u>disadvantages</u> for us and other people. Using the internet is an interesting issue among students. We should realize advantages and disadvantages of the internet. <u>There are advantages of using the internet for students such as finding knowledge, communication and education.</u> From the reason above, if students use the internet in a <u>good way</u>, it will provide the advantages for them very much. There are disadvantages of using the internet for students such as <u>unsociable, game addiction and sexual media.</u> <u>In the other hand,</u> if students use the internet in a <u>wrong way</u>, it will provide the disadvantages for them and other people. <u>For these reasons, they are able to be careful about their life while using the internet.</u> Word: 168	<i>The Rhetorical Pattern</i>
Students' Revised Text Is Online Social Networking Good or Bad for students? Social network in very useful but it is very bad too. Social network in an interesting issue among students. because nowadays, internet has an important role in our life very much such as working communication and education. Internet is very useful. If we surf the internet in a good way,	<i>The Organization Patterns</i>
	<i>Linguistics Features</i>

Students' sample papers from the first draft and second draft

Opinion Paragraph (Continued)

it will provide many advantages for us. If we surf the internet in a wrong way, it will provide many disadvantages for us and other people. We should realize good or bad of social network. If they use social network in a good way, for example, they use the social network for knowledge, they use social network to contact with their friends, and other people and they use social network for education. It will provide the advantages for them very much. On the other hand, if they use social network in a wrong way, for example, they use social network for play games, they use social network long time until they are unsociable, and they will use social network for sexual media. It will provide the advantages for them. For these reasons, social network has both advantages and disadvantages. They are able to be careful about their life while using the social network.

Note

Students' sample papers from the model paragraph sheet

Narrative Paragraph

Direction:		1. Read the provided model paragraph <i>carefully</i> .		2. Underline or take note the organization/ structure, content/idea, and linguistic features that you notice.	
Organization & Structure	Content and Idea	Model Paragraph		Linguistics Features	
Topic Sentence	Tell who/what story is about.	future sim I will never forget the time my son, Hussein, learned a valuable lesson. past sim past con One Wednesday night around nine o'clock, I was having dinner when he came into the room to talk to me. He seemed happy and excited. He wanted to go out with his friends and asked to use my car. I told him it was too late and that he should wait until the next day. He didn't say anything but just let the room. I didn't think about it again until several days later. past sim Once again at dinnertime, Hussein came to see me. He looked scared and told me that on the previous Wednesday night he had taken my car and had had an accident with it. He apologized and said that he was very sorry. He assured me that everyone was fine, and I was relieved. However, I realized that he disobeyed me and had done something really foolish. I told him he needed to be careful and not put himself or other people in danger. He looked serious and sorry for what he had done. I promised I would let him drive when he is more mature. I think he understood what I said and became more mature person that night.		Use action verb to provide interests to the paragraph. ✓	
Supporting sentences	Describe a series of events by using time and place transitions. Show how the character feels as the event occur. State the climax.			Show the relationship of events in time by using the Simple Past and Past Progressive. ✓ Use prepositional words and phrase to make the time clear. Use adverbial clause of time and transitional words to indicate sequence Use the Participial Adjectives to modify the sentence	
Concluding Sentence	Describe the characters' strongest emotions.				

Students' sample papers from the model paragraph sheet

Comparison and Contrast Paragraph

Direction:		1. Read the provided model paragraph carefully.	
		2. Underline or take note the organization/ structure, content/idea, and linguistic features that you notice.	
Organization & Structure	Content and Idea	Model Paragraph	Linguistics Features
	Make a comparison between two things/person	Living on Campus VS. Living off Campus	
Topic Sentence	Provide the controlling idea	There are several differences between living on campus and living off the campus. To begin with, living on campus makes it easy for students to get to school. They don't have to get up early in order to be on time for the classes. However, students who live off campus must leave home early to get to school on time because going to the campus usually requires a long time to travel especially in big cities. Furthermore, students on campus must share a room with others whether they like it or not. They do not have total privacy. In contrast, students who are outside the campus may have a separate room to themselves in their flat, and they can feel free in their room. Moreover, the life of students who live off campus would be more flexible and relax. However, dorm students are restricted by the school rules that are sometimes strict and hard to follow. Final difference is that campus students must eat cafeteria food which does not taste good whereas students living outside campus can cook their own food, or their mother cooks, which is very convenient for them. To sum up, living on campus is rather different from living off campus.	Use the transition signals to show a similarity and a difference
Supporting sentences	Describe the similarities and the differences, logically Provide details or example to support controlling idea		
Concluding Sentences	Add final thought or comments		
Note			

Students' sample papers from the model paragraph sheet

Opinion Paragraph

Direction:			Model Paragraph		Linguistics Features
1. Read the provided model paragraph carefully.			Is Online Social Networking Good or Bad for Students? Opinion I think that social networking sites are <u>beneficial for students</u>. The first reason is that the sites are a waste of time. For example, my roommate is online all the time. He opens his book to study, but then he chats with friends on the Internet instead. He does not finish his homework <u>because</u> he is always chatting on social networking websites. The second reason is that many students share too much information online. For instance, they post picture of parties and write personal notes to their boyfriend. They tell everyone their personal information. This information can change people's opinion of them. <u>Third</u>, being social and connected has become dangerous for both mind and body. Watching too much on computer and mobile phones, <u>for instance</u>, is bad for their eyes because the radiation of screens impair their sight. <u>Furthermore</u>, social networking is really making them less social. They become less going out to create social situations where they would interact with people face to face. This is a bad thing because it has been proven that there is so much that the students can learn from their brief interactions with one another, on a day-to-day basis. <u>For these reasons</u>, the social networking sites <u>become big problems for the students</u>.		
Organization & Structure	Content and Idea				
Topic Sentence	Provides the clearly opinion of the writer.				
Supporting sentences	Provide the reasons to support the opinion logically				
Concluding Sentences	Sum up the opinion of the writer				
			Use connecting words or transitional word.		
			Use complex sentence to express the opinion.		



VITAE

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