

EFFECTS OF THE CONCENTRATED LANGUAGE ENCOUNTER
INSTRUCTION (MODEL III) ON MATAYOMSUKSA 5 STUDENTS'
WRITING ABILITY



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

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Thesis. M.A. (Teaching English as a Foreign Language). Bangkok: Graduate School. Srinakharinwirot University. Thesis Advisor: Dr. Walaiporn Chaya.

This study aimed to investigate the effects of the Concentrated Language Encounter (Model III) on Matayomsuksa 5 (eleventh grade) students' writing ability and their perceptions towards using the CLE (Model III). Thirty- five participants were selected by the convenience sampling. They took English IV (Eng32102) course in the second semester of the academic year 2011 at Triamudomsuksa Pattanakarn School. The study lasted 24 periods over the two month time. The instruments used for collecting data were the English writing pre-and post- test, and the questionnaire on students' perceptions. The data were statistically analyzed by using the paired t- test. The results of the study indicated that the CLE (Model III) had a significantly positive effect on the English writing ability of Matayomsuksa 5 students. The posttest mean scores were significantly higher than the pretest mean score at the .01 level. The comparison of the pretest and posttest scores of high proficient and low proficient students also showed the significant difference in the writing performance after learning through the CLE (Model III) at the .01 level. Moreover, the results from the questionnaire showed that the participants had positive perception toward the application of the CLE (Model III).

ผลของการสอนด้วยวิธีมุ่งประสบการณ์ภาษา (รูปแบบที่ 3) ต่อความสามารถในการเขียนของ
นักเรียนระดับชั้นมัธยมศึกษาปีที่ 5



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
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การศึกษาค้นคว้าครั้งนี้มีจุดมุ่งหมายเพื่อศึกษาผลสัมฤทธิ์ของการสอนด้วยวิธีมุ่งประสบการณ์ภาษา (รูปแบบที่ 3) ต่อนักเรียนระดับมัธยมศึกษาปีที่ 5 โรงเรียนเตรียมอุดมศึกษาพัฒนาการ กลุ่มตัวอย่างเป็นนักเรียนระดับชั้นมัธยมศึกษาปีที่ 5 จำนวน 35 คน โดยการสุ่มตัวอย่างตามความสะดวก ใช้เวลาในการทดลอง 24 คาบ เครื่องมือที่ใช้ในการทดลอง คือ แบบทดสอบวัดความสามารถทางการเขียนภาษาอังกฤษก่อนเรียนและหลังเรียน เกณฑ์ประเมินการเขียน และแบบสอบถามการรับรู้ของนักเรียนที่มีต่อการสอนด้วยวิธีมุ่งประสบการณ์ภาษา (รูปแบบที่ 3) สถิติที่ใช้ในการวิเคราะห์ข้อมูล t -test แบบ Independent samples ผลการศึกษพบว่า นักเรียนที่ได้รับการสอนด้วยวิธีมุ่งประสบการณ์ภาษา (รูปแบบที่ 3) มีความสามารถทางการเขียนภาษาอังกฤษก่อนและหลังการทดลองแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 นอกจากนี้ผลจากการเปรียบเทียบความสามารถในการเขียนของนักเรียนกลุ่มที่มีความสามารถสูงและกลุ่มที่มีความสามารถต่ำพบว่านักเรียนทั้งสองกลุ่มมีความสามารถในการเขียนเพิ่มขึ้นหลังจากการเรียนการสอนด้วยวิธีการสอนแบบมุ่งประสบการณ์ (รูปแบบที่ 3) อย่างมีนัยสำคัญทางสถิติที่ระดับ .01 การศึกษาการรับรู้ต่อการสอนด้วยวิธีมุ่งประสบการณ์ภาษา (รูปแบบที่ 3) พบว่า นักเรียนมีการรับรู้ในทางบวก โดยนักเรียนส่วนใหญ่มีการรับรู้ที่ดี

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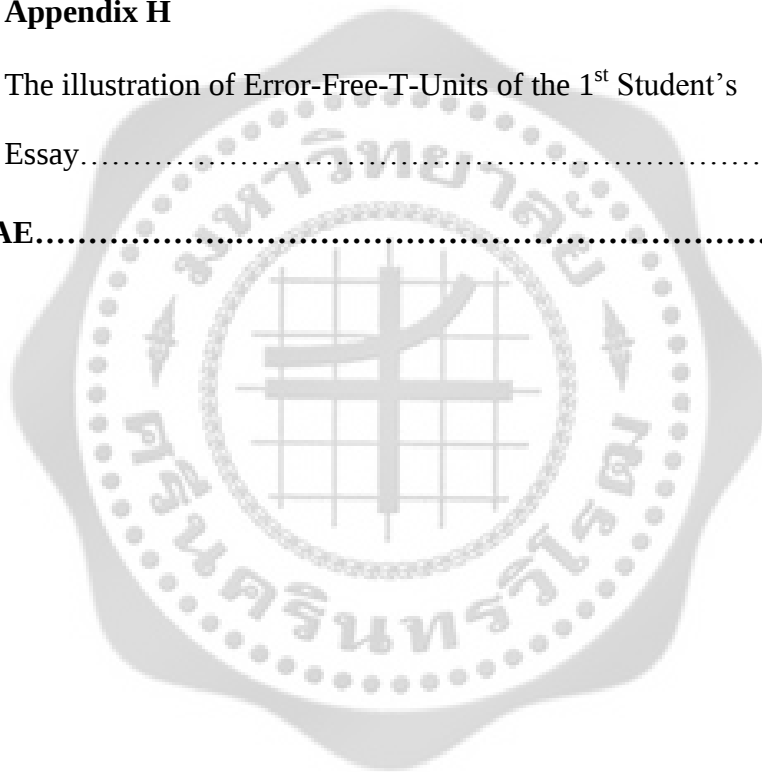
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CHAPTER ONE

INTRODUCTION

Background of the Study

It is widely known that English is the most important international language learned by most people all over the world. English is also used globally for international communication. Therefore, English is a required foreign language, mostly taught as a compulsory subject in the school curricula in most countries of the world (Puengpipattrakul, 2009). People with high proficiency in English can become successful in their global academic areas and professional communities, so in non-native English speaking countries around the world, the government of those countries promote their people to learn English for mastery in the fields for which English language is required, especially reading and writing so as to be able to access academic resources and to achieve world standards in all principles (Tapinta, 2006).

In Thailand, the needs for mastering in English are similar to those non-native speaking countries. English has also played a crucial role in the tourism industry and the demand for proficiency in English is higher for internationalized workplaces to access the Internet and for the purposes of higher education. Thus, English teaching and learning at every level have to be developed so that Thai people are able to accomplish the expected outcome and to use English for international communication effectively (Forman, 2005).

As mentioned above, English curricula have been developed for Thai learners and English is one area that students have to be trained to meet the standards of world class education. English has become a compulsory subject at every level from primary to tertiary level in Thailand. Likewise, the Ministry of Education itself has

launched a roadmap strategy that emphasizes the learners' foreign language ability and skills; especially communicative English together with the thinking skills (Ministry of Education, 2008). In addition, the concept of communicative competence is promoted in one of the educational standards for Thai learners from school to university levels. However, Thai students' English competency does not meet the world standards. They are still having difficulty in using English to communicate, particularly in writing (Ministry of Education 2002, Office of the National Education Commission 2001, 2002).

In learning English for communicative purpose, the focus is on four integrated skills. However, the four communicative skills; listening, speaking, reading and writing cannot be learned alone (Hao, & Sivell, 2002). Reading is closely connected to writing in that writing, a productive skill, cannot happen without reading while reading has a strong influence on writing. Hao and Sivell (2002) further explain that writing activities, such as taking notes, outlining and summarizing, can also improve reading comprehension (p.2). The studies on reading and writing connection reveal that when taught together, reading and writing engage students in greater use of cognitive strategies than when they are taught separately. In addition, using writing as learning tool can lead to better reading achievement, and using reading as a device for elaborating on ideas leads to better writing performance.(Siriyothin & Lin, 2008, p.13).

In academic field, the English skills which play an important role for further education are reading and writing. In her research, Tapinta (2006) asserts:

“The higher the level of education being pursued, the greater the command of English is required, especially in reading and writing in order to access academic resources and keep up with world standards in all disciplines” (p.1).

Moreover, Krashen (1984) states that being a good writer needs to obtain the comprehensible input which is derived from reading. As Brown (1994) states:

“reading ability will best be developed in association with writing, listening, and speaking activity” (p. 283).

The information obtained during reading consists of several elements; grammatical, lexical, or semantic constitutes which make the message meaningful, so reading becomes the basis of writing (Ferris & Hedgcock, 2005). Stotsky (1983) points out that better writers tend to be better readers because they apply the text structure from their writing to make the text easy to comprehend, so teaching grammar by providing reading experiences is as, or more beneficial than grammar study or extra writing practice.

Campbell (1983, as cited in Yoshimura, 2008) suggests that teachers should encourage students to work with texts that provide exposure to different genres or story structures, and topic areas. The students should be guided to think about what they have read, form initial ideas of their own, shift those ideas, and then finally begin to organize them for writing. Moreover, instruction in the writing process and in reading comprehension can be combined because they are similar in many ways: both focuses on helping students to think. Focusing on thinking rather than on simply getting the right answer is helpful to both reading and writing (Maria, 1990).

However, in English as a Foreign Language (EFL) context, teachers do not give students the opportunity to employ reading and writing skills as a communicative tool in real situations. Additionally, teachers tend to give students written assignments on topic areas that they think will be useful when students take the written tests. In fact, these artificial topics and decontextualized exercises may not be of interest to

either teachers or students (Hao & Sivell, 2002). It seems that reading and writing in EFL context have often been taught for many years as separated skills that put its emphasis on grammar and mechanics without developing learners' ability to express their ideas. The problem is that while learners master the grammar rules, they still find it difficult to read or write a whole text.

Concerning teaching writing, Xiao (2005) mentions that most teachers have to confront a lot of problems and difficult situations when teaching writing in EFL class. The difficulties affect not only teachers who have been overwhelmed by a large number of students in each class, the students also have frustrated with writing tasks. Teachers have limitations of training in teaching writing, so they do not have sufficient knowledge about the theories and practice in teaching English writing. For this reason, those teachers teach English writing in the same ways that they had been taught such as leaving the topic on the board and letting students finish their final product of writing themselves with only observation from teachers. The teachers' style of teaching also affects learners' ability. Teachers have no efficient knowledge on what they are teaching and they cannot employ effective teaching methods to manage their classes. Too often, many teachers focus on grammar rules rather than real language use. Kroll (1991) also states that writing tasks assigned by the teachers only rely on sentence level structure and on grammatical sentence structure. Besides, an English writing test is regularly used to check students' proficiency in reading comprehension or grammar use.

Such multiple factors as inadequate learning habits and educational preparation might consequently result in poor reading and writing or the so-called literacy development. To strengthen students' reading and writing ability, the teacher should

teach both skills simultaneously in the real situations since reading has been recognized as the basis for writing and reading and writing develop together (Goodman, 1986 cited in Wu, 2000, p.8).

As for EFL students, it seems that writing in a foreign language is considered difficult and causes little progress because the students need preliminary knowledge and cognitive ability to finish a difficult writing task. They have constraints of the knowledge required for writing such as mechanics, grammar, sentence structure, paragraph coherence, and writing convention. Kasemsab (2005) also mentions that the factors affect writing abilities are learners themselves, who fail to recognize the importance of English writing because they rarely use English in their daily lives, and they do not understand why they must learn it. From kindergarten to university, learners are encouraged to study and use English in the classroom to get good scores. However, once at home, that language is not used at all. Most students also lack the interest in English writing; they must learn it in order to further their study in a university, not out of their own interest. A learning strategy frequently employed is reciting or copying without understanding. The knowledge they have gained seems to fade away easily.

The problem in writing class discussed above is quite similar to the problem in China. Xiao (2005) addresses that the big class size discourages teachers to assign students homework, and the teachers hardly provide satisfactory attention and guidance for their students. Therefore, students think that they seem to make no progress in writing. Similarly, Lin (2003) mentioned that Singaporean students are not able to write an academic composition effectively in spite of the fact that they were instructed in writing from their secondary school.

Taking the problems as discussed into consideration of the problems, studies suggest that the Concentrated Language Encounter Instruction (CLE) is an alternative way to solve the problem of teaching and learning English. There are three underlying principles for the CLE. Firstly, immersion is the principle that students are able to take part in new language activities which gradually challenge them. Secondly, scaffolding involves the models which teachers provide to assist students with the use of English in the language classroom until they become more responsibility for what they need to do. Finally, activity- based experience; everything that students read or write in class is linked to what is happening in a well-understood activity. Thus, they recognize the meaning of what they read or write and understand what they are expected to do with the help from teachers and fellows. Furthermore, the CLE methodology is a student - centered using various kinds of English activities in order to challenge students to take risk of using the language as well as emphasize the use of all English language skills.

The stage of the CLE begins with reading through producing writing tasks systematically. Students participate in learning activities which are both individual and group work. Following the stages of the CLE, students have a chance to employ all skills; listening, speaking, reading, and writing, including thinking skill. The goal of the CLE is to give a comprehensible input from a learning process in which students start from understanding meaning of the text they have read in order that they learn the concept of the language. Then they can use that concept to convey messages via speaking or writing. Also, the CLE encourages students to create their own work or group work with satisfaction (Tapinta, 2006).

Many studies (Suknakha, 2002; Singhakarn, 2004; Kwaenkasikarn, 2007; Thongjean 2007) revealed that the CLE can solve English teaching and learning problems of all the skills; listening, speaking, reading, writing, and thinking processes, all through the activities in the classroom. These researchers conducted the studies following the teaching procedures and CLE principles by applying the CLE procedures to lesson's contents respectively. For example, the results of Thongjean's study (2007) showed that employing the CLE is more effective on students' English performance, semantic creativity and self- confidence than using teacher's manuals. Furthermore, the study of Thongprim (2004) showed the improvement of reading and writing abilities of Matthayom 4 (tenth grade) students taught through the CLE.

According to the studied mentioned above, it is challenging to improve Thai EFL students' writing ability as writing is supposed to be a complex process. Besides, writing skills are needed by students to further academic development or international careers, but writing is still difficult to develop and learn, especially in an EFL context. Also, the policy of the education reform in the second decade (2009- 2018) expects that Matayomsuksa 5 (eleventh grade) students will be trained to be able to write stories involving current situations and express ideas to support or oppose those ideas rationally (Office of the Basic Education Commission of Thailand, 2010). Thus, the researcher believes that the process of the CLE can be applied to teach students who at differing levels of English proficiency and are facing English writing problems.

It is clear that the CLE is effective in increasing students' reading and writing ability. However, studies conducted using the CLE (Model III) to improve writing ability in Thai EFL context are very rare. Interestingly, the researcher therefore wants to apply the CLE (Model III) to Matayomsuksa 5 students at Traimudomsuksa

Pattanakarn School, aimed at developing their writing proficiency.

Objectives of the Study

This study addresses two objectives as follows:

1. To investigate the effects of the Concentrated Language Encounter Instruction on Matayomsuksa 5 students' writing ability.
2. To explore the learners' perceptions towards the Concentrated Language Encounter Instruction.

Research Questions

This present study aimed to find out the answers to three research questions as follows:

1. Is the Concentrated Language Encounter Instruction effective on developing Matayomsuksa 5 students' writing ability?
2. What is the effect on Matayomsuksa 5 students' writing ability who are taught by the Concentrated Language Encounter Instruction?
3. What are Matayomsuksa 5 students' perceptions towards the Concentrated Language Encounter Instruction?

Significance of the Study

The findings of this study will be useful for teachers and researchers who endeavor to find an effective way to teach English writing in EFL courses. The findings will directly help Matayomsuksa 5 students to improve their writing ability through the Concentrated Language Encounter Instruction. In addition, the findings

provide a clear picture of how to introduce the teaching of the Concentrated Language Encounter Instruction into the EFL classroom in an incremental fashion.

Scope of the study

Population and participants.

1. The study investigated the effectiveness of Concentrated Language Encounter Instruction (Model III). The population in this study was Mattayomsuksa 5 students, chosen by convenience sampling. They were seventeen years and they were all Thai native speakers. The participants were 35 students from Triamudomsuksa Pattanakarn School. The study was conducted in 8 weeks, with three hours of class time per week.

2. The variables in this study were as follows:

2.1 Independent variable was the teaching method using the Concentrated Language Encounter Instruction (Model III).

2.2 Dependent variable was English writing ability.

The Definition of Terms

The Concentrated Language Encounter Instruction.

The Concentrated Language Encounter Instruction (CLE) refers to the teaching process which emphasizes comprehensible input through the use of various learning strategies such as specific material use, mapping, and additional activities. The skills of English will be mastered through the participation within the learning process. Through this process it is perceived that students will be able to understand the concept of the texts they have read. They then understand minor elements of the language in

order to communicate with each other in their daily lives. There are three models of the CLE (Rattanaich, 1993).

Model I is the method for the beginner students. The objective is to have students listen to simplified stories and talk about the story after they have listened or read. In addition, the students are able to write simple sentences using their own ideas.

Model II is the method used to teach students who have existing language experience. Students will be trained to write a text based on different types of texts previously read. They are then encouraged to use their creative ideas to write their own story in accordance with the text teachers provide.

Model III emphasizes two learning processes. Analyzing information reasonably and communicating the information via speaking or writing. The stage begins with reading in order to learn story structures. Moreover, students are able to practice the thinking process by analyzing and synthesizing the tasks assigned. During the learning procedures, students will be trained to be responsible and disciplined towards learning and they will also learn to work within a group systematically. The model III which consists of 6 stages is the model the researcher will adopt to teach the participants of this study. The 6 stages of The Concentrated Language Encounter Instruction (Model III) are as follows:

1. Orientation Stage: students survey the text to get the main idea and supporting details and conclude the ideas by using graphical outline orderly. Then they analyze the text structure, and study unfamiliar words.

2. Reflection Stage: students prepare the writing plan in order to write their story based on the text structure learned and then write their ideas down as per their writing plan.

3. Note -Taking Stage: students brainstorm and make notes during discussion to gather ideas in order to write their own story.

4. Synthesis Stage: students discuss the purpose of their writing and the perceived audiences to help them write in an orderly way.

5. Editing Stage: students review their story to correct mistakes and redraft it in order to polish their work.

6. Final Copy and Elaboration: students finish their work and practice using the new language within additional language activities.

Writing ability.

Writing ability in this study refers to the ability to analyze the genre of the text, plan to construct a piece of writing based on the text structure learned, and produce the writing task.

Summary of the Chapter

This chapter presented the rationale of the study. It also discussed the writing problems that Thai EFL students encountered when writing. This chapter proposed the importance of the Concentrated Language Encounter and explained how this approach helped students improve their writing ability. In the Chapter 2, the review of related literature including the CLE procedure, writing process as well as the connection of reading and writing were presented. The last section of the chapter presented the related research on the CLE.

Organization of the Research

Chapter 2 presents the literature related to this research. It is organized into four parts; first, the aspects of the Concentrate of Language Encounter Instruction (Model III). Second, the concept of writing is discussed and the third part reviews the connection of reading and writing. The last part is about the related studies on the Concentrated Language Encounter Instruction.

Chapter 3 provides the research methodology which describes the research design, the context of the study, and the participants. It also explains research procedure, research instruments, data collection procedure, and data analysis.

Chapter 4 shows the results of the research following the two main objectives. First, it presents the effectiveness of the Concentrated Language Encounter Instruction (Model III) and the students' perceptions towards the CLE.

Chapter 5 summarizes the findings of the research and discusses the findings. Then the implications, the limitations of the research, and the recommendations for further studies are presented.

CHAPTER TWO

LITERATURE REVIEW

This study aimed to investigate whether the Concentrated Language Encounter Instruction (Model III) is effective on Matayomsuksa 5 (eleventh grade) students' writing ability. This chapter is divided into four main sections. The first section is concerned with the Concentrated Language Encounter Instruction which describes steps of teaching. The second section describes the concept of writing. The third section discussed the connection of reading and writing and the last section is concerned with related studies on the Concentrated Language Encounter Instruction.

Concentrated Language Encounter Instruction (Model III)

Rattanaovich (1993) states that the Concentrated Language Encounter (CLE) was developed by Courtney Cazden who worked for Harvard University, USA. Brian Gray first conducted the Traeger Park Project, Australia, in 1960. The results of the study clearly showed that most of the students who learned through the CLE succeeded in reading and writing English and they also had a positive view on learning English. Since then, the Traeger Park Project was expanded not only in Australia and also in Asian countries and European countries, including in Thailand.

There are several underlying English teaching approaches which are integrated Concentrated Language Encounter (CLE) into practice to provide students opportunities to use all of English skills, in particular, thinking skills. These approaches are discussed in the next section.

Teaching Approaches related to Concentrated Language Encounter Instruction (Model III).

The natural approach.

Rattanaovich (1993) points out that sound, symbol and body language are the ways for communication. The goal for communication is for humans to understand each other when they communicate, so when communication occurs, the meaning will be understood. That is to say, the concept of communication is created first while listening and speaking are developed afterwards.

Each side of the brain works independently, the Corpus Callosum links the left brain to the right brain to transfer knowledge and experience from both sides. The left brain perceives and communicates using language disciplines such as listening and speaking. It also classifies the logic of thought reasonably. The right brain focuses on imagination and physical movements not including spoken language. If both sides are balanced productively, the connection between them will be efficient. The memory will be long term memory, for instance driving and swimming (Rattanaovich, 1993).

Furthermore, the long term memory including the disciplines of listening; speaking; reading; writing makes the blue print that lie in the students' memory when they receive language input and practice all four skills frequently.

Naturally, the learning process and language learning emphasize the need for comprehensive input, using suitable teaching methods for students' language acquisition. If the teachers know how to offer this input and develop the concept of language learning, together with the motivation, this will trigger the successful output of language learning (Krashen and Terrell, 1983).

It can be concluded that the Concentrated Language Encounter Instruction (Model III) is applied within the use of the nature of language learning, from understanding the concept of communication and then acquiring sound form and function respectively.

The communicative teaching approach.

The principle of the communicative teaching approach is to enable students to use all four skills; listening, speaking, reading, and writing to communicate and also think effectively about, love and understanding different cultures.

Students have to be given an opportunity to use their language skills correctly and appropriately when they use the language in a particular society or community. Thus, providing activities for them helps them learn how to use the language in various situations.

To offer students effective activities, teachers should be aware of the development of language skills, that is, students gain the concept from the context and transfer it to the spoken language, at which point they can practice listening and speaking. After that they present the language in writing using their own words which they can then practice reading and writing using body language to express movements and facial expressions.

Offering suitable activities related to real life situations encourages students to make the concept from the language they communicate. The concepts they gain help them convey the language via speaking, writing, or body language.

In conclusion, the Concentrated Language Encounter Instruction (Model III) has applied the characteristics of the communicative teaching approach stated above

by using the activities involving real situations. These situations enable students to get the concept and communicate via speaking, writing or body language accordingly.

Teaching reading approach.

There are two theories involving the teaching reading process, linguistics and psychology. The goal of the Teaching Reading Approach is to enable students to get the main idea and supporting details, translate, interpret, clarify, and have good attitude towards reading. However, linguistics and psychology theories are not similar, so the Concentrated Language Encounter Instruction (Model III) integrates both of them by considering the nature of linguistics and the experience from reading authentic media and also being aware of the nature of the reading process, psycholinguistics, which support positive attitude towards reading.

Components of reading comprehension.

There are three components for reading comprehension which include schema, metacognitive and text structure.

According to Rattanaovich (1993), the schema simplifies the text to make it more understandable, which helps students grasp the concept rapidly. Schema is included in reading activities which help students apply their own prior knowledge to comprehend what they are reading, together with practicing writing, listening and speaking. Reading comprehension also involves meta-cognition which is the readers' ability to know the process of their thought through interpretation and solving the problem while they are reading. Although there are various strategies for meta-cognition, one of the important strategies is guessing from what students read when they face an obstacle in the text. Finding the answer from the text depends on their understanding and the use of strategies from their own experiences. Teachers play an

important role to give students chance to employ meta- cognition for reading. The last component of reading comprehension is text structure. Different writers have different purposes to convey a text. The text structure is one of the components that make a text more comprehensible. When students are able to analyze the organization of writing and understand the writer's purpose, their comprehension will be more efficient.

To summarize, the Concentrated Language Encounter Instruction (Model III) uses many reading strategies to develop students' reading skills, especially reading for comprehension, schema, and metacognition.

Genre-Based approach.

Rattanaich (1993) states that Genre-Based approach focuses on the Systematic Linguistic Theory which emphasize the use of language to transmit the language in different contexts.

Genre-Based approach employs principles of the Systematic Linguistic Theory which consists of four aspects. They are language and meaning, language and context, language and register, and language learning in context.

Firstly, language and meaning is the use of language influenced from situations, cultures, and a nature. However, the goal of communication is to understand the text. The meaning of the language plays an important role when using language because it completes the communication in a society. Secondly, language and context, understanding the meaning of the language depends on the contexts or situations and cultures in order to clarify the meaning of the language used. The context of situation plays an important role because it identifies the characteristic of the language use of contents in the society which is composed of field, tenor, and

mode. For the context of culture, each situation involves daily life activities which are linked to culture or the way of people's life in the society. The use of the language is different depending on cultures in one society. When the context of culture and the content are understood, the meaning of the language is clearer. Third, language and register relates to language and context because different contexts use different of register. The register and the context are employed together following the field, tenor or the mode of the language. Fourth, language learning in context is the way of learning to use the language. It involves the acquisition of the language form which depends on context of situations and cultures. The characteristics of the context and contents help students imitate correct forms of the language which is called 'Genre'.

To clarify the purpose of the writer and become a better reader, learning genre or text types is crucial because students who act as a reader can gradually digest the text organization and gain the explicit point from what they are reading.

Types of genre.

Features of the language differ in order to make sense of communication. Each type of genre has its own construction and grammatical feature. The types of genre are described Rattanavich (1993) as follows:

1. Recount: a recount is a piece of text that retells past events in the order in which they took place. The purpose of a recount is to provide the audience with information of what occurred and when it occurred.

A recount text usually has three main sections which are an introductory paragraph telling who, what, where, when, a sequence of events in the order in which they occurred, and a concluding paragraph. Also, a recount usually includes

grammatical features like proper nouns, descriptive words, use of past tense, and words that show the order of the events.

STRUCTURE

GAMMATICAL FEATURES

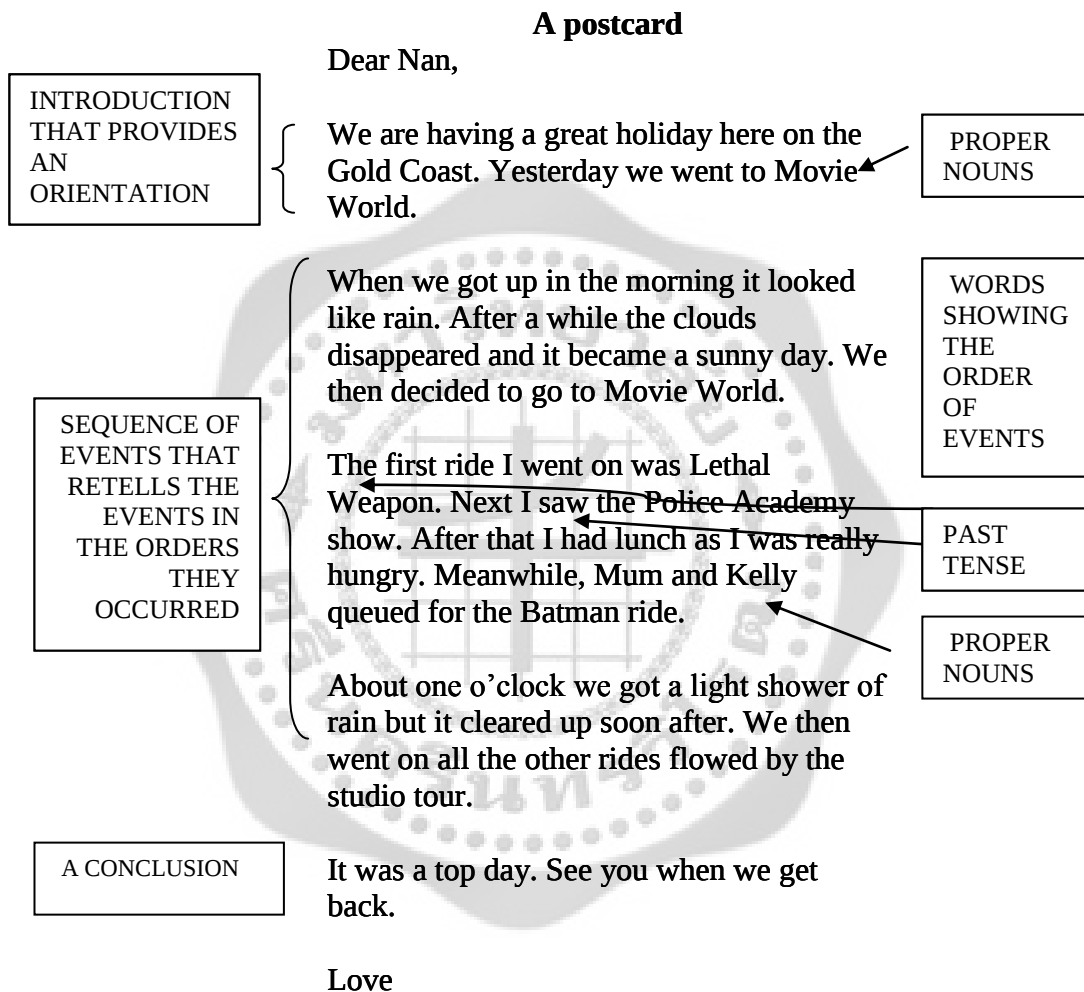


Figure 1. Model of a Recount

Source: Anderson (1998, p.25)

2. Report: a report is a piece of text that presents information about a subject. Its purpose is to classify or describe using facts about the subject's parts, behaviors, and qualities. A report consists of a general opening statement, a series of paragraphs about the subject, and a concluding paragraph. Also, a report use technical language

related to the subject, technical use of the timeless present tense, technical use of general nouns, and technical linking verbs to describe behaviors or qualities.

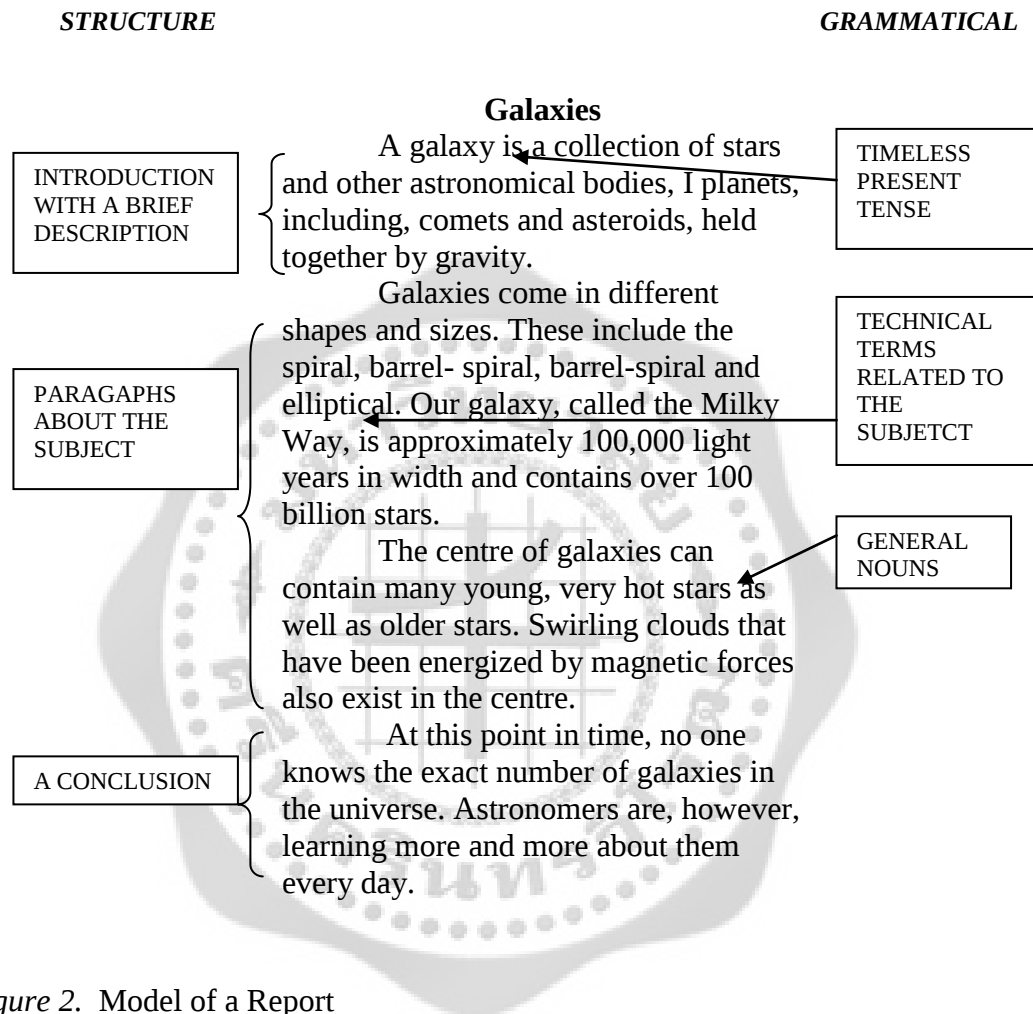


Figure 2. Model of a Report

Source: Anderson (1998, p.19)

3. Explanation: an explanation tells how or why something happens. The purpose of an explanation is to tell each step of the process and to give reason for it.

Constructions of an explanation are general statement about the event or thing, a sequence of sentences that tell how or why, and a concluding paragraph.

Grammatical features of an explanation consists of technical language, words that show cause and effect, and use of timeless present tense.

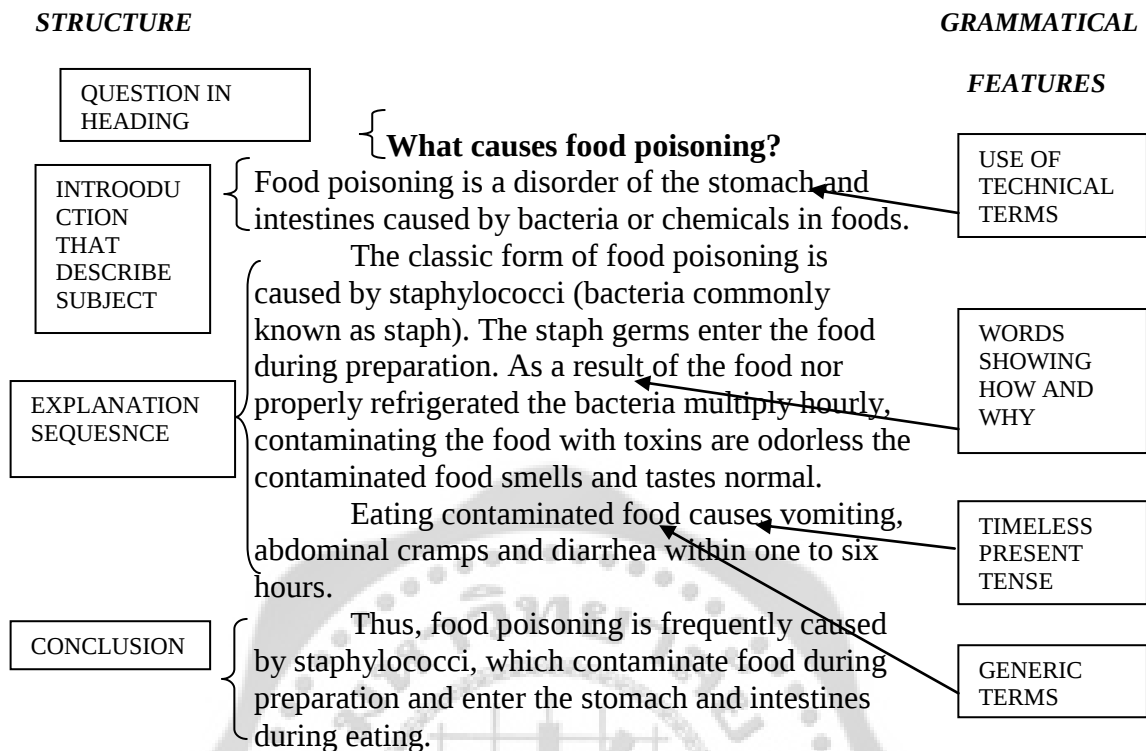


Figure 3. Model of an Explanation

Source: Anderson (1998, p.16)

4. Exposition: an exposition is a piece of text that presents one side of an issue.

The purpose of an exposition is to persuade the reader or listener by presenting one side of an argument, that is, the case for or the case against. An exposition consists of an introduction of the author's point of view, a series of arguments that aim to convince the audience, and a conclusion summing up the arguments. For grammatical features of an exposition, an exposition uses words that express the authors' attitude, emotive nouns and verbs, and adverbs that show a time sequence and link the arguments.

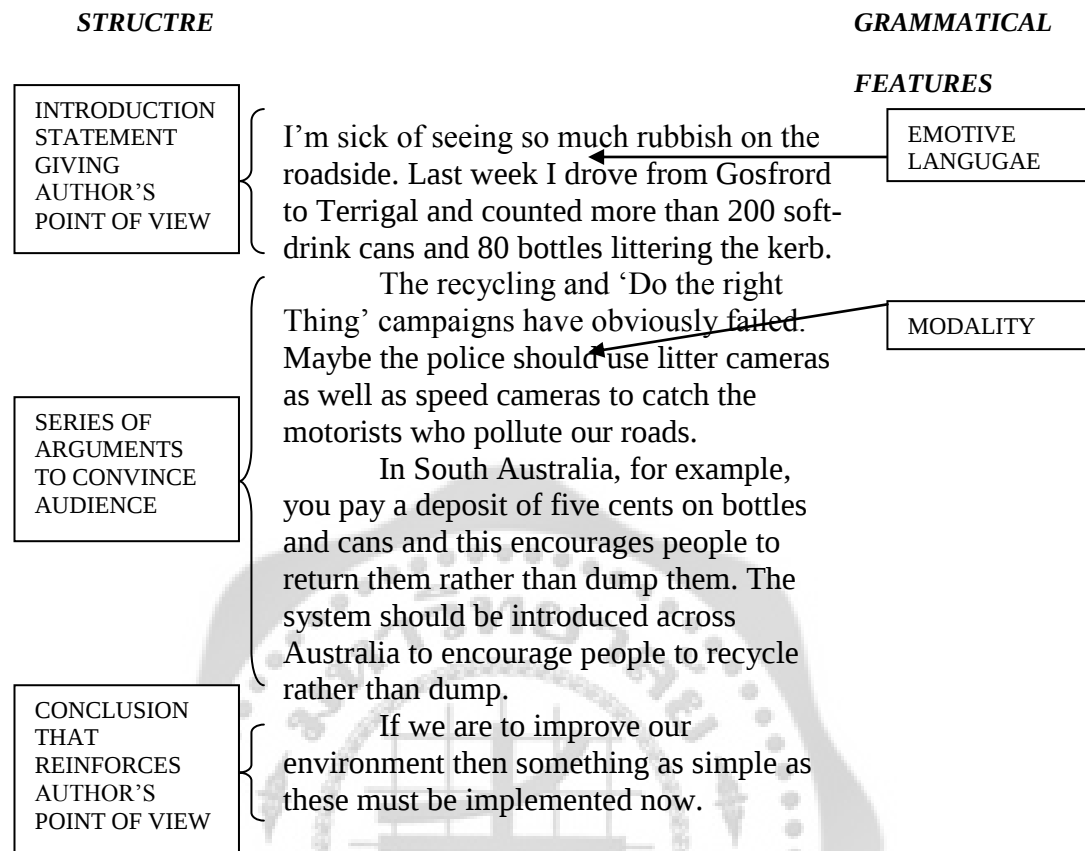


Figure 4. Model of an Exposition

Source: Anderson (1998, p.23)

5. Procedure: a procedure is a piece of text that tells the audience how to make something. Its purpose is to provide instructions for making something, doing something or getting somewhere. A procedure is constructed from an introductory statement giving the aim or goal, materials for completing the procedure, and a sequence of steps in the correct order. Grammatical features of a procedure relates to sentences that begin with verbs and are stated as commands, time words or numbers that show the order for carrying out the procedure, adverbs to describe how the action should be performed, and precise terms and technical language.

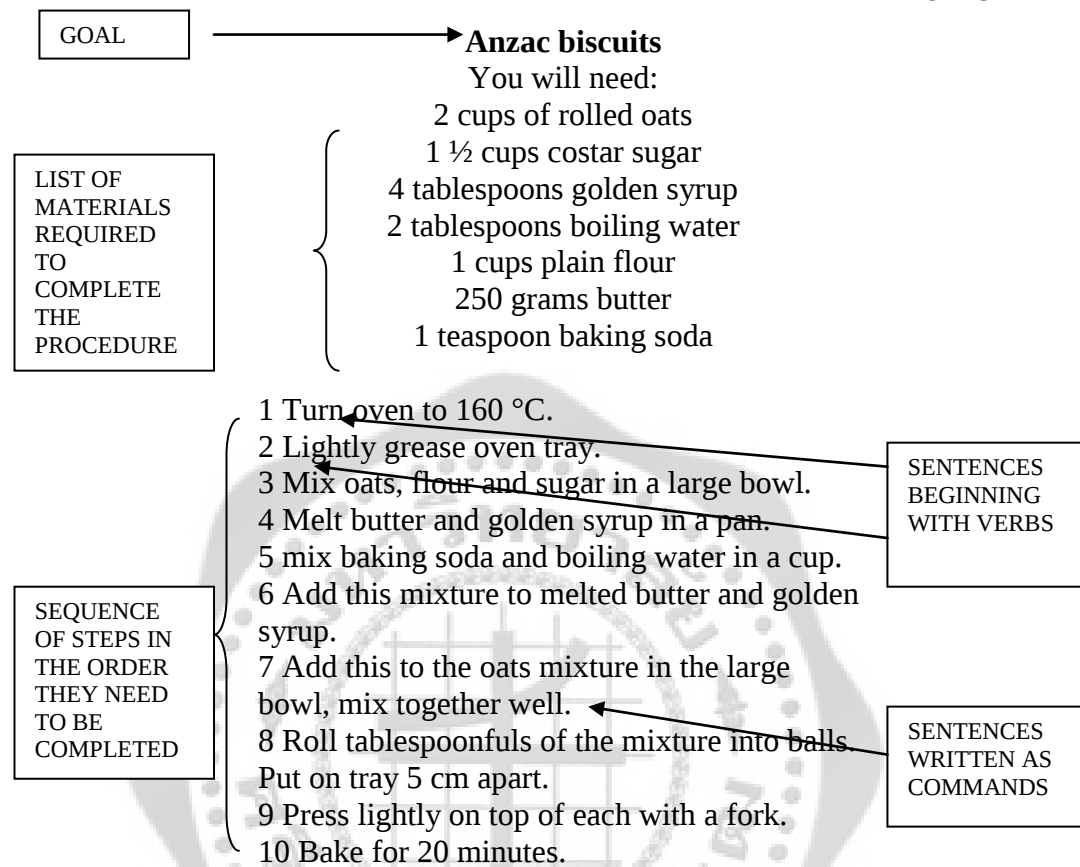
STRUCTURE**GRAMMATICAL****FEATURES**

Figure 5. Model of a Procedure

Source: Anderson (1998, p.29)

6. Narrative: a narrative is a text that tells a story and, in doing so, entertains the audience. The purpose of a narrative, other than providing entertainment, can be to make the audiences think about an issue, tech them a lesson, or excite their emotions. Constructing a narrative is an orientation in which the narrator tells audiences about who is in the story, when the story is taking place and where the action is happening.

Constructions of a narrative involves a sequence of events where the characters react to the complication, a resolution in which the characters solve the problem

created in the complication, a coda that provides a comment or moral based on what has been learned from the story. Also, grammatical features of a narrative consists of nouns that identify the specific characters and places, adjectives that provide accurate descriptions of the characters and settings, verbs that show the actions, and time words that connect events, telling when they occurred.

STRUCTURE**GRAMMATICAL****The Drover's Wife****FEATURES**

(adapted from a short story by Henry Lawson)

ORIENTATION
TELLING WHO
AND WHERE

The two- roomed house is built of timber, slabs, and stringy-bark, and floored with spilt. Bush all round- bush with no horizon, for the country is flat. The drover, an ex-squatter, is away with sheep. His wife and children are left here alone.

SPECIFIC
CHARACTERS

COMPLICATION
THAT
TRIGGERS A
SERIES OF
EVENTS

Four ragged, dried- up looking children are playing about the house. Suddenly one of them yells 'Snake! Mother, here's a snake!

ADJECTIVES
PROVIDING
DESCRIPTION

It is near sunset, and she knows the snake is there. She makes up beds for the children and sits down beside them to keep watch all night.

SEQUENCE OF
EVENTS WHERE
THE
CHARACTERS
REACT TO THE
COMPLICATIONS

She has an eye on the corner and a green sapling club ready by her side. Alligator, the cog, lies nearby.

USE OF TIME
WORDS TO
CONNECT
EVENTS

It must be one or two o'clock in the morning. The bush woman watches and listens, thinking about her life alone whilst her husband is gone.

It must be nearly daylight now. The hails on Alligator's neck begin to bristle. Between a crack in the slabs an evil pair of small, bead- like eyes glisten. The snake- a black one- comes slowly out.

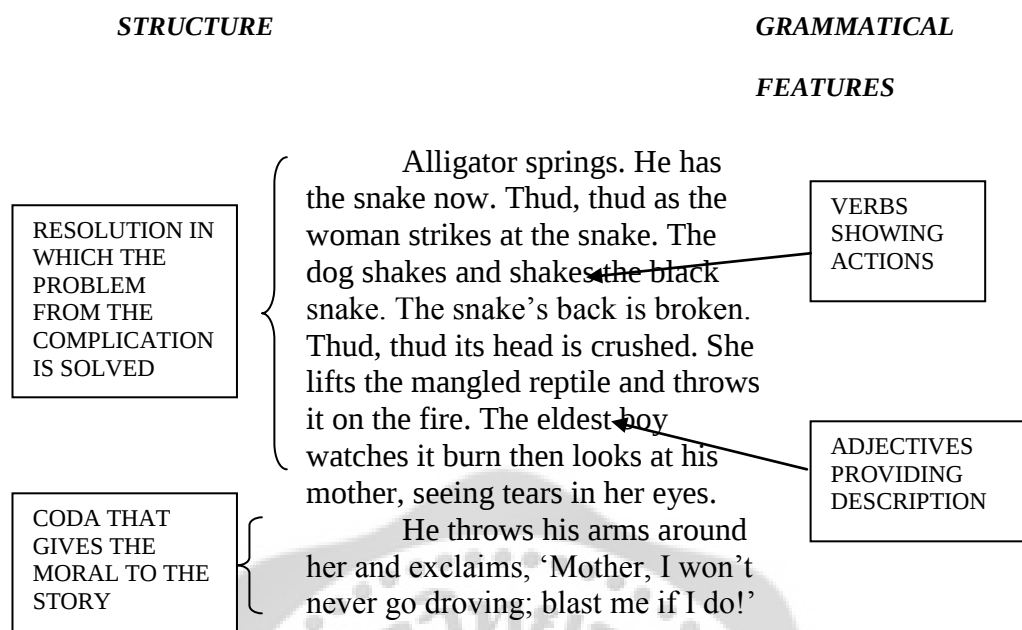


Figure 6. Model of a Narrative

Source: Anderson (1998, p.5)

7. Discussion: a discussion is a text type that gives information for and against, the positive and negative side, or the good points and the bad points of a topic. The purpose of a discussion is to present the audience different opinions on a topic and, at the end, an opinion. Constructions of a discussion are a statement about the topic, a series of paragraphs that give evidence, opinions or argument for and against the topic, and a conclusion that gives a final point of view, either for or against the topic.

For grammatical features of a discussion, a discussion consists of the use of generic terms related to the topic, words that show a comparison or a contrast, and words that link argument.

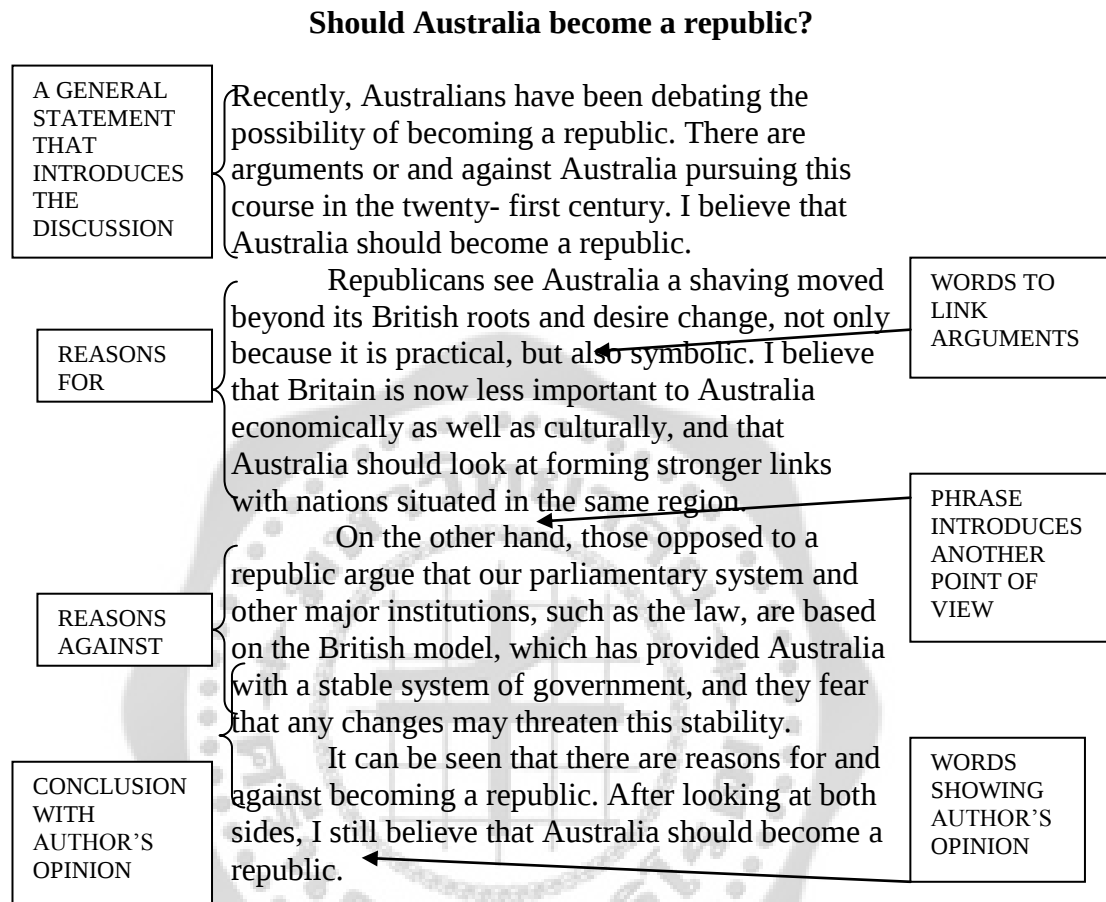
STRUCTURE**GRAMMATICAL****FEATURES**

Figure 7. Model of a Discussion

Source: Anderson (1998, p.21)

Learning the types of genre benefits students in terms of reading comprehension and they can advance their writing ability. To analyze the types of genre or text structure, students should learn more about organizational framework which help them make sense of or respond to what they see, hear or read. The following section presents the Top-level structure features and its benefits of implementation.

Top-level structure.

Bartlett (1979) and Mayer (2003) state that a process of “complex interaction” occurs when the reader read the text. The readers’ ability to obtain meaningful content from the text relies on their ability to organize that content systematically. Moreover, the Top-level structure reinforces thinking skills because while students reading the text, they can recognize, identify and classify structure (Bartlett, Barton, & Turner, 1987).

There are four basic structures; comparison, cause/effect, problem/solution and listing/description (Bartlett & Fletcher 2001). The reader can clearly apply a structure to text by noticing signal words that contain in that text. Table 1 presents organizational structures in text (adapted from Meyer and Poon 2001, p.143).

Table 1

Organizational Structures in Text

Text Structure	Signaling Words
comparison:	but, in contrast, all but, instead, act like, however, in comparison, on the other hand, whereas, unlike, alike, have in common, share, resemble, the same as, different, difference, compared to, while, although, despite
cause/Effect	as a result, because, since, for the purpose of, caused, led to, consequence, thus, in order to, this is why, if/then, the reason, so , in explanation, therefore
problem/solution	Problem: problem question, puzzle, perplexity, riddle, issue, query, need to prevent, the trouble, Solution: solution, answer, response, reply, return, comeback, to satisfy the problem, to solve this
list/ description	And, in addition, also, include, moreover, besides, first, second, third, etc., subsequent, furthermore, at the same time, for example, for instance, specifically, such as, that is, namely, characteristics are, qualities are

Bartlett and Fletcher (1997) and Bartlett (2003) note that Top-level structure provide organizational pattern of the text for a writer. The writer can use that organizational pattern to organize their thoughts for communication via writing. Also, Top-level structure can be used to develop students' ability to analyze and use the text structure to summarize the main idea. It would appear then that students would be able to write about the text because they employ this strategy instruction on their writing (Pressley & McCormick, 1995).

Turner (1992) argues that using Top-level structure provides an opportunity to share language between teachers and students in the classroom. Teachers and students can discuss a central message within a text, justify the point of view that relate the text and describe the ways for learning and remembering.

In addition, an application of top-level structure facilitates students to recognize writer's structure ideas of the text. Students are able to visualize linguistic relationships in the text by the use of graphic organizers such as concepts maps and diagrams (Bodycott, 1991).

In this study, the researcher used three types of the text which are a narrative, descriptive and an exposition, to apply to the contents in the Upstream 5 textbook. The researcher also explains the components of each type to students and shows them the example of these types of texts to make students clearer when they take part in learning activities. Figure 8 presents six stages of Concentrated Language Encounter Instruction (Model III) adapted from Rattanavich (1993).

Concept of the Concentrated Language Encounter Instruction (Model III)

Process of Concentrated Language Encounter Instruction (Model III)

Rattanaovich (1993) explains the process of the Concentrated Language Encounter Instruction (Model III) as shown in Figure 8.

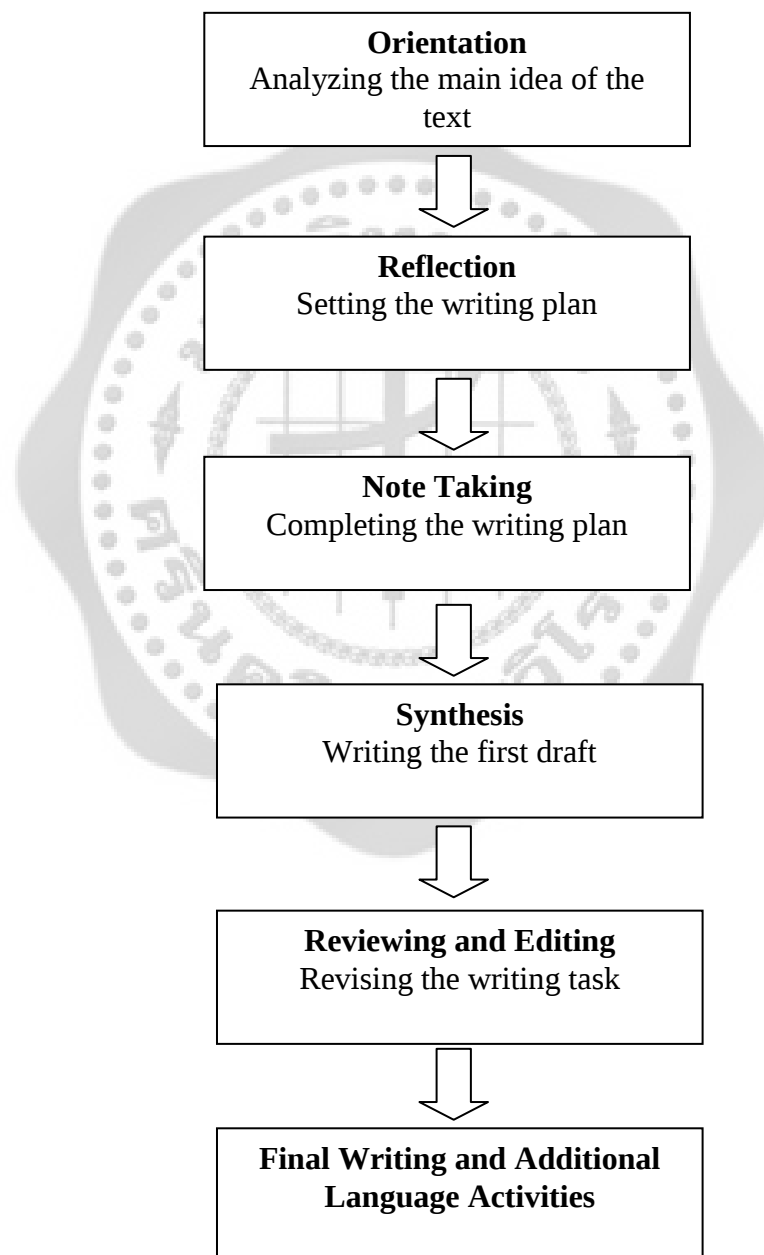


Figure 8. Six Stages of the CLE (Model III)

Source: Rattanaovich (1993, p.32)

To study each stage in more details, the next section describes concepts and objectives of each stage distinctly.

Orientation.

Objectives: Students are able to conclude and get the main idea of the text.

At this stage, students are assigned to read the text in order to prepare to write.

Students are instructed to analyze the main idea of the text by using the diagram or graphic organizing. They also undoubtedly consider the process of the writing in order. The guidance to help students understand the writing process displays as follows:

1. Contextualization: students read in group or individually to look for the main idea and the details of the text, and then they answer the questions.

What is this text about?

Why did the writer write it?

To whom was it written and how much did the author expect a reader to know already?

What do I already know about this topic?

What do I know about using this kind of text?

2. Mapping the topic: students read the text, use the graphical outline to map their ideas and discuss their ideas in group or individual.

3. Surveying the text organization: students then survey the text for organization of its contents. The sample of organizational outline is displayed in Figure 9.

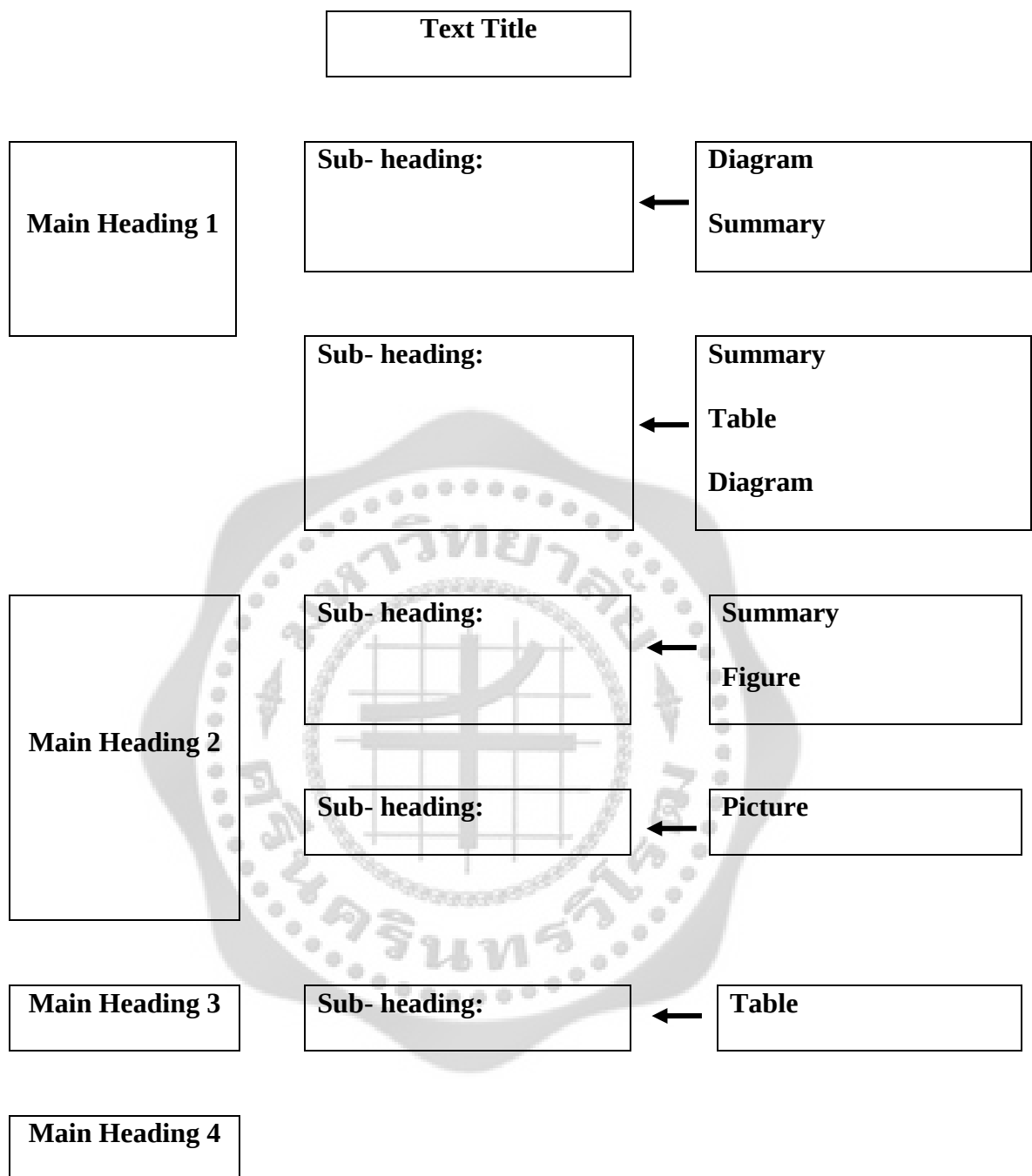


Figure 9. A Sample Graphical Outline

Source: Rattanaich (1993, p.33)

4. Establishing the genre of the text being read and the text to be written:

students analyze the generic characteristics of the text that they are to write.

Table 2

Questions Asked for Continuing of the Text

Genre of the text	The order of the questions
1. Recount	Who, What, Where, and How ➤ What's next? ➤ After that ➤ Conclusion, what happened with whom, where, and how ➤ What's next? ➤ How?
2. Report	What's the topic about? ➤ How? ➤ Specific component ➤ Advantages ➤ Disadvantages ➤ How?
3. Narrative	Who ➤ What ➤ Where ➤ When ➤ How ➤ What happened? ➤ What's the problem? ➤ How to solve ➤ The moral lesson
4. Exposition	What's the topic about? ➤ How is it important ➤ giving reasons to express agreements or disagreements and a conclusion to support the reason stated above
5. Discussion	What's the topic about? ➤ How is it important ➤ How to do it ➤ How it happened ➤ Why it happened
6. Explanation	What's the topic about? ➤ How is it important ➤ How to do it ➤ How it happened ➤ Why it happened
7. Procedure	What is the procedure about? ➤ Materials ➤ How to do
8. Observation	About what to speak or write ➤ Where ➤ What is it like ➤ arrange it step by step ➤ a conclusion with the observer's comments

5. Dealing with unfamiliar vocabulary: students discuss unfamiliar words or phrases. The teacher usually asks students to locate a few new words and discuss them one by one to decide whether or not the meaning can be suited from the context. Students therefore try to use strategies to guess the meaning of these words or phrases and summarize their meaning.

Reflection.

Objectives: Students are able to plan the way to write their own story systematically.

For this stage, students plan steps to write their own story using the information obtained from the first stage. Teachers should give an example of the outline to guide them. The teacher guides students by using the writing plan look like the following.

Paragraph 1

(Introductory Paragraph)

Point 1:

Point 2:

Point 3:

Paragraph 2

Major Concept:.....

Supporting Point 1:

Supporting Point 2:

Supporting Point 3:

Paragraph 3

Major Concept:.....

Supporting Point 1:
Supporting Point 2:
Supporting Point 3:
Paragraph 4
Major Concept:.....
Supporting Point 1:
Supporting Point 2:
Supporting Point 3:
Conclusion
Point 1:
Point 2:
Point 3:

Figure 10. Format for a Simple Writing Plan

Source: Rattanaich (1993, p.35)

Teachers should have students make their plan in small groups, which then break up for the individual students to make their own notes for their individual texts. When the teacher and the students have completed the writing plans, they are ready to search out what they need to write based on the plan.

Note -taking.

Objectives: Students are able to gather the information that they summarize from the text and put the information in order.

To continue with, students record the information gained from the text and discuss in group in order to make their own story.

Synthesis.

Objectives: Students are able to write a draft consistently.

The students discuss these two important points which are the purpose of the text and the audience of the text. Then, students get the ideas from the group to write a draft following the order they have discussed.

Editing.

Objectives: Students are able to revise their own writing and correct the errors.

After writing a draft, there are three steps that students should follow. First, reviewing, students read and discuss their story in order to check the clarification of the meaning they want to convey. Second, redrafting, students brainstorm or discuss their story so that they can correct it purposefully. Teacher may let them work individually then discuss it in a whole class, and the last part is polishing. At the final stage, students adjust their work by discussing all aspects; organization, vocabulary and phrases, and spelling, of their story within group. Students are able to correct their own story reasonably and this stage helps them develop their writing skills.

Final writing and additional language activities.

Objectives: Students are able to gain experience from reading and writing systematically and practice their skills of reading and writing.

There are three parts of this stage which are final copy, elaboration and additional activities. For final copy students read the story which have been corrected and discuss whether their story is totally completed and then they might present their story and contribute to the class. For elaboration, students do additional exercises. While students are doing these activities, the teacher observes and records the weak points that the teacher has to pay attention during follow up activities. Additional

exercises provide students practice individually, with a partner, or within a group. These exercises include cloze exercises, semantic mapping exercises, context- clue exercises, jig-saw reading, cross-word puzzles, make up the question from the answer, or a three level guide. The exercises help students practice reading and writing skills and various types of the texts. The last part is the time for students to share their story among group or with the teacher. Students have a chance to express their ideas and suggestions to their friends.

Classroom Management

Principle for classroom management.

The teacher should recognize the principles of classroom management for the Concentrated Language Encounter Instruction (Model III) by having students identify the objectives of their work, discuss to express their own ideas for each problem, work individually to develop their skills and revise their work.

Class setting.

It is also important to organize the students' position in the class while they are participating learning activities. The teacher should give a chance for students to work individually or work with their partners. The activities focus on reading both as individual and within a whole class. Also, the teacher should facilitate students to discuss the text they have read and identify the writing to create their story.

Assessment and Evaluation

The teacher can evaluate students through six stages of the CLE (Model III). The following section shows the examples of evaluation and assessment.

Stages of assessment and evaluation.

Stage 1: Students are able to identify the main idea, summarize, find the detail, comprehend, and infer the text.

Stage 2: Students are able to plan the outline, conclude the text, and find the solution of the problem.

Stage 3: Students are able to summarize, extend the text and look for information from reading and discussion.

Stage 4: Students are able to write their own story adopting the various types of genres and understand unfamiliar words and language systems.

Stage 5: Students are able to write their own story and analyze words and the use of language.

Stage 6: Students are able to read critically and to write for different purposes. They are also able to listen and speak in formal contexts and informal contexts.

Types of assessment and evaluation.

Teachers can evaluate students' ability by using different kinds of tests which are conducted to diagnose all of four skills. For instance, to evaluate listening and speaking skills, teachers can use interviews, role playing, discussion and presentation. For reading and writing skills, teachers can use cloze tests to check students' comprehension from reading and writing an essay from the given topics or pictures to evaluate writing skill. In addition, dictation can be used to evaluate all of four skills.

Teaching evaluation.

To evaluate the teaching, the teacher should prepare the standard criteria and assess consistently. Moreover, the standard criteria make the evaluation easy and impartial. They are also used to find the ways to solve weaknesses of each student.

In addition, recording while students participate in each lesson including their attitude helps teachers acquire the information to evaluate the students clearly and also the teachers can use the information to improve their further lessons.

This present study aimed to investigate the application of the Concentrated Language Encounter (Model III). Since Mattayomsuksa 5 students who were the participants of the study have experienced in using English for more than ten years, thus the CLE (model III) might fit their English proficiency.

The Concept of Writing

This section discusses definitions of writing from several educators and the writing process is explained as the following.

Definition of writing.

Sokolik (2003) defines writing as a physical and mental act. At the most basic level, writing is the physical act of performing words or ideas to some medium. In contrast, writing is the mental work of creating ideas to express and organizing them into statements and paragraph. Sokolik (2003) also states that writing is both product and process. The writing is a process because of its cyclical components, which are imagination, organization, editing, reading, and rereading. What the readers see is the product of writing – an essay, a letter, a story or a research report. In the same way, the writing process is mentioned. Grabe and Kaplan (1996) explore the meaning of writing in terms of the rhetorical triangle in writing which consists of readers, writers and texts. The readers receive from the final product of the writing process whereas the writers are the creator of messages, and the last one is the text itself. Each one

plays a significant role in conveying meaning, so writers and readers have to be concerned all these aspects when reading and writing.

Furthermore, White (1980) suggests that writing is the combination of concepts from writers to readers. The concepts should be concise and relevant to the purposes of the writers in order to ensure that the readers understand the concept. This definition conforms to Byrne (1991) that writing is the connection of writers' ideas which are composed in accordance with the writers' purposes.

It is concluded that writing is the process that writers use to display their ideas. Through the writing process, the ideas are directed to the readers concisely and clearly. In addition, the ideas need to be composed based on the goal of the writers, too.

Writing process.

Currently, the writing process has been used to help students become proficient writers of the texts. As Kroll correctly points out:

The “process approach” serves today as an umbrella term for many types of writing courses... what the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than through a single –shot approach (2001, p. 220).

There are several steps of writing which range from an idea to the creation of a formal product.

Raimes (1983) said writers should approach their writing tasks as a process, an activity that moves in stages and that takes time to complete.

The steps of writing should be taught or advised to students so that they can write in the correct way. Each stage is explained as follows:

1. Selecting topics: this step provides a writer to decide topics on which to write, since topic is a key element of good writing. It also makes a writer think about the audience who will read their piece of writing.

2. Writing drafts: during this stage, a writer needs not to concentrate on accuracy, or other mechanical aspects of writing. The most important feature is the content. A writer just writes what comes in mind about the topic selected.

3. Making revisions: at this stage, a writer rereads a piece of writing to check whether it conveys what he intends to readers. A writer might remove, rewrite, or add information to clarify some information that is unclear.

4. Editing: after revising, the editing stage needs to be done. A writer goes through line by line checking words and sentences in order to make sure that the piece of writing is as strong as possible. It deals with the grammatical correction, word using and spelling.

5. Publishing: there are several ways of publishing a piece of writing depending on what work a writer is doing. The publishing stage may consist of the presentation on the bulletin board or even a brochure.

Moreover, Sokolik (2003) presents process writing which consists of Invention Techniques, Writing, and Proofreading and Editing. First, Invention Techniques; brainstorming, wordmapping and quickwriting are activities that help students to come up with ideas to use in their writing assignments. In a brainstorming session, students list all ideas they can think of and they can choose the interesting lists to write their assignments. With regard to wordmapping, students write down the topic and ideas in a plain paper using series of boxes, circles and arrows to make the ideas visualized. The last one is quickwriting which allow students write their topic rapidly within time

limitation. From their piece of quickwriting, they then identify or highlight the interesting points to use in the first draft of their composition. Second, Writing; drafting, feedback and revising are the steps which students can develop their topics and ideas. After the ideas have been developed for the first draft, students handed in the teacher can make comments and the first draft can be exchanged among students to give some feedback for the assignments. After students get the feedback, they then begin to revise their paper to correct mistakes. The last one is Proofreading and editing. Before the students' papers are evaluated, students should read for mistakes in spelling, grammar, punctuation, and so forth. In this stage, students can help each other to proofread and edit.

It is concluded that the writing process can be applied relying on the aim of the feature of the writing. A writer might follow step by step or omit any steps of the writing process. However, whether a writer follows the steps or not, a writer should know the characteristics of each kind of writing to make sure that his own piece of work is done completely.

Writing assessment and evaluation.

Using writing evaluation helps teachers to examine whether or not their students improve writing ability. There are many criteria used to evaluate writing products.

Heaton (1988) purposes two ways to evaluate writing; Impression Method to evaluate the whole writing, and Analytic Method to classify criteria focusing on components of writing. These two methods are relevant to Weigle (2002) which are Holistic Rating Scale and Analytic Rating Scale. The Holistic Rating Scale is used to evaluate writing entirely with rating scales described evaluation principle clearly

whereas the Analytic Rating Scale provides raters separated writing components such as word choice, organization, mechanic, and language use.

Rubrics, a kind of scoring grid that elaborates elements of writing are also used to evaluate students' writing. Non-weighted rubric provides descriptions of writing quality. A brief example of this type of rubric would look like the following (Sokolik, 2003).

Table 3

Non—Weighted Rubric

	Excellent	Adequate	Inadequate
Contents	Description of what would be excellent content	Description of adequate development of content	Description of inadequate content
Organization	Description of superior organization	Description of adequate organization	Description of inadequate organization
Grammar	Statement of level of grammatical accuracy expected	Statement of an adequately grammatical paper	Statement of types of grammatical problems that lead to the paper's inadequacy
Comments: The instructor's general comments on the student's assignment			

Another rubric is weighted rubric which breaks the writing skills into categories and sub-categories. In addition, Holistic rubric uses general terms to describe the qualities such as excellent, good, or fair assignment. The instructor chooses the description that fits the assignment.

Although there are many ways to evaluate writing, teachers should clarify for themselves and for their students how writing will be evaluated. Also, the criteria used for evaluation should be appropriate with writing assignments or writing tests.

Connection of Reading and Writing

The previous studies have shown that the interaction of reading and writing provide more effective ways to teach and they also indicate that reading and writing connection has an impact on English education and language learners through curriculum and pedagogy to enhance literacy skills (Grabe, 2001, 2003; Hirvela, 2004). According to Stotsky (1984), who first synthesized studies between reading and writing, reading and writing are related in some aspects: 1) better writers have a tendency to be better readers; 2) better writers read more than poorer writers; and 3) better writers tend to produce more mature writing syntactically.

With regard to an instruction, researchers are concerned ways in which writing and reading involve several of language and thought, and they affect students' learning. Similarly, the connected skills are approached, writing and reading can influence and encourage the development of reading, writing and thinking (Squire, 1983). Besides, the study of Shanahn and Lomax (1986) revealed that students transferred their experience and knowledge through the reading and writing relationship that could strengthen their reading and writing abilities. Moreover, providing students opportunities to read and write about the topics and ideas that engage them affects their attitudes towards their learning (Hanson, 1991; Rubin & Hansen, 1986). Wu (2000) discusses that the integration of the reading and writing

enables cognitive strategy. This integration develop students the ability to transform the information in reading and employ with another text in writing.

To sum up, most of the previous studies mainly examined reading and writing relationships from performing reading to writing. Thus, there are more researches about reading and writing interactions in EFL context.

Related Research

Many studies have been conducted with the hope that the results of these studies would help EFL instructors to teach English more effectively and efficiently. In Thai EFL context, there are many studies about the CLE (Model I & II) and the studies were conducted in different levels, yet little research of the CLE (Model III) has been done in Thai EFL setting. The researcher therefore reviewed the studies which are relevant to the areas of the CLE.

First, the study of Termsinsuk (1992) examined Matayomsuksa 5 (eleventh grade) students' reading and writing abilities of Udonpittayanugoon School, Udonthani using the CLE (Model III). The results have shown that the English reading and writing abilities of the students in the experimental group taught by the CLE improved. In addition, they were more responsible after the treatment. The results were in accordance with the study of Thongprim (2003). The study revealed that Mathayom Suksa 4 students' English reading and writing abilities improved after learning through the third model of Concentrated Language Encounter teaching and they also gained more interest in learning English.

For secondary level (seventh to ninth grade) , the findings from the previous studies of the CLE (Kwaenkasikarn , 2007; Thongjea , 2007; Kulreungsap, 2004;

Thetkayan, 2002; Singhakarn, 2004) revealed that students' English performance improved after the treatment. The students therefore expressed positive attitude towards the application of the CLE. In addition, there are more studies to support the effectiveness of the CLE which were conducted in the high secondary level (tenth to twelfth grade). The results of the studies distinctively suggested the implementation of the CLE in Thai EFL situations. Hiranstit (2005); Thongprim (2003); claimed that after the instruction of the CLE, students became proficient in English and they also showed their positive attitude towards the CLE instruction. Moreover, Kitisripanya (2005) studied the effectiveness of the CLE on the undergraduates' English performance.

Besides the studies in Thailand, Walker (1983) was the educator who first contributed the study of the CLE in Traeger Park, Australia. Then in 1984, he continued the study of the CLE on English ability of the students in Napperby and Mary Vale School. The findings revealed that the students in both schools gained more confidence in using English.

Leabsawadi (2002); Bamrung (2005); Jittisukpong (2004); Wetthayawong (2002) investigated the development of the students who were taught by using Top-level structure. The results showed that students improved their English abilities because the instruction enhanced students to criticize the organization of the text the writer needed to convey. Therefore, students could be able to understand more when reading.

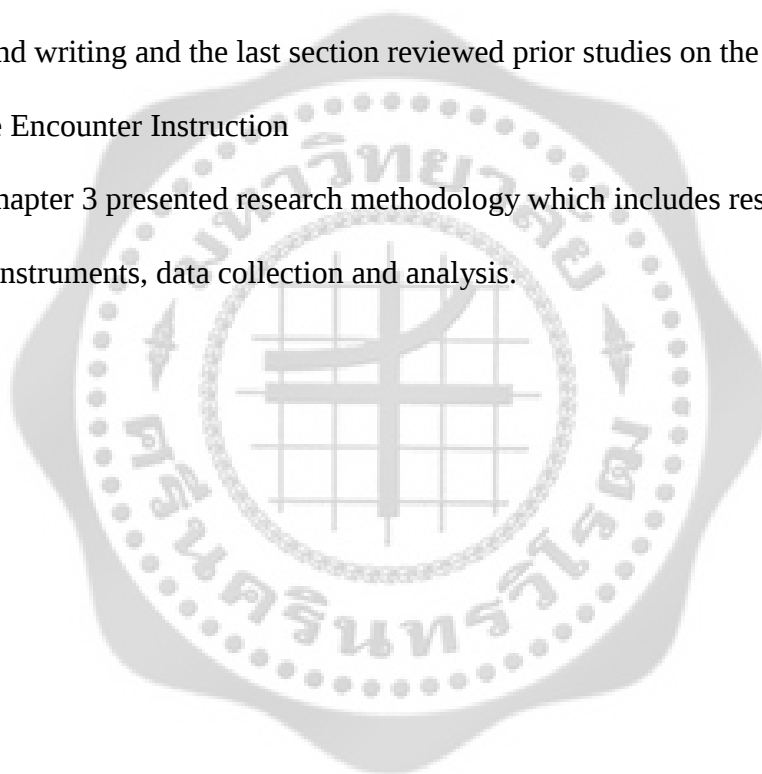
In conclusion, the results of the Concentrated Language Encounter teaching method reveal the effectiveness on students' English performance in that this

instruction helps students improve their writing ability more effectively and efficiently.

Summary of the Chapter

Chapter 2 presented the theory relevant to the current study. The first section discussed the Concentrated Language Encounter Instruction procedure. Then it described the concept of writing. The third section focused on the connection of reading and writing and the last section reviewed prior studies on the Concentrated Language Encounter Instruction

Chapter 3 presented research methodology which includes research design, research instruments, data collection and analysis.



CHAPTER THREE

RESEARCH METHODOLOGY

This present study aimed to investigate the effects of the Concentrated Language Encounter Instruction Model III (CLE III) on Matayomsuksa 5 (eleventh grade) students' writing ability at Triamudomsuksa Pattanakarn School. It also explored students' perceptions towards the CLE designed to develop their writing ability. This chapter then presented research methodology consisting of research procedures, research instruments, data collection, and analysis.

Research Procedures

The study focused on developing the students' writing ability through the CLE (Model III). Consequently, a group of the students was selected as the participants of the study.

Research design.

The experimental research design applied for this study was a one group pretest- posttest design. The scores of the English writing pretest and posttest were analyzed to show whether the students improve their writing ability. Furthermore, the questionnaire was employed to explore the students' perceptions after learning through the CLE (Model III).

Context of the study.

The study was conducted in the Matayomsuksa 5 English IV course at Triamudomsuksa Pattanakarn School, where English IV (Eng32102) is the compulsory subject for all Matayomsuksa 5 students. There are eighteen classes

divided into six programs; gifted, intensive, science-mathematics, English-mathematics, English- Chinese/ French, and Thai- social studies classes.

Consequently, students in each class are of mixed English background, although they were in Science- Mathematics program who were supposed to be high proficient students. They were all Thai native students who rarely employed English skills in their daily lives. The Upstream 5 textbook whose contents consist of different parts involving reading skill, vocabulary, idioms and phrases, grammar, listening and speaking, and writing was used for this course. Also, the Upstream Workbook 5 was used in order to have students practice after each lesson. Students were required to write many types of writing based on the English curriculum need. The course length was one semester of the academic year 2011, with three hours of class time per week.

Population.

The population for this study was Matayomsuksa 5 students at Triamudomsuksa Pattanakarn School during the second semester of the academic year 2011. There were 636 Matayomsuksa 5 students who were taking English IV (Eng32102) course. The school is under the Office of the Basic Education Commission Educational Service Area Office: the Secondary Educational Service Area Office 2 (Bangkok).

Participants.

The participants of the study were one group of Matayomsuksa 5 students. Thirty- five participants were selected by the convenience sampling method from 8 classes of students studying in Science-Mathematics program at Triamudomsuksa Patanakarn School, Bangkok to participate in the study. They took the 'English IV (Eng32102)' course three times a week during their second semester of the academic

year 2011. The participants received treatment by learning through the CLE (Model III).

Sampling procedure.

There were six programs of Matayomsuksa 5 students. The researcher selected one group of the science- mathematics program students to participate in the study. The participants were selected via the convenience sampling.

There were thirty- five students who were taught by the researcher using the CLE (Model III). Also, in order to look more closely at the impact of the CLE (Model III), the participants were divided into two smaller groups based on the mean scores on the English writing pretest: the high proficiency level group who marked above the mean score and the low proficiency level group who marked lower than the mean score. Both of these groups studied the lessons based on the CLE (Model III).

Variables.

The variables in this study were as follows;

1. Independent variable was the application of the CLE (Model III).
2. Dependent variables were

2.1 the students' improvement in writing ability

2.2 the perceptions of the students after learning through the

CLE (Model III).

Research Instruments

In this study the research instruments used for data collection consisted of the English writing pretest and posttest and students' perception questionnaire. The details of these instruments were explained in the next section.

English writing pretest and posttest.

The English writing test was used for pretest and posttest. The purpose of the English writing pretest was to assess the students' writing ability before the experiment while the posttest aimed at assessing the students' improvement in their writing ability after learning through the CLE (Model III). In doing the pretest and posttest, the participants had to choose one type of texts that they had learned; a narrative, a description and an exposition in order to investigate their writing ability after the treatment. These types of texts were selected based on the Upstream 5 textbook. The students were asked to write 100-120 words in 50 minutes. The components of the assessment included the contents and organization, grammar usage, sentence construction, and convention.

After the researcher constructed the English writing pretest and posttest, the tests were checked by the thesis advisor and two English specialists who have experienced in teaching English for more than six years. The specialist from Triamudomsuksa Patanakarn School masters in English and she is also a teacher trainer for the Secondary Educational Service Area Office 2 (Bangkok), and the other was a native teacher from the Demonstration School of Ramkamhaeng University. He is proficient in using English and other languages and he also obtained a Master degree in educational field. Both of them checked the appropriateness for the level of the students and correctness of vocabulary and sentences used in the English writing pretest and posttest. The researcher then revised the tests according to the comments from the specialists. The English writing tests then were tried out with twenty students who were not the participants of the study to weigh and ensure their reliability. The reliability of the English pretest and posttest was 0.79. The English

writing pretest and posttest were therefore used to investigate the students' writing ability before and after the use of the CLE (Model III).

Students' perception questionnaire.

The questionnaire was adapted from Stepp-Greany (2002) to gather the information about students' perception towards the Concentrated Language Encounter Instruction (Model III). There were two parts of the questionnaires. In the first part, students answered ten questions using five point scales: 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree. The students had to rate each item according to their perception towards the CLE. The second part was four open-ended questions which asked students to express their point of view towards the CLE at the end of the treatment (see Appendix B). To consider the level of the students' perception, the researcher used the criteria adapted from Hiransathit (2005) as follows:

4.25-5.00	means	Strongly agree
3.25-4.24	means	Agree
2.25-3.24	means	Neutral
1.25-2.24	means	Disagree
1.00-1.24	means	Strongly disagree

The questionnaire was first adapted and checked by the thesis advisor and the same specialists as mentioned earlier. Having checked by the specialists, the researcher adjusted the questionnaire following the comments from the specialists. The questionnaire was also piloted with twenty students who were not the participants in this study. After the pilot study, the questionnaire was calculated to check its reliability. The reliability was at 0.82. In the last session of the experiment, the

questionnaire was finally used to explore the participants' perception towards the application of the CLE (Model III).

Instructional Materials

Lesson plans.

There were three lesson plans based on the contents from Upstream 5 textbook. The genres of the text were a narrative, an exposition and a description. These three lesson plans were applied following the instruction based on the CLE (Model III) which consists of six stages. Table 4 illustrated the procedures of the application of the CLE (Model III) in 24 periods briefly.

Table 4

The Application of the CLE (Model III)

Periods	Contents
1-2	Orientation The thirty-five participants took the English writing pretest.
3-9	The teacher began to use the first lesson plan and teaching materials needed. A narrative story; <i>Swimming with the Sharks!</i> was taught through the six stages of the CLE (Model III).
10-16	The second lesson plan focused on an expository text; <i>Safe Schooling</i> . The students started their reading and they finished the lesson by producing their own writing.
17-22	The last text was a descriptive text; <i>Natural Bridge Natural Park</i> which required the students to read and write their own story in accordance with the genre of the text.
23	The students completed the questionnaire both ten questions and four open- ended ones after the last lesson plan was completed.
24	The thirty-five participants took the English writing posttest.

Rubrics of writing test.

Rubrics of Writing Test used for grading students' paper were analytical scoring criteria, adapted from Spandel (2001). The five elements of writing for measuring the students' writing ability consist of 1) contents and ideas, 2) organization, 3) word choice, 4) sentence fluency, and 5) conventions. Rating scale descriptions are from 1 as beginning to 6 as exemplary.

Data Collection Procedure

The data were collected as in the following procedures:

To investigate the effectiveness of the CLE (Model III) on Matayomsuksa 5 students' writing ability, the researcher studied the English curriculum to construct the lesson plans for the CLE group. The lesson focused on three types of texts; a narrative, an exposition and a description based on the requirement of the curriculum and related to the contents in the textbook (Upstream 5). The researcher then constructed the lesson plans based on the CLE (Model III) procedures. The lesson plans were approved from the specialists who were corrected the previous research instruments, and they were improved in accordance with the comments from the specialists before the pilot study.

The lesson plans based on the CLE (Model III) consisted of six stages. The following section was the details for each stage of the CLE (Model III) lesson plans.

Stage 1: Orientation

- Students read the texts based on three types of texts; a narrative, an exposition, and a description individually or in group in order to look for main ideas and supporting details of the texts. The teacher asked students questions;

What is the text about?

Why was the text written?

For whom was the text written?

What do you know about the text?

Which genre was is the text; a narrative, an expository, or a description?

- Students used the diagram or graphical outline to write down an important concept of the text.

- Students studied and analyzed the organization of the texts using the format of simple organizational outline.

- Students analyzed the types of the texts; a narrative, an expository, or a description.

- Students discuss unfamiliar words or phrases found in the text.

Stage 2: Reflection

Students studied the writing plan and constructed their own writing plan in groups.

Stage 3: Note- Taking

After planning the writing plan, students noted down the story briefly by following the writing plan which they had discussed to write the first draft.

Stage 4: Synthesis

Students wrote the first draft individually or in group to complete their story as well as they discussed the objectives and the audience of their story.

Stage 5: Editing

Students revised the story based on the writing plan they had concluded. Then they rewrote the story to make the story comprehensible. After the students improved their story, they discussed the correctness of language structure and appropriateness of the use of the language. The teacher monitored and helped students when needed.

Stage 6: Final copy and Elaboration

Students wrote the final copy that was revised and corrected and then they presented to the class.

If any group or anyone finished the final copy, the teacher asked the students to do additional exercises to wait for the others and to review their lessons to ensure that they understood what they have learned. When all of the students finished their writing, the teacher gave them a chance to discuss their work with friends in other groups or with the teacher.

Before the implementation the CLE (Model III) lesson plans, the researcher held a meeting and explained language features and grammatical structures of the three types of texts; a narrative, an exposition and a description to the participants. Also, the researcher explained the examples of these types to the participants to make sure that they were able to analyze the type of texts.

Then, the participants took the English writing pretest. The tests from thirty-five participants were first assessed by the three raters using the analytical rubrics. The raw scored was changed into mean scores which were used to divide the participants into two proficiency levels; high proficiency ($M=15-30$) and low proficiency group ($M=1-14$) in accordance with their English pretest mean scores.

The first CLE (Model III) lesson plan focusing on a narrative text was used for the study. The students were asked to read the text, "*Swimming with the Sharks!*"

individually to study the organization and language features of the narrative text, and then they completed the graphical outline. After that, they discussed the text and finished each task step by step until they wrote their own narrative story.

The second lesson plan which focused on an exposition was taught through the CLE (Model III) procedures. The students identified problems and solutions stated in the text, *Safe Schooling*. The diagram was used to make the text more understandable. The final stage required the students to produce their own writing by specifying one problem and its solutions.

The last CLE (Model III) lesson plan was used to teach students a description, *Natural Bridge Natural Park*. The students studied in order to comprehend the text and the story structure. They were trained both individually and in group to ensure that they could write the parallel text.

After the last CLE (Model III) lesson plan was completed, the participants were asked to give their view using the students' perception questionnaire in order to study the students' perceptions towards the CLE (Model III). They also answered to the four open-ended questions to express their points of view after the instruction.

Finally, the participants took the English writing posttest in order to assess the improvement in their writing. The tests were then corrected by the three raters using the same analytical rubrics as were used for the English writing pretest.

Data Analysis

To answer the research question 1 and 2 "Is the Concentrated Language Encounter Instruction effective on developing Matayomsuksa 5 students' writing ability?, and What is the effect on Matayomsuksa 5 students' writing ability who are

taught by the Concentrated Language Encounter Instruction?, the data were analyzed as follows:.

1. The scores from the English writing pretest and posttest scored by the three raters were converted to mean scores and standard deviations. The mean score was described as the following.

1.1 The mean scores of the English writing pretest and posttest of the participants were calculated the inter-rating reliabilities.

1.2 The difference between mean scores of the English writing pretest and posttest of the participants was compared by using the Independent t-test.

1.3 The difference between mean scores of the English writing pretest and posttest of the high proficient students and less proficient students of the participants was compared by using the Independent t-test.

2. Thirty- five English writing pretest and posttest were segmented into t-units. Then, error-free-t-units were counted and calculated in percentages. In t-units, if there were not grammatical errors, it was counted as an error- free t-unit. Some spelling and lexical errors were allowed. The results of the error-t-units from the English writing pretest and posttest were tabulated.

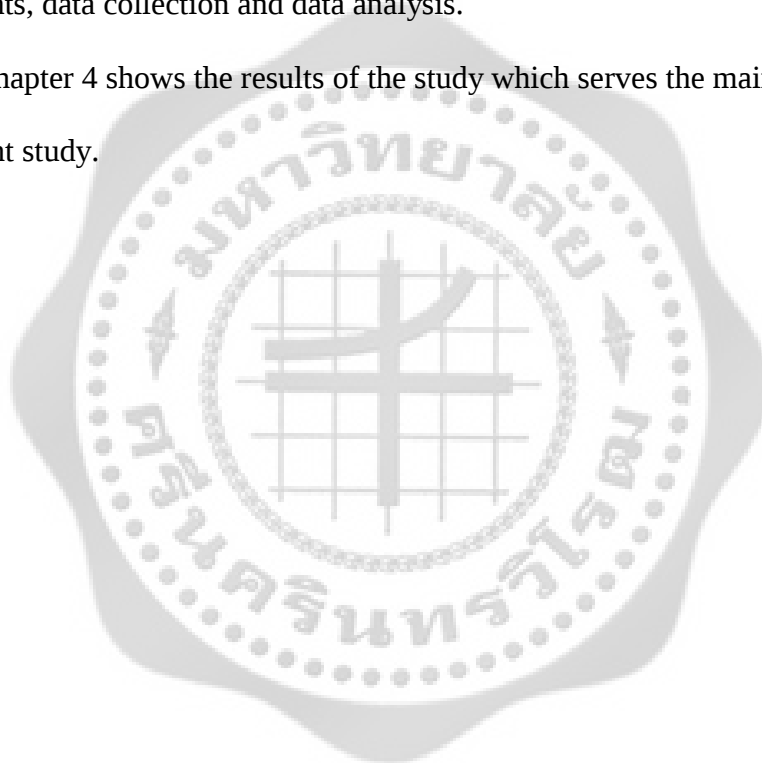
To answer research question 3 “What are Matayomsuksa 5 students’ perceptions towards the Concentrated Language Encounter Instruction?, the data from the students’ perception questionnaires were calculated in terms of the frequency of ratings from 1 to 5. The frequencies from the questionnaires were examined and calculated in mean scores and standard deviation in order to reveal the students’ perception towards the CLE (Model III). In addition, the data from four open-ended

questions were grouped and calculated in percentages to determine the students' perceptions on the completion of the study.

Summary of the Chapter

Chapter 3 presented the research methodology to investigate the effects of the CLE on students' writing ability. It concludes the research procedure, the research instruments, data collection and data analysis.

Chapter 4 shows the results of the study which serves the main objectives of the current study.



CHAPTER FOUR

RESULTS OF THE STUDY

The present study aimed to examine whether the Concentrated Language Encounter Instruction (Model III) was effective on developing Matayomsuksa 5 (eleventh grade) students' writing ability. It also explored the students' perception towards the CLE (Model III). Then the first part of this chapter reports the research findings of participants' writing performances showing the difference between students' writing performance before and after the instruction. The second part reveals students' perceptions towards the Concentrated Language Encounter Instruction (Model III).

The Effects of Using the Concentrated Language Encounter Instruction (Model III) on Students' Writing Ability

The first objective of the study was to investigate whether the Concentrated Language Encounter Instruction (Model III) was effective on developing Matayomsuksa 5 students' writing ability. Analytical scoring was used to evaluate the students' writing pre- and post tests. Next, two sets of the raw scores from the three raters were calculated for the inter-rating reliabilities. To be more specific, the inter-rater reliability of the pretest by Rater 1 and 2 was .85; Rater 1 and 3 was .82, and Rater 2 and 3 was .84. In addition, the inter-rater reliability of the posttest by Rater 1 and 2 as .85; Rater 1 and 3 was .88 and Rater 2 and 3 was .93. Table 5 presents the inter-rater reliabilities of the pretest and posttest of the English writing tests.

Table 5

Correlations of Scores for the Pretest and Posttest by the Three Raters in the English Writing Pretest and Posttest

Pretest (n=35)	r	Posttest (n=35)	r
Rater1-2	.84	Rater1-2	.85
Rater1-3	.82	Rater1-3	.88
Rater2-3	.84	Rater2-3	.93

Table 5 displays the reliability of the scores gained from the three raters. The scores of the English writing pretest had reliabilities at the correlation of .84, .82, and .84 respectively. For the posttest, the inter-rater reliabilities were .85, .88 and .93 respectively.

To investigate whether or not the students improved their writing ability after the implementation of the CLE (Model III), the raw scores from the English writing pretest and posttest were converted in mean scores and standard deviation. Then these two sets of data were calculated to study the differences. Table 6 showed the comparison of the mean scores on the English writing pretest and posttest.

Table 6

The Comparison of the Overall Mean Scores on Pretest and Posttest

Students' papers	n	M	SD	t	p-value
Pretest	35	14.09	2.24	13.29	.000*
Posttest	35	19.54	3.28		

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

The data in Table 6 reveals that the mean scores in the posttest were higher than that in the pretest. The mean scores in the pretest and posttest were 14.09 and 19.54 respectively. The t- score was 13.29, and it was significantly different at the level of .01. That is, the result of the independent t- test presented the students made significant improvement in writing after the instruction.

English Writing Ability of High Proficient Students and Less Proficient Students

To find out whether the Concentrated Language Encounter Instruction (Model III) enhanced the English writing ability of the high proficient and less proficient students, the English writing pretest and posttest mean scores were compared using the independent t-test to determine whether there was a significant difference before and after instruction. The differences were shown in Table 7.

Table 7

The Difference in the Mean Scores and Standard Deviations (SD) of the High Proficient and Less Proficient Students

Students' Ability	n	Pretest		Posttest		t	p-value
		M	SD	M	SD		
High Proficient	14	16.00	1.17	21.71	2.99	7.83	.000*
Low Proficient	21	12.80	1.83	18.09	2.62	10.71	.000*

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

As shown in Table 7, both high proficient and less proficient students gained a significantly higher mean scores in the posttest compared with the pretest scores. The difference between the two tests stands at .01 level. This indicates that the CLE enhanced the English writing ability of both high proficient and less proficient

students. Figure 11 shows this improvement of two proficient levels of the participants.

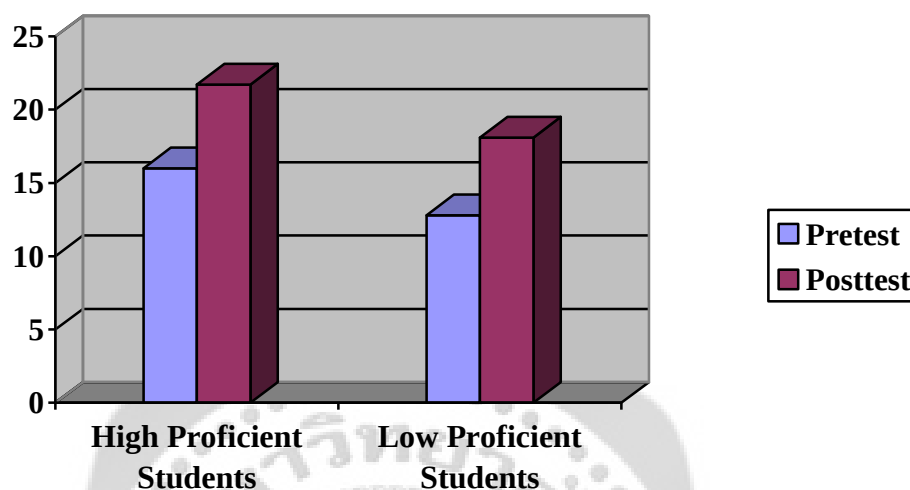


Figure 11. The Mean Differences of High Proficient and Low Proficient Students

In order to study more in details the improvement of students' writing ability on each aspect of writing, the following table was exhibited.

Table 8

The Comparison of Pretest and Posttest Mean Scores for Writing Skills

Item	Description	n	Pretest		Posttest		t	p-value
			M	SD	M	SD		
1	Content/Idea	35	3.08	.88	4.48	.85	8.48	.000*
2	Organization	35	2.48	.74	3.97	.89	9.91	.000*
3	Word Choice	35	3.02	.66	3.94	.93	5.88	.000*
4	Sentence Fluency	35	2.97	.66	3.77	.91	5.07	.000*
5	Convention	35	2.51	.74	3.37	.77	5.20	.000*

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

As can be seen from Table 8, the mean scores of the posttest for writing aspects were higher than that of the pretest. The t- test showed a significant difference between pretest and posttest means cores at the .01 level. The results demonstrated that students improved their writing ability in accordance with the writing aspects after employing the CLE (Model III). The following figure displays the improvement across five aspects.

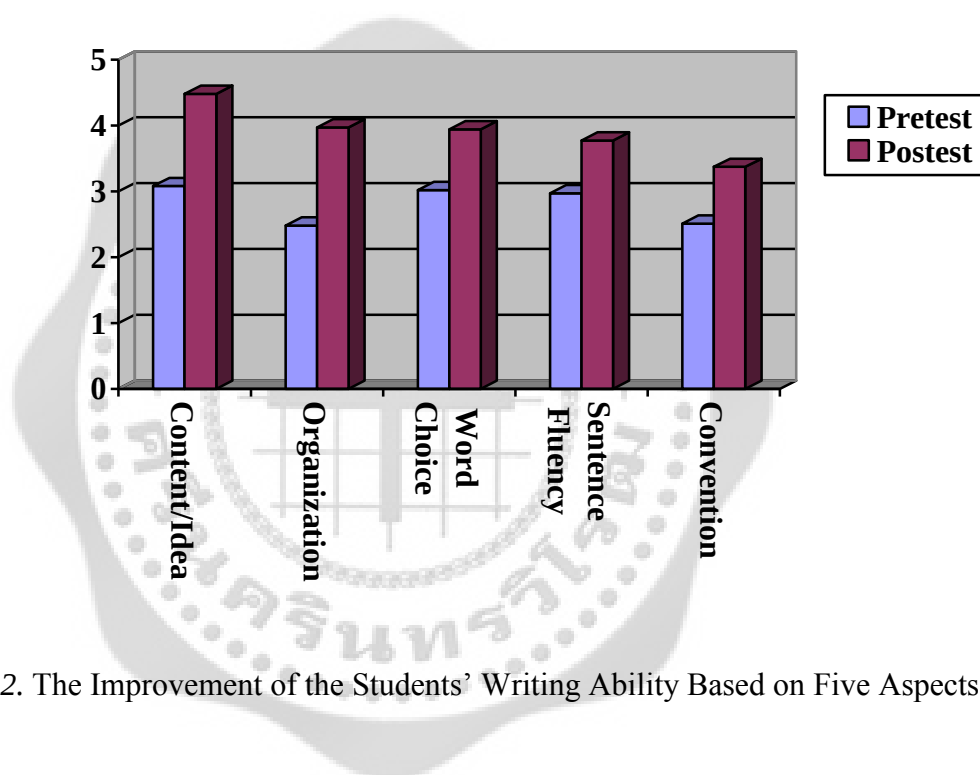


Figure 12. The Improvement of the Students' Writing Ability Based on Five Aspects

To examine the development of the students' writing ability, the error- free t- units from the English writing pretest and posttest were counted. The following table presents error-free t-units of the thirty- five English writing pretests and posttests.

Table 9

A Comparison of Error-Free T – units of the 35 Essays in the English Writing Pretest and Posttest

No. Essay	Pretest			Posttest		
	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
1	8	4	50.00	14	7	50.00
2	19	9	47.36	16	8	50.00
3	17	11	64.70	16	9	56.25
4	15	7	46.66	24	14	58.33
5	13	6	46.15	12	2	16.66
6	11	10	90.90	18	2	11.11
7	11	9	81.81	12	4	33.33
8	11	5	45.45	11	3	27.27
9	12	3	25.00	31	8	25.80
10	4	0	0.00	9	5	55.55
11	7	2	28.57	12	1	8.33
12	12	4	33.33	21	4	19.04
13	14	8	57.14	14	1	7.14
14	14	3	21.42	26	11	42.30
15	10	3	30.00	18	4	22.22
16	16	5	31.25	18	9	50.00
17	10	4	40.00	17	13	76.47
18	12	5	41.66	16	10	62.50
19	9	6	66.66	10	5	50.00
20	5	0	0.00	14	3	21.42
21	18	7	38.88	10	3	30.00
22	11	3	27.27	14	9	64.28
23	26	10	38.46	20	7	35.00
24	20	7	35.00	23	13	56.52
25	26	11	42.30	31	11	35.48
26	14	3	21.42	9	7	77.77
27	14	4	28.57	23	11	47.82
28	15	3	20.00	15	3	20.00
29	10	1	10.00	15	3	20.00
30	14	2	14.28	24	6	25.00

Table 9 (Continued)

No. Essay	Pretest			Posttest		
	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
31	14	4	28.57	12	5	41.66
32	17	6	35.29	23	14	60.86
33	13	3	23.07	17	6	35.29
34	20	6	30.00	14	1	5.88
35	18	8	44.44	19	17	89.47

Table 9 illustrates the improvement of the students' syntactic ability. Nineteen students out of thirty-five (54.29%) produced more error-free t-units in the English writing posttest than in the English writing pretest. Fourteen students (40%) did not develop their syntactic ability. They wrote fewer error-free t-units in the posttest than in the pretest. Two students (5.71%) had equal percentages between the pretest and posttest.

Students' Perceptions towards the Concentrated Language Encounter

Instruction (Model III)

Students' perceptions towards the Concentrated Language Encounter

Instruction (Model III) from rating questionnaire.

The second objective of the study was to explore the students' perceptions towards using the CLE (Model III). The students completed the questionnaire at the end of the experiment. The sample mean score and the sample standard deviation were listed for questions one through ten in the following table.

Table 10

The Analysis of Matayomsuksa 5 Students' Perceptions towards the CLE (Model III)

Questionnaire Items	<i>M</i>	<i>SD</i>	Level
1. I put more time into this class than I would have invested precedent classes.	4.31	.63	Strongly agree
2. The information from the class activities contributed greatly to my knowledge about reading and writing.	4.26	.74	Strongly agree
3. My reading skills in English improved as a result of Concentrated Language Encounter Instruction (Model III)	3.89	.76	Agree
4. My writing skills in English improved as a result of Concentrated Language Encounter Instruction (Model III)	4.03	.75	Agree
5. I learned a lot from the additional exercises.	4.20	.68	Agree
6. I learned a lot from the discussion activities.	4.03	.66	Agree
7. Concentrated Language Encounter Instruction (Model III) made English more interesting.	4.31	.76	Strongly agree
8. I gained confidence in my ability to do the English language activities.	3.89	.80	Agree
9. Concentrated Language Encounter Instruction (Model III) helped me perform better on the test.	4.03	.71	Agree
10. Concentrated Language Encounter Instruction (Model III) proceeded the development of integrated skills in the classroom.	4.40	.60	Strongly agree

According to Table 10, all students agreed with using the CLE in writing class, as shown in each item, it can be summarized that the students strongly agreed that the CLE (Model III) proceeded the development of integrated skills in the classroom ($M=4.40$), and made English more interesting ($M=4.31$). The students also strongly agreed that they put more time into this class than they would have invested precedent classes ($M=4.31$), and that the information from the class activities contributed greatly to their knowledge about reading and writing ($M=4.26$). However, the students had a low level of positive perception towards the use of the CLE (Model III). They agreed that their reading skills in English improved as a result of the CLE (Model III), and

that they gained confidence in their ability to do the English language activities ($M=3.89$).

Students' perceptions towards the Concentrated Language Encounter

Instruction (Model III) on four open-ended questions.

In order to be informed students' perceptions towards the application of the CLE (Model III) more distinctly, the students answered four open-ended questions the in the second part of the perception questionnaire. Table 11 shows the frequency of the advantage of the implementation of the CLE (Model III).

Table 11

The Advantages of Learning through the CLE (Model III)

<i>The Advantages of Learning through the CLE (Model III)</i>		
	Frequency	Percentage
Practicing English skills; listening, speaking, reading, writing	14	40.00
Applying the knowledge to use in daily life	8	22.85
Promoting relationship between teacher and friends	3	8.57
Enhancing thinking skill	2	5.71
Understanding easily	2	5.71
Learning how to deal with problems	2	5.71
Gaining experience about the language	2	5.71
Learning how to work in group	2	5.71

Table 11 shows the first three advantages of learning through the CLE (Model III) were practicing English skills; listening, speaking, reading and writing (40%), followed by applying the knowledge to use in daily life (22.85%), and promoting relationship between teacher and friends (8.57%). In addition, there were other advantages of learning through the CLE (Model III) that the students responded including enhancing thinking skill, understanding easily, learning how to deal with

problems, gaining experience about the language, and learning how to work in group (5.71%).

The second questions required students to purpose the problems occurring in the CLE class. The problems responded by the students were shown in Table 12.

Table 12

The Problems with Learning through the CLE (Model III)

The Problems with Learning through the CLE		
(Model III)	Frequency	Percentage
Having different ideas among people in group	10	28.57
Lack of vocabulary	7	20.00
Being unable to understand the procedure of the activities	6	17.14
Noisy class	3	8.57
Time limitation	3	8.57
Having no problems	6	17.14

As displayed in Table 12, the first three problems that occurred while learning through the CLE (Model III) were having different ideas among people in group (28.57%), lack of vocabulary (20%), and being unable to understand the procedure of the activities (17.14%). The minor problems that the students encountered in the class were noisy class and time limitation (8.57%). Nevertheless, there were 6 students who had no problem during the instruction (17.14%).

The students were asked whether they agreed to apply the CLE (Model III) in an English class or not. The data were displayed in Table 13.

Table 13

The Students' Reasons to Apply the CLE (Model III) in an English Class

Do you agree with using the CLE (Model III) in an		
English class?	Frequency	Percentage
Agree	35	
The reasons		
Gaining more interest on English class	8	22.85
Improving writing and reading abilities	7	20.00
Applying the knowledge to use in daily life	5	14.28
Being active to learn English	5	14.28
Creating an enjoyable atmosphere	5	14.28
Promoting work in group	3	8.57
Being able to express ideas	1	2.85
Increasing scores in English courses	1	2.85

According to Table 13, all students agreed with applying the CLE (Model III) in an English class. The first four reasons responded by students were gaining more interest on English class (22.85%), improving writing and reading abilities (20%), applying the knowledge to use in daily life (14.28%), being active to learn English (14.28), creating an enjoyable atmosphere (14.28), and promoting work in group (8.57%). For the rest, students thought that learning through the CLE (Model III) help them express ideas (2.85), and increasing scores in English courses (2.85%).

The last open- ended question asked the students who learned via the CLE (Model III) to list suggestions for the use of the CLE (Model III). Table 14 shows the suggestion from some students towards the CLE (Model III).

Table 14

Suggestions from Matayomsuksa 5 Students towards the CLE (Model III)

Suggestions from Matayomsuksa 5 Students towards		
the CLE (Model III)	Frequency	Percentage
The teacher should get closed to students.	8	22.85
Working in group sometimes causes the noise.	3	8.57
The texts should be more interesting.	2	5.71
Every student should have opportunity to present their work.	1	2.85
Students should be allowed to create additional activities after the final step.	1	2.85
The teacher should teach each type of writing through the CLE repeatedly, not only once.	1	2.85

The data in Table 14, students suggested that the teacher should get closed to students (22.85%). In addition, working in group sometimes causes the noise (8.57%), and also the texts should be more interesting (5.71%). For the rest, students suggested that every student should have opportunity to present their work, that students should be allowed to create additional activities after the final step, and that the teacher should teach each type of writing through the CLE repeatedly, not only once (2.85%).

Summary of the Chapter

This chapter reported the results of the study, the improvement of students' writing ability before and after the experiment. In addition, the students' perceptions towards the application of the CLE (Model III) were also presented. In the next chapter the discussions of the main findings, implications of the study and the recommendations for the further studies were presented.

CHAPTER FIVE

CONCLUSIONS AND DISCUSSIONS

This study intended to investigate the effects of the Concentrated Language Encounter Instruction (Model III) on Matayomsuksa 5 (eleventh grade) students' writing ability. It also explored students' perceptions towards the CLE (Model III). This chapter presents the conclusions and discussions of the findings. Besides, it also includes the implications, the limitations, and the recommendations for the further studies.

Summary of the Research

The purposes of the current study were to investigate the effects of the CLE (Model III) on Matayomsuksa 5 students' writing ability and to explore the students' perceptions towards the CLE (Model III). The participants of the study were 35 Matayomsuksa 5 students selected by convenience sampling method. The experiment lasted for 24 hours within 2 months including the pretest and posttest. The instruments used in this study including the English writing pretest and posttest, and students' perceptions questionnaire, the CLE (Model III) lesson plans, and rubrics of writing test. The students took the English writing pretest and afterwards they were divided into two proficiency levels; high proficient students and low proficient students based on their scores from the English writing pretest. After that, they learned through the CLE (Model III) instruction. When the last period ended, the students were asked to respond to the perception questionnaire before taking the posttest. Lastly, the mean scores and standard deviation of the two sets of tests were compared and tested by independent sample t-test.

Summary of the Main Findings

This section summarizes the results revealed by comparing the mean scores from the students' pretest and posttest of the English writing test, the responses of the perception questionnaires and the evaluation of students' pretest and posttest using t-units. Then, error-free-t-units were counted and calculated in percentages. The data analysis revealed the main results as follows:

Firstly, the data analysis indicated that Matayomsuksa 5 students' writing ability significantly improved from the beginning to the end of the semester after the implementation of the CLE (Model III). The mean scores of students' posttest ($M=19.54$) was higher than the mean scores of the students' pretest ($M=14.09$). The findings showed the significant difference between the pretest and posttest mean scores at the .01 level. Furthermore, as for the students who were evaluated as less proficient students, the findings reveals that they have improved considerably after applying the CLE (Model III).

Secondly, the data analysis in terms of the proficiency level indicated that high proficient and less proficient students gained significantly higher mean scores in the posttest compared with the pretest scores. This showed that the CLE helped both high proficient and less proficient students to improve their English writing ability.

Thirdly, the evaluating of the students' syntactic ability using the t-units revealed that the students improved their writing ability in accordance with the syntactic ability. Nineteen of them (54.29%) produced more error-free t-units in the English writing posttest than in the English writing pretest. Fourteen students (40%) did not develop their syntactic ability. They wrote fewer error-free t-units in the posttest than in the pretest.

Fourthly, the data analysis from the students' perceptions questionnaire revealed that all of the students agreed with using the CLE (Model III) in an English class. The students strongly agreed that the CLE (Model III) helped in the development of integrated skills in the classroom ($M=4.40$).

In addition, the data from the open-ended questions confirmed the results from the questionnaire. The students proposed the advantages of the CLE (Model III), the problems occurring in the CLE classroom, their reasons to apply the CLE (Model III) in an English class, and they also gave the researcher some suggestions towards CLE (Model III). The students reported that the most advantageous of the CLE (Model III) was the students could practice English skills; listening, speaking, reading and writing in the CLE class. Most of the students reported that the common problem they faced during the experiment was having different ideas among people in group. The students further mentioned that the CLE should be applied in an English class. They also gave some reasons to support their answers; for example, they gained more interest on English class (22.85%), and they improved writing and reading abilities (20%).

The following section discusses the main findings of the study, the effects of the CLE (Model III) on Matayomsuksa 5 students' writing ability after the experiment and the students' perceptions towards the CLE (Model III) are also discussed.

Discussion

The effects of the CLE (Model III) on Matayomsuksa 5 students' writing ability.

According to the statistic findings, it is evident that the students learned through the CLE (Model III) had an improvement in the quality of writing from the pretest to posttest as shown by the higher mean scores of the posttest. The possible explanation was accounted for this improvement.

First of all, the CLE (Model III) contributed to the students' improvement of their writing ability from the reading texts because the reading has a good effect on writing performance. Grabe (2003) points out that reading and writing are connected, so reading enhanced the students' writing performance. In other words, while students were reading the text, they gathered the information and organization of the text. They learned the genres or story structures of the text types as well as language features for specific genres. Thus, when they wrote their story, they were able to employ the appropriate structures to their writing. Also, Biber (1988) states that it is crucial for students to spend time to practice in the range of genres that they have been required to write because different genres rely on different writing conventions and different language features. In addition, the Top –level structure, which allowed students to learn different characteristics of texts including, compare/ contrast, problem/ solution or description, aids students to be aware of the organization of texts when writing. Bartlett and Fletcher (1997) and Bartlett (2003) mention that the Top-level structure provide an organizational pattern for a writer in order to use that organizational pattern to convey their thoughts.

Another explanation to support the findings is that being successful in communication, especially in writing; students retrieve their repertoires of knowledge and experience because prior knowledge and experience will influence what, and probably how, they write. This explanation relates to the schema theory which Carrell (1989, 1990, and 1992) demonstrates that applying schema theory to English as a second language (ESL) writing, teacher will make ESL writing more effective because the students simply get accustomed to form and content which make reading and writing are relatively easy.

In the second place, in this study, the students were trained through the six stages of the CLE (Model III) consistently according to the natural approach which the learning process and language learning emphasizes the need for comprehensive input and using suitable teaching methods for students' language acquisition (Krashen and Terrell, 1983). The early stage of the CLE (Model III) provides the meaning-focused input for the students and helps them understand the text and identify the main idea by using graphical outlines which urge them to learn the language. As Franken (1987) suggests that using the diagram to transfer information is very useful way before the writing is done. Moreover, the CLE (Model III) process allows students to confront to use the language themselves. That is, the students use the language from the beginning of the process to the end of the process, particularly, writing. They were continuously trained to make their writing plan by noting the main idea and supporting details down the format of organization of the writing. Accordingly, the students gradually identified the main idea and supporting details when they were about to write their story. The findings were consistent with Nelson (1984) that being successful in writing, the students firstly need to be trained to write the main idea.

Thirdly, the CLE (Model III) emphasizes the writing process which is gradually difficult to the teaching writing classes. These systematic processes in the CLE consist of studying information for the writing plan, taking notes, synthesizing, revising, editing, and polishing which enhance the students to get familiar to language in terms of forms and language features. The students therefore knew what they were going to do and how to finish their writing when they were assigned writing tasks. Moreover, the CLE procedures facilitate students to be a good writer because they were trained to write systematically and they have already known how to convey their purpose to their audiences. Raimes (1983) suggests writing is an activity that moves in stages and it also takes time to complete, so writers should access their writing tasks as a process.

Lastly, learning through the CLE stimulates collaborative learning because students had opportunities to work with others and share ideas amongst them. Reid (1993) purposes that the collaborative learning in writing classroom included small group work for idea generation, cooperative work on gathering and organizing material, peer review and advice, and the presence of an authentic audience for the writer. Obviously, the fifth stage that students need to revise and correct their writing as well as their friends' writing. The students were not reluctant to follow the instruction since they think they would help each other to complete the tasks. They were willing to correct the writing in terms of spelling or grammatical structure as long as they have learned. Similarly, the students whose writings were corrected by their friends felt comfortable to accept the errors found in their writing. Nation (2009) states that feedbacks from classmates, teachers, or other readers can activate students to correct their writing because such feedback is expressed in way that the students;

the writers, find acceptable to act on. Feedback which focuses only on grammatical error however does not help improve writing ability in terms of content. Also, time constraint is another factor for peer feedback sessions (Campbell, 1998).

The findings from Termsinsuk (1992) and Thongprim (2004) and with their investigation of the use of the CLE in training writing revealed the same ways as the researcher did. They all found that the CLE improved the overall students' writing ability in accordance with the explanation discussed above.

The effects of the CLE (Model III) on the high proficient and less proficient students' writing abilities.

The finding suggests that the CLE (Model III) enhanced both the high proficient and less proficient students. Indeed, both types of students gained significantly higher scores in writing after receiving the instruction through the CLE (Model III). The CLE class activities that focus on students' respond to the text and discussion could help them improve the overall writing ability and critical thinking at a certain level. As Alvermann (1998) and Combs (1997) state, sharing ideas among students reinforces them to think critically since they can compare and contrast their ideas. In the experiment, the high proficient students are always the leader of a group discussion to gather ideas from friends who were supposed to be low proficient students. However, the low proficient students tried to push their ideas in the group discussion. As Khuankaew (2010) suggests that when high and low proficient students worked in a group discussion, the high proficient students learned to elicit ideas from their less competent peers whereas the low proficient learned from more competent peers. Such discussions encourage not only students' writing ability; the students also develop their critical thinking.

Furthermore, concerning the current study, the high proficient students also knew how to write. However, they needed explicit training and more practice. In this study, they were offered more opportunities to practice through the CLE procedures. In addition, high proficient students usually learn quickly and can be developed easily when given a proper trigger and motivation. This may be the reason why the proficient students performed better after the training. For the less proficient students, they benefited more from the CLE than the high proficient ones. It could be said that the less proficient students might not be aware of the writing process of what process to employ, and of how and when to employ it; whereas, the proficient students might already know the writing process and may be eager to use it efficiently in their writing. In addition, students were trained to write step by step. Then they had enough practice in cooperative group of participants with mixed abilities, so that the weaker students learnt from their friends. In such a group setting, they were comfortable to ask questions on the points they did not understand and to express their ideas and experience with their friends.

The improvement in writing ability after the experiment.

The findings for the study presented the improvement of the students who were taught via the CLE (Model III) with the significantly statistical differences between the English writing pretest and posttest.

When the first lesson plan was implemented, the students were asked to read and write a narrative story. When they were told the objectives of the lesson, they felt so worried and stressed that they wanted the bell to ring to tell that the time for an English period was ended. The students first were not interested in the topic '*Swimming with Sharks*' which had been taken from the Upstream 5 textbook because

none of them had experienced before. Therefore, the students kept quiet when discuss the story. They were still confused that why they were asked to write in spite of reading the story, so most of them attempted to ask their friends to help when the researcher asked them questions. After the students comprehended the purpose of the text, the researcher asked them to turn back to their friends in order to work in group. The researcher noticed that they seemed to be relaxed and cooperated to do the activities because they might feel safer to work with their friends.

Therefore, the further stages were completed with the cooperation from the students. In the earlier lesson, the students needed more help from the teacher because they were always worried about the correctness of the grammatical errors. The researcher thus told them that there was the stage which provided them to exchange their writing to revise. The students then felt more comfortable to do their writing plan, taking their note, and doing the first draft.

After a few weeks, the students were getting familiar with the CLE stages, so they knew what they were going to do. However, some low proficient students still were not confident to do activities. After the first lesson has finished, the researcher observed that when asked to write their story, the students paid more attention to do the writing task because they knew that their writing would be revised by their friends. To offer peer review is the benefits of collaborative or group work. Such collaborative strengthens the relationships in the class and the students have authentic audiences (Dansereau, 1988; MacGroarty, 1989). Furthermore, students can exchange different learning styles and strategies for learning (Peck, 1991; Scarcella & Oxford, 1992; Wenden & Rubin, 1987).

The evidences to prove the effects of the CLE (Model III) on students' writing ability were the increase in the numbers of the words the students produced in the posttest. The average of the word they produced in the pretest was 108 words whereas the posttest was 146 words. The number of the words might increase a little because the students were timed to do the tests. Besides, the findings showed the improvement of t-units and the error-free t-units when nineteen out of thirty-five students (54.29%) improved the error-free t-units, the syntactic ability whereas 14 students (40%) did not. It can be concluded that more than half of the students improved their writing ability in terms of fluency not accuracy. Lennon (1991) mentions that fluency defined as the communication of ideas without concerning of separated language elements whereas accuracy focuses on the discrete of elements of the grammatical rules.

Time is also one of the factors for this finding. The last session of the experiment was done on Friday of the last week of the semester, so most students lost their interest and attention in learning because they were concerned about the final test which would come soon. They hurriedly left the class, so they did not revise their own writing. This probably was because of the carelessness; hence, some of them did not show the development in syntax.

To sum up, the overall of students' writing ability improved after the implementation of the CLE (Model III). The next section demonstrated the students' perception and the reasons for the findings.

The students' Perception towards the Concentrated Language Encounter

Instruction (Model III)

Students' perceptions towards the CLE (Model III) from the questionnaires.

Regarding the students' perceptions after the use of CLE (Model III), the data collected from the questionnaires revealed that the participants of the students had a positive perception towards the CLE (Model III). To elaborate this, the results showed that the students mostly agreed with the application of the CLE (Model III). One of the strong agreements was the CLE (Model III) helped to develop the integrated skills of English in the classroom ($M=4.40$). The findings suggest that the CLE (Model III) procedure encouraged students to practice speaking, listening, reading, writing, and thinking skills in real setting and relaxing atmosphere.

In regard to the questionnaires, students thought that the use of the CLE made their English class interesting because the CLE procedure let students participate various activities not only individual but also in pairs and in group. Therefore, less proficient students can feel comfortable to do their tasks without any trouble when they work with friends.

Moreover, the teacher allowed students to spend enough time to finish their writing tasks. The CLE serves different proficiency levels of the students, for example, the groups that completed the task first could go further the next step while the others were trying to have the task done. To do this, students did not get stressed during the instruction.

To study students' perceptions towards the CLE (Model III) more obviously, the open-ended questions conducted for students to answer. The next section reported them in details.

Students' perceptions towards the CLE (Model III) from open-ended questions.

The findings from students' answers in the open-ended questionnaires, they reported the advantages of CLE instruction, the problems occurred in the CLE class, the reasons to support the students' agreement to apply the CLE in an English course and also the suggestions made by the students. The following section discussed the findings from these areas.

Most of the students responded that the CLE instruction had advantages for the students to improve all four English skills, especially writing skill. This was because the CLE procedure consists of six stages that required the students to use the target language via the different tasks, for example, the discussion session which the students were enthusiastic to share ideas within their group without stress.

In the CLE class, the students could also use the knowledge in daily life because they practiced a lot through the instruction. In the CLE class, the CLE promoted the relationship between the teacher and friends. This was because the students were assigned to work in pairs as well as in groups. They had to adjust to new environment to reach the goal of each step and had to deal with any problems reasonably. Moreover, the role of the teacher was to monitor and advise students in each group closely but not control or lead them to create their work. The students always raised their hands up to ask for help from the teacher in the early lessons;

however, many lessons finished, they felt more confident not to ask the teacher quite often.

A few students responded that the CLE can help them enhance thinking skill, understanding easily, learning how to deal with problems, gaining experience about the language as well as learning how to work in group. Since the CLE teaching procedure focused on student-centered, the students had to learn and think creatively to approach the final stage. If any problems occurred, students, together with their friends in group, had to find the solution to get rid of them. As a result, the students gained experience in using the language and learned to live in a small unit of the society.

Additionally, all students in the CLE class agreed with the use of the CLE. The reasons were they believed that the CLE helped them gain more interest on English class, improve writing and reading abilities. They could also apply the knowledge to use in daily life, and they were active to learn English as well as the CLE created an enjoyable atmosphere. Also, some students claimed that the CLE promoted a group work.

However, some students faced some problems within the discussion session about their writing plan. Also, some students mentioned that working in group caused noise in class. This made them feel annoyed and did not want to go on the activities.

Implications of the Study

This part offers the directions in accordance with the findings of the study in respect of overall writing ability, as well as, perceptions towards the CLE (Model III) as follows.

Regarding overall writing ability, it is suggested that teaching writing by the use of the CLE should be implemented practicing students from a lower class level. When participants are assigned to write, they become uncomfortable and not willing to do the task. Thus having opportunities to write regularly and extensively will gradually help lessen their fears in encountering writing and they will become more confident and be able to write fluently.

The participants did not have sufficient practice in writing English prior to this English course. Thai students of upper secondary level study intensively and competitively have to prepare themselves for university entrance examination. English is one of the most competitive and demanding subject they are faced with. Despite the fact that they attempt, their writing ability revealed a very low level. Thus, students should practice writing as often as possible. They should begin writing with easy topics, particularly, writing about their own experience. As one of the raters noticed that writing about students' experience helped relieve their anxiety because at least they already have had the ideas to write about in their mind.

Moreover, teachers should not have high expectations of students' writing ability because there are different levels of students in one class. Teachers should be patient and try hard to teach writing each step through the CLE, especially at the beginning of the course; the students need to spend much time to understand the procedure of the CLE. When they are getting familiar to the process, they will be able to write fluently.

Before applying the CLE, teachers should inform students and have them learn about the CLE procedures to make sure that they can follow each step correctly and

respectively. Doing this helps students adjust to a new instruction and perceive the teaching process in order to lead them to the objectives of the CLE.

The experiment was planned to serve the objectives of the present study; however, there were some limitations found in this study.

Limitations of the Study

The time for this study was inappropriate. The class time was almost in the after lunch period. This evening time had a lot of disadvantages; for example, students were too tired, and they wanted to leave as early as possible. Therefore, different class time could yield different results. The continuity of the lesson was also limited. Each period was separated so the procedure did not run continuously. Sometimes the students need to revise the former step before going on the instruction.

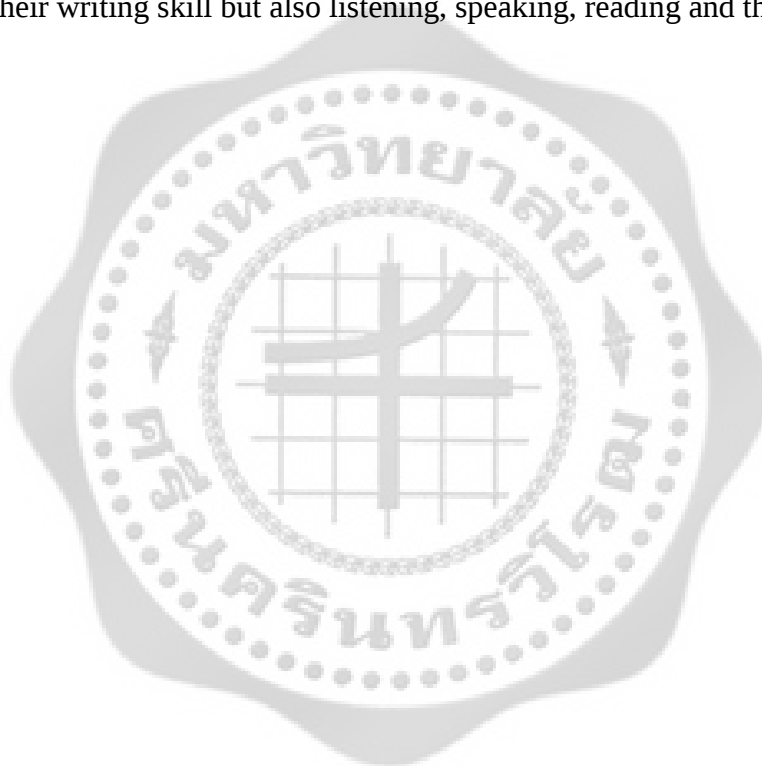
Recommendations for Further Studies

The recommendations for further studies are suggested as follows:

1. The further study should use the texts that have different genres or story structures in the CLE class.
2. In this study, the teacher selected the reading texts for the students. In the further studies, the teacher might give the lists of reading texts which are related to their English proficiency level and they then select the texts they prefer.

Conclusion

This chapter discussed the main findings of the study. The findings confirmed the usefulness of the CLE (Model III) on students' writing ability. The students obtained higher scores after the treatment. There was a significantly statistic difference between the pretest and posttest. Furthermore, the students showed positive perceptions towards the CLE. They agreed that learning through the CLE improved not only their writing skill but also listening, speaking, reading and thinking skills.





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English Writing Pretest

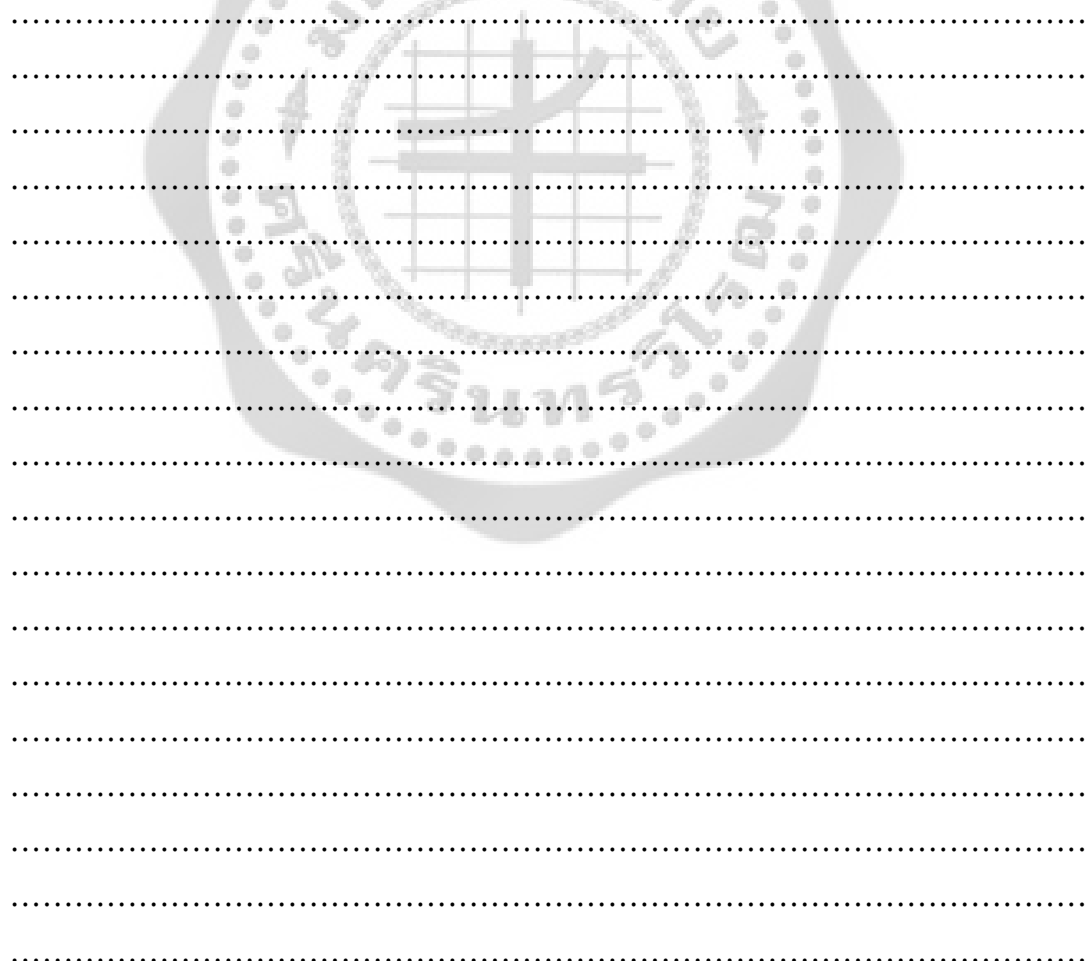
Matayomsuksa 5

Duration 50 minutes

Directions: Choose one item from the following items to write a paragraph.

(100-120 words)

1. Write a paragraph about a problem you need to solve.
2. Write a paragraph about a real event in your life.
3. Write a paragraph describing a place where you can enjoy the sights, sounds, and smells of the natural world.



English Writing Posttest

Matayomsuksa 5

Duration 50 minutes

Directions: Choose one topic to write a paragraph. (100-120 words)

1. A teen magazine is asking its readers to write in with their suggestions on how to surf the Internet safely.
2. Write a story that begins with “It was a dark and stormy night. John was on his way home.”
3. Describe a place where you can enjoy the sights, sounds, and smells of the natural world, such as a park, a beach, a pond, or a natural preserve.



Appendix C
Questionnaire of Students' Perception

PART 1

Questionnaire Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I put more time into this class than I would have invested precedent classes.					
2. The information from the class activities contributed greatly to my knowledge about reading and writing.					
3. My reading skills in English improved as a result of the CLE.					
4. My writing skills in English improved as a result of the CLE.					
5. I learned a lot from the additional exercises.					
6. I learned a lot from the discussion activities.					

Questionnaire Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
7. The CLE made English more interesting.					
8. I gained confidence in my ability to do the English language activities.					
9. The CLE helped me perform better on the test.					
10. The CLE proceeded the development of integrated skills in the classroom.					

PART 2

1. What advantages do you get from the use of the Concentrated Language Encounter Instruction (Model III)?

.....

.....

.....

.....

2. What problems happened to you during the instruction? Why?

.....

.....

.....

.....

.....

.....

3. Do you agree to apply the Concentrated Language Encounter Instruction (Model III) in an English class? Why?

.....

.....

.....

.....

4. Suggestions

.....

.....

.....

.....

Appendix D

Lesson Plan 1

Course: Eng32102

Level: M. 5

Time: 6 periods

Topic: Swimming with Sharks

Vocabulary: exotic, infested, thrilled, harbor, approached

Structure: Past Tenses

Goal: The students will be able to comprehend the text and write a piece of work with the text structure they have learned

Enabling Aims:

1. Able to pronounce and tell the meaning of specific vocabulary
2. Able to conclude the grammar rule correctly
3. Able to comprehend the text and analyze the text structure
4. Able to write a narrative story and present it to the class

Materials and Sources:

1. reading passage
2. worksheet
3. textbook

Method of Teaching:

Swimming with Sharks



We've all heard about people swimming with dolphins, but what about sharks? Well, that's what Oliver did last year in Australia! He had always dreamt of going to the Great Barrier Reef and it was exactly as he had imagined it- clear blue water and thousands of exotic fish. One day, as he was walking along the beach, he saw a sign advertising trips to dive with sharks. This was his kind of diving!

The next day he walked excitedly to the harbor, and soon he was on his way out to sea. Suddenly the captain switched off the engine. Some sharks had been spotted swimming near the boat. He put on his wetsuit and stepped carefully inside the cage that would take him underwater and protect him from any attack. Sinking through shark- infested waters, trapped in a cage, is not everyone's idea of fun, but Oliver was absolutely thrilled! He waited impatiently for the sharks to appear, and sure enough, within minutes, five huge Great Whites cautiously approached the cage and started circling it. They were so close he could see their sharp white teeth. Oliver had never realized how beautiful these animals were and how gracefully they moved. Suddenly, one of them crashed against the cage, knocking him over. Picking himself up, he saw the door of the cage lying open, the lock broken!

He knew he had to make it back up to the boat. He swam out of the cage and grabbed the rope that connected the cage to the boat overhead. But instead of attacking him, the sharks swam slowly around him as he was climbing up the rope.

He reached the boat in safety, aware that this had been the most amazing experience of his life. Can you guess what he did the very next day?

Period 1

Phase 1 Orientation Stage

1.1 Contextualization

- Students in each group survey relevant text and analyze its content structure by being asked the following questions;

What is this text about?

What kind of genre is it?

Why did the author write it?

For whom was it written?

What do you already know about this topic?

- Ss have a discussion in order to find the answer to those questions.
- Check the answers by joining a discussion group by group.
- Have the ready group go further step.

1.2 Mapping the topic

- Each group map the topic by taking the information from 1.1
- Check the exercise by joining a discussion group by group.

Mapping

Period 2

1.3 Surveying the text organization

- Each group complete the graphical outline by taking the information from 1.2

Organizing outline

Swimming with sharks

Main Idea 1	Supporting detail 1
	Supporting detail 2
Main Idea 2	Supporting detail 1
	Supporting detail 2
Main Idea 3	Supporting detail 1
	Supporting detail 2

- Check the graphical outline by joining a discussion group by group.
- Let the ready group go further step.

1.4 Establishing the genre of the text being read and the text to be written

- Let each group have a discussion about the organization of the text that they have taken the information from.
- Ss tell the teacher what kind of genre it is.
- Let each group study how the text is organized in the style of a narrative genre.
- Let the ready group go further step.

1.5 Dealing with unfamiliar vocabulary

- Ss find out and underline the unfamiliar vocabulary.
- Have each group discuss the meanings and context clues provided.
- Let the ready group go further step.

Phase 2 Reflection

- Ss plan a writing plan by taking the information from Phase 1.
- Check the writing plan group by group.

Writing Plan

Paragraph 1

(Introductory Paragraph)

Point 1:

Point 2:

Point 3:

Paragraph 2

Major Concept:.....

Supporting Point 1:

Supporting Point 2:

Supporting Point 3:

Paragraph 3

Major Concept:.....

Supporting Point 1:

Supporting Point 2:

Supporting Point 3:

Paragraph 4

Major Concept:.....

Supporting Point 1:

Supporting Point 2:

Supporting Point 3:

Conclusion

Point 1:

Point 2:

Point 3:

Period 3

Phase 3 Note- Taking

- Have each group complete their writing plan individually and then back to reconference in order to have a discussion about their note- taking.
- Let each group brainstorm to make a group note- taking.
- Teacher walks around and observes problems that each group has during the activities.
- Let the ready group go further step.

Phase 4 Synthesis

- Have students take their note- taking to write a group text; having a discussion on the purpose of the text and the audiences of the text.
- Let the ready group go further step.

Phase 5 Editing

- Have students discuss three steps: reviewing, redrafting, and polishing of their group text.

Reviewing: Let each group read their text in order to check discourse sentence, grammar, contents and vocabulary.

Redrafting: Let each group correct the text by rewriting their draft.

Polishing: Let each group consider surface feature of spelling, capital letters, grammar and idiom where is necessary.

Period 4

Phase 6 Final Copy and Elaboration

Final Copy: Let each group write the final copy which has to be the best in their opinions.

Elaboration: - Contribute a set of language activities to the ready group while waiting for the others to finish their group text.

- When every group texts are finished, correct them through the discussion among class.

- Let each group present their group texts by copying them and hand out to the other groups.

Comments:

.....

.....

.....

.....

.....

Appendix E

Rubrics of Writing Test

Content / Idea ➤ main theme ➤ supporting details	☐ 1 Beginning * Lacks central idea * Development is minimal or non- existent ☐ 2 Emerging * Purpose and main idea may be unclear and cluttered by irrelevant detail * May be unclear because paragraph has competing ideas for thesis ☐ 3 Developing * Main idea may be cloudy because supporting details is too general or even off- topic ☐ 4 Proficient * Evident main idea with some support which may be general or limited ☐ 5 Strong * A main idea or topic is clear * Clear, focused, interesting idea with appropriate detail ☐ 6 Exemplary * Paragraph centered around a significant idea or topic * Exceptionally clear, focused, engaging with relevant, strong supporting detail
Organization ➤ structure ➤ introduction ➤ conclusion	☐ 1 Beginning * Lack of coherence, confusing * No identifiable beginning or ending ☐ 2 Emerging * Lack of structure; disorganized and hard to follow * Appears to start or stop in the middle of something ☐ 3 Developing * Attempt at organization; may be a 'list' of item * Beginning and ending not clear ☐ 4 Proficient * Organization is appropriate, but conventional * Attempt at introduction and conclusion ☐ 5 Strong * Strong order and structure * Inviting intro and satisfying closure ☐ 6 Exemplary * Effectively organized in logical and creative manner

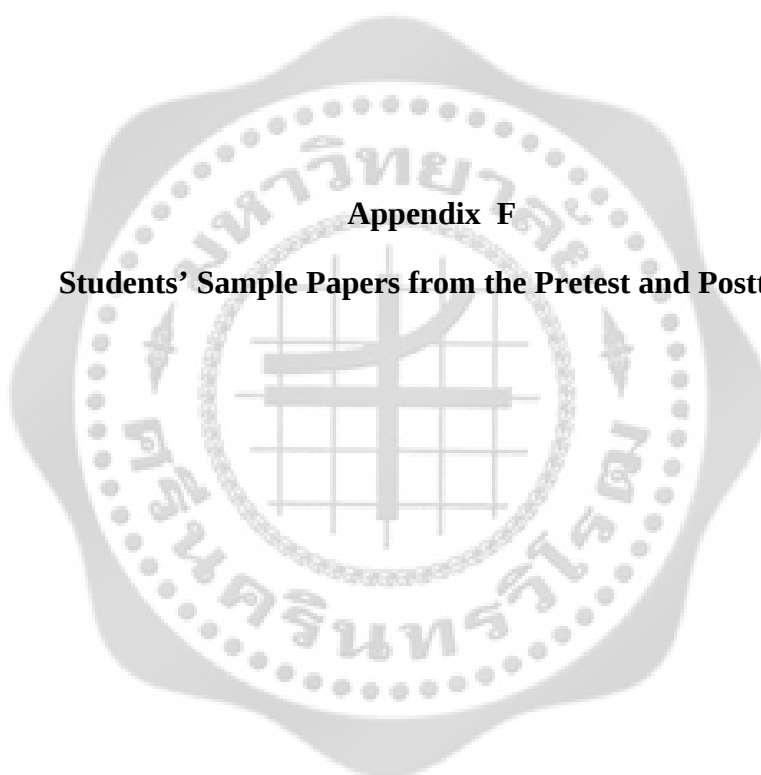
	* Creative and engaging intro and conclusion
Word Choice ➤ precision ➤ effectiveness ➤ imagery	☐ 1 Beginning * Limited range of words * Some vocabulary misused ☐ 2 Emerging * Monotonous, often repetitious, sometimes inappropriate ☐ 3 Developing * Words may be correct but mundane * Common words chosen ☐ 4 Proficient * Language is functional and appropriate * Descriptions may be overdone at times ☐ 5 Strong * Descriptive, broad range of words * Word choice energizes writing ☐ 6 Exemplary * Precise, carefully chosen * Strong, fresh, vivid images
Sentence Fluency ➤ rhythm, flow ➤ variety	* Difficult to follow or read aloud * Disjointed, confusing, rambling ☐ 2 Emerging * Often choppy * Monotonous sentence patterns * Frequent run- on sentences * Some sentences fragments ☐ 3 Developing * Some awkward constructions * Common simple pattern used * Several sentences begin the same way ☐ 4 Proficient * Generally in control * Lacks variety in length and structure ☐ 5 Strong * Easy flow and rhythm * Good variety in length and structure ☐ 6 Exemplary * High degree of craftsmanship * Effective variation in sentence patterns

Conventions ➤ appropriate for spelling, caps, punctuation, grammar	☐ 1 Beginning * Numerous errors distract the reader and make the text difficult to read * Errors may be made more than one way for the same pattern or structure ☐ 2 Emerging * Frequent significant errors may impede readability * Errors frequent in common patterns and structures ☐ 3 Developing * Limited control of conventions * Some errors in common patterns or structures do not unduly interfere with understanding ☐ 4 Proficient * Control of most writing conventions * Errors reflect risks with unusual or sophisticated structures ☐ 5 Strong * Strong control of conventions * Errors are few and minor ☐ 6 Exemplary * Exceptionally strong control of standard conventions of writing * Complex conventions attempted
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Rater's signature: _____

Total scores: _____

Appendix F
Students' Sample Papers from the Pretest and Posttest



English writing pretest of the lowest scores

Directions: Choose one item from the following items to write a paragraph.
(100-120 words)

1. Write a paragraph about a problem you need to solve.
2. Write a paragraph about a real event in your life.
3. Write a paragraph describing a place where you can enjoy the sights, sounds, and smells of the natural world.

I need to solve about Green house effect because Human use chemicals CFC plastic bag and ~~HC~~ HC. We should help the world by campaign to help world hdp O₂ by chemicals in order to increase O₂ in atmosphere. O₂ have duty braid sunlight before it come to world. We should use chemicals become lower.

English writing posttest of the lowest scores

Directions: Choose one topic to write a paragraph. (100-120 words)

1. A teen magazine is asking its readers to write in with their suggestions on how to surf the Internet safely. การใช้อินเทอร์เน็ตให้ปลอดภัย
2. Write a story that begins with "It was a dark and stormy night. John was on his way home." มันเป็นคืนที่มืดมิดและพายุฝนกำลังพัดมา
3. Describe a place where you can enjoy the sights, sounds, and smells of the natural world, such as a park, a beach, a pond, or a natural preserve. สถานที่ที่สวยงาม

The Internet safely.

I think about the internet have the advantages But everything when we use about the internet. It has problem so we use the internet should use. What do you think about advantages and disadvantage.

I think everybody Love to use the Internet because you can find everything and you can use world wide web to research about details or Information But everything It's so having disadvantages such as your account, ID, Password when you don't safety your account and It's very danger when you don't safety so you should care your account.

So we should safety our account.

English writing pretest of the highest scores

Directions: Choose one item from the following items to write a paragraph.
(100-120 words)

1. Write a paragraph about a problem you need to solve.
2. Write a paragraph about a real event in your life.
3. Write a paragraph describing a place where you can enjoy the sights, sounds, and smells of the natural world.

..... Last holiday my family and I went to Japan we starts trip
..... at the temple in Osaka and in front of temple a lot of
..... giftshop we are enjoying every places we go. In the hotel have
..... hot spring and I like it so much when we're soak we be fresh
..... and comfortable. the next day we move to Tokyo and go to famous
..... location it calls "Shibuya". It very interesting a lot of people
..... and a lot of shopping centre, gift shop. The weather was cold but
..... very comfortable. I like it!. At night I saw many building open
..... light and many people want to see it. This place was very beautiful.
..... It good experience for me. I love this place. I would like to go
..... there again. ><

English writing posttest of the highest scores

Directions: Choose one topic to write a paragraph. (100-120 words)

1. A teen magazine is asking its readers to write in with their suggestions on how to surf the Internet safely.
2. Write a story that begins with "It was a dark and stormy night. John was on his way home."
3. Describe a place where you can enjoy the sights, sounds, and smells of the natural world, such as a park, a beach, a pond, or a natural preserve.

We should have known some rules of keeping safe on the internet. I never knew not to give out my password before. But later on I finally understood. Here are some of the reasons why we should protect ourselves while surfing the internet.

Giving out your private password to anyone is a massive capital letter NO. Sometimes if you give out your password to an internet friend or to anyone they might break into your computer and see everything on your computer. In addition, no personal information should be provided to people on the internet. Never! as long as live, give out telephone numbers or address. Then one day that person might both come to your house, school or anywhere and threaten to kill or hurt you.

To keep ultra secure on the internet, you're better off not going into chat rooms. Sometimes, this is where your problems begin, like four racers at the start line ready to dart off to the finish line. If you take pleasure in chat rooms, stay away from strangers. Normally, these are the people that cause trouble. Of course, if they ask you to meet them anyplace or ask for personal information, log off and notify your parents.

From these excellent rules, I've learnt from every mistake I've made on the Internet. I hope that they help you too. So watch out while you're surfing on the net.

Appendix G

Word Count for the English Writing Pretest and Posttest

No.	Pretest	Posttest	Percentage (%)
1	97	131	35.05
2	108	127	17.59
3	97	118	21.65
4	131	152	16.03
5	88	156	77.27
6	112	136	21.43
7	101	129	27.72
8	78	145	85.90
9	103	226	100
10	52	77	48.08
11	72	126	75.00
12	117	149	27.35
13	118	147	24.58
14	116	147	26.72
15	92	133	44.57
16	104	133	27.88
17	90	111	23.33
18	105	126	20.00
19	111	171	54.05
20	54	97	79.63
21	118	137	16.10
22	103	150	45.63
23	174	182	4.60
24	130	152	16.92
25	136	183	34.56
26	103	123	19.42
27	122	205	68.03
28	134	147	9.70
29	89	105	17.98
30	105	195	85.71
31	119	124	4.20
32	134	155	15.67
33	94	120	27.66
34	144	159	10.42
35	129	234	81.40

Appendix H

The illustration of Error-Free-T-Units of the 1st Student's Essay

No. T-unit	The 1 st Student's Essay	Error-free-t-units
1	Last year, In Songkarn days I went to Kaosan Rd with my family.	×
2	There are many people in Songkran festival at Kaosan Rd.	✓
3	Some people use water guns , bowls, rubber tube etc to play in Songkarn festival.	✓
4	Kaosan Rd in Songkarn festival had many tourist went to splash water to other person	×
5	and this place are many delicious food and drink to bought when you hungry or thirsty	×
6	and there were very amazing place.	×
7	My family want to go to Kaosan Rd in Songkarn festival next time.	✓
8	We were very happy and enjoyed in Songkarn festival.	✓

The essay of the 1st student was divided into 8 t-units. There were 4 error-free-t-units, and the percentages were 50%.

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