

LITERARY TEXTS TO ENHANCE EFL UNIVERSITY STUDENTS'
CRITICAL WRITING

A DISSERTATION
BY
SIRIRAT KHUANKAEW

PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DOCTOR OF PHILOSOPHY IN ENGLISH
AT SRINAKHARINWIROT UNIVERSITY
MAY 2010

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AN ABSTRACT

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The purposes of this study were to investigate the impact of using literary and non-literary texts as supplementary reading in a writing class focusing on critical writing. The study used a pretest-posttest, quasi-experimental design with mixed research approach including quantitative and qualitative designs. Sixty senior students majoring in Hotel and Tourism participated in this 16-week study. The students were matched according to their previous grade in English writing, and assigned to an experimental and control groups. The experimental group read the literary texts; short stories, as supplementary reading while the control group read the non-literary texts as supplementary reading. The teaching method for these two groups was similar. Quantitative results from a *t*-test analysis showed the development of writing and critical thinking ability in both experimental and control groups. However, when the gains between pre and posttests between the two groups were compared, the results did not reveal any differences. Qualitative results from the interview confirmed that the students enjoyed reading both text types. Nevertheless, they did not like writing because they regarded themselves to be poor language learners, especially at grammar and usage, and they had mixed feeling towards the discussion activities.

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งานวิจัยนี้มีจุดมุ่งหมายเพื่อเปรียบเทียบผลของการใช้เรื่องอ่านที่เป็นวรรณคดีกับเรื่องอ่านที่
ไม่ใช่วรรณคดีในฐานะเรื่องอ่านเสริมในรายวิชาการเขียน โดยศึกษาความสามารถทางการเขียน
ภาษาอังกฤษและการคิดเชิงวิพากษ์ งานวิจัยเชิงทดลองครั้งนี้ศึกษาทั้งทางด้านปริมาณและคุณภาพโดย
ศึกษา ณ มหาวิทยาลัยมหาสารคาม กับนักศึกษาเอกโรงแรมและการท่องเที่ยวจำนวนหกสิบคนเป็นเวลา
สิบหกสัปดาห์ นักศึกษากลุ่มละสามสิบคนจำนวนสองกลุ่มถูกจับคู่กันโดยดูจากผลการเรียนในรายวิชา
การเขียนภาษาอังกฤษของปีการศึกษาที่ผ่านมา นักศึกษากลุ่มทดลองอ่านเรื่องอ่านเสริมที่เป็นวรรณคดี
ซึ่งในที่นี้ได้แก่เรื่องสั้นจำนวนหกเรื่อง ขณะที่นักศึกษากลุ่มควบคุมอ่านเรื่องอ่านเสริมที่ไม่ใช่วรรณคดี
ซึ่งในที่นี้ได้แก่ ข่าว และบทความจำนวนหกเรื่องเท่ากัน นักศึกษาทั้งสองกลุ่มได้รับการสอนและ
กิจกรรมที่เหมือนกัน

ผลจากการวิเคราะห์พบว่านักศึกษาทั้งสองกลุ่มมีพัฒนาการทางการเขียนโดยทั่วไปดีขึ้นจากต้น
เทอมสู่ท้ายเทอม แต่เมื่อศึกษาด้านไวยากรณ์พบว่านักศึกษาทั้งสองกลุ่มไม่มีพัฒนาการที่ดีขึ้น ในด้าน
การคิดเชิงวิพากษ์พบว่านักศึกษาทั้งสองกลุ่มมีพัฒนาการที่ดีขึ้นจากต้นเทอมสู่ท้ายเทอม เมื่อนำเอา
คะแนนของทั้งสองกลุ่มมาเปรียบเทียบกันไม่พบความแตกต่างอย่างมีนัยสำคัญทางสถิติในด้านคุณภาพ
การเขียนโดยทั่วไป และความคิดเชิงวิพากษ์ แต่พบความแตกต่างกันอย่างมีนัยสำคัญทางสถิติด้าน
ไวยากรณ์ ผลจากการสัมภาษณ์พบว่า นักศึกษาทั้งสองกลุ่มชอบเรื่องอ่านทั้งสองประเภท แต่นักศึกษา
ส่วนมากไม่ชอบการเขียนภาษาอังกฤษ โดยทั้งหมดให้เหตุผลว่าเป็นทักษะที่ยากโดยเฉพาะด้าน
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CHAPTER I

Introduction

Rationale

The development in technology enables people to reach a plethora of information. Thus, critical thinking is needed for readers to screen the information (Charuenwongsak, 2008). However, Asian students have been criticized as lacking critical thinking especially when they write essays in English (Stapleton, 2001). Critical thinking and writing are closely linked (Weigle, 2001). Weigle states that good writing shows appropriate thinking or the writer's reasoning and critical thinking skills. The originality of thought, the development of ideas, and the writer's logic are even more important than mechanic skills.

However, English writing seems to be difficult for Thai students. The difficulty seems to stem from two major sources: from the students themselves and from the teaching method.

The problems with student writers can be divided into two regards: the students' inability to analyze and synthesize ideas and their rigidity to approach a literary interpretation.

In the first regard, students do not know how to develop their ideas. For example, when students keep journals, a lot of them can write only a few sentences stating what they did in a day. When asked why they had not written something differently, they simply said that they had nothing to write about. Likewise, in other writing, many of the students cannot expand their ideas. Sometimes they lack details to support their own thinking.

Secondly, many students are very rigid with their approaches to literary interpretation (Kim, 2002). For example, students usually assume that there is only one correct interpretation of a text. They are not flexible enough to interpret the text in other senses.

In conclusion, problems with students in learning literature are their lack of ideas, and their rigid approach to problems in writing.

In terms of teaching methods, many people involved in English teaching such as teachers, parents and students share a misconception that language learning means memorizing only vocabulary and grammatical rules (Kim, 2002). Therefore, in a writing class, the teaching mostly focuses on vocabulary and grammar.

Because of these problems, some changes in instruction are required. Combes (1997) states that writing teachers should not teach students only how to write, but how to give reasons for what they are thinking. Thus, the ability to explain beyond the text is an important component in writing.

There are three main reasons to integrate English literature into the writing class. First, teaching literature has been accepted by most researchers as a means to promote critical thinking (Alvermann & Phelps, 1998; Belcher & Hilavela, 2000; Clifford & Schilb, 1985; Hall, 2005; Kim, 2002; Spack, 1985; Vandrick, 2004). In reading literature, it is a common practice for the students to analyze the theme, plot, characters, setting and others so that they can criticize the literature. Therefore, reading literature and critical thinking are interrelated.

Secondly, through literature, students can appreciate a foreign culture in different periods (Hall, 2005; Spack, 1985). This appreciation enables the students to tolerate cultural and racial differences and thus would offer an unbiased world view in criticizing a text (Gajdusek, 1988; Probst, 1990).

Finally, literature provides an opportunity for the students to actively participate in their learning (Langer, 1991). In evaluating literature, for example, the students have already had a lot to offer in class discussion. If they were encouraged to relate their life experience to the literature, they would highly be motivated to participate in the learning process because it involves a part of their real lives (Alvermann & Phelps, 1998).

From the above reasons, integrating literature into the writing class can enhance analytical and critical thinking. Moreover, literary reading fosters students' appreciation of English culture, and if the students had an opportunity to relate their lives to the literature, it might motivate them to participate more actively in class discussion.

This study aimed to investigate the effectiveness of using literature in a writing classroom. The research results may be used to address the students' problems of having inadequate ideas to develop their writing. Also, literature-based texts are believed to be able to enhance the students' critical thinking, to encourage them to appreciate foreign cultures, and finally to motivate them to actively participate in their learning. Moreover, the research addressing the use of literature in the writing class is rare, especially in EFL context. Paran (2005) and Yuksel (2009) state that there should be more empirical studies to investigate the role of literature and language learning because there are a lot of claims on the benefits of literature-based teaching without evidence. This study could, therefore, provide concrete evidence on the use of literature in the writing classroom in Thailand.

Objectives

The research has the following objectives:

- (1) To examine if there was any improvement in writing and critical thinking abilities after the treatment of using literature-based texts to supplement a writing class.
- (2) To examine if there was any improvement in writing and critical thinking abilities in the control group, whose supplementary texts were non-literary based.
- (3) To examine if there was any difference between the experimental and control groups in terms of writing and critical thinking abilities.
- (4) To examine if there was any difference among high-achieving students between the experimental and the control groups.
- (5) To examine if there was any difference among low-achieving students between the experimental and the control groups.
- (6) To study the students' attitudes towards the use of literary and non-literary texts in the writing class, the results of a questionnaire and interviews were reported.

Hypotheses

1. There would be a significant difference between the mean scores of the pre and posttests in the experimental group in terms of writing and critical thinking abilities.
2. There would be a significant difference between the mean scores of the pre and posttests in the control group in terms of writing and critical thinking abilities.
3. There would be a significant difference between the experimental and control groups when the gains between the mean scores of pre and posttest of both groups were compared.

4. There would be significant differences among high-achieving students between the experimental and control groups when the mean scores of pre and posttest of nine students representing each group were compared.

5. There would be significant differences among low-achieving students between the experimental and the control groups when the mean scores of pre and posttest of ten students representing each group were compared.

Significance of the study

This study might be significant for English teachers and students. On the teachers' part, this study would give Thai teachers of English writing an alternative method in their instruction if the result signified that literature-based writing could really promote students' critical writing skills. Thai English teachers could also gain some insights on how to enhance students' critical thinking ability, and how they could encourage students to read and write.

On the students' part, not only can they improve their writing skills, they can also learn to appreciate literature and develop their critical thinking ability. The reading habit formed might be applied to lifelong learning.

Definition of Terms

Literary text. This text type is a fictional story which requires interpretation. In this research, literary texts refer to short stories.

Non-literary text. This text type presents facts or truth. In this research, non-literary texts refer to news, and articles.

Writing abilities. The abilities to express their ideas in writing. In this research, the focus is on overall writing quality, and syntactic ability. The scored ranked by the raters to indicate the overall writing quality are obtained from TOEFL writing scoring

rubrics. The number of error-free t-units is calculated to investigate students' syntactic ability.

Critical thinking ability. It refers to logical thinking and reasoning. In quantitative terms, the scores ranked by the raters obtained from a holistic critical thinking scoring rubric (Facione & Facione, 1994) are used to indicate students' critical thinking ability.

Scope of the Study

This study was limited to 60 undergraduates, majoring in Hotel and Tourism at Mahasarakam University. The participants in this study were two classes of students. They were matched according to their grades on the previous writing course (high, mid, and low). They were, then assigned into experimental group and a control group. Both groups of students studied the same textbooks and were taught by the researcher.

CHAPTER II

Review of the related literature

This chapter presents a brief review of the following topics: second language writing, transactional theory, literature-based writing instruction, critical thinking, Vygotsky's theory of social interaction, and related research. The first section, second language writing, reviews the development of second language writing. The next section documents theoretical frameworks of transactional theory, and the relationship between reading and writing. In the third section, the review of the history of using literature, values of literature, and views and methods or techniques of using literature especially for the writing classroom are presented. In the part of critical thinking, the definition of critical thinking, Thai students' problems with critical thinking, and the role of literature in promoting critical thinking are discussed. The next section on social interaction provides the theoretical background of sociocultural theory, zone of proximal development, and its application in the language classroom. Finally, the related research is presented.

Second Language Writing (L2 writing)

Matsuda (2003) gives clear historical accounts of studies in second language (L2) writing which became the center of attention in the early 1960s. Understanding the historical context of L2 writing is important for researchers as well as teachers because past issues concerning theories and pedagogical applications help provide an insight into L2 writing classes. Moreover, previous research may illuminate how theories and practices from those days have an impact on the present day L2 writing classes. In the mid twentieth

century, the audio-lingual approach, which focuses on speaking and listening, was the major method in language writing. Consequently, writing was ignored completely during this time. Although there was the rise of L2 studies in U.S. higher education in 1940s, audio-lingual approach was still the dominant method. However, in the late nineteenth century, writing teachers in America were more concerned with the problematic L2 writing and this concern led to the L2 composition studies in the 1950s. After that, L2 writing instruction became a crucial issue and the disciplinary division for L2 studies was established apart from L1 studies. As previously mentioned, L2 studies began to get attention from researchers. L2 writing became a sub-discipline of TESL and there were various approaches used to teach L2 writing. With the behavioral, habit-formation theory of learning, L2 writing focused on controlled composition with its main emphasis on the sentence-level structure. According to the behaviorism, errors must be eliminated because they are believed to influence undesirable habits. Thus, free composition was not recommended. Nevertheless, this view of limited and controlled composition was criticized and the idea of whether one should mainly teach sentence level structures has been controversial.

The second approach to ESL writing is writing as a discourse-level structure. This approach is against the sentence level approach claiming that L2 writing is from L1 structural transfer and writing is viewed as organizational structure. Accordingly, the researchers in this field focus on the study of rhetoric or contrastive rhetoric. Later on, there was a paradigm shift in L2 writing in which the emphasis was no longer on the written product. In the 1970s, writing was viewed as process-oriented. Rather than studying properties of the texts, the interest was shifted to the process of writing. Thus, inventory strategies, multiple drafts, and teacher as well as peer feedback became activities used in composition classroom. However, in 1990's, process writing was questioned by a

new approach--genre analysis. Within this new approach, the focus is on the language use in different contexts. Thus, English for Specific Purposes (ESP) and English for Academic Purposes (EAP) have been developed.

There are four different writing approaches, but it is suggested that writing teachers should not adopt only one approach in writing classroom because every approach has its strengths. A new approach is not always superior to an old one. Many ESL writing experiments were conducted in 1970s, but L2 writers were still placed in the basic writing course and taught by teachers who were inexperienced. Some teachers even agreed that L1 and L2 learners could study together in the same class. Moreover, teachers usually emphasized only errors; thus, students could not express themselves or produce effective formal writing when they entered universities. Some remedial courses were provided in order to prepare students for their university lives, yet L2 students could not write as fluently as native speakers. As a consequence, many interdisciplinary studies have emerged to meet the needs of L2 writing practice. To date, there is no single theory that covers every aspect of L2 writing, so different L2 writing journals were established to support different theories.

From the historical perspective of L2 writing, it implies that second language writing cannot be separated from other fields concerning language and writing. Moreover, specialists from various related fields should come together to find ways to develop writing instruction in different contexts. The upheaval in L2 writing instructions for over half a century leads to a conclusion that the inconsistency in the applications of some theories and approaches resulted in different ideas and concepts toward how to teach writing skills to L2 learners. It is quite difficult to change language teachers' ideas and concepts because most of them still favor the old technique which is deep-rooted in language classroom. Basic grammatical elements are still the main focus of writing

instruction from young learners to adult EFL learners and this signifies that students cannot expand their thoughts to the discourse level.

Transactional Theory

Rosenblatt's transactional theory (1988, 1990) has great value on the teaching of reading and writing. In this section, the theoretical background of transactional theory, the reading process, and two stances in reading process are presented.

The transactional theory proposed by Rosenblatt (1988) can explain how a text can be interpreted differently by individual readers. The first key idea is the literary reading event. Here, she states that each reader brings their personality traits, experiences, and particular mood of the moment and physical condition when they read a text. These factors make each reading event special for the reader, and each time they read a text, it will never be the same. Rosenblatt proposed her reader response theory in *Literature as Exploration*. Prior to the theory, people thought that readers should be able to get one correct meaning from a text. However, Rosenblatt argues that the role of readers is primary; an individual reader can interpret a text differently. This is what she calls *aesthetic reading*, especially when reading is not merely extracting meaning from a text, but a process of creating. Readers are active participants who make knowledge from reading a text. Then, the readers' attitudes must be taken into account. Therefore, the meaning from reading the text is a part of all those elements. With this theory, the role of literary texts has changed. Literary texts are not the source of knowledge or meaning, but the source of aesthetic experience and the meaning making for an individual reader.

Furthermore, the roles of teachers have also changed. There are some principles for teachers. First, teachers must not tell students the meaning of a text; students must

deal with the text freely. Students should have a chance to develop confidence in their own discovery of meaning. Thus, teachers should begin by asking students what they see, feel, think, and remember as they read and teachers should encourage them to use their own experience to get the meaning of the text. Accordingly, the need to discuss responses with other students is desirable because students' ideas can be elaborated, extended or even changed as discussion develops. In order to achieve this goal, Rosenblatt suggests another principle--teachers should create a feeling of security in the classroom situation. Third, students should be provided with enough time and opportunity for "an initial crystallization of a personal sense of the work. (p....)" Moreover, Rosenblatt points out that students or readers need to have a discussion to find similarities and differences in their reading. Then, they may talk about their experiences, assumptions, values, and beliefs. This will also lead them to be critical readers. Therefore, the reader response theory is an innovation in literature teaching. The reading of literature becomes an active creation of meaning. Similarly, Probst (1990) suggests that literature is not something to be received, but it is something to be produced. In addition, students, teachers, texts, and cultures should be equally respected as there is a strong relationship among them.

Another key idea presented in the transactional theory postulates that the meaning of a text derives from the transaction between the reader and the text within a specific context. The term *transaction* is developed by Dewey and Bentley (1949, as cited in Kim, 2002). The transactional theory explains that readers bring to the texts their life experiences; therefore, the relationship between the reader and the text is not dyadic. In other words, the transaction theory suggests an active relationship between reader and text. Rosenblatt (1988) stated,

The transactional nature of language and the concept of transaction and selective attention illuminate what happens in reading. Every reading act is an event, a transaction involving a particular reader and a particular configuration of marks on a page, and occurring at a particular time in a particular context. (p. 4)

Each time we read a text we bring our past life to transact with the text. Therefore, Rosenblatt rejects the notion of single correct or absolute meaning for each text. The meaning readers construct during reading is from the stance or purpose of their reading. Two stances of reading comprise of the efferent stance and aesthetic stance. Efferent stance involves primarily the culture or social background and value of literary works. Basically, readers who read for specific information are motivated to read with this stance. On the other hand, aesthetic stance concerns the readers only, stressing the personal growth and empowerment of an individual. Students' own unique lived-through experience or engagement with a text is primary. However, Rosenblatt explains that these two stances should not be considered in opposition or dichotomy since readers may shift back and forth along a continuum between efferent and aesthetic modes of reading. Nonetheless, Rosenblatt argues that the teachers should focus more on aesthetic reading. This approach is considered to be a more modern approach to literary criticism in which top-down process is taken into consideration (Hall, 2005). Top-down view of literary reading stresses the importance of readers. The key idea of this approach is that the reader is central to meaning construction and different readers read differently. Meaning is from reading transaction or interaction because readers use their background knowledge or schemata while they read the text. Readers do not need to understand every word, but they are encouraged to guess the meaning of the text. Moreover, readers usually make a

prediction or hypothesize what the writers try to talk about. Therefore, transactional theory is considered a top-down process.

In short, reading in the transactional model stresses the importance of readers who construct the meaning of a text. When students have an opportunity to negotiate meaning, they can expand their knowledge and awareness of their identities and life experience. This enables the students to become critical readers and writers.

Reading and writing relation. Transactional theory also stresses the relationship between reading and writing. There are some explanations why reading can enhance writing. According to Rosenblatt (1988), the strong relation between reading and writing results from a similar process of reading and writing in terms of making meaning, audience analyzing, and monitoring.

The transactional theory suggests that reading and writing share a similar meaning making process. Writers compose a meaningful text, while readers compose an interpreted meaning (Rosenblatt, 1988). While writing is a process of discovery, reading literature requires students to draw on their insights of texts (Clifford & Schilb, 1985). When readers read, they make meaning from the interaction between prior knowledge and previous experience. Prior knowledge and previous experience also influence writing; based on the information writers produce a written text. Next, during reading, readers move back and forth from efferent to aesthetic stance. Sometimes, they not only read to find information, but they may also read for pleasure using their world knowledge in interpreting the texts. These stances are also crucial for the writers. These stances comprise the writers' stance, which directs the construction of meaning in text.

Another process involving reading and writing is social interaction and communication. Readers usually share their ideas with one another; they may negotiate meaning through a discussion. Similar to reading, writing is influenced by social

interaction with others. People often write with an audience in mind. In the writing process, students have an opportunity to share their writing with others to get a reaction or response. The understanding of reading makes students aware that when they write a text, they need to consider the readers' needs and expectations as their texts will become another person's reading (Spack, 1985). This concern for the reader is a crucial part of writing because it stimulates the writer to do audience analysis while writing.

The last process concerning reading and writing is monitoring. In reading, readers often reflect on what they read including what things do or do not make sense. This is called *metacognition*, which means going beyond knowing. In writing, writers also make a revision. This is also a monitoring process, or metacognitive thought. In the process of writing instruction which focuses on collaborative draft, students will be encouraged to develop linguistic awareness to monitor their writing and to engage them in a metacognitive thought.

In conclusion, reading and writing have a strong relation. Students who read a lot tend to be better readers and writers than those who do not read much. Moreover, reading and writing share a similar process. They both require meaning making, audience analysis, and monitoring processes.

Literature-Based Instruction

To gain insights into literature-based instruction, this section provides the historical background of literature-based teaching, the views of using literature, the changing role of text and reader, the values of literature, and text selection.

Combining literature and composition can have a profound effect on the students' reading and writing abilities. In the L1 context, the integration of literature and

composition appeared in the late nineteenth century, but in the L2 context, the use of literature in the writing classroom started in the 1980s (Belcher & Hirvela, 2000).

Hall (2005) explains the development for the role of literature in second language teaching from the 1980s until the most recent development. The use of literature in language classroom can be divided into two major periods. The traditional approach and communicative approach have great influence on language teaching and learning. In the first period, the traditional approach to literature is used as part of an elitist study of foreign language. This kind of classroom is mostly lecture-based of classic work. The teachers usually translate the work and summarize the literary work using cribs and notes. The desire of students is ignored, and cultural difficulties are dismissed.

Through the 1980s, the communicative approach along with the humanistic approach was in focus, and this is the next period of using literature in second language learning which stressed on the importance of meaning and personalization for learners for affective values in learning. Literature is used because it is an authentic material which is enjoyable, and it can motivate the students to read. However, Hall (2005) points out that the problem of using literature in this humanistic and communicative language teaching classroom comes from a tendency to move too quickly toward content and response. This kind of teaching does not consider the language of the literary texts as discourse. It ignores literary values and linguistics features of the text; therefore, it is not effective. As a result Hall summarizes that “In the dominant communicative paradigm, the teaching of literature in second language contexts is typically not systematic, not well integrated and often peripheral” (p58). Because of this, Hall calls for the third type of literature teaching. He suggests that literary criticism which includes the nature of literary language, reader response theory and communicative language teaching should equally be applied.

The intersection of literature and language teaching proposed by Paran (2008) can clearly describe the use of literature in language teaching. According to Paran (2008), there are four types of intersection of literature and language teaching. The first type has a focus on language learning as well as literary focus. The second type focuses on language learning and a text with no concern for literary value, literary knowledge, or literary skill. The third type focuses mainly on literary values without concern for language learning, and the example of this type of intersection is the use of literature in the traditional approach. The last type is in the form of extensive reading where there is no focus on the literary qualities or language learning work either, and the example of this is the use of literature in communicative classroom setting.

However, better integration of literature and language teaching is still controversial especially those who favor EAP approach. While teachers who believe in communicative language teaching rely heavily on literature and believe it is invaluable teaching material, teachers who believe in EAP find teaching literature ineffective. Vandrick (2003) points out that literature is not relevant to academic writing genres; moreover, there are objections to the use of literature. Hall (2005) further remarks that L2 readers tend to be less experienced readers or information-driven readers for they have a language barrier. Goh (1991, as cited in Hall 2005) summarizes that second language readers could not answer higher-order reading questions such as inferencing because of the lack of students' linguistic fluency and maturity. This is a critical problem of L2 readers who cannot respond adequately to emotional linguistic signals; thus, they miss the experience of literary reading. Paran, (2008) remarks that the real problem of using literature in the language classroom is from the lack of valid evidence to support the claims being made. There should be some more research with valid evidence to contribute to this subject. He further suggests that researchers should take empirical research that

explores classroom interaction through the testimony of practitioner research. Therefore, he calls for work done by both practitioners and academics, suggesting there be more research on the interaction of literature and language classroom.

Value of literature in the teaching of writing. Although there are some arguments that oppose the use of literature, the integration of literature in the writing class has distinct advantages (Alvermann & Phelps, 1998, Hall, 2005, Probst, 1990, Spack, 1985, Vandrick, 2003). The major benefit of using literature in a composition class is that it provides invaluable sources to enhance students' responses to texts. Most people are drawn to stories, and they like to read about human situations, concerns, problems, solutions and emotions. They like stories because stories cover universal themes such as family, work, loneliness, love, or mortality; moreover, readers can identify themselves with the stories and their characters (Vandrick, 2003). Probst (1990) asserts that literature presents readers with human experiences and it creates feelings. Thus, literature allows learners to experience other time, places, people and cultures with empathy (Alvermann & Phelps, 1998). As readers read stories, they gain some insights about the human spirit and that will make their lives more comprehensible.

When people read stories, they can situate themselves as the characters because the characters might be of the same age or background. The readers might experience similar problems like the characters. For example, college students might enjoy reading about a relationship between parents and children or relationship among teenagers. Consequently, literature leaves much for its readers to search through meaning, using their personal experience and background knowledge (Hall, 2005). Combs (1997) states that in a literature-based program, reading becomes a meaning making process, for it promotes emotional responses, personal associations, imagination, prediction, and evaluation. When reading is enjoyable, students will be interested in it, and this motivates

students to respond in discussions and in writing (Vandrick, 2003). As literature is more appealing than textbooks, it more or less increases learners' motivation to seek other reading experiences. Readings are also models for good writing. Students can learn useful vocabulary in literature and they can learn complex ways of writing sentences and paragraphs (Vandrick, 2003). Moreover, literature can promote cultural knowledge of the target language since it usually portrays the social background of the stories (Gajdusek, 1988).

Values of literature in promoting critical thinking. It is believed that reading literature can promote critical thinking. Hall (2005) proposes that the process in literature reading is different from reading other text types, and it helps promote critical thinking. He further points out that reading literature tends to be slower as readers are more careful and more thoughtful. Langer (2000) points out that readers of literature often look behind and beyond the text, and they tend to hypothesize about possible future developments. Students, then, can develop the analytical and interpretative thinking that is required in their writing from reading literature (Vandrick, 2004). The unique advantage of literature is that readers are able to create an internal meaning, and this is the way we interpret things (Gajdusek, 1988). Additionally, reading literature demands a search for meaning and it provides students with a useful tool in language learning--that is the ability to interpret a discourse (Spack, 1985). This skill is valuable to learners because they can use it in both inside and outside the learning situation. In reading literature, students can respond to the text critically (Belcher & Hirvela, 2000). This encourages aesthetic reading and also leads them to point-driven reading (Hall, 2005). As a consequence, students become active and meaning making learners.

Researchers agree that in reading literature, readers learn to make an inference since description in literary texts is not visualisable or directly stated (Hall, 2005).

Consequently, readers learn to expect ambiguities and difficulties, and that the purpose of the texts will not be immediately clear. At this point, literary reading is considered 'bottom up' process, and it encourages reflective thinking (Hall, 2005). It is open to more than one correct interpretation. Thus, literature is a powerful material for thoughtful analysis (Alvermann & Phelps, 1998). Alvermann and Phelps report that their students find reading literature helps them think and criticize the current social issues because literature provides multiple perspectives. Thus, it creates the exploring of multiple perspectives and sensitivity to others' points of views. Therefore, they discover discrepancies, contradictions, and differences of interpretation, and they have to decide what the accurate information is.

Similarly, Langer (1991, 1992) proposes the term 'horizon of possibility' as reading literature explores emotions, relationships, motives and reactions. Thus, readers sometimes need to ponder on the situations, and sometimes they need to rethink their own interpretations. Sometimes we use psychological response, and other time, they use political or mythic stance toward the story situations. Then, our ideas shift and swell; therefore, there are possibilities of multiple interpretations, expanding the complexity of our understanding. This is what is called horizon of possibility because reading literature proceeds at two levels. First, readers consider new ideas to make sense of the whole, but at the same time they use the new ideas to reconsider the whole as well. Langer (1992) states,

There is an ever-emerging horizon of possibilities that enriches the reader's understanding. Readers clarify ideas as they read and relate them to the growing whole; the whole informs the parts as well as the parts building toward the whole. (p.4)

Readers of literature also think beyond the information and the particular situation. They use the text to reflect on their lives, other people's lives, and human situations and conditions. Therefore, literary reading explores horizons where uncertainty is normal, so readers explore various possibilities in this process. This proves that reading literature has an important role for in-depth learning, critical reflection, and decision making. Hall (2005) explains that literature reading helps promote critical thinking because it activates readers' prior knowledge and integrates new information with the existing knowledge as he says,

Successful comprehending reading requires active filling in of 'gaps' by the reader, inferencing, and the knowledge that helps readers fill in the gaps was proposed to come from experience, theorized in the 1970s as 'schemata' and related ideas. Different schemas will result in different representations. (p.99)

Writing in response to reading literature can lead to critical thinking in many ways. First, when students read stories which are relevant to their interests, the stories can arouse their responses to the text; therefore, it stimulates critical enquiry. Second, journal writing in response to reading literature gives students opportunities to express their ideas freely. Students can discuss a character's conflicts or problems and use their life experience to interpret the text. Third, they can share their opinions in a group discussion. Then, they can evaluate their own thinking and compare and contrast their peers' ideas. As a consequence, students learn to think reflectively and perceive from what other people think. Then, students learn to understand the logic of argument, listen attentively, debate confidently, and to become life-long independent learners.

In summary, reading literature has a lot of benefits for students. It can motivate students to read and write, and it promotes critical thinking. When students enjoy reading

stories, they are motivated to respond to the texts. Therefore, they tend to think critically to the texts, and this skill is valuable to learners because it is a crucial component in writing and they can use it both inside and outside the learning situation.

Role of teachers, task, and learners. Literature-based instruction along with reader-response theory has changed the role of teachers, the role of task, and the role of readers in different ways.

Role of teachers. In the language class where teachers use a student-centred approach, students can gain more from the classroom (Yang, 2002, cited in Paran (2008)). Therefore, it is evident that teachers should provide an opportunity for the students to talk and discuss freely. In addition, teachers should construct group activities that provide learners with the scaffolding needed to reach the interpretation. Mantero (2002), who studied classroom talk found that most of the classroom dialogue was dominated by the teacher talk. The students often relied on teachers' opinions and interpretations, and they wanted to talk to the teacher, not to one another. It is suggested that teachers should be trained in order to be able to produce a student-centered classroom where students construct the meaning of the literature on their own. All in all, teachers usually dominate a classroom using literature. They should be more aware that they are supporters who try to support students' interaction with the text and with other students.

Role of the task. It is suggested that open-ended interface would allow more collaboration among the students. The task should have greater degree of scaffolding. Therefore, teachers should assign a task where students need to communicate and learn with one another. Moreover, the new technology can be incorporated in the classroom.

The role of the reader. Working with a model of literary communication as a conversation between narrator and readers, Hall (2005) points out different strategies used by readers who read short stories. He states that reading a short story is an interactive

event between the reader and story writer. However, better and more experienced readers of literature adopt point-driven reading as their strategy while less successful readers often use information-driven reading, or story-driven reading. Point-driven readers are proposed to need coherence, narrative surface markers and transactional strategies. Coherence strategies include the ability to relate flashbacks, suspend judgement, or defer evaluation. Point-driven readers are also sensitive to the use of language; for example, when non-standard speech is used, the readers know that there is some meaning reflected in this. The less experienced readers are unlikely to notice or find meaning in the use of surface linguistic features. Regarding transactional strategies, point-driven readers always look for the intention of the author.

Text selection. The use of literature in language class cannot be successful if teachers use inappropriate texts. Three criteria in the text selection include level of difficulty, subject matter and type of course.

Although responding to literature has a good effect on language learning, teachers should be aware of the selection of texts. Short stories are somehow beneficial. The main advantage of short stories is they are short; thus, they can be read and discussed in a reasonable amount of class time (Vandrick, 2003). As recommended by Lazar (1996), there are a few things teachers should think of when they select short stories. First, the text should have an appropriate level of difficulty. A text which is extremely difficult has few benefits. Students cannot cope with a text if they have insufficient knowledge or if the text is too difficult; therefore, the text selected should provide language corresponding to the students' needs, not highly formal language.

Second, the text should provide the subject matter relevant to the students' interest, so the theme of the cultural background of the students should be taken into account. Students should have adequate knowledge on the subject matter in order to

appreciate it. According to Lazar (1996), one way to select an appropriate subject matter is to look at the theme of a text. It should be relevant to students so that they can appreciate and enjoy reading. Students' interests and hobbies should be close to the theme and content of the text. Lazar (1993) also suggests English teachers who want to use literature in the EFL language classroom that students' cultural background, the age of the students, their intellectual maturity and emotional understanding are also primary concerns.

Another factor in the selection of texts is the type of course. The teacher should be aware of the level of students and their reasons for learning English. Moreover, the teacher should consider the kind of English required in classroom. The length and intensity of a course are also crucial. Other factors are the availability, length, exploitability of text, and the syllabus.

In conclusion, there are three main topics to consider in text selection: level of difficulty, subject matter and type of course. If the texts used are appropriate, the use of literature in language class can be effective.

Critical Thinking

In this section, the meaning of critical thinking, and importance and problems of critical thinking among Thai students are presented. First, definitions of critical thinking and characteristics of critical thinkers are given. The last part of this section discusses and teaching implications.

Definition of critical thinking. Critical thinking (CT) has a vague meaning. It is quite difficult to give an agreed-upon definition. In defining critical thinking, there are two different points of view (Stapleton, 2001). On one side, critical thinking can be

clearly defined and tested. There are some researchers who suggest that critical thinking is higher-order thinking; for example, Ennis (1989, as cited in Fisher, 2001) states, “reasonable and reflective thinking focused on deciding what to believe or do” (p. 2). The other side are those who believe that critical thinking is not definable; for example, Atkinson (As cited in Stapleton, 2001) states that the term cannot be defined because he thinks that critical thinking exists at the level of a social practice; therefore, no empirical research can be used to test critical thinking ability.

There are some given definitions to critical thinking by the experts in the field of critical thinking, and still there is some overlapping concepts related to critical thinking. Ruggiero (2001) defines critical thinking as “the process by which we test claims and arguments and determine which have merit and which do not” (p.16). Similarly, Kelly (2001) states that “critical thinking might be more accurately called ‘reflective’ or ‘evaluative’ thinking, for it involves thinking about an argument and evaluating it in light of certain standards” (p.5). Ennis (1989, as cited in Fisher, 2001) also suggests that critical thinking is about reasoning. For Halpern (1989) critical thinking is the use of cognitive skills or strategies to achieve the desired outcome, so it involves solving problems, formulating inferences, calculating likelihoods, and making decision. Therefore, critical thinking can be taught as argument analysis, problem solving, decision making, or cognitive process.

When critical thinking is considered logical thinking and reasoning, its elements can be identified (Chan, 2004). There is a general acceptance that Bloom’s taxonomy of general educational objectives (1956) can teach some critical skills. This taxonomy contains three overlapping domains: the cognitive, psychomotor, and affective. Within the cognitive domain, there are six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. When people think of critical thinking, it concerns the

last three levels of cognitive domain: analysis, synthesis, and evaluation. Chan (2004), however, suggests that it might even include the next two levels: comprehension and application. Within the three levels: analysis, synthesis, and evaluation, some critical thinking skills are defined. Some critical elements are abilities to analyze, prioritize, compare, contrast, classify, combine, predict, summarize, conclude, and recognize an opposite viewpoint. These elements should, therefore, be integrated into the language curriculum and in a critical thinking and writing (CTW) course. Consequently, to create a CTW course, teachers should focus on problems, issues, and questions so that students can develop their critical thinking skills (Chan, 2004).

There are some shared characteristics of critical thinkers. Kelly suggests that critical thinkers need to be honest, open minded, and patient. Moreover, they should learn to interact with others and to be truly interested in others' ideas. Similarly, Ruggiero (2001) points out the activities related to critical thinking which include investigation, interpretation, and judgment. In an educational context, critical students should know how to make judgement, to identify thesis, reasons, assumptions and conclusion. Furthermore, they should be able to judge the quality of an argument, to develop and defend a position on an issue, and draw conclusion (Chan, 2004). Stapleton (2001) points out key elements of critical thinking which include argument, evidence, and recognition of opposition.

Still, many teachers do not find it important to teach students how to think critically, although it is indicated that critical thinking skills are not learned well unless students have been taught (Howe & Warren, 1989). Chan (2004) states that to create a CTW (Critical Thinking and Writing) course, teachers should focus on problems, issues, and questions. Additionally, a learner's familiarity with the topic has an important role in students' performance on critical thinking (Stapleton, 2001). It was understood that Asian

students lacked critical thinking, but Stapleton argued that the topics given to the students were not relevant to their lives. Thus, schemata, or a person's prior knowledge and culture are critical to students' performance in CTW.

Problems and importance of critical thinking among Thai students. In our changing society, the ability to think critically is essential for people to live and work effectively (Howe & Warren, 1989). Changes in technology have made critical thinking more important than before (Halpern, 1989). At present, the Internet has become a major source of knowledge, and a lot of young people search for information from Internet everyday. However, information on the Internet is not always reliable, so people can be deceived, and they can receive wrong information (Chareonwongsak, 2008). As a consequence, people need to be equipped with critical thinking to be able to judge the reliability of the information (Chareonwongsak, 2008).

It was misunderstood among Westerners that Asian students lacked critical thinking (Stapleton, 2002). In Thai society, it is often claimed that Thai people lack critical thinking skills. Young Thai people also tend to lack critical thinking, so they are not able to judge whether they should believe the information they have received (Chareonwongsak, 2006, 2008). According to Chareonwongsak (2006), there are two main factors that discourage critical thinking among Thai people. On the one hand, in Thai culture, young people must obey what their elders say. In order to be decent people, they should be obedient. In the family, parents often tell their children what to do. Children who keep questioning things around are perceived as aggressive children. When they enter school, they need to do as their teachers want them to do. They do not have much chance to think for themselves or think differently from others for fear that they might be rejected. Moreover, some Thai teachers do not want their students to make an argument, so the students always sit quietly. Second, the educational system of Thailand

focuses on rote learning. Therefore, students usually try to memorize the thing they are taught. They do not have a chance to think about or ponder on that knowledge, so they do not give reason for what they do. Furthermore, students get used to teacher-centred approach, so they do not try to make an argument. An exam always tests for memorization, and it leaves no place for students to give reasons. A lot of students study only when they need to take an exam, and they do not truly learn for knowledge, but learn only for passing an exam. This kind of learning behavior forbids students from being critical thinkers. Chareonwongsak (2008) states that this phenomenon shows the failure of Thai educational system in terms of teaching the students to be able to think critically.

The teaching implications to promote critical thinking. According to Ennis (1989, as cited in Abrami, et al, 2008), there are four instructional approaches in the teaching of critical thinking including: general, infusion, immersion, and mixed approaches. In the general approach, critical thinking is one of the course objectives; however, there is no specific content for critical thinking. Still, there are some tasks that demand students to think deeply. The infusion approach encourages students to think deeply about the content or the subject matter of the course; moreover, the critical thinking skills are made explicit. The immersion approach also requires the students to think deeply, but the critical thinking skills are not made explicit. The mixed approach includes the general approach with either infusion or immersion approach.

In the teaching of literature to promote critical thinking, Langer (1991, 1998) proposes that the questions posed to the students during discussion are critical to students' reasoning and thinking. As previously stated, reading comprehension involves two purposes; literary (aesthetic), and informative (efferent). Good teaching should encourage students to focus on both stances of reading. However, the problem of literature teaching results from an ignorance to aesthetic reading (Langer, 1991). She also points out that

literature is often taught as if there is one correct answer. Consequently, teachers should pose questions that focus on aesthetic stance where students have opportunities to go beyond initial understandings and consider multiple perspectives as part of the process of developing interpretations. Thus, teachers should begin with horizons of possibility, inviting students to explore a particular issue, discussing their initial impression among peers, and leaving the students with the notion that multiple interpretations are to be expected and that ambiguity and reconsideration are encouraged.

Langer also proposes that teachers should keep the notion of horizon of possibility in mind as she stated, “Horizon of possibility thinking was also often used to ‘pull’ students back into thinking about the topic at hand, particularly when their attention wandered” (p.6). She further suggests teacher let students work in groups with other students, when they read and discuss certain issues so that they collaboratively explore possibilities of alternative explanations and interpretations. As a consequence, a teacher’s role is at the heart to provoke critical thinking when teaching literature. Langer lists several principles of instruction that encourage students to explore possibilities.

First, students must be treated as thinkers. Therefore, students should be invited to share their response in their reading, discussing and writing. They should be allowed to raise questions, to introduce new ideas, to hear others, and to think beyond their interpretation.

Second, teachers should encourage question generating because reading usually provokes questions. Students should learn to raise questions to explore horizon of possibility. These questions might focus on motives, relationships, or feelings. Langer points out that question generating is a desirable behavior, indicating that students are pondering and exploring uncertainties of literature.

Third, classroom meetings are times to develop understanding, not a time for teacher to check what students have understood. After initial reading, students need to discuss the ideas among friends so as to explore further possibilities by reworking their interpretations, raising questions, making connections and gaining deeper understandings. Langer states, “it was quite clear to both the teacher and the students that ideas change during literary discussions and that class meetings are the times to explore multiple interpretations, to challenge one’s own as well as others’ ideas, and to reach a fuller understanding of the complexities of the piece” (p.9). Halpern (1989), states that the teaching of critical thinking should promote metacognition. During the discussion, metacognitive monitoring is promoted. Metacognition is to know about what we know. In group discussion, students can monitor their thinking process, check that the discussion is going on for an appropriate goal, ensure accuracy, and make decisions.

Then, the teaching environment should support the students to explore, rethink, explain, and defend their own understandings. Students can first share their initial impressions, and discuss their ideas among friends to ponder and refine their interpretations.

To sum up, critical thinking is higher-order thinking. Some elements of critical thinking include analysis, synthesis and evaluation. Students should be encouraged to write about topics they know well. Therefore, writing in response to reading literature can give them the chance to think critically while using their life experiences.

Sociocultural Teaching and Learning

The following activities used to promote critical thinking are based on Vygotsky's theory of social constructivism (1984). The use of Sociocultural Teaching and learning by Vygotsky (1984) along with reader-response theory helps develop students' critical thinking. Activities involved include collaborative learning in forms of discussion, question and answer, and journal writing.

According to Vygotsky, knowledge is thought of as a product of socialization. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in learning, and an educational process should be an active one. The student is active; the teacher is active; and the environment between them is an active one. Moreover, social interaction plays a major role in the classroom as it helps develop cognitive development and language as Wink and Putney (2002) explain,

During the process of development, children become active participants in their learning through the use of language and interactions with others... In the classroom, as well as in interaction with others away from the classroom, learners use language to communicate thoughts, and, through the social act of verbalizing those thoughts, combine their experiences with those of others, a continual, lifelong learning process. (p. 47)

Interaction of thinking and speech is considered crucial in students' learning process.

There is an explanation to support the social interaction in language learning. In Vygotsky's perspective, all higher mental activities' process appears twice: first on the intermental plane, and intramental plane. First, we use language to share thought or a concept with friends or other people; for example, when people read something, they share their understanding with their peers. Thus, in an intermental process, the notion of

social cooperation with others is very important. As we interact with others, we are using our cultural/ historical tool of language. We think about the ideas and experiences we have. Later on, the process moves to intramental plane in which the individual internalizes the knowledge they have from the interaction. In short, the cognitive development occurs first in social interaction, then within the individual (Wink & Putney, 2002).

As social interaction is crucial in developing students' cognition, the classroom situation should focus on this sociocultural environment. Based on this notion, students, teachers, families, and schools are equally important and influence one another (Wink & Putney, 2002). Throughout the interaction these participants bring with them their experiences, and the outcome of this interaction is funds of knowledge. Lave and Wenger (1996) also explain the interdependency of agent and world, activity, meaning, cognition, learning, and knowing. They suggest, "This view also claims that learning, thinking and knowing are relations among people in activity in, with, and arising from the socially and culturally structured world" (p.145).

The zone of proximal development (ZPD) and scaffolding. This notion of Vygotsky supports the importance of social interaction. The ZPD is a development beyond the learner's actual developmental level. The concept of this is that any developments that children have are socially embedded, and that the children learn from cooperation with adults in a cultural and societal context. Vygotsky (1984) explained the zone of proximal development as follows, "What the child can do in cooperation today he can do alone tomorrow. Therefore the only good kind of instruction is that which marches ahead of development and leads it" (p.188). A child can learn better with their friends' assistance, as Vygotsky (1984) stated, "With assistance, every child can do more than he can by himself – though only within the limits set by the state of his development.

Interacting with their peers and their teacher, children can go beyond their actual mental age and the level they are in” (p.375). Less competent learners can learn from their more competent friends in a group interaction. Thus, in order to be a critical writer, students need to compare and contrast their writing with other students’ pieces of writing. An example of how a child learns from his more competent peer is when the child tries to solve problems. Vygotsky (1984) reported that children could solve the arithmetic problems beyond their actual developmental level if they worked with the more capable peers; thus, he concluded, “Experiment has shown that the child with the larger zone of proximal development will do much better in school. This measure gives a more helpful clue than mental age does to the dynamics of intellectual progress” (p.375).

This notion shows that if a student receives support from their more competent peer or teacher during the instruction, he/ she will learn to internalize the ideas of how to solve problems beyond their mental age. After that, he will be able to perform the task independently. As a result, students need to have this classroom instruction where the zone of proximal development is created so that it can stimulate a series of inner developmental processes. As previously stated, higher mental abilities appear twice: first on the intermental plane in which knowledge is shared in a social context and later on the intramental plane in which a child internalizes that knowledge. Therefore, ZPD operates directly between an expert and a novice through social interaction (Lantolf, 2000). However, Lantolf suggests that “novices do not merely copy the experts’ capabilities; rather they transform what the experts offer as they appropriate it” (p.17). Accordingly, the novices, or learners do not just copy the knowledge, but they imitate what the experts do, during the collaboration, as Vygotsky says, “In the child’s development, on the contrary, imitation and instruction play a major role. They bring out the specifically human qualities of the mind and lead the child to new developmental levels” (p.375).

This is also another idea of Vygotsky *scaffolding*. It is when the child learns from their more capable peers, teachers or parents. By exchanging the information with the experts, the child can reproduce the expert's model which is beyond his/ her cognitive level. This exchange between the novices and the experts is actually the scaffolded learning in the zone of proximal development. Lantolf (2000) emphasizes the importance of this private speech. He remarks,

It is important for teachers to recognize that students frequently need the opportunity to mediate their own learning privately; additionally, students often make their appeals for assistance through private speech, which, because it is not fully social, may not be fully appreciated for what it is by the teacher. (p.19)

An example of scaffolding in the zone of proximal development is the four year study by Takahashi (as cited in Lantolf, 2000) who conducted his study in an elementary school Japanese class. He investigated how student utterances developed over time in a collaborative context. Videotapes were used to observe classroom interactions across three years. The students were a combined kindergarten of first and second grade classes. In this Japanese class, students tried to support each other during classroom activities. They helped their friends in presentations, telling each other vocabulary words when needed. They assisted and scaffolded each other during the production. On the study of Japanese verb form, Takahashi assigned a linguistic task, which is a little beyond the students' actual developmental level. However, with the support from her peers and teacher, the student could accomplish the task. This proved that social interaction with teacher scaffolding and student assistance plays a major role in child development, as stated, "This observation indicates that the children are not learning only Japanese from their teacher but also, through her dynamic assistance, ways of mediating their own and

each others' learning" (p.39). The evidence shows that the children took turns with each other in constructing sentences through mutual assistance.

Lantolf summarizes that there are three main points concerning sociocultural theory in the field of foreign and second language instruction. First, sociocultural theory focuses on *process mediated by semiotic resources*. The semiotic resources include print materials, the physical environment, gestures, and most importantly, classroom discourse. Therefore, the conversation between learners-learners or teacher-learners is all important. In other words, sociocultural theory views language learning as a semiotic process in which learners participate socially through mediated activities. Through these mediated activities (intermental), learners eventually internalize their own mental development (intramental). Therefore, learners are not passive in their own learning. The language that they learn is both the tool and the object of learning.

Second, the theory focuses on the role of instruction with the zone of proximal development beyond the learner's actual developmental level. The central issue here is the social interaction and the negotiation of meaning in the classroom settings. It is important for learners to have opportunities to mediate and assist one another. From this social interaction, Lantolf explains, "the negotiation of meaning in a social context is subordinated to the creation of a meaning in a collaborative act where the gap between the intermental/ social and intramental/ individual is bridged" (p. 46). Thus, through such interaction, the students are involved each other in knowledge building (Swain, 2000).

The last implication of sociocultural theory to second language teaching concerns students' voice because it stresses the importance of agency/individuality. This notion is also similar to reader-response theory because learners' personal histories, values, assumptions, beliefs, rights, duties, and obligations are taken into consideration and

respected. Therefore, learners are active participants in their learning, and as they interact with the teacher or friends, they actively transform their world and do not conform to it.

This notion is supported by Halliday (1994)'s of which theory of systemic functional grammar, one of the functional components is interpersonal; we use language to transform meaning through discussion with other people. Thus, it is important to engage students in negotiation of meaning. Moreover, the language used should be goal-directed, which leads to the cognitively focused language learning. In collaborative learning, students learn to understand themselves through interacting with others. Apart from language learning, during the interaction students also learn to have more reflective thinking because students can learn from others to make judgments of their ideas (Hirvela, 1996).

In conclusion, the contribution of sociocultural theory to second language learning is that social interaction is needed as it can assist learners in their development. Moreover, the teachers should know the developmental level of the learners and create the ZDP in which scaffolded assistance and mediation are encouraged. Thus, language learning must be situated. This means that classroom settings should be active, communicative, and purposive. Accordingly, sociocultural theory can be applied to support students' critical thinking because it is concerned with social interaction which helps students go beyond their developmental level. It also points out that students do not just receive knowledge, but they also transform and internalize the knowledge.

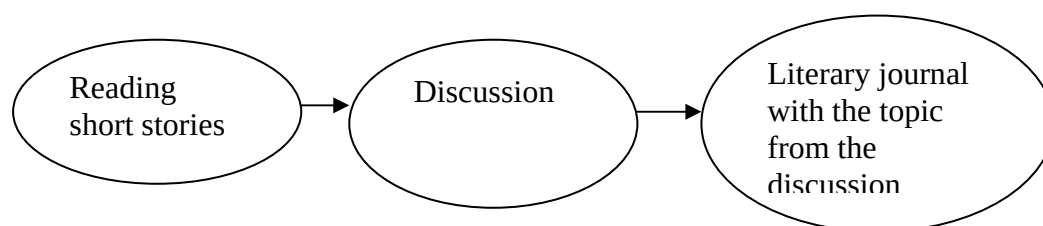
From the theory previously mentioned, classroom activities focus on group/class discussion, questions and answer, and journal writing.

Discussion or talking about the text is used as the main activity in the classroom. Combs (1997) indicates that discussing literature offers students an opportunity to explore interpretations and respond to higher levels of critical thinking. Students should be

engaged in classroom discussion because their ideas can come into contact with another person's knowledge. This kind of interaction not only helps language learning but also raises students' awareness of others' viewpoints and experiences (Mantero, 2006; Alvermann & Phelps, 1998).

Second, question-based activity should also be used. Mantero (2006) suggests that teachers should apply inquiry-based instruction in the teaching of literature and that teachers can move from discrete questions to questions extending beyond the text so that students can use their background knowledge and life experience in their interpretation of the text. Problems and questions can stimulate thinking and reflection. The question-based approach in learning can also guide students' thinking. Students need to turn to both efferent and aesthetic modes of reading. The efferent mode of reading helps students have better understanding of the text, while the aesthetic mode of reading encourages students to use their own life experiences in transacting with the texts. The teacher should form questions that allow students to connect their ideas with the text. Students work in groups and they help each other in solving the problems and answering questions.

Thirdly, a literary journal is also beneficial for a writing classroom. Cobine (1995), points out that this kind of writing is guided writing through which critical thinking can be promoted. Journal writing gives students opportunity to analyze a text and reflect on their own as well as other people's ideas. This activity fosters the students' motivation, for it deals with interpersonal relations, emotions, attitudes, appreciations, and values. The following diagram summarizes a recommended teaching process.



From this diagram, short stories are used to stimulate responses from the students in the form of group discussion. During the discussion, a lot of questions are used in order to develop critical thinking. After that, students are required to write their own ideas toward the story in their journal entries.

Related Research

There are a few studies on the impact of literature in a writing class especially in Thailand. The research in literature-based teaching in Thailand and literature-based teaching with reader-response theory are discussed in this section.

Wasanasomsithi (1998) investigated Thai teachers' attitudes toward the use of literature in a Thai EFL classroom. She studied practices of Thai EFL teachers, the current uses of literature in Thai EFL instruction, and the attitudes of EFL teachers in Thailand toward the use of literature in their instruction. There were 194 instructors from six public universities and a private university in Thailand that participated in this study. Of all the participants, 95 were Thai and 99 were non-Thai; in terms of gender, 61 were male and 133 were female. A questionnaire and a semi-structured interview were used as instruments. From all of the participants, 18 were selected for an interview; nine were using literature as a resource in their language teaching while the other nine had never used literature in their instruction. The results indicated mixed feelings of Thai teachers toward using literature in their classes. However, the majority showed an interest and positive attitude toward the possibility of using or making more use of literature in their instruction. As found in the interview, nine teachers who often used literature in their language classroom had personal interest and enthusiasm for reading literature; therefore, most of them had a positive attitude toward the various benefits students could gain from

the integration of literature. Some pointed out that literature offered a valuable language input to the students in their grammar learning. An activity common to literature-based teaching was in-class discussion, and many of them emphasized the importance of the text selected.

In terms of literature and reading achievement, Phoonsiri (1998) developed a literature-based reading program for eleventh grade students as an alternative English reading program to investigate the impact of the introduced program on reading achievement, reading attitudes, and attitudes toward the program. This study was a quasi-experimental research with pretest and posttest to test the hypotheses. Two classrooms of eleventh graders at Suan Kularb Nonthaburi Secondary School taught by the same teacher were chosen. In one classroom, the literature-based reading program was implemented. This group consisted of 15 males and 24 females. The second classroom followed the traditional way of teaching English reading. This group had 16 males and 23 females. The quantitative instruments of this study were pre-posttest, a reading attitude survey, and qualitative instruments were interviews, researcher observations, and field notes. The results showed that there was a statistically significant difference found in the mean gain scores for reading achievement in favor of the experimental group. The literature-based reading program was proved to be successful especially for low-achieving students. It was concluded that the intervention of the literature-based reading program benefited low-achieving, more than high-achieving students in increasing their ability to read and comprehend English reading materials. Regarding the attitudes of the students, it was reported that the program caused a positive shift in students' attitudes toward reading. The students in the experimental group had a more positive attitude toward English reading than the students in the control group. The results from the interview showed an increase in positive attitudes toward English reading. The students reported an increase

use of English comprehension strategies. Moreover, students in the experimental group said that they enjoyed the risk-free environments and opportunities of making choices. Therefore, this study proves the effectiveness of literature-based reading program on secondary students.

In the EFL context, Kim (2002) investigated the language learning processes and the literary experiences of Korean students enrolled in a literature-based program. The goals of the study were to develop learners' communicative competence necessary for real life communication, and to provide students with diverse lived-through experiences. Various kinds of children literature were used as new materials for teaching. The researcher employed a communicative approach along with Rosenblatt's (1988) transactional theory to investigate the classroom life. The researcher adopted practitioner research in finding out the findings of her research questions. The participants of the study were middle school students of the Language Institute of Kyungpook National University in Korea. They were about 14 7th or 8th graders who were studying in the Science-Math program for gifted students. Classroom conversations and interviews were audio recorded and analyzed. Students were asked to complete the questionnaire at the end of the program. After that, some students were interviewed. The results revealed that the literature-based program was viewed by the students as a new experience; the students had real communication through group and in class discussions of the text they had read. Not only did students learn to use language in real communication, but they also extended their experience of the world. The participants reported that this literature-based classroom provided them with new materials helpful for both learning English and experiencing the world. The students liked to read the stories, and they recognized literature as an authentic material which contained real life conversations and natural dialogues. It also provided the pleasure of learning a new language through interesting

stories. Moreover, the teacher's roles were as a provider, a communicator, a facilitator and a collaborator in the classroom. Thus, the researcher suggests that literature-based instruction be used because it is beneficial in EFL settings. She also suggested using literature as a primary material of teaching language rather than a supplementary material.

Another piece of research which explores the impact of popular literature on literary development in EFL was by Lao and Krashen (2000). The experimental group in this study comprised six classes, 91 first-year students majoring in translation at a university in Hong Kong. The study was divided into three periods; two classes in the spring semester of 1996, two in the fall of 1996 and two in the fall of 1997. The comparison group students were 39 first year social science majors who enrolled in a traditional academic skills development course. The students in the experimental groups read six novels in one semester. Students saw corresponding films after they read a book, and they discussed what they read together. After that, they were asked to do short essays. Students in comparison group did not read the novels; they were required to do a research project instead. A pre- and posttest, plus a questionnaire were used as instruments. In order to measure the acquisition of vocabulary, the Accuracy Level Test (ALT) was administered, and The Rate Level Test (RLT) was used to measure the reading rate.

The results showed that students in the experimental group made significant gains in vocabulary growth and reading rate. Eighty-eight percent of these students felt that reading literature would help them in other university courses, and eighty-seven percent were more interested in pleasure reading. Eighty-five percent found pleasure reading a better approach to acquire English than formal instruction. Thus, this study confirms that meaningful reading is an important source of literary development.

Ensslin (2006) studied the literary hypertext in the foreign language classroom. The study explored if learners improve their written performance after students had

studied with literary hypertext in the foreign language classroom. This study also explored the effect of collaborative creative writing classroom on learners' confidence, and the development of autonomous learning. The participants in this case study were 13 second-year university students who studied German over a period of ten weeks. An output-based approach and communicative approach were adopted. The major instruments of the study were a website, created by the researcher, a questionnaire, and an interview. During ten weeks, students learned through computers displaying the literary hypertexts. Students read extracts from novels in class as literary examples; then, they were engaged in a pressure-free discussion about the texts they read. Afterwards, they wrote through Macromedia Dreamweaver, a major hypertext software. The writing assignments were creative writing. Students were encouraged to use forms and structures they had learnt from reading the literary texts. Moreover, students were free to choose individual or paired composition, according to their personal learning styles. All of the classroom activities were videoed as data. The results showed that students' performance on grammatical competence was improved, particularly among intermediate and advanced learners. Furthermore, collaborative, creative writing in hypertext format could stimulate motivation, confidence, and autonomy. The data from questionnaire and interview revealed positive opinions towards the literary hypertext. Therefore, Ensslin suggests using literary hypertext at every educational level, as it combines linguistic, IT (Information technology), and literary skills.

Research using a reader-response approach to teaching English was conducted by Liaw (2001). This study explored Taiwanese university students' literary responses to five American short stories. The researcher aimed to explore the role of literature in a foreign language classroom focusing on reading and writing skills. The participants were 31 non-English-majoring freshmen. The reader-response approach for reading the short

stories was implemented. Various activities such as discussions, and journal entries were used to allow students to develop their own views. This study examined the students' written entries to see the effects of reading the short stories. The journal entries were read to identify students' personal interpretations of the texts and levels of involvement with the stories. Furthermore, the interviews were conducted to gain the students' opinions on the effectiveness of using short stories. The results revealed that the students used their background knowledge, life experiences, values, and personalities in their interpretations of the stories. This showed that they became very much involved with the stories. The students' English language proficiency was improved. The interview results showed that the students became active in their learning, and they had positive attitudes towards the use of the reader-response approach in learning English as a Foreign language. The researcher concluded that the use of literature in the EFL classroom was effective if taught in a response-based approach.

Research showing the relationship between reading literature and writing was conducted by Roxana (2003), who investigated college students' perceptions of assigned writing that followed required reading of literature in a university in the United States, the types of writing experiences most students find beneficial to them, and how classroom discussion of literature helped the students to become better writers. A questionnaire and an interview were employed to get information from 38 college students at a university in northeastern Ohio. All of these students registered for College English II during the second semester. The questionnaire was used to study students' opinions, and seven students, three males and four females, volunteered for the interview. The results indicated that college students found reading-writing experience beneficial to them. They said that they usually enjoyed reading assigned literature. These students also indicated that writing after reading assigned literature improved their comprehension; it kept them

focused and stimulated deeper reflection. Regarding the beneficial types of writing, more than half of the students stated that analytic writing was the most beneficial type of writing assignment following literature reading. The results also revealed that students in this study found that class discussion was helpful to them. They noted the importance of structured classroom discussion to enhance their understanding. However, they did not like small group discussions, and they still wanted the instructor's interpretation of the literature.

Langer (1998) conducted an 8-year study on thinking and doing literature. She explored the ways people thought when they read literature. The researcher focused her work on constructivist and social/communicative tradition. This longitudinal study offered two themes: 1) envisionment-building and 2) a sociocognitive view of learning and instruction. Her key question for the first theme was what happened when people read literature in Rosenblatt's transactional sense. The results showed ways in which people gathered ideas as they read, wrote, or spoke; they called upon a variety of options. When people read, they tried to gather enough of what they knew from their knowledge and experiences to develop an envisionment from which ideas could grow. Next, as they read, thought, wrote and discussed, they developed their ideas from the text and experience. Then, they stepped out and rethought what they knew. Finally, they distanced themselves from the ideas they have created and reflect back on them, sometimes analyze them, and make connections. These results confirm Rosenblatt's theory (1988) as the act of reading is based on a particular reader's experience while transacting with a particular text. Thus, literary orientation is viewed as "exploring horizons of possibility (p. 18)" because from this orientation, people explore emotions, relationships, motives, and reactions, calling on all they know about what it is to be human in order to make sense. Regarding the second theme about a sociocognitive view of learning and instruction,

Langer (1998) observed the classrooms of 50 teachers, and she suggested the following broad principles that explained the ideal classroom:

1. Students are treated as lifelong envisionment-builders
2. Questions are treated as part of the literary experience.
3. Class meetings are treated as a time to develop understandings.
4. Multiple perspectives are used to enrich interpretation.

Langer concludes that teachers should organize their classroom as a social community composed of individuals with multiple social identities. Teachers should also value students' differing knowledge and expertise.

Research which explores the relationship between literature and interpretative skills was studied by Scott and Huntington (2007). This study focused on how novice learners developed the interpretative mode while they were reading a literary text in a foreign language. This qualitative study explored if there were differences in how students interpreted the literary texts between teacher-student and student-student exchanges; and explored the use of L1 to support the development of the interpretative mode in a foreign language class. In this study, 48 students at Vanderbilt University who enrolled in the introductory-level French participated in this study. The participants were divided into two treatment groups: a teacher-moderated discussion and a small group discussion. Poems were the major literary text used in the study. Students were given a poem, a short bilingual glossary, and three questions. Students were allowed to use their L1 in the discussion. The researcher used conversation analysis to determine how the students' interpretative mode differed between teacher moderated classroom discussion and student-centered small group discussions. The results indicated that novice learners in the teacher-moderated group were able to interpret and understand difficult literary texts. Moreover, these students showed more holistic understanding of the poem than the

students in small peer groups who focused on individual words and phrases. Regarding the use of L1 to develop the interpretative skill, this study confirmed that the use of the L1 supported the development of the interpretative mode when managed by the teacher. Therefore, teacher-moderated interaction had a major role in developing the interpretative mode in novice learners.

The research related to critical thinking in the writing class was the study by Chan (2004). This qualitative study focuses on an assessment of critical thinking in the writing course. The researcher developed the assessment package to evaluate critical thinking skills. Research project presentation and position papers were used to measure critical thinking skills of engineering students at the National University of Singapore. The content of the course was built around problems, issues, and questions. Students were engaged in problem solving activities by reading the texts with the given questions. Then, they had discussion and debates on the topics. They also had to give oral presentations and gather research, which they had to analyze and interpret the gathered data. The course lasted 12 weeks. The researcher found that texts were useful as stimuli for the critical thinking process, and position papers could activate critical thinking skills. Moreover, this research proved that critical thinking elements could be assessed through discourse analysis. However, the researcher found the assessment package he developed still had some deficiencies; therefore, he concluded that for better measurement of critical thinking in composite products, the researcher should include critical thinking indicators as judging criteria.

Another piece of research which tries to assess critical thinking in the writing of EFL students was done by Stapleton (2001). The subjects of this study were 45 Japanese second year undergraduate university students who enrolled in English writing course. Stapleton chose to study the assessment critical thinking elements with Asian students

because it was claimed that Asian students lacked critical thinking. As a result, he wanted to prove this statement by developing a model in essay evaluation to measure critical thinking ability in argumentative essays. Students in this study were asked to write argumentative essays on both familiar and unfamiliar topics. Text analysis, questionnaire, and interviews were used as instrumentations. The results indicated that the participants displayed critical thinking in their essays. Therefore, the claim about the lack of critical thinking in Asian students is not true. Nevertheless, the familiarity of the topic significantly affects students' ability in the range and depth of argumentation. Students wrote better with the familiar topic because they had related knowledge or schemata. Results from a questionnaire and an interview also indicated that students had a correct understanding of how to write a critical essay. They knew that they had to give reason and support for their own opinions, and avoid vagueness and emotion. This study suggested that L2 learners of English could produce critical essays, but the topic given should be the one they were familiar with. Moreover, the researcher suggested that L1 and L2 cultures had different assumptions which could lead to misinterpretations of the critical thinking ability of L2 learners.

There was also a study of critical thinking in students' writing in Turkey. Alagozlu (2007) used Stapleton's (2001) criteria as a text evaluation. This study focuses on the elements of critical thinking in Turkish EFL students' argumentative writing, and students' opinions towards their critical thinking abilities. The instruments of this study were 76 essays of second year undergraduate students in a literature class. These essays were students' final exams. They were analyzed by Stapleton' criteria. A questionnaire was used to study students' perceptions. The results showed the lack of critical thinking elements in students' argumentative writings. Students did not show sufficient evidence to support their claims, and they tended to write or copy what they read rather than

writing from their own reasoning. However, the questionnaire results revealed that the students believed they were critical thinkers. This study suggested that L2 students were not able to write good essays with critical thinking elements due to their sense of loyalty to the texts. Plagiarism is common, and they failed to support their own voice with logical supports. The researcher suggested that critical thinking should be integrated into curricula.

In summary, a few studies exist in which literature is integrated into writing course, especially in EFL context. There are some studies in literature and language learning, mainly in reading, and they revealed positive results from the effectiveness of the use of literature. Research on the use of literature and critical writing is rare. Especially, there was no research which investigates the use of literature and critical thinking. The role of literature in promoting critical thinking is just a claim. Therefore, this study tried to prove whether literature could really enhance writing and critical thinking.

CHAPTER III

Methodology

This chapter describes in detail the research methodology employed in this study. It begins with a description of the setting and research participants. Procedures for data collection and the instruments are addressed next, followed by the procedures for data analysis.

Pilot Study

The purpose of the pilot project, conducted in the first semester of the 2008 academic year, was to try out the instruments and lesson plans of the study. The pilot study took place at the Far Eastern University, a private university in Chiang Mai province. There were two Basic Writing classrooms available for the pilot study, 40 students in one class and 28 students in the other. The pilot students majored in Business English. As previously mentioned, the study was set out to investigate whether reading literary and non-literary texts yielded any effects on critical writing performance. Therefore, students in the first class studied English writing using short stories as supplementary texts while students in the second class read non-literary texts as their supplementary.

During 16 weeks of the pilot study, the students went to a 90 minute class twice a week. In the first week, the students got the overview of the course, and took a pretest. After that, the students learned how to write using Ohima's *First Step to Academic Writing*, and *Introduction to Academic writing*. I planned to teach five lessons which were related to critical thinking including: paragraph structure, logical division of ideas, compare and contrast, summary, and expressing opinion paragraph. In each class

meeting, the teaching followed the content of the book; short stories were used as supplements for the experimental group, and articles and news were used as supplements for the control group. After the students in both groups studied each lesson, they were given short stories (for experimental group), and non-literary texts (for control groups) to read as their homework. After that, there was a group discussion toward the texts they read.

The pilot study yielded out a lot of problems, but also interesting points to improve the main study. There were altogether four major problems: the difficulty of the text, the lack of interest in discussion, plagiarism and attendance. The first main problem came from the students. Although they were business English majors, their language competence was limited. A plausible explanation for this is that this university is a private university, and many of the students are from vocational colleges. Some of them had taken only two or three courses of English while they were in their school. Therefore, they had a serious problem with grammar; consequently, a few weeks were spent for teaching them sentence structures, and related topics of how to write a correct single sentence. Moreover, some reading texts appeared to be too difficult for the students. For example, the students did not understand *The Open Window* because this story demanded an interpretation of the plot and characters. The students found this story too complicated for them, and many of the students refused to write a journal for this story. Therefore, I had to tell them the meaning and the theme of the story. Still, despite my explanation, copy of the instructor's words was common as well as failure to turn in the journal entries. Similar problems occurred in the control class using news and articles; students failed to write their journals stating that they did not know how to write. Apart from the problems of their language competence, there was a problem in class activities, especially the discussion. Students did not fully participate in a group discussion. When they were

asked to get into groups, they complained and each group gave only short answers to a question. Moreover, students always committed plagiarism by copying their peers' journals. At one time, five similar journal entries were found. When asked the reason for copying their friends' journal, they said they wrote it together as group work. Another problem was from the lack of discipline. A lot of students missed several classes. In some class meetings, there were only 15-20 students; half of the class was absent. Because of these problems, out of five lessons planned, only three lessons were conducted with four journal entries.

The problems I had from the pilot study brought about some changes to the main study. The major changes include the change of the short stories to easier ones, and some changes in the lesson plans.

Context of the Main Study

The study was conducted at Maharakham University (MSU). This university is located in the Maharakham province, in the Northeast of Thailand. MSU has been widely recognized as one of Thailand's fastest-growing universities, offering undergraduate and post-graduate degree programs in three academic clusters, namely Social Sciences, Pure and Applied Science, and Health Science. It has 17 faculties with two campuses. The number of students approximated 30,000 at the time of the study. Moreover, the university has currently set up 15 academic service centers in Northeastern provinces. The students' socio-economic status ranges from lower middle to upper middle class. Most of students in this university were ethnic Thai or Chinese. This university was chosen because it is one of the famous universities in the North East of Thailand. Maharakham province is even called the city of knowledge. Moreover, students in this

university are from every part of Thailand, and the students are recruited by a national examination; therefore, they are representative of Thai university students.

Participants

Two classes of Paragraph Writing, course 0105208, were purposively selected as samples of this study by the English Department. In the first period, the students were informed that they were the participants of the experiment, and that they were free to make the decision if they wanted to take part in the study. Consequently, some of the students who did not want to participate in the study dropped the classes. The students who remained in the two classes were given the consent letter, and all of them agreed to be the participants. This group of students had the about the same language proficiency as the pilot students, as measured from the students' pretest scores; therefore, the materials, the instruments, and the lesson plans from the pilot study could be applied to the main participants.

The participants of this study were mostly third-year undergraduate students majoring in Tourism and Hotel at the Faculty of Humanities at Mahasarakam University. The experimental group consisted of 52 students; seven were males, and 45 were female. The control group consisted of 35 students; ten males and 25 females. The students who were absent on the first day of the class were excluded from the study because they missed the pretest. Therefore, the number of students was reduced to 30 students in both class, and they were matched according to the results of their previous English grade in Basic English Writing, course 0105103. Then, all of the participants were classified into three subgroups: high, mid and low-achieving groups. However, the focus of the studies was on the differences between high-achieving and low-achieving students. In the experimental class, there were five males, and 25 females. There were seven males, and

23 females in the control group. Most of the students had taken the Basic English Writing course one year before the experiment. Many of the students had studied English since they were in grade five, but some students who were from private schools had studied English since they were in the first grade.

Data Collection Procedures

The data were collected after the following procedures:

1. The instruments, teaching materials, and the lesson plans were tried out with 68 Business English majors at Far Eastern Chiang Mai University. The results from the pilot study were used to see the weaknesses and strengths of the instruments. Some changes were made accordingly. From the pilot study, the stories were changed into easier ones. Two short stories, *The Nightingale and the Rose*, and *The Open Window* were changed to *The Crest and the Hide* and *Japanese Hamlet*.

2. The students enrolled in the Paragraph Writing course were asked to participate in the study. The pretest was administered to the students at the beginning of the experiment. The writing topic of the essay is “Should Thai students be obliged to wear a uniform?” Based on students’ grades in Basic Writing course, students were matched into pairs and they were randomly assigned into experimental and control groups.

3. During the 16 weeks of the instruction, students in both the experimental and control groups used these texts: *First Steps in Academic Writing* and *Introduction to Academic Writing*. The chapters selected from these books contain some critical thinking skills such as comparison and contrast, logical division of ideas, and forming an opinion. Students in the experimental group were assigned to read short stories as supplements: *Oedipus*, *The Old Man and Four Wives*, *The Happy Prince*, *The Crest and the Hide*, and *The Case of the Uncooked Eggs*. Some of these short stories were changed from the

original plan because the short stories selected were difficult for the pilot students. Students in the control group read non-literary texts such as articles, and news as supplementary materials. This includes news on the Internet crime, the stories of successful businessmen, the origin of McDonald, an article about harassing neighbors, and positive thinking.

4. In both groups, students had an opportunity to respond to the assigned reading stories in a small group discussion of four or five students and class discussion. A lot of questions were posed by the teacher, and students delivered a group answer. Based on sociocultural theory of Vygotsky, good and weak students were mixed in a small group of four or five students to answer the questions, to enable weak students to learn from their more competent peers. First the students gave their group answer; then, they reported their group answers to the whole class. After the reading and discussing process, students wrote journal entries with a topic related to the theme, issues or the characters of the story.

5. Students in both groups wrote five essays, and five journal entries. Journal writing was used as one of the main activities in this study because writing journal entries can stimulate students' ideas. Journal writing focuses mostly on students' thoughts, and contents rather than language structure (Cobine, 1995). After the discussion, students had a chance to ponder on the ideas in the discussion, and they could synthesize their peers' ideas with their own thinking. Based on this assumption, responding to the reading texts in the journal entries could improve students' critical writing abilities.

6. The posttest was taken on the last week of the semester after the last lesson. The pretest and posttest topic was the same.

7. Students were given a questionnaire asking their attitudes toward the teaching method on the same day of the posttest.

8. Four high-achieving students, and four low-achieving students from both group had an interview with the researcher.

Instruments

This study used a pre-post, quasi-experimental design to test the hypotheses. There were two types of instruments: quantitative and qualitative instruments. The quantitative instruments were a writing test, and a questionnaire. The qualitative instrument was a semi-structured interview.

Quantitative instruments.

The writing test. In this study, an essay writing test on the topic of “Should university students be obliged to wear a uniform?” was administered at the beginning of the study as a pretest and at the end of the semester as a posttest in both the experimental and control groups. The test took approximately 60 minutes. This topic was selected due to its argumentative quality, so some critical thinking elements could be revealed and measured. Moreover, students were familiar with this topic.

There were two involving the test. To validate the content of the test, two experts in the field of writing evaluated the topic. In terms of reliability, the test was piloted with a sampling group of 68 Business English majors who were at a similar level to the participants in the main study to see if students could write in response to the topic of the writing test, and three raters evaluated the writing. All raters attended a training session, in which they practiced grading the test with the pilot samples. In a consequence, there was a discussion, and agreement on the ratings. In the main studies the ratings by three raters were calculated to find interrater reliability using Pearson Product Moment Correlation Coefficiency.

Scoring criteria. This study evaluated the overall writing development, critical thinking skill development and syntactic development.

1. TOFEL holistic writing scoring rubric was used to assess students' performance in overall writing quality.

2. Holistic critical thinking scoring rubric (Facione & Facione, 1994) was used to assess students' critical thinking ability.

3. The error-free t-unit was used to measure the syntactic development in students' pretest and posttest. T-unit (Terminal unit) was developed by Hunt (1965, as cited in Bardovi-Harlig, 1992). It was used as a tool for measuring syntactic development in both first and second language research. Error-free t-unit is used as an index of English as L2 grammatical development. A t-unit without grammatical errors is counted as one error-free t-unit. The criteria for deciding which sentence is an error-free t-unit are described as follows,

3.1 A t-unit is an independent clause. Compound sentences connected by a conjunction are considered two t-units. A complex sentence, which contains a main clause and a subordinate clause, is considered one t-unit.

- I went to the library yesterday. (Simple sentence: 1 t-unit/ 1 sentence)

- I went to the library, and I found an interesting book about World War I.

(Compound sentence: 2 t-units/ 1 sentence)

- If you want to go to the library, you need to dress properly. (Complex sentence: 1 t-unit/ 1 sentence)

3.2 Run-on sentences are divided into manageable pieces.

Last week, I went to the supermarket and I lost my wallet luckily, a security guard found it and returned it to me. (4 t-units/ 2 sentences)

3.3 In analyzing an error-free t-unit, punctuation, vocabulary, and spelling errors are not included.

e.g. My *mather* does not like shopping so I have to go shopping alone. (2 t-units)

3.4 Copied sentences from the samples provided are not considered error-free t-units.

Questionnaire. To study the students' attitudes, a survey of students' attitudes toward the use of literature in EFL writing classroom was conducted by means of a 5-point Likert scale questionnaire: 1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, and 5 = strongly disagree. The questionnaire contained three parts. In the first part, students need to write down their demographic information to reveal their age, gender, attitudes on language level and their GPA. The second part contains 5-point Likert scale items which are questions asking their attitudes towards the teaching method. This allows the researcher to see the intensity of their opinions (Roxana, 2003). The third part of the questionnaire is the open-response question giving students an opportunity to express their true opinions of the literature-based program.

The questionnaire was validated by three experts in the field of English writing. The experts were asked to read the questionnaire and judge whether the questions were appropriate and comprehensible. After that, the questionnaire was piloted with the students in the pilot study to find the reliability using Cronbach's alpha coefficient of reliability. It is suggested that the value of 0.7 is an acceptable reliability coefficient. From the Cronbach's alpha analysis, the reliability for this questionnaire was 0.8381. Therefore, it was acceptable.

Qualitative instruments.

Semi-structured interview. Four high, and four low achieving students, a total of eight, from the experimental group and another eight from the control group were interviewed to give the researcher more information on their opinions toward the teaching method. Questions were related to students' literacy experiences and their perception of the literature-based writing classroom with collaborative learning. The interviews were conducted in Thai in order to obtain as much information as possible, and they were documented through audiotape recording.

Materials for the Experimental and Control Groups

Both the experimental group and control groups used the same textbooks: *First Steps in Academic Writing* chapters 5-6 and *Introduction to Academic Writing* chapters 3, 5, and 7. These books were chosen because their objectives and description corresponded to the course syllabus. Moreover, the writing assignment from each unit had some critical thinking elements such as comparison and contrast, logical division of ideas, and opinion papers (See the appendix).

Supplementary material (short stories) for the experimental group. In the experimental group, students read short stories. The short stories were selected based on three criteria; firstly, the level of difficulty in terms of language and culture. Secondly, students' interests were taken into consideration, and lastly the themes of the stories were appropriate for the students. There were two types of writing: journal writing and essay writing. Journal writing focused mostly on students' response to the text in order to promote critical thinking skills. Students had to write one journal entry for each short story. They produced five journals entries in total.

Supplementary material (non-literary texts) for the control group. In the control group, the students read non-literature texts such as news, ads, or articles. The texts were selected based on the level of difficulty and students' interests. The stages of learning and tasks were similar to the experimental group.

The reading materials for the experimental and control groups were parallel in terms of amount of reading, vocabulary and language focus throughout the semester. The readability program SMOG, which is a computer program that evaluates readability of a text was used to ascertain that the texts from both groups were at the same readability level. A text in question is typed to the program; then, the program calculates the readability level. The short stories for the experimental groups, and news and articles for the control groups selected for this study ranged from junior high school to high school level (levels 7-11).

After designing all the materials, they were validated by experts in the field of EFL. This was to judge if the materials had content validity. The experts' suggestions and the weaknesses from the pilot were taken into consideration for the revision of the instruments. The major change was the stories selected. At first, students in experimental group were to read these short stories as supplements: *Oedipus* (simplified one), *The Old Man and Four Wives*, *The Nightingale and the Rose*, *The Happy Prince*, and *The Open Window*. However, from the pilot study the two stories *The Nightingale and the Rose*, and *The Open Window* were changed to *The Crest and the Hide*, and *Japanese Hamlet*.

Data Analysis

In analyzing the data, there were two methods: quantitative and qualitative data analyses. In quantitative terms, the following statistics were used. The process of data analysis was as follows:

Overall writing quality and critical thinking. The pretest and the posttest were used to study both the overall writing quality and critical thinking skill, and the data analysis was as follows:

1. To test the first hypothesis, *t*-test for dependent samples was used to determine the difference between the mean scores of the pre and posttests in the experimental group.
2. To test the second hypothesis, *t*-test for dependent samples was used to determine the difference between the mean scores of the pre and posttests in the control group.
3. To test the third hypothesis, *t*-test for independent samples was used to determine if there is a significant difference between the gained scores of the pretest and posttest in the experimental and control groups.
4. To test the fourth hypothesis, *t*-test for dependent samples was used to determine if there is a significant difference between high and low-achieving students in the experimental group.
5. To test the fifth hypothesis, *t*-test for dependent samples was used to determine if there is a significant difference between high and low-achieving students in the control group.

Syntactic development.

1. The number of error-free *t*-units in the pretest and posttest were counted and rendered as percentage.
2. The scores obtained from percentage calculation were analyzed using a *t*-test to compare the differences in syntactic development between high and low-achieving students in both groups.
3. The *t*-test was also used to compare the differences in syntactic development between the control and the experimental group.

Questionnaire. The researcher compared the means and standard deviations between the experimental and control groups for each questionnaire item. The analysis of the questionnaire results was as follows: 4.21-5.00 means strongly disagree, 3.41-4.20 means disagree, 2.61-3.40 means neutral, 1.81-2.60 means agree, and 1.00-1.80 means strongly agree.

Interview. In terms of qualitative data, to gain more insight into the students' critical writing process, the interview was first transcribed, and the transcription was then analyzed for trends, patterns, or themes. The important results were summarized, interpreted, and reported.

Interrater reliability.

Raters. There were three raters who rated overall writing quality and critical thinking in students' writing. The first rater was the researcher, the second one who held Ph.D. in English was from Phranakorn Rajabhat University, and the third one was an experienced teacher of English Writing from Mahasarakham University. The raters had practiced scoring with TOFEL scoring criterion and critical thinking rubrics (See Appendix) with the pre and posttests from the pilot study before the rating of the major study.

The scores of the rating were analyzed using Pearson Product Moment correlation to ensure interrater reliability. The following tables show the interrater reliability of the pretest and the posttest using (1) TOEFL scoring rubrics, and (2) the holistic critical thinking rubrics.

Table 1

Interrater Reliability Results for Pretest and Posttest Scoring Using TOEFL Writing Scoring Guide

Group		Pearson Correlation	Rater1	Rater 2	Rater 3
Control	Pretest	Rater 1	1	0.847*	0.807*
		Rater 2	0.847*	1	0.718*
		Rater 3	0.807*	0.718*	1
	Posttest	Rater 1	1	0.780*	0.804*
		Rater 2	0.780*	1	0.735*
		Rater 3	0.804*	0.735*	1
Experimental	Pretest	Rater 1	1	0.972*	0.853*
		Rater 2	0.972*	1	0.874*
		Rater 3	0.853*	0.874*	1
	Posttest	Rater 1	1	0.833*	0.900*
		Rater 2	0.833*	1	0.884*
		Rater 3	0.900*	0.884*	1

* Correlation is significant at the 0.05 level (2-tailed)

Table 1 shows the interrater reliability for pretest and posttest scoring on overall writing ability employing TOEFL Scoring Guide for both the control and experimental groups. It was found that the correlation between the raters was very positive. In the control group, the correlation between rater 1 and rater 2, rater 1 and rater 3, and rater 2 and rater 3 was at 0.84, 0.80, and 0.71 for the pretest, as well as 0.78, 0.80, and 0.73 for

the posttest. In the experimental group, the correlation was 0.97, 0.85, and 0.87 for the pretest. The correlation for the posttest was 0.83, 0.9, and 0.88 respectively. This shows that the correlation between the raters was high.

Table 2

Interrater Reliability Results for Pretest and Posttest Scoring Using Critical Thinking Rubrics

Group		Pearson Correlation	Rater 1	Rater 2	Rater 3
Control	Pretest	Rater 1	1	0.847*	0.807*
		Rater 2	0.847*	1	0.718*
		Rater 3	0.807*	0.718*	1
	Posttest	Rater 1	1	0.773*	0.848*
		Rater 2	0.773*	1	0.810*
		Rater 3	0.848*	0.810*	1
Experimental	Pretest	Rater 1	1	0.965*	0.902*
		Rater 2	0.965*	1	0.862*
		Rater 3	0.902*	0.862*	1
	Posttest	Rater 1	1	0.818*	0.744*
		Rater 2	0.818*	1	0.786*
		Rater 3	0.744*	0.786*	1

* Correlation is significant at the 0.05 level (2-tailed)

Table 2 shows the interrater reliability of the three raters scoring critical thinking of pretest and posttest of both the control and experimental groups. In the control group, the correlation between rater 1 and rater 2, rater 1 and rater 3, and rater 2 and rater 3 was at 0.84, 0.87, and 0.71 for the pretest, and 0.77, 0.84, and 0.81 for the posttest. In the

experimental group, the correlation between raters was at 0.96, 0.90, and 0.86 respectively for the pretest. In the posttest, the correlation between raters in the experimental group was at 0.81, 0.74, and 0.78 respectively. This indicates that the correlation between the raters was also high for the critical thinking scoring.

Summary of the Chapter

In short, this chapter describes the methodology of the current study. The study was first piloted with the students with the same language level with the main participants. The students in both experimental and control groups used the same text books. However, the experimental students read literary texts as supplements while the control students read non-literary texts as supplements. The pretest and posttest were used to see the differences between the experimental and the control groups in terms of overall writing quality, critical thinking abilities, and syntactic development. *T*-test was used to investigate the differences in students' abilities. Pearson product-moment correlation was used to measure interrater reliability, and it revealed significant correlation between raters. Moreover, the study examined students' perception by using questionnaire, and an interview.

Chapter 4 presents the quantitative and qualitative results of the study

CHAPTER IV

Results of the Study

This chapter presents the results of the research. The first part presents the quantitative results of the experiment; the second part reveals the results obtained from the questionnaire; and the last part concludes the interview results.

Part I: Quantitative Results

Hypothesis 1. There would be a significant difference between the mean scores of the pre and posttests in terms of writing and critical thinking abilities in the experimental group.

Results. During the first week, the two groups of students had the pretest to evaluate their writing ability and critical thinking ability before the treatment. The TOEFL holistic scoring writing rubric was used to evaluate the overall writing quality, while the holistic critical thinking scoring rubrics (Facione & Facione, 1994) was used to evaluate their critical thinking skills. In terms of syntax, t-unit analysis was used to evaluate students' grammatical competence. In the final week of the semester, the students in both groups retook the pretest as the posttest. The first part presents the overall writing and critical thinking abilities and the second part presents syntactic ability.

Table 3 shows the pretest and posttest mean scores, standard deviations, and standard error of the experimental group's pretest and posttest on overall writing ability and critical thinking ability.

Table 3

Overall Writing and Critical Thinking Abilities of the Experimental Group

Variable	Pretest		Posttest		<i>t</i>	<i>p</i>
	M	SD	M	SD		
Writing ability	1.73	.68	2.83	.62	-10.46	.000**
Critical thinking	1.30	.41	1.62	.44	-3.71	.001**

n = 30. **p* < .05.

Table 3 presents the mean, standard deviation, and results from *t*-test of the experimental students' pre and posttests. The mean scores of the writing ability increase from 1.73 to 2.83. The means of the critical thinking ability increase from 1.30 to 1.62. The standard deviation of the writing ability slightly decreases from .68 to .62. In critical thinking, however, the standard deviation slightly increases from .41 to .44.

To compare these two means, a dependent *t*-test was used to test this hypothesis. The level of significant (α) for testing the hypothesis was set at .05. The *t* value was -10.463, and the level of significance, .000, was smaller than the set value (0.5). That is, the means of the pretest and posttest were statistically different. Then, it can be concluded that the overall writing ability of the students in the experimental group before and after the treatment was significantly different.

In terms of critical thinking ability, the level of significance, .001, was smaller than the set value (0.5). That is, the means of the pretest and posttest were statistically different. Therefore, there was a significant difference between the mean score of the pre and posttests in critical thinking ability of the students in the experimental group.

Regarding syntax, the following table presents the results from *t*-test analysis.

Table 4

The T-test of T-unit Analysis of the Experimental Group

	Percentage of error-free t-unit	t	df	p
Pretest	4.54%	-1.82	29	.078
Posttest	8.28%			

n= 30. * $p < .05$.

The table shows that although students could produce more error-free t-units on their posttest, there was not statistically different between pre and posttests.

It can be concluded that the students' overall writing, and critical thinking abilities statistically different between the pre and posttests. However, in syntactic ability, it was not statistically different for syntax ability. Therefore, the first hypothesis was supported for overall writing and critical thinking abilities, but not for syntax.

Hypothesis 2. There would be a significant difference between the mean score of the pre and posttests in terms of writing and critical thinking abilities in the control group.

The first part presents the overall writing and critical thinking abilities and the second part presents syntactic ability.

Results. There were also 30 students in the control group. The mean scores of the pre and posttests in overall writing ability and critical thinking are presented in the following table.

Table 5

Overall Writing and Critical Thinking Abilities of the Control Group

Variable	Pretest		Posttest		<i>t</i>	<i>p</i>
	M	SD	M	SD		
Writing ability	1.89	.57	2.64	.44	-7.93	.000**
Critical thinking	1.50	.45	1.72	.35	-2.93	.006**

n = 30. **p* < .05.

In Table 5, the mean scores of the writing ability increases from 1.89 to 2.64. The standard deviation of the writing ability decreases from .57 to .44. In critical thinking, the means of the critical thinking ability increase from 1.50 to 1.72.

To compare the difference between the means of pre and posttest, *t*-test was used to test the hypotheses. Regarding the writing ability, the *t* value was -7.935, and the degree of freedom for the *t* distribution in this study was 29. The result revealed that the level of significance was .000, so it was less than the set value (.05). Therefore, the means scores of the students' writing ability in the pretest and posttest were statistically different in the control group.

In terms of critical thinking ability, it is apparent from this table that there was a significant difference between students' pre and posttests as the level of significant (.006) was less than the set value (.05). Therefore, this hypothesis was also supported, and it can be concluded that the critical thinking ability of the students statistically increased from the beginning to the end of the semester.

In terms of syntax, the results from t-unit analysis revealed that the students could produce fewer error-free t-units on their posttest. The following table presents the t-test results of the t-unit analysis.

Table 6

The T-test of T-unit Analysis of the Control Group

	Percentage of error-free t-unit	t	df	p
Pretest	10.66%	2.57	29	.015**
Posttest	5.75%			

n= 30. * $p < .05$.

The control students produced fewer error-free t-units, and there was also a statistical difference between their pretest and posttest. They performed poorly on their posttest in comparison to their pretest.

Hypothesis 3. It was hypothesized that there was a significant difference between the experimental and control groups when the progression (as measured from the differences between the pre and posttest) of both groups were compared. Besides overall writing and critical thinking abilities, the results from the t-unit analysis is also presented to see the students' ability in syntax.

The following section presents the results of the comparison of the gains between the mean scores of the pre and posttests of both groups.

Table 7

Gains of Overall Writing and Critical Thinking Abilities of Experimental and Control Groups

Variable	Experimental group		Control group		<i>t</i>	<i>p</i>
	M	SD	M	SD		
Writing ability	1.10	.57	.754	.52	-2.46	.726
Critical thinking	.26	.52	.23	.43	-.27	.663

n = 30. **p* < .05.

Table 7 shows that the experimental group had an average gain between the mean score of the pre and posttests on the writing ability of 1.107, and the control group of .754. The difference was .353. In terms of critical thinking ability, the experimental group's average gain was .264, and the control group's was .232. To test whether they were statistically different, an independent *t*-test was employed. The level of significance for testing this hypothesis was set at .05.

In terms of overall writing ability, Table 10 illustrates that the level of significance, .726, was greater than the set level (.05). Therefore, the means of the gains between the pre and posttests of these two groups of students were not different. It was concluded that the writing ability of these two groups of samples were not statistically different from each other after each treatment.

Regarding critical thinking ability, the level of significance, .663, was also greater than the set level (.05). Therefore, the means of the gains between the pre and posttest of these two groups of students were not different. It was concluded that this hypothesis was not supported, and the critical thinking ability of these two groups of samples were not different from each other after each treatment.

In terms of syntax, the t-unit analysis was used to see the difference in grammatical ability between the experimental and control groups. The following table presents the results from t-test analysis.

Table 8

The T-test of T-unit Analysis between the Experimental and Control Groups

	Percentage of error-free t-unit	t	df	p
Experimental	8.28%	.959	58	.032**
Control	5.75%			

n= 30 per group * $p < .05$.

According to the table above, the mean of error-free t-units of the experimental group was 8.28% while the control group's mean was 5.75%. The *t*-test results reveal that there was a statistical difference between the means of the total error-free t-units between the experimental and control groups. Therefore, it could be concluded that the grammatical ability of the experimental students was significantly higher than that of the control group after the treatment.

Hypothesis 4. There would be a significant difference among high - achieving students between the two groups when the mean scores of pre and posttest of nine students representing each group were compared.

Within this hypothesis, the writing abilities of the high and low-achieving students were studied in terms of overall writing abilities and syntax. The results of overall writing abilities are presented first, and the results from the syntax analysis are follows.

Results. Table 9 presents the means, standard deviations, and standard error for the gains between the mean score of pre and posttest of the high-achieving students in the experimental and control groups on both overall writing ability and critical thinking.

Table 9

Gains of Overall Writing and Critical Thinking Abilities of High-Achieving Students

Variable	Experimental		Control		<i>t</i>	<i>p</i>
	M	SD	M	SD		
Writing ability	.896	.28	.582	.42	-1.83	.08
Critical thinking	.148	.33	-.16	.38	1.83	.47

n = 9. **p* < .05.

According to Table 9, there were nine students representing each group. As previously stated, the students were matched according to their grade on the previous writing class from the past semester (first semester, 2008 academic year). Students who received A's and B's would be considered high-achieving students, while students who received D's or D-'s would be grouped as low-achieving students. In this Table, the levels of significance, .088 for writing ability and .479 for critical thinking ability, are greater than the set value (.05). Therefore, the fourth hypothesis was not supported, and it can be concluded that there was no significant difference between high-achieving students in the experimental and control groups.

In terms of syntax, to see if there was any difference between high-achieving students in both groups, the results of the t-unit analysis were presented.

Table 10

The T-test of T-unit Analysis between the High-Achieving Students

	Percentage of error-free t-unit	t	df	p
Experimental	10.68%	.097	16	.022**
Control	10.07%			

n= 9 per group * $p < .05$.

Table 10 shows that the syntactic ability of the high-achieving students between the experimental and control groups was statistically different. The high-achieving students from the experimental group produced more error-free t-units than the control students statistically.

Hypothesis 5. There would be a significant difference among low-achieving students between the two groups when the mean scores of pre and posttest of 10 students representing each group were compared.

Results.

Table 11

Gains of Overall Writing and Critical Thinking Abilities of Low-Achieving Students

Variable	Experimental		Control		t	p
	M	SD	M	SD		
Writing ability	.896	.28	.582	.42	-1.83	.08
Critical thinking	.148	.33	-.16	.38	1.83	.47

n = 10. * $p < .05$.

According to Table 11, we can see that the mean of the gains on overall writing ability for the low-achieving students in the experimental group are slightly higher than those in the control group (1.278 and .910). However, in critical thinking ability, the means of the gains of low-achieving students in the control group are slightly higher than those of the control group (.352 and .116).

To find out if there was a significant difference between the two groups, the independent *t*-test was also used to test the hypothesis.

As shown in the table above, there was also no significant difference between the low achieving students of both groups; $p = .898$ on overall writing ability, and $.290$ on critical thinking ability. Therefore, there was no significant difference between the low-achieving students in the experimental and control groups in terms of overall writing and critical thinking abilities.

In terms of syntax, to see if there was any difference between low-achieving students in both groups, the results of the *t*-unit analysis were presented.

Table 12

The T-test of T-unit Analysis between the Low-Achieving Students in the Experimental and Control Groups

	Percentage of error-free t-unit	t	df	p
Experimental	10.22%	1.64	18	.018**
Control	3.11%			

n= 10 per group

* $p < .05$.

This table shows that the low-achieving experimental students could produce a lot more error-free t-units than the low-achieving control students. The t-test analysis showed that the grammatical ability of the low-achieving students between the experimental and control groups was statistically different.

Part II. Questionnaire's Results

In order to study students' reaction towards the teaching methods, using literary and non-literary texts as supplementary reading in the writing class, the following section presents the questionnaire results.

To gain some insight into the students' attitudes, students answered a questionnaire at the end of the experiment with the students in both the experimental and control groups. The numerical values of one (1) for Strongly agree, two (2) for Agree, three (3) for Neutral, four (4) for Disagree, and five (5) for Strongly Disagree were assigned to these Likert-Scale items, so it was possible to calculate a numerical value for the mean, and the standard deviation that shows the variability of the mean response to each question. The sample mean and the sample standard deviation are listed for questions one through ten in the following table. The questions were abbreviated to fit the table. The following is the analysis of the results.

4.21-5.00	means	Strongly disagree
3.41-4.20	means	Disagree
2.61-3.40	means	Neutral
1.81-2.60	means	Agree
1.00-1.80	means	Strongly agree

Table 13

Means and Standard Deviation of the Questionnaire Results

Questions	Experimental group		Control group	
	M	S.D	M	S.D
1. Before this class, I enjoyed writing.	3.00	.58	3.00	.74
2. I enjoyed reading the texts.	2.20	.61	2.46	.73
3. I believe reading helped writing.	2.10	.66	2.30	.74
4. I believe reading improved any types of writing.	2.53	.62	2.40	.62
5. I believe reading enhances critical thinking.	2.06	.63	2.36	.71
6. I like journal writing.	2.43	.67	2.56	.67
7. I believe discussion can enhance critical thinking.	2.33	.71	2.26	.78
8. Discussion can improve writing.	2.56	.67	2.33	.66
9. I enjoyed class discussion.	2.60	.62	2.53	.73
10. Journal writing is burdensome.	2.80	.84	2.56	.85

Question one: Before this class, I usually enjoyed writing.

According to Table 13, the majority of the respondents chose neutral opinion of this statement of item one, and a sample mean in each group is equally at 3.00. It means that students in both groups were neutral on writing activities. The experimental group's standard deviation score is 0.587. This shows the participants' consensus on this questionnaire item, but the control group's standard deviation score is 0.743 which shows more variability in students' responses.

Question two: I enjoy reading the short stories provided in this writing class.

I enjoy reading the articles and passages provided in this writing class.

In, Table 13, item 2, students in the experimental group either strongly agreed or agreed with this question, and none of the participants in the experimental group disagreed or strongly disagreed. In the control group, the majority also chose *strongly agree* and *agree* items. The mean scores for the experimental and control group were 2.20 and 2.46 respectively. The results showed that the majority of the students in both group agreed with this statement.

Question three: I feel that reading short stories helps me write better.

I feel that reading articles and passages helps me write better.

The majority of the participants in both the experimental and control groups chose *strongly agree* and *agree* responses. As shown in the above table, the means of the two groups were not much different; 2.10 for the experimental group, and 2.17 for the control group. This shows that the majority of the students in the experimental group agreed with the statement.

Question four: I think that reading short stories will also help me write better in any types of writing.

I think that reading articles and passages will also help me write better in any types of writing.

In this question, the result also shows that students in both groups agreed with this statement as the means of this item were 2.53 and 2.40. The standard deviations between these groups were close to each other (.62).

Question five: I feel that reading short stories expands my idea and helps me think critically.

I feel that reading articles and passages expands my idea and helps me think critically.

With this statement, the responses between the experimental group and the control group are also similar. In the experimental group, students were in agreement with this statement (mean = 2.06 in experimental group, and 2.36 for the control group). This showed the students' positive feeling for the role of supplementary texts in promoting critical thinking.

Question six: I like the way my teacher give writing assignments following required reading.

The mean for the experimental group was 2.43, and it meant that students agreed with this statement. Similarly, the control students agreed with this statement ($M = 2.56$), so both groups of students liked to write in response to the reading texts.

Question seven: Class discussion about a reading material before I have to write about it helps me understand the story and think more critically.

Overall, these students tended to have a positive feeling toward discussion as a valuable contribution to understanding a reading text. The means for the experimental group was 2.33 and the control group was 2.26. This shows that the majority agreed with this statement. However, the standard deviation (.71 in the experimental group, and .78 in the control group) shows variability in students' responses.

Question eight: Class discussion about a reading material (short stories VS news, and articles) before I have to write about it helps me improve my writing.

The majority of the students in both group agreed with this statement ($M = 2.56$

for the experimental group, and 2.33 for the control group). It showed that students believed that discussion about the texts was good for writing.

Question nine: For me, I enjoy class discussion activity.

The majority of the students in both groups agreed that they enjoyed class discussion as the means for the experimental group was 2.60, and 2.53 for the control group.

Question ten: I feel that reading short stories in a writing class is a burdensome experience.

I feel that reading articles and passages in a writing class is a burdensome experience.

This questionnaire item is different from other items because it is a negative question. The results show that the students in the control group enjoyed the reading texts more than the students in the experimental group because the majority of the experimental students were neutral towards this statement while the majority of the control students agreed with this one. The standard deviation (.84, and .85) shows that students in both group did not have a consensus on this questionnaire items.

In conclusion, students in both the experimental and control groups shared similar opinion of using reading texts as supplements in the writing classroom. Students did not show much interest in writing, but they had positive attitudes towards the teaching method. Students in both groups enjoyed reading before writing and discussion activity. They also agreed that these activities helped them write better and think more critically. Contrary to the expectation, the last item revealed that students in the control group tended to enjoy journal writing more than the experimental students as the majority of the experimental students were neutral with this item, but the control students agreed with this item.

Part III. Qualitative Results: Interview

To study students' attitudes towards the teaching method and the activities more deeply, voluntary students from both groups had a semi-structured interview with the researcher. Sixteen volunteers, four high-achieving and four low-achieving students in the experimental group, four high-achieving and four low-achieving students in the control group were interviewed for their attitudes. This represents 26.66% of the total respondents. There were six questions served as guidelines for the interview. The following table provides a summary of the findings and categories.

Table 14

A Summary of Findings and Categories from the Interview

Findings	Categories of Attitudes
A literary experience before the class	Active readers and writers
	Inactive readers and writers
Learning to write by reading	Useful and meaningful activities
	Difficult and burdensome activities
Moving beyond language learning	Thinking skills and personal growth
	Cultural awareness
Hardest aspects of the course	Language: grammar and usage
	Discussion activity
The most interesting aspects of the course	The reading texts (both text types)
	Discussion activity
The role of the discussion	The development of thinking skills
	No significant role

A literary experience before the class. The first question of the interview concerned literary experience of the students in both groups. Most of the students in both the experimental and control groups stated that they did not have much chance to write. They reported that they sometimes read, but rarely wrote anything. The activities that most students liked to do in their free time were surfing the Internet, and watching TV. However, two high-achieving students in the experimental group and two in the control group showed their interest in writing. For example, one of the high-achieving students in the experimental group said, *“English is my favorite subject. I like every English skill, including writing. I like to write, but I don’t know if my writing is good enough. Writing is hard; still, I like it.”*

The following excerpts show the reading and writing experience of the high-achieving students. These are sample answers of the high-achieving students from both groups

S: I think it isn’t important. I think speaking and listening skills are more important than writing. (high-achieving student in the experimental group)

S: To tell the truth, I don’t like reading and writing. I like listening and I often surf the Internet and watch TV in my free time. (high-achieving student in the control group)

In contrast, students in the low-achieving groups in both experimental and control groups said they had no interest in English writing; only one students (out of eight) in the low-achieving group said she did.

These are sample answers of the low-achieving students from both groups

S: For English, I prefer speaking. I don’t like English writing because I don’t know much about grammar. Writing is complicated. I don’t know how to

write. (low-achieving student in the experimental group)

S: I like listening. I don't like speaking, and also I don't like writing. I'm always worried that I don't write correctly because I'm poor at grammar.

(low-achieving student in the control group)

Regarding the writing class they took before this class, most students reported that they found it useful and it helped them a lot in their writing. Overall, the students showed the lack of interest in writing especially among the low-achieving students. The students reported similarly that they found writing not necessary. In addition, they rarely wrote in their daily lives, so it can be concluded that the students did not appreciate the value of writing.

Learning to write by reading. The next finding from the interview was students' perception of writing following the required reading. Most of the interviewees in high-achieving students in the control group agreed that it was a useful activity. For example, Prasanee stated, *"This activity is Ok. It helps develop English writing, especially, with the vocabulary."* Similarly, Busaya pointed out, *"This activity helps me a lot with my writing. It teaches me how to write with correct sentence structures and grammar."*

The high-achieving students in the experimental group had different opinions. Two of them stated that it was useful; one of them found it boring and useless; and one of them showed mixed feelings. For example,

S 1: I think it is useful because it requires me to revise my own thinking; moreover, it helps develop vocabulary.

S2: I don't like this activity because I'm afraid that I don't do it correctly.

When I have to express my opinion in the writing, I am confused because I'm not sure if my ideas are good.

S3: I think this activity is not useful. I write it because it's my duty to

write, but I think reading to write can't help me much with my writing, but it can probably helps generating ideas in writing, and there are good sentence patterns.

Students in the low-achieving group in both experimental and control groups also reported different opinions. Two students in the experimental group and three from the control group reported that this activity was useful, while two from the experimental group stated that they did not like it, and one student from the control group had mixed feelings toward the activity. The followings are the opinions of the low-achieving students in both groups.

S1: For me, writing is all about sentence structure. This activity is useless for a person like me because I don't know grammar and sentence structures (control group).

S2: Yes, I think it helps me write better because the texts provide the good examples of sentence structures (experimental group).

S3: Sometimes, I think writing after the required reading is burdensome, but it enhances writing skills in terms of vocabulary, and it encourages us to write longer (control group)

Therefore, the interviewees in both groups and in any achievement liked to write after the required reading. The students in the control group in both high and low achieving groups seemed to enjoy this activity over the students in the experimental group.

Moving beyond language learning. Regarding the third findings, most of the students stated that they had learned a lot from this course apart from essay writing. In general, most of the students in both the experimental and control groups regardless of the level of achievement said they had learned thinking skills. For example, one of the high-achieving students in the experimental group said, *"I have learned the new ideas that I*

can apply with my life. I have also gain some interesting concept; for example, when I read about 'friends' in one of the story in which a character wanted his friend to die for him, it makes me think of my situation and ponder on the meaning of friendship." Low-achieving students in the experimental group also reported that they had learned to think from the course. One student reported, *"I think the stories I've read are interesting, and some of them help me think."* However, one of the low-achieving students stated that she did not gain anything because she did not like English much, and she found the texts difficult.

Even students in the control group who read non-literary texts found the texts they had read interesting. Students also reported similar feelings as with the students in the experimental group; for example, a high-achieving student in the control group commented, *"These stories I read help my thinking skills and I've learned some lessons; for example, I remember when I read about how to deal with difficult neighbors, I've learned something from that."* Moreover, a low-achieving student in the control group stated, *"I can apply the biography I read about successful businessmen with my life. I also get the motivation from reading this story."*

Apart from thinking skills, a student in the experimental group stated that she had experienced some new cultural aspects from reading saying, *"I have learned a foreign culture; how people in that country think. I like 'The Crest and the Hide' and 'Oedipus'."*

To sum up, the experimental students in both high and low-achieving groups found reading literary texts helped them think more deeply, while the control students found that the ideas from the non-literary texts were applicable to their lives.

Hardest aspects of the course. Most of the students in both the experimental and control groups regardless of the level of their achievement found grammar the hardest aspect of their writing. Two low achieving students from the control group also said

vocabulary was also a major problem. However, one of the low-achieving students from the experimental group reported that the analysis and giving comments were also her problems as she said, *“To write in response to a short story is hard. I’m not good at grammar. I forgot it all. The hardest thing for me is the analysis; I mean giving opinion is difficult for me. Even in Thai, writing is difficult and writing together with thinking is a real problem for me.”*

Therefore, it is quite clear that most of the students found grammar and usage the most difficult aspect of the course.

The most interesting/ easiest aspect of the course. Three high-achieving students in the experimental group (3/4) thought the short stories were the most interesting aspect of the course. For example, a student stated, *“I think I like reading these short stories.”* She also noted, *“I like reading and writing about these stories.”* Still one student from this group stated that she did not find any easy or interesting aspect at all. Two of the low-achieving students in this group remarked that they like giving opinions because there was no right or wrong answer. One low-achieving student in this group did not like anything, and another student liked writing after a writing model.

Similarly, three high-achieving students in the control group reported that they liked reading activities. One high-achieving student said she liked discussions. The low-achieving students’ answers in the control group were similar to the low-achieving students in the experimental group. Three of them stated that they liked giving and sharing opinions. Another student stated that they liked reading. For example, one of the students commented, *“I think I like reading and answering questions with friends.”*

To conclude, what the students seemed to like most was the texts used in the class, and they liked reading activities such as answering questions with friends. Some stated that they liked the discussion activities.

The role of the discussion. The students in both groups reported mixed feelings toward discussion activities. Half (2/4) of the high-achieving students in both experimental group and control group stated that they liked this activity while the other half said they did not. Students who liked the discussion stated that it was an open activity, sharing experiences with their friends. One student even said that the discussion made her more confident. The latter group who did not like this activity gave various reasons. For example, one of the high-achieving students from the experimental group stated, *“I think my friends are not confident, and they do not speak up because our culture in teaching and learning is not like that. I also think I rarely learn anything from my friends because a lot of my friends think that sharing opinions is not necessary.”* Another high-achieving student from the control group commented, *“I don’t like it much. We all have different opinions. I don’t say that my idea is the better than my friends, but sometimes, I think my friends’ opinions are wrong, and I disagree with them. That’s why I prefer reading by myself with no discussion.”*

The low-achieving students in both experimental and control groups had mixed feelings towards the discussion, but most of them found the benefits of listening to their friends’ ideas. Most of them reported that they liked to have a discussion sometimes, but they would rather listen to their friends’ ideas than to presenting their own ideas. For example, a low-achieving student in the experimental group stated, *“I like to give opinions of the reading text because there is no right or wrong answer. But if I have to discuss in a group, I find it difficult because there are too many different ideas. However, to listen to my friends’ ideas is also beneficial.”* Another low-achieving student in the experimental group also shared opinions with the first student. She said, *“I don’t like group discussions much. A group discussion is not very productive. Still, I like it when I listen to my friends’ ideas. It makes me understand a text better.”* Low-achieving students

in the control group who shared similar ideas remarked, *“I like to have a discussion, but sometimes I prefer doing it alone. It depends. However, when I listen to my friends’ ideas, I can see new ideas. It’s better than thinking alone by myself. I can get some new knowledge from my friends listening to their opinions.”* However, another low-achieving student from the control group, stated, *“I quite like this activity because there is no right or wrong answer. The teacher won’t mind if we are right or wrong.”*

Summary of the Chapter

In summary, this chapter has presented the quantitative and qualitative results of the research. The quantitative results from the scores of the pre and posttest were presented first, and it was found out that the students’ overall writing and critical thinking abilities in both the experimental and control group was significantly improved by the end of the semester. However, the findings indicated that there was no statistical improvement in syntactic development in both groups of the students. When the gains of the pre and posttest scores of both groups were compared, there was a significant difference in syntactic ability between both groups, but there was no significant difference in overall writing and critical thinking abilities. Regarding the students’ achieving levels (the high and low-achieving), there was also a significant difference in syntactic ability between the experimental and control students, but no significant difference in overall writing and critical thinking ability was found. The questionnaire results show that students in both groups had similar attitudes towards the teaching method; using literary and non-literary texts in the writing classroom. In line with their overall writing and critical thinking development by the end of the semester, students reported that they enjoyed the teaching method. In terms of qualitative findings, students did not find writing an important skill. Students in both groups also stated that they found grammar the most difficult matter in

writing. This is consistent with the quantitative results--students in both groups did not improve their syntactic ability by the end of the semester as no statistical difference was found. In line with the questionnaire results, both groups of the students enjoyed reading the supplementary texts. However, although the questionnaire results show that they enjoyed discussion activities, the interview results show mixed feelings, especially with high-achieving students. Although they enjoyed the materials and the teaching method, students wanted the instructor to focus more on grammar and usage.

Chapter 5 summarizes the results and offers the discussion and implications. Some recommendations for the further studies are also proposed.

CHAPTER V

Discussion

This chapter first presents the summary of the research. Then, the discussions are presented. The last part of the chapter presents implications and suggestions for further research.

Summary of the Research

This research has investigated whether teaching writing through responding to literary texts yielded different effects than responding to non-literary texts. The purposes of the current study were to investigate whether using literary texts and non-literary texts could enhance overall writing ability, critical thinking ability and syntactic ability, and to find out whether the two types of texts had different effects on the students' overall writing ability, critical thinking ability and syntactic ability. The participants of the research were 60 third-year Hotel and Tourism majored students. The students were matched according to their previous grades in writing and randomly assigned to the experimental and control groups. The experimental group read the literary texts: short stories, as supplementary reading while the control group read the non-literary texts as supplementary reading. The teaching method of these two groups was similar. Students were required to read a supplementary text, discuss in groups, and write journal entries. The experiment lasted for 16 weeks from the end of October to the end of February. The writing test developed by the researcher was used as the pretest and posttest. Two types of rubrics were employed to see the students' development in writing and critical thinking. The TOEFL scoring writing rubric was used to discern the students' development in writing while the holistic critical thinking rubric by Facione and Facione (1994) were

used to investigate the students' development in critical thinking. In terms of syntax, as a part of the writing ability, t-unit analysis was used. The development of the overall writing, critical thinking, and syntactic abilities of the two groups of students was assessed by comparing their pretest scores and posttest scores; the dependent *t*-test was used. To determine whether the two types of reading texts had different effects on students' overall writing, critical thinking, and syntactic abilities-the gains between pre and posttests of the two groups were compared. An independent *t*-test was used to test the significance of the difference. The null hypothesis ($H_0: \mu_1 = \mu_2$) was tested against a non-directional alternative hypothesis ($H_1: \mu_1 \neq \mu_2$). The significance level (α) was set at $p = .05$.

The analysis indicated that the writing and critical thinking ability of the two groups of students significantly improved from the beginning to the end of the semester. However, students could not develop their syntactic ability. The results also revealed that the overall writing and critical thinking abilities of the two groups of students were not different. Nevertheless, there was a statistically significant difference between the two groups in both high and low-achieving students in terms of syntax. The questionnaire results showed that students in both groups shared similar attitudes. Both groups liked reading the supplementary texts, and they agreed that the activity was useful to develop writing and critical thinking abilities. The interview results confirmed the questionnaire results, but the students found themselves poor at grammar. Students reported their mixed feeling towards the discussion, and they pointed out problems of using discussion in the classroom.

Discussion

Discussions of the results are presented under four major topics: (1) reasons for students' development in writing and critical thinking abilities by the end of the semester, (2) reasons why students in both group could not develop their syntactic ability by the end of the semester, (3) reasons for no difference between two groups in overall writing and critical thinking abilities, and (4) reasons for significant difference in syntax between the two groups.

Reasons for Students' Development in Writing and Critical Thinking Abilities by the End of the Semester

It is evident that the students in both groups developed their writing skills and critical thinking ability throughout the semester. The following accounts for this development. First, reading has a good effect on writing performance. Therefore, reading before writing is beneficial to general students. Grabe (2003) pointed out that reading and writing had a strong relationship, and reading had an impact on writing performance. As he suggested, students learned how to organize a text, and collect information while they read the texts. This finding is in agreement with Krashen (2004), who suggests that extensive reading contributes to better writing ability. The interview results confirmed that the students were positive about the integration of reading in the writing class, and they agreed that reading either literary or non-literary texts had a positive effect on their writing performance. Moreover, the students in both the experimental and control groups enjoyed all the reading materials. From the interview, some students even stated they preferred writing as a response to a reading, instead of doing exercises after a text as they did in a traditional writing class.

Moreover, class activities that focus on students' response to the texts and discussion could develop students' overall writing and critical thinking abilities at a

certain level. As Alvermann (1998) and Combs (1997) stated, by comparing and contrasting students' own ideas with their friends', students learned to think critically. This research was based on Vygotsky's sociocultural theory in which knowledge was built through social interaction. When high-achieving and low-achieving students worked together in a discussion, they learned from each other. Low-achieving students could learn from their more competent peers, and high-achieving students learned to elaborate their ideas from their less competent peers. In class discussion, students learned to see the similarities and differences in their ideas, and this expanded students' views towards the topic. Thus, they began to think more critically.

The last factor concerns journal writing. In this study, students in both groups wrote journal entries in response to a supplementary text after the discussion. Students had a chance to reflect on their own and their friends' ideas. They could use their life experiences and explore themselves while they wrote journal entries. In journal writing, students did not have to think much about grammar, so they rather enjoyed it. Grabe (2003) also stated that extensive reading in combination with consistent writing is an efficient way to improve students' writing. This finding is consistent with those of Boonma (2000) and Khoenkaew (2003), who studied the impact of journal writing. In Boonma's study, it was also found that students' writing ability was developed after the treatment of using journal writing as in a writing class for a semester. Similarly, Khoenkaew's study also showed that students who wrote in response to a reading text (reading logs) improved their writing ability. Cadet (2009) also suggested that incorporating journal writing with the writing class enhanced writing quality. Therefore, journal writing could have a great impact to develop students' overall writing and critical thinking abilities because students learned to relate their ideas, solve problems, discover themselves, and use their imagination.

In summary, three factors influencing students' improvement in overall writing and critical thinking abilities were a reading-writing relation, role of the discussion, and role of journal writing.

Reasons for no Difference between two Groups in Overall Writing and Critical Thinking Abilities

There are five reasons why there was no difference between the experimental and control groups in terms of overall writing and critical thinking abilities.

Text type preference. It was found out that students preferred reading newspapers or magazines in their daily lives. As the interview results revealed, students stated that they liked to read news from the newspaper or from the Internet. Students in the experimental group suggested that the reading texts should not be limited to short stories. One of the interviewees from the experimental group said that she disliked reading short stories, and she found them not practical to real life. For her, short stories were just fictional, and she preferred reading news or articles. This is in line with the experiment by Piyanukool (2001). In his study, the majority of students (61%) liked to read English newspapers, and only 24% reported that they liked short stories. The results suggest that the use of only short stories in writing class should be reconsidered. This present study is consistent with Brady's assertion (2008), who stated that literature should not be considered superior to other texts.

In terms of critical thinking ability, this study showed that the students who had read short stories as supplementary reading did not show higher level of critical thinking ability than those who read news or articles as supplements. As Carter (2007) and Paran (2008) stated, the field of literature and teaching needed more concrete evidence to support all the positive claims. This current study found that reading literary texts such as short stories was as effective in enhancing critical thinking as reading non-literary texts.

The readability level of the texts and the difficulty in the interpretation plausibly affected the results. Because the short stories selected were difficult for the students in the pilot study, some of the short stories were changed into easier ones. For example, *The Open Window* was viewed by students in the pilot study as the most complicated short story to read, so it was changed into *The Crest and the Hide*, in which the theme of the story was more straightforward. When the story which required a lot of interpretations was changed into an easier one, the students probably failed to acquire critical thinking ability. Thus, these short stories used in this study yielded no different effect from the use of non-literary texts.

Writing foundation. The students in this study majored in Tourism and Hotel, and their writing ability was not good. This can be seen from their pretest scores on writing; both groups of the students had low scores. However, writing in response to the literary text is often considered an activity for superior students (Steinberg, 1993). Akyel and Yalcin (as cited in Liaw, 2001) also pointed out that only students who felt that they had a very good command of English appreciated the use of literature. Those who felt they had low language proficiency found literary works too boring, and too hard. Although Paran (2008) stated that literature could be used at any level, this study showed that it might not be suitable for less competent learners. As previously mentioned, writing is not only about thinking, but it also about grammar and usage. This finding is consistent with Akyel and Yalcin's findings. It could be concluded that literary response is probably suitable for superior students who already have a good command of English.

Motivation. Plausibly, motivation is another factor involved. As stated, the participants were Hotel and Tourism majors. The results from the questionnaire as well as the interview showed that a lot of them lacked interest in English writing. In the interview, when the students were asked which English skills they were interested in

most, they answered speaking and listening. The students reported that they had rarely written anything in their daily lives except for exams. Some even stated that they thought writing skills were not important. When they responded to the questionnaire asking whether they enjoyed writing, the majority of the students in both groups chose the neutral response; 66.7 % in the experimental group, and 46.7 % in the control group. Not highly motivated, students did not desire to learn English writing, nor to participate in reading and discussion. Furthermore, the interview results revealed that a lot of students asked their friends to write for them as one of the high-achieving students admitted that she had to write for her friends. This might have resulted from the lack of motivation as well as their inability in English writing.

Thai culture and plagiarism. Secondly, the Thai culture of studying and learning might inhibit students' critical thinking. As Chareonwongsak (2006, 2008) pointed out, Thai students were used to rote learning. Moreover, not many subjects in the secondary or high school in Thailand focus on critical thinking. This is related to the students' learning style. Thai students still preferred teacher-centered classroom (Piyanukool, 2001). Moreover, Hyland (2003) points out different cultural aspects between Western and Asian learners. He states that while Western learners are encouraged to criticize, analyze problems, and reflect on arguments, Asian learners tend to conserve the existing knowledge, and use strategies such as memorizing and imitation. This Asian culture of teaching and learning has a great impact on discussion activities. Instead of criticizing their peers' ideas, students respect their peers' comments. Although the questionnaire results showed that the students in both groups agreed that the students thought discussion helped them write and think better, the interview results are not in conformity with those of the questionnaire. According to the interview, 50% of high achieving students from both groups liked the discussion while the other half did not. This problem on discussion

was salient during the interview. Students seemed reluctant to share ideas during group work or class discussion. For example, one of the high-achieving students from the experimental group said that she could not learn from her friends because her friends did not see any importance of sharing opinions. She further stated that because of Thai learning culture, her friends were not confident enough to speak. It is quite clear that the low-achieving students liked to be listeners. They liked listening to their friends' ideas, but they did not want to share their ideas. One of the low-achieving student from the experimental group stated that discussion with friends was somewhat fun, but he thought that the teacher should give feedback to his ideas whether they were right or wrong. It showed that this student still wanted to rely on the teacher's judgment, and he still believed that there must be a correct answer to every question. These results are consistent with those of Roxana (2003), who found that students needed an instructor's interpretations of the literature reading. Another high-achieving student from the control group shared similar opinions towards discussion. She thought that her friends' opinions were weird, and they were somehow not correct, so she did not like this activity. She said that it did not mean that only her ideas were correct, but her friends' ideas were not acceptable for her. These attitudes were similar to Kim's (2001). He stated that there were still some teachers as well as students who believed in the notion of one correct answer. These attitudes somehow inhibit the students' ability to think critically, and it showed that the students did not have critical thinkers' characteristics--open minded, and respectful of other opinions. Therefore, it is important for the teachers to encourage their students to become critical thinkers.

Analyzing the students' essays revealed that the problem of plagiarism was distinct. Even though there was a significant difference in students' development in critical thinking in both groups, the level of their critical thinking was low. The students'

essays showed that students often copied some parts of the texts rather than writing their own reasons, so plagiarism has a role in students' critical thinking. Even with the pre and posttest, many students copied the ideas presented as examples. They did not express much of their own ideas. Moreover, the students usually expressed or stated their claims without supporting them. They usually used adjective words such as *lovely*, *good*, *smart*, *bad*, etc., but there was no support for their own thinking. Committing plagiarism seems to be normal for Thai students. The problem of plagiarism in this study was similar to a study in Turkey (Alagozlu, 2007) which revealed that Turkish EFL students tended to memorize and sometimes copied some parts of a text they read. Alagozlu concluded that the lack of critical thinking in Asian EFL learners probably resulted from low language proficiency levels as well as Asian cultures. Therefore, it can be concluded that the students failed to express their own ideas with their own words and sufficient support because of their limited language, and their learning culture.

Timing. Time is probably another factor to account for the non difference between the two groups of students. This study began in the end of October 2008 and lasted for 16 weeks. There were quite a lot of holidays, including Father's Day, Constitution Day, and the New Year's long holiday. These holidays deviated students' attention from class activities. Therefore, they did not read the supplementary text outside class on their own. They came into class just to listen to their friends. Moreover, the class time for both groups was in the evening, and the students seemed to be too tired. The class time for the experimental group was 17.00-20.00 on Tuesday, and that for the control group was 17.00-20.00 on Friday. Students in both groups had other classes in the morning, so they did not pay full attention during the study. A lot of students wanted to finish the class as early as possible, and they were not willing to have a discussion because they wanted to leave. Students usually complained that they were hungry and

tired, so they could not concentrate much. With holidays, and inappropriate class time, the teacher's intervention had no effects in increasing students' critical thinking ability.

In short, five reasons why there was no significant differences between the two groups of the students in terms of overall writing and critical thinking abilities include text type preference, writing foundation, motivation, Thai learning style, and time.

Reasons for Lack of Progress in Syntactic Ability in both Groups

There are three main reasons why students in both groups did not improve their syntactic ability by the end of the semester, including teaching problems, students' low language competence, and timing.

Teaching problems. The first probability that explained the results is the problem of integrating language learning and literature learning. Language and literature have been viewed as a dichotomy (Paran, 2008), and that it is difficult to integrate them. This can date back to the famous debate between Lindemann and Tate (1993); composition and literature. It is often that teachers of writing who try to integrate literature and composition tend to "neglect one in favor of the other" (Steinberg, 1993, p. 269). The balance approach is often difficult to reach. In this study, students were encouraged to engage in discussion and express themselves in their journal writing. The students had an opportunity to explore the intrinsic value of literature, based on expressivist or personal identity approach (Belcher & Hirvela, 2000). Because this research investigated critical thinking ability through literary discussion, the language learning was neglected somehow. For example, when the focus was on ideas or content, teacher's feedback concerned mostly ideas. Especially, in journal writing, the teacher rarely gave feedback on students' grammatical mistakes. This finding is in agreement with Cadet's (2009) findings in which no significant difference in terms of syntactic development was found between two groups of students after the treatment of incorporating personal writing with

the traditional writing class. Moreover, the students mostly spoke Thai in discussion. However, not only does writing include expressing feeling, but it also includes grammar, usage, punctuation, spelling, and sentence structure (Steinberg, 1993). Therefore, as Steinberg (1993) suggested, it is difficult to balance between language learning and literary learning.

Language competence. Students could not develop their grammatical ability because of their initial limited language competence. As mentioned above, the class focused mostly on content and critical thinking. Hyland (2003) stated, “Advanced L2 writers are handicapped more by a lack of composing competence than a lack of linguistic competence. The opposite is true for lower proficiency learners” (p.36). From the students’ pretest, students in this study had low language proficiency; therefore, they needed the teacher to focus more on grammar than content. The students in both groups pointed out that they wanted to learn to write at the sentence level. As shown in the interview, the students reported that they found themselves poor writers because of their poor grammar and usage. In the interview, every student answered that the hardest aspect of the class was grammar and usage. For some participants, writing was only about grammar. Students thought that grammar was an end in itself. Therefore, they wanted the instructor to focus on grammar and sentence structure. Even though they had learned one English writing course which emphasized sentence structure, they thought it was not enough. This idea revealed that the students’ objective in learning was different from the researcher’s, and it deviated their attention from class activities.

Furthermore, an error-free t-unit analysis was a problem for this research because it appeared that the students just copied the sample opinions in the instruction. Therefore, the copied sentences were not considered error-free t-units because the students did not produce those sentences themselves. As a consequence, the percentage of error-free t-

units of this group of students was low. Therefore, it was difficult to judge the students' real syntactic development, since they did not truly show their syntactic ability in writing, because of their plagiarism.

Timing. Time is still a factor influencing this result. On the day of the posttest, it was the last week of the semester, and a lot of classes had been closed. Therefore, the students did not pay attention to the posttest. Especially the class for the control group was on Friday, so students lost their interest in learning. The students at Mahasarakham University came from the provinces nearby, and the students wanted to leave early on Friday to catch the bus back home. This is why the control students did poorly on their posttest in terms of syntax. They hurried to leave, so they did not revise their own essay. Probably, because of this carelessness, students did not show any development in syntax.

To sum up, the students in both groups could not develop their syntactic competence by the end of the semester because of three reasons, including teaching problem, low language proficiency, and timing.

Reasons for Significant Difference in Syntax between the Two Groups

Two reasons contribute to the significant difference in syntax between the experimental and control groups: role of literature in grammatical development, and plagiarism.

It should be noted that there was no statistical significant within the experimental group, but there was a significant difference in syntax between the two groups in both high and low-achieving levels. It is difficult to explain this result, but a plausible explanation for this might be that reading literature has a role in grammatical development. Literature was claimed to promote language competence, and this result corroborates the finding of Ensslin's study (2006) which found that reading literature could help students develop their grammatical competence. Students also reported in the

interview that they could use the structures from the reading texts as the examples in their own writing. This positive effect of literature reading on grammatical competence occurred with both high and low-achieving students. Therefore, this finding further supports the idea of grammatical development from literature reading.

Another plausible explanation for this is that the students in the control group copied the sample texts more than the experimental students. As mentioned previously, the copied sentence was not considered an error-free t-unit although it was grammatically correct. Therefore, the control students' number of error-free t-units was low. It could be concluded that reading literature might help expand the students' ideas so that they could produce more error-free t-unit presenting their own opinions. As previously mentioned, control students had their posttest on Friday, the last day of the semester. As a result, they hurried to do their posttest in order to catch the bus home as early as possible. The carelessness in writing and their amount of inattention affected their writing quality.

To sum up, the use of literary text in the writing class was as effective as the use of non-literary text in terms of overall writing abilities and critical thinking abilities. In terms of syntax, although both groups of students could not significantly develop their syntactic competence by the end of the semester, there was a significant difference between the two groups of the students. That is, the experimental group did better on syntax than the control students. Thus, it could be concluded that the integrating of reading in the writing class was beneficial for the students. Literary texts might have a better role in promoting grammatical competence.

Implications

The findings of this study have a number of important implications for Thai language classroom. The implications of this study are described in the following section.

1. Based on the findings previously discussed, both literary and non-literary texts are worth using in a college writing class to help improve students' writing and critical thinking abilities because the two reading text types yielded no different results.

However, reading literary-text might be more effective than reading non-literary texts in the development of grammatical competence. The findings suggested that integrating reading in the writing class was beneficial, and desirable no matter what text types were used. Nevertheless, the texts used should have appropriate language level, and length.

2. Regarding the discussion, the results showed that the students could have the opportunities to share their ideas with their peers. It encouraged them to work together, to have more confidence, and learn from each other. Although the students in this study showed their lack of self-confidence from the interview, they reported that listening to their friends' ideas was useful. The results also suggest that the high-achieving students should take a role as the leader in group discussion.

3. With regard to the use of L1 in class, the students did not speak English during the activity. Even though it is acceptable for the students to use their native language when the focus is on thinking, the issue of language learning is somehow neglected. As a consequence, teachers should encourage the students to use English as much as possible, and try to point out the usefulness of English speaking. When there is enough time, teachers might help the students discuss again in English after the native language discussions.

4. This study showed that Thai students still have problems with grammar and usage although they have studied grammar since primary school. This shows that there

should be more concern about grammar teaching. A density of errors as outlined in Thep-Ackrapong (1997) could probably be used as a guideline in grammar teaching because it clearly shows the errors Thai students often make, and it suggests the way to correct the students' errors systematically.

Recommendations

The following are some recommendations for further studies:

1. This study supported that reading literary texts was as effective as non-literary texts in terms of overall writing abilities and critical thinking ability. However, literary texts seemed to have a better role in promoting grammatical competence than the non-literary texts. More studies are needed to confirm these results.
2. Since the participants in this study did not have good command of English, further studies on this issue should be pursued with different groups of participants as it is claimed that literature is suitable for superior students (Steinberg, 1993). It is worth investigating whether literature is beneficial to which level of learning.
3. Regarding the discussion activity, the students in this study showed lack of interest. In further research, incentives should be given to the students to motivate them to discuss. Moreover, everyone in the group should have their role in solving a task. One technique used is to assign a group of students to do a group project, but when it comes to the presentation, one of the group members will be randomly selected, and the entire group will receive the same grade from the presentation. This method can encourage students to actively participate in the discussion.
4. The time for this study was inappropriate. As mentioned earlier, the class time for both the experimental and control groups was 5.00 – 7.00 pm. This evening time had a lot of disadvantages; for example, students were too tired, hungry, and they wanted to leave as early as possible. Therefore, different class time could yield different results.

5. In terms of plagiarism, the pre and posttest for this research had sample opinions, so the students copied those in their own writing. Therefore, the sample opinions should be presented in a different way. For example, the teacher should collect the sample opinions back before the students do the test. Another way to prevent plagiarism is to inform the students that they would receive no score if they plagiarize. Moreover, teachers might need to teach paraphrasing so that students know how to avoid plagiarism.

6. Regarding critical thinking skills, this research showed that the transactional theory in reading helped develop critical thinking ability. However, the students' critical thinking ability was still at a low level. Critical thinking skills could not improve much during a short period of time. Although the time of this study was 16 weeks, it was considered short for improving critical thinking ability. Therefore, longitudinal study might provide more solid evidence of this teaching method.

7. In this study, the teacher selected the reading texts for the students. In the further studies, the students might be given the lists of reading texts and select the texts to read according to their own interests.

8. Finally, the reading texts were used in this study just as supplementary texts. The students, however, still used a commercial textbook in their writing class. Future research should use the reading texts as a primary source for the class so that the effect of using literary and non-literary texts might be more distinct.

Conclusion

This chapter discussed the four major results of the study; (1) the writing and critical thinking ability of the two groups of students significantly improved from the beginning to the end of the semester; (2) the writing and critical thinking ability of the two groups of students were not different; (3) the syntactic ability of the students did not

significantly improved by the end of the semester; and (4) the syntactic ability of the two groups of students was significantly different. The results confirmed the usefulness of integrating reading in the writing class. The two text types had equally good effects on the students' writing and critical thinking skills. However, in terms of grammatical competence, the experimental students showed a significantly higher percentage of error-free t-units than control students. The suggestions for further research were to use this teaching method with different groups of students, and to try to motivate students to participate in the discussions. Although the students benefited from integrating reading in the writing class, their writing and critical thinking levels were still at a low level. The recommendations for this study were to study further on the role of literature and grammar, to change groups of participants and time, and to use the literary texts as a primary source. This study revealed the picture of Thai college students who were not English majors and the ways to improve their English writing and critical thinking ability for Thai students.

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APPENDICES

APPENDIX A

Pretest

Read the following interviews about wearing a uniform and write a paragraph about it. You may use a quotation from the interviews in your paragraphs.

Should university students be obliged to wear a uniform?

Siriporn, student at Rajabhat Phranaknon University: I think wearing a uniform is very important as a university student because it shows that you pay respect to your teachers and your institution. Moreover, by wearing a uniform, you don't have to think much of the fashion: what you should wear or should not wear. So, it saves money!

Krisana, student at Rajamangala University of Technology: I don't see any points in wearing a uniform. It's just a shell. Students who wear a uniform do not have to be good and hard working students. We are now living in the democratic society, so students should be allowed to express themselves freely. I think that wearing a uniform is a bad idea.

Orathai, student at Srinakarinwirot: I feel good to wear a uniform and for me, wearing a uniform is still important. It can tell other people who you are and what university you are from. It can also show your discipline. As we are in Thai society; in Thai culture, we should pay respect to the teachers and one way to do is to wear a uniform.

Wipawee, student at Chiang Mai University: Wearing a uniform cannot prove how good or clever you are. Now, we can see a lot of students who wear a uniform but they look so bad with tight shirts and short skirts. Should we call that sexy way of dressing a uniform? So, wearing t-shirt and jean to class might be more polite than that sexy uniform.

APPENDIX B

TOEFL writing scoring guide

- 6 An essay at this level
- effectively addresses the writing task
 - is well organized and well developed
 - uses clearly appropriate details to support a thesis or illustrate ideas
 - displays consistent facility in use of language
 - demonstrates syntactic variety and appropriate word choice though it may have occasional errors
- 5 An essay at this level
- may addresses some parts of the task more effectively than others
 - is generally well organized and developed
 - uses details to support a thesis or illustrate an idea
 - displays facility in the use of language
 - demonstrates some syntactic variety and range of vocabulary, though it will probably have occasional errors
- 4 An essay at this level
- addresses the writing topic adequately but may slight parts of the task
 - is adequately organized and developed
 - uses some details to support a thesis or illustrate an idea
 - demonstrate adequate but possibly inconsistent facility with syntax and usage
 - may contain some errors that occasionally obscure meaning
- 3 An essay at this level may reveal one or more of the following weaknesses:
- inadequate organization or development
 - inappropriate or insufficient details to support or illustrate generalizations

- a noticeably inappropriate choice of words or word forms
 - an accumulation of errors in sentence structure and/ or usage
- 2 An essay of this level is seriously flawed by one or more of the following weaknesses
- serious disorganization or underdevelopment
 - little or no detail, or irrelevant specifics
 - serious and frequent errors in sentence structure or usage
 - serious problems with focus
- 1 An essay at this level
- may be incoherent
 - may be undeveloped
 - may contain severe and persistent writing errors
- 0 A paper is rated 0 if it contains no response, merely copies the topic, is off-topic, is written in a foreign language, or consists of only keystroke characters.

APPENDIX C

Holistic Critical Thinking Scoring Rubric (Facione & Facione, 1994)

- 4 Consistently does all or almost all of the following:
 - Accurately interprets evidence, statements, graphics, questions, etc.
 - Identifies the salient arguments (reasons and claims) pro and con.
 - Thoughtfully analyzes and evaluates major alternative points of view.
 - Draws warranted, judicious, non-fallacious conclusions.
 - Justifies key results and procedures, explains assumptions and reasons.
 - Fair-mindedly follows where evidence and reasons lead.
- 3 Does most or many of the following:
 - Accurately interprets evidence, statements, graphics, questions, etc.
 - Identifies relevant arguments (reasons and claims) pro and con
 - Offers analyzes and evaluations of obvious alternative points of view.
 - Draws warranted, non-fallacious conclusions.
 - Justifies some results or procedures, explains reasons.
 - Fair-mindedly follows where evidence and reasons lead.
- 2 Does most or many of the following:
 - Misinterprets evidence, statements, graphics, questions, etc.
 - Fails to identify strong, relevant counter-arguments.
 - Ignores or superficially evaluates obvious alternative points of view.
 - Draws unwarranted or fallacious conclusions.
 - Justifies few results or procedures, seldom explains reasons.
 - Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.
- 1 Consistently does all or almost all of the following:
 - Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.
 - Fails to identify or hastily dismisses strong, relevant counter-arguments.
 - Ignores or superficially evaluates obvious alternative points of view.
 - Argues using fallacious or irrelevant reasons, and unwarranted claims.
 - Does not justify results or procedures, nor explain reasons.
 - Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.
 - Exhibits close-mindedness or hostility to reasons.

APPENDIX D

Questionnaire
Adapted from Roxana, (2003)

Students' perceptions of literature-based writing classroom

Part I: Demographic Information

Please check the appropriate category.

Gender: _____ male _____ female

How would you rate yourself as an English student?

_____ Excellent _____ Good _____ Average _____ Fair _____ Poor

Please complete the following statements:

Major: _____

My grade point average (GPA) last semester was _____ .

Part II: Opinion Rating Scale

Please circle the one choice that is closest to your opinion.

1. Before this class, I usually enjoyed writing.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

2. I enjoy reading literature provided in this writing class.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

3. I feel that reading literature helps me write better.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

4. I think that reading literature will also help me write better in any types of writing.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5

5. I like the way my teacher give writing assignments following required reading of literature.

Strongly agree disagree	Agree	Neutral	Disagree	Strongly
1	2	3	4	5

6. I feel that reading literature expands my idea and helps me think critically.

Strongly agree disagree	Agree	Neutral	Disagree	Strongly
1	2	3	4	5

7. Class discussion about a reading material (short story) before I have to write about it helps me understand the story and think more critically.

Strongly agree disagree	Agree	Neutral	Disagree	Strongly
1	2	3	4	5

8. Class discussion about a reading material (short story) before I have to write about it helps me improve my writing.

Strongly agree disagree	Agree	Neutral	Disagree	Strongly
1	2	3	4	5

9. For me, I enjoy class discussion activity.

Strongly agree disagree	Agree	Neutral	Disagree	Strongly
1	2	3	4	5

10. I feel that reading literature in a writing class is a burdensome experience.

Strongly agree disagree	Agree	Neutral	Disagree	Strongly
1	2	3	4	5

Part III. Open response

Is there anything else about this topic that you really want to say?

Which story do you like most? Why?

APPENDIX E

Interview questions**(Experimental group)**

1. Before this class, how did you study English writing, and what do you think of that method?
2. Please describe how you feel about writing following the reading of literature. How much effect does this class have on your essay writing?
3. Other than essay writing, what else do you learn from this class?
4. What is the hardest aspect of this class?
5. What is the easiest aspect of this class?
6. What role does classroom discussion play in helping you understand what you have read?

Interview questions**(Control group)**

1. Before this class, how did you study English writing, and what do you think of that method?
2. Please describe how you feel about writing following the reading of articles and news. How much effect does this class have on your essay writing?
3. Other than essay writing, what else do you learn from this class?
4. What is the hardest aspect of this class?
5. What is the easiest aspect of this class?
6. What role does classroom discussion play in helping you understand what you have read?

APPENDIX F

Syllabus

Week	Topic/Skill	Materials, teaching & practice	Activities & Assignment
1	Pretest		-
2	Paragraph Structure	- Introduction to Academic Writing - Stating topic sentence, analysis structure of paragraph to establish links between topic sentence & reasons	
3	Paragraph structure	- Punctuation - The writing process - <i>"The Old man and four Wives"</i>	- Journal writing 1
4	- Prioritizing - Classification	- Introduction to Academic Writing Chapter 2 - <i>"The Crest and the Hide"</i>	- Group discussion - Questions and answer - Journal writing 2
5	- Logical division of ideas	- Introduction to Academic Writing Chapter 2	- Outline for logical division of ideas
6	- Logical division of ideas	- Introduction to Academic Writing Chapter 2	- First essay "review of a restaurant in your area"
7	- Compare/contrast	- Introduction to Academic Writing Chapter 3 - <i>"Oedipus"</i>	- Group and class discussion using Question-based activities and literature maps - Journal writing 3
8	Mid-term week	-	-
9.	- Compare/contrast	- Introduction to Academic Writing Chapter 3 - comparison and contrast signals	- Outline for the compare and contrast essay
10	- Compare/contrast	- Introduction to Academic Writing Chapter 3	- Second essay comparing and contrasting
11	- stating reasons and using examples	- First step in academic writing Unit 4 - <i>"Japanese Hamlet"</i>	- Journal 4 in response to "Japanese Hamlet" - Questions-

			answer - Group discussion
12	- stating reasons and using examples - Evaluating the idea	- First step in academic writing Unit 4	- Third essay
13	- Facts and opinion -Analyzing both sides of an issue	- First step in academic writing Unit 5 - “ <i>The Happy Prince</i> ”	Journal writing 5
14	- expressing opinion	- First step in academic writing Unit 5	
15	- Arguments/ counter argument, supporting reason	- First step in academic writing Unit 5	- Fourth essay
16	Posttest	-	

The textbooks used for both experimental and control groups are:

1. *First Steps in Academic Writing* chapter 5-6
2. *Introduction to Academic Writing* chapter 3, 5, and 7.

APPENDIX G

Lesson Plan 1

Lesson Topic: compare and contrast journal

Class: 3rd year students

Time: 150 minutes

Lesson objectives: Students should be able to

1. answer some questions that lead to logical and critical thinking
2. write a journal entry comparing and contrasting the points of view of main character and students
3. support reasons for supportive claim using their own personal experiences
4. order and link paragraphs into cohesive and coherent journal by using connecting words for comparison and contrast.

Grammar focus: comparative forms

Material Needed: a short story, "The Oedipus"

Content

This lesson focuses on comparing and contrasting skill. Comparing and contrasting is one of the crucial elements in writing an argumentative essay. It is also required in critical writing. In writing an argumentative essays, the ability to think reasonable and clearly is important. Students have to express themselves clearly and concisely. This lesson aims to prepare students for higher level of critical thinking. A lot of questions will be used to stimulate students' response and critical thinking.

Instructional activities

The students have given the story before this class period and they are assigned to read it before the class begins. Students are assigned to be in a group of four or five students. In each group, good, average, and weak students work together to help each other complete the tasks.

Beginning the literary experience

Min

- 5 1. Take attendance. Teacher needs to evoke personal or conceptional connections of the students. During the attendance, students are to brainstorm their definition of the word "fate".
- 10 2. Students are in groups of four and they need to construct a semantic map for the word "fate".
- 10 3. Each group briefly presents their own semantic maps to their classmate.
- 5 4. Teacher briefly talks about "Oedipus" and ask the students if they know the theme of the story.
- 20 5. Some comprehensive questions are also shown on the board and students help each other in their group answer these questions.
 1. Who were Oedipus's real parents?
 2. How and where did Oedipus live?
 3. What had been told by the oracle?
 4. What did his real father do to get rid of Oedipus?
 5. How did Oedipus know his destiny? And what did he decide to do?
 6. Who was that haughty lord he killed on a narrow mountain path?
 7. How did he become the king of Thebes?
 8. How could Queen Jocasta look much younger than her real age?
 9. What happened to the city that made people die in great numbers? What did Oedipus do in order to solve the problem?
 10. What did Oedipus hope to gain by sending his men to pray to the oracle at Delphi?
 11. How was all the truth about Oedipus revealed?
 12. In a short summary, recount the events that lead up to the self-blinding Of Oedipus.
- 20 6. The teacher checks the answer with the students as a whole class discussion.

Continuing the literary experience

20 7. Students discuss these questions that focus on students' opinions.

1. What are your first impressions of Oedipus as a person and ruler?
2. What is the major conflict/ dilemma of the story?
3. Must Oedipus make a difficult decision? What is it?
4. Does Oedipus lose or triumph?
5. Is it the destiny that destroys Oedipus's life?
6. Do you believe in destiny? Give at least one good reason to support your point. You may recount your own experience in order to answer this question. Try completing the following chart.

Reasons for believing in destiny

Reasons for disbelieving in destiny

.....

.....

.....

.....

.....

.....

20 10. Students in each group discuss their ideas to the whole class.

10 11. Teacher evaluates the lesson after students finish their presentation.

20 12. Teacher explains how to write a journal entry comparing and contrasting their own view and their friends'; how to write a cohesive and coherent journal using appropriate connecting words they have learned in the previous period.

10 Teacher asks if students have any questions. If there is, teacher gives explanation. Teacher asks students to write a journal entry comparing and contrasting the different opinions between theirs and their classmate.

Writing Assignment: compare and contrast journal

APPENDIX H

A Comparison of Error-Free T-Units of the Pre and Posttest of 30 Students in the Experimental Group

The Pretest				The Posttest		
No. Essay	Total of T-units	No. of Error-free	Percentage of Error-free/ Total of T-units	Total of T-units	No. of Error Free	Percentage of Error-free/ Total of T-units
High-achieving students						
1	11	3	27.27	9	0	0
2	12	1	8.33	11	0	0
3	12	1	8.23	10	0	0
4	11	0	0	10	0	0
5	11	1	9.09	10	0	0
6	11	1	9.09	9	3	33.33
7	10	1	10.00	10	2	20
8	8	3	37.50	7	3	42.85
9	9	0	0	6	0	0
10	8	0	0	7	0	0
11	8	0	0	10	1	10
12	10	0	0	9	0	0
13	14	0	0	10	0	0
14	13	0	0	10	2	20
15	13	0	0	8	0	0
16	12	0	0	8	0	0
17	9	0	0	7	0	0
18	10	1	10.00	10	1	10
19	12	0	0	7	0	0
20	10	0	0	10	1	10

Low achieving students						
21	11	1	9.09	10	0	0
22	8	0	0	10	1	10
23	10	0	0	6	0	0
24	7	0	0	10	2	20
25	13	0	0	10	3	30
26	12	0	0	9	0	0
27	8	1	12.5	10	0	20
28	7	0	0	8	0	0
29	10	0	0	9	0	0
30	12	0	0	9	2	22.22

A Comparison of Error-Free T-units of the Pre and Posttest of 30 Students in the Control Group

The Pretest				The Posttest		
No. Essay	Total of T-units	No. of Error-free	Percentage of Error-free/ Total of T-units	Total of T-units	No. of Error Free	Percentage of Error-free/ Total of T-units
High achieving students						
1	11	2	18.18	11	0	0
2	10	2	20	10	2	20
3	12	4	33.33	10	1	10
4	14	2	14.28	11	2	18.18
5	10	1	10	10	0	0
6	6	0	0	11	2	18.18
7	9	3	33.33	10	1	10
8	9	0	0	12	0	0
9	11	2	18.18	14	2	14.28

10	13	0	0	8	0	0
11	10	2	20	11	1	9.09
12	11	2	18.18	10	0	0
13	10	2	20	9	2	22.22
14	12	1	8.33	12	1	8.33
15	8	0	0	10	0	0
16	10	2	20	8	0	0
17	11	2	18.18	13	0	0
18	9	1	11.11	9	1	11.11
19	9	1	11.11	10	0	0
20	10	0	0	9	0	0

Low achieving students

21	10	1	10	7	0	0
22	8	0	0	13	0	0
23	12	0	0	11	0	0
24	13	1	7.69	10	0	0
25	10	0	0	6	0	0
26	11	2	18.18	9	1	11.11
27	10	1	10	11	0	0
28	10	0	0	10	2	20
29	11	0	0	16	0	0
30	12	0	0	10	0	0

VITAE

VITAE

Name: Sirirat khuankaew

Date of Birth: 22 April, 1978

Place of Birth: Chiang Mai, Thailand

Address: 95/1 Moo 2 Tambon Taladyai Doisaket District Chiang Mai,
Thailand 50220

Educational Background:

2010 Ph.D. in English, Srinakharinwirot University

2003 M.Ed. in Teaching English as a Foreign Language, Chiang Mai University

1999 B.A. in English (Hons.), Chiang Mai University