

**AN INSTRUCTIONAL MODEL TO ENHANCE L2 STUDENTS'  
WRITING ABILITY THROUGH THE GENRE-BASED  
WRITING INSTRUCTION OF THAI UPPER  
SECONDARY SCHOOL STUDENTS**

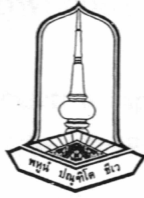
**BY  
ITTHIPHOL SOMJORN**

**A thesis submitted in partial fulfillment of the requirements for the  
Master of Education degree in English Language Teaching  
at Mahasarakham University**

**August 2014**

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The examining committee has unanimously approved this thesis, submitted by  
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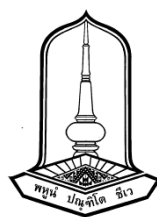
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**TITLE** An Instructional Model to Enhance L2 Students' Writing Ability  
Through the Genre-based Writing Instruction of Thai Upper  
Secondary School Students

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### **ABSTRACT**

The current study was aimed at an instructional model that was centered on the genre-based approach instruction. The two main aims of the study were to investigate the effectiveness of the proposed instructional model and examine the attitude of L2 students writers who were taught to write with genre-based writing instruction. The subjects were 30 students of upper secondary school purposively chosen as participants (N=30) during the second semester of an academic year 2011. Within 3 cycles of action research, data collection was both quantitative and qualitative method. For quantitative, the E1/E2 (75/75) efficacy was used. Qualitative used five Lykirt scale questionnaire ( $\alpha = .92$ ). Other descriptive techniques were also used to entail students' writing progression. The outcomes of study indicated that students' writing abilities had the efficiency of E1/E2 (75.13/75.73) with the value of E.I. at 58.07%. There was significant correlation of gained at statistic level of 0.05 (2-tailed). Students gained favorable feelings towards the genre based approach writing as proposed for this study. Students' attitudes attainment of five main elements is at 'very satisfied' ( $\bar{x} = 4.08$ ). Thus they thought the genre-approach helped them to understand how to write better for themselves. The further study focused on other genre to expand views of writers to employ future tasks with overall improvement.

**Key words** : Genre-based approach, writing ability, writing improvement



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## CHAPTER I

### INTRODUCTION

#### **Background of the Study**

English has become the major language to communicate among people worldwide. Teaching English as a second language and foreign language is now one of the most important subjects in the educational institutions. In essential points of ELT for communicative purposes, scholars in the fields have studied and tried to implement the effective approaches to serve that requirement. In Thailand, the teaching and learning of English is administered to set up in the curricula as compulsory foreign subjects at both primary and secondary level.

According to Basic educational Curriculum B.E. 2551, Thai students are required to learn English as a fundamental subject from Grade1 –Grade 12. As stated in Teaching Manual of Department of Academics Affair, the school curriculum consists of four levels: namely; Preparatory Level (Grade1-3), Beginner Level (Grade 4-6), Developing Level (Grade7-9), and Expanding Level (Grade 10-12).

However, according to the 2009 yearly report of Academics Testing Assembly of Thailand , the results of the National Test (NT) or the ONET test of the overall score of English subjects of the test is low. Even though learners have studied English for many years, most of them have shown unsatisfactory outcomes in communicative settings of written texts. It is generally agreed that writing is the most difficult skill to master for foreign or second-language learners. The difficulty is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text (Richards & Renandya, 2002). In the context of foreign language teaching, besides that difficulty, learners experience some difficulties transferring ideas from their native language (for example, Thai learners) into the target language (that is, English). For this reason, writing is seen not only as a product but as process as well.



Learners of English as a foreign and second language (EFL/ESL) at least initially are considered ineffective writers because of their deficient writing skills, while in the case of Thai students; incompetency in writing appears consecutively from the lower levels of education to the university level (Wetstanarak, 1994).

The obstacle they face in learning to write in Thailand can be seen as two-fold: the intrinsic difficulty of writing itself and the insufficient pedagogic attention paid to their writing at all levels. In terms of difficulty, writing is complicated because it requires various previously-acquired skills—from hand-writing, spelling, and syntax to organisation. It also consists of many stages. At each stage, writers are required to think, brainstorm, make decisions in choosing vocabulary, form and organise ideas, edit, and revise (Gould, Clifford & Viet, 2000).

Regarding to the pedagogy, the problem is caused by the two following aspects: the teachers and the students. In terms of the teachers, they are usually loaded with numerous burdens. This practically means they have insufficient time to spend on investigating their students' written products. In the case of secondary students, Thai classes almost always accommodate too many students—classes of 60 are not unusual.

According to Biyaem (1997), there are arduous difficulties in English teaching and learning in Thailand of primary and second level both from two parties. For teacher, they reported hardship such as excessive workload of teaching, large class sizes, unqualified language skills, and trend of test and assessment. For learners, they feel interference of Thai to English, lack of opportunity to use English, and being passive learners.

### **Statement of the Problem**

As mentioned above, the challenges of L2 writing and lack of effective teaching methods demotivate EFL students. The consequence of the aforementioned hindrances is that writing—although considered an important skill—is neglected, although it is not only a most difficult skill to acquire but also laborious for teachers to teach and for students to become successful at (Kheoankaew, 2003; Wichaipunth, 1996). This has caused learners to be poorly prepared to cope with writing assignments which lead to lack of creative imagination and intellectual enhancement. They can



neither generate nor sequence ideas properly. Studies about English writing in Thailand have found that Thai students have problems in all aspects of writing, especially where knowledge of vocabulary and grammatical structures, expressions, punctuation, as well as spelling are concerned. Moreover, writing practice is lacking at all levels.

Psychologically, students feel inferior to their teachers in that their teachers have greater knowledge and authority. All these problems result in learners lacking confidence to write and thus cause students to have bad attitudes towards writing (Abdulsata, 2000; Arayaphan, 2004; Leeds, 2003; Phuwichit, 2004; Seedokmai, 1999; Wetstanarak, 1994).

Besides, some concepts of problematic issues have been addressed. Educational movements of ELT have swung in line with the basis of National Education Act as well as the Basic Educational Curriculum B.E. 2551, thus depicting influential changes in the country. The CLT approach has been introduced in teaching and learning of English. But most Thai learners of EFL settings present unsuccessful language performance, especially of writing skill (Manajitt, 2008; Sangboon, 2004).

Nevertheless, these problems can be solved through eclectic framework for teaching EFL writing methodologies. First, students can be assisted to write more fluently and to perform academic writing effectively. To do so, they need to practice writing a great deal. Through practice, some degrees of improvement will inevitably take place (Klomperee, 2006; Leeds, 2003; Pongsiriwet, 2001). Second, EFL students may be scaffolded through the explicit teaching of process and product concepts. Third, students should be provided with purposive writing because writing is not just to write. Students should write with purpose (Hyland, 2003). Forth, the motivation in writing is of essential as well.

As a result, the genre-based approaches implemented to the teaching of writing in an EFL settings demonstrate several benefits as mentioned above. In the past several years, the notion of genre has increasingly become very important to both L1 and L2 practitioners' language writing and leaning (Swales, 1990; Bhatia, 1993). Significantly, learners related to boundary of ESP (English for Specific Purposes) have to be able to capture and cognitively understand the basic concepts of genres that are conducted for specific purposes used in some areas of specific occupations. At this point, ESP learners can generally recognize that genre created and belonged to one particular community



possesses the ability to communicate messages in order for the members to employ genres to fulfill the purposes of organizations they wish to have interaction.

In foreign or second language writing, a genre-based approach refers to teaching learners how to make use of language patterns to achieve a coherent, purposeful composition (Hyland, 2003). Hyland adds that the genre-based approach has largely drawn on the theory of systematic functional grammar originally developed by Michael Halliday (1985). This theory addresses the relationship between language and its social functions and sets out to show how language is a system from which users make choices to utter meanings. Thus, a genre-based approach to the teaching of writing is one in which writing is viewed as both process and product of the whole process of writing.

As stated above, there are a number of reasons that the teacher/ researcher incorporate a genre-based approach into writing courses. Firstly, this approach complements the process-based approach employed in form of explicit teaching about the generic structures and grammatical features of written texts. This activity is very useful for providing the students with characteristics of texts that they will compose

Secondly, the approach encourages joint text construction in which the teacher and the students compose the text together. This activity is in line with Vygotsky's (1978) concept called Zone of Proximal Development (ZPD) suggesting that input alone be not enough for students to write an assigned composition.

Lastly, the approach encourages students to write a composition with regard to clear purpose, audience and organization. In other words, the students are encouraged to think of why they write a composition, who they are writing for, and to construct their writing with clear organization (Feez, 1998).

As a core concept in this study, narrative text type was used to draw on the students' concepts of writing. The previous studies have provided significant benefits of using genre-based approach with writing classes (Cadet, 2009; Mlynarczyk, 2006; Bartholomae, 1995), showing that narratives writing enhance students ability to acquire voice and identity, improves writing quality, encourages confidence, and paves the way for academic writing (Cornors, 1988; Elbow, 1991, 1995; Newkirk, 1997; MacCurdy, 2000; Mlynarczyk, 2006).



In short, narrative writing is based on telling the story to entertain readers through series of events. For this reason, it presents motivating environment of writing due to writing what learners want to write. In fact, the context of targeted learners shows low motivation on the writing tasks at unfocused themes. In this sense, the teacher/ researcher exploited these types of writing tasks.

On the basis of the reasons above, the teacher/ researcher studied the genre-based approach instruction to enhance L2 writers of secondary school students.

### **Purposes of the Study**

The study aims at collecting information in relation to the following:

1. to develop the proposed instructional model to enhance students' writing ability through the genre-based writing instruction of Thai secondary school students
2. to measure the attitude of L2 writers that are taught with the genre-based writing instruction

### **Research Question**

1. Can the proposed instructional model through the genre-based writing instruction of Thai secondary level enhance students' writing ability?
2. How do Thai secondary level students respond to the proposed instructional model?

### **Definitions of Terms**

1. Narrative writing in this study is referred to writing production about a person's various experiences that are reflected on the events. The key parts of narrative writing include five elements of genre as proposed by Labov and Waletzky (1967); namely orientation, complication, evaluation, resolution and coda.

2. Writing ability refers to the students' writing performance that is geared upon through writing procedures of the proposed instructional model to fully and effectively communicate all kinds of ideas and information based on the characteristics



of narrative writing. The scoring criterion includes five aspects of rubric score; that is: content, organization, sentence structure, vocabulary and convention.

### **Significance of the Study**

This research investigated the effectiveness of using the proposed instructional model to enhance L2 students' writing ability through the genre-based writing instruction. The field of personal narrative writing is implemented for improving secondary level students' writing ability in terms of overall writing quality and syntactic and vocabulary development. The following expectations:

1. It is expected that the findings of this study will be beneficial to ESL/EFL writing teachers in helping them to design their writing courses and find appropriate means to modify and improve writing instruction.
2. This study will help add new information to the existing body of knowledge of previously conducted research, particularly on the effect of personal writing on the development of students' writing ability.
3. This study will provide information about students' attitudes towards the learning of writing through genre-based instruction, which should benefit future writing instruction.





## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter outlines a general framework of writing theory and general concept of genre-based pedagogic settings of L2 writing. Then, specific arrays of focused narrative literacy will be addressed. The outline is shown as follows:

1. Development of Composition Theory
2. Genre and Pedagogy
3. General Concept of Narrative Texts
4. Coherence and Cohesive Device
5. Introduction of Action Research

#### **Development of Composition Theory**

A tremendous numbers of research studies have been conducted in English composition theories and pedagogies for both native speakers (L1) and non-native speakers (L2) of English at academic community since 1960s. In both L1 and L2 research, writing has been viewed in three different ways: writing as a product, writing as a process, and writing as a social act. In the following writing foundations will be discussed to depict the development of composition theory.

##### **1. Writing as a Product**

With regard to the requirement of academic purposes of writing, Kaplan, (1988) has based writing school with structural contents of language to prepare novice writers to struggle in academic purpose since 1960. From this perspective, language was seen as a combination of small elements of grammar, which students could master one at a time, adding each new bit to those already under control. In practice, students writers learn to write from elements of language in sentence patterns, producing grammatical perfection. However, ESL students were encouraged to produce writing free of errors interfered by their first language. ESL teachers who supported this perspective brought into classrooms writing activities such as fill-ins, substitutions, transformations, and completions. Texts consist of a collection of sentence patterns and



vocabulary items. In the classroom, the teacher acted as a proofreader who was not primarily concerned with quality of ideas or expressions, but formal linguistic features.

However, according to Kaplan's (1966), it is essential to have L2 writers be aware of both grammatical features of language and rhetoric styles. For those L2 writers with limitation of linguistic structure and discourse, Kaplan suggested the use of more pattern drills at the rhetorical level rather than the syntactic level with ESL students, by not only paying attention to elements, but also to various types of writing.

To those end, product approaches have been criticized for neglecting the importance of individual readers and writers, their meanings, their motivations, and their voices (Johns, 1997). The paradigm has been shifted to the writer – centered approach.

## 2. Writing as a Process

In the 1970s the paradigm shifted from structuralist views of language and grammar-based methodologies to process approaches. Influenced by Savignon's notion of communication as the goal of language learning, teachers and researchers (Emig, 1988; Sommers, 1980; Flower and Hayes, 1980, 1981) began to shift their teaching methods from reinforcing correctness and appropriateness of written products by L2 students to promoting the new concerns such as “process”, “making meaning”, “intervention”, and multiple draft.” The process approach emphasizes the importance of learner, exploration, and expression of meaning. It focuses on content, ideas, and the negotiation of meaning. Writing is viewed as involving not only the final written product itself but also the behaviors and strategies used in the process of producing the final written product (Flower & Hayes, 1980, 1981; Conrad and Goldstein, 1999).

The most influential work during the birth of process approach was conducted by Flower & Hayes (1980, 1981). They based their studies on theories derived from the information-processing branch of cognitive psychology. Using problem-solving as a frame for their studies, they uncovered the thinking processes writers used in the act of solving rhetorical problems. Flower and Hayes offered a model which suggested writing be seen as the interaction between three components – the writer's long term memory, the rhetorical situation and writing processes. This model has been criticized that it does not explain clearly how to proceed through the



composing process, but only that in proceeding, there are certain subprocesses writers must include if they want to compose successfully.

Sommers (1980), examining the revision process of college students and experienced adult writers, discovered that student writers understand the revision process as requiring lexical changes but not semantic changes whereas experienced writers give primary concerns to finding their argument and imagining how expectation of their readers would influence their revision process. Sommers' work added to the growing body of research that advocated a holistic, recursive model of composing. Writing, once believed to be a straightforward plan-outline-write process, has been shown to be a complex, recursive, and creative process involving a set of cognitive behaviors (Sommers, 1980; Horowitz; Taylor, 1981). Writers do not progress through neatly defined sequential stages from prewriting to writing or revision. All three steps occur over and over before any step gets finished. The composing process, in its broader outlines, is found to be very similar for first and second language writers (Taylor, 1981).

Implemented in writing classrooms, this approach provides students with an appropriate amount of time to work through their composing processes. The teacher acted as a facilitator who helps students to develop strategies, including finding topics, generating ideas and information, focusing, and planning structure and procedure.

In addition, the teacher encourages students to produce multiple drafts, revise and edit. Students are seen as unique individuals with their stories to tell (Elbow, 1981). To become autonomous learners, it is important that they feel empowered to product written texts in individual and creative ways. Without this active personal involvement and a sense of control over their writing, literacy growth is almost impossible (Johns, 1986).

Process approaches, however, have been criticized by teachers and researchers of both native and non-native writers for focusing relentlessly on personal experience, on finding and developing a personal voice in writing. It has been accused of giving ESL students the unrealistic impression that grammatical accuracy is not important. From the pedagogical perspectives, Horowitz (1986) criticized the process approach for its almost total obsession with "the cognitive relationship between the writer and the writer's internal world" (Swales, 1990) while teachers may implement this approach in helping ESL students develop fluency, confidence, and their personal



experiences, they must also consider issues of form and social contexts of writing in academic discourses.

### 3. Writing as a Social Act

Due to the criticism leveled at the inadequacy of the process approach, the paradigm shifted from cognitive aspects of writing to social conditions of it. Recognizing that writing is produced, read, and interpreted in social contexts, Cooper (1986) and Miller (1984) argued for an approach which sees writing as occurring within the social-rhetorical situation. The researchers also called for more attention to the importance of audience, the nature of academic writing tasks, and academic genres and discourse communities.

John (1997) takes the view that students should be initiated into an academic discourse community by reviewing what they already know, assessing current rhetorical situations to construct genre knowledge, and understanding what it means to be literate in academic and professional contexts. It is important that students are exposed to discourses from a variety of social contexts. Those who can successfully produce and process texts within certain genres are regarded as members of communities. Zamel, (1983) makes an argument about how teaching academic language, including identifying the language, conversations, and generic forms that represent various disciplines, limits the description of a discourse community. Along the same line of argument, Elbow (2000) points out that teaching academic language “masks a lack of genuine understanding” (p.137). Bizzell (2001) asserts that to think of academic literacy in this way is “misleading and politically oppressive”.

A number of studies examined writing through disciplinary perspectives. Faigley and Hansen (1985), for examples, studied how students in Psychology and Sociology learned to write in their disciplines. Prior (1991) examined the contexts for writing, and how the professor communicated expectations for the form and content of writing assignments. Herrington (1985) investigated the context for writing in two college chemical engineering classes. McCarthy (1987) looked at an undergraduate student taking English and biology courses in his first two years. Berkenkotter, Huckin, & Ackerman (1988) studied a graduate student in his first year of a rhetoric program. Fujioka (1997) investigated how the concept of genre was constructed for five American and six Japanese graduate students.



The studies introduced suggested that writers and what writers do during writing cannot be separated from the social rhetorical situations in which writing gets done. Developing academic literacy involves learning valued content and rhetoric in a discipline like one of its members, and striving to uncover, invent, appropriate, or mimic disciplinary discourse practices to sound scholarly and authoritative (Batholomae, 1985; Herrington & Moran, 1992; Walwood & McCarthy, 1990). An individual's academic growth is indicated by the process in which he/she moves toward more disciplinary acts of argument and interpretation, evaluating and qualifying claims and evidence, and using rhetorical and linguistic conversations to support these acts of analysis and synthesis (Young and Leinhardt, 1998).

As described above, writing is currently viewed as a social act involving discourse communities for writing. It is this theoretical framework that grounds this study. To study grade ninth students' writing process as part of this investigation, this study also employs another framework that sees writing as a cognitive process.

### **Concept of Genre**

According to Hyland (2004), genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. For many people, it is an intuitively attractive concept that helps to organize the common-sense labels we use to categorize texts and the situations in which they occur. In other definition are from Swales (1990) and Bhatia (1993) states that a genre is a recognizable communicative event characterized by a set of communicative purpose identified and mutually understood by the members of the professional or academic community in which it regularly occurs. In addition, genre also is used to refer to particular text types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes and also the level context dealing with social purpose.

Although in literacy studies genre has traditionally referred to the principal types of literacy production (for examples, novels, plays, short stories, poems), linguistic definitions extend beyond literacy texts to include a broad spectrum of spoken and written discourse forms (for example, 'conversation', 'editorial', 'research article', 'interview', 'campaign speech', 'form letter', 'joke', and 'lecture').



As the teachers know well, the students can benefit greatly from explicit attention to expectations and standards for their work. This is especially important in teaching the students to write in a new language. The students need to know what the specific expectations are for a given kind of text if it is going to be considered an ‘effective’ piece of writing. Genre-base teaching is designed to address that need.

Genre refers to abstract, socially recognised ways of using language. It is based on the idea that members of a community usually have little difficulty in recognising similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them relatively easily. This is, in part, because writing is a practice based on expectations: the reader’s chances of interpreting the writer’s purpose are increased if the writer takes the trouble to anticipate what the reader might be expecting based on previous texts they have read of the same kind.

Hoey (2001) likens readers and writers to dancers following each other’s steps, each assembling sense from a text by anticipating what the other is likely to do by making connections to prior texts. While writing, like dancing, allows for creativity and the unexpected, established patterns often form the basis of any variations. Readers can expect immediately, for example, whether a text is a recipe, a joke, or a love letter and can respond to it immediately and even construct a similar one if we need to. As such, teachers are able to engage in more specialised genres such as lesson plans, student reports, and feedback sheets, bringing a degree of expertise to the ways we understand or write familiar texts. In more precise terms, readers possess a schema of prior knowledge which they share with others and can bring to the situations in which they read and write to express themselves efficiently and effectively. Classroom applications of genre are an outcome of communicative approaches to language teaching which emerged in the 1970s, continuing a pedagogic tradition of stressing the role language plays in helping learners achieve particular purposes in context (Hyland, 2004). They are also closely related to current conceptions of literacy which show that writing (and reading) varies with context and cannot be distilled down to a set of abstract cognitive or technical abilities (e.g. Street, 1995). There are a wide variety of practices relevant to and appropriate for particular times, places, participants, and purposes and these



practices are not something that we simply pick up and put down, but are integral to our individual identity, social relationships, and group memberships.

### 1. Genre Theory and ESL Teaching: A Systemic Functional Perspective

The genre theory within the Australian context draws upon systemic functional (SF) linguistic theory that was developed by Halliday (1994), Hasan (1985), Martin (1992), and Matthiessen (1995) as well as many educational linguists. From this views of key scholars in this field, language are viewed as systemic function. In SF linguistic theory, it offers systems of choices in language, each significant for the realisation of meaning.

A simple example is the mood system, which comprises the linguistic patterns for forming imperatives and indicative statements. The available linguistic choices in English mood involve the language user in taking up very different roles and relationships with others and in constructing very different meanings. Because the use of language involves drawing upon many systems simultaneously, it is said to be poly-systemic. Language is said to be functional because its organisation quite fundamentally reveals the purposes for which any natural language came into being. The functional nature of language is theorised in terms of three meta-functions: the ideational, to do with the experiences represented or constructed within language; the interpersonal, to do with the nature of the relationships of persons in using language; and the textual, to do with the organisation of language as coherent messages. When people use language, then, they simultaneously (a) make choices within the various linguistic systems and (b) represent ideational, interpersonal, and textual meanings.

Language is to be understood as text: any meaningful passage of language that serves some social purpose. Text is intimately related to context. Strictly, so the theory says, text is known only because of the context that gives it life; conversely, context is known only because of the text that realises it. The nature of the text one produces at any time depends upon context of situation, to use Malinowski's (1923) term, and the different language choices people exercise to produce different texts are said to be differences with respect to register: choices involving field of activity, tenor of activity, and mode of activity.



## 2. Genre and Pedagogy

SF genre theory grew from the fundamental preoccupations of linguists interested in exploring and explaining language and its role in the social construction of experience. SF theory is fundamentally a social theory about social life and more specifically about experience and the critical role of language in the construction of social life. In this, SF theory is quite different from what are generally held to be various theories of sociolinguistics. To learn language is to learn how to mean, a term Halliday (1975) employed in writing not about pedagogy but about very early language learning in young children and the relevance of an understanding of this for linguistic theory. A model of language that so powerfully argues the role of language in the construction of life-a model of language as social semiotic (Halliday, 1978)-necessarily claims pedagogical significance. In that it investigates the social construction of experience, SF theory is also a theory of social action: It aims to explain the role of language in the way things are so that it may act upon such ways for the potential good of many. In particular, for pedagogical purposes, the theory proposes that a knowledge of how language works to build the genres associated with school success will enable teachers to guide their students (both L1 and L2) in learning them.

## 3. Genre and ESL Learning Settings

The theory has been used extensively in genre-based programs in Australian schools for working with disadvantaged students, L2 students (Hyon, 1996 ;Gray, 1985). Feez (1995) has produced an authoritative account of the impact of genre-based approaches on the provision of adult migrant English programs, including the fact that genre models provide the theoretical basis for the Certificate in Spoken and Written English used in the Adult Migrant English Program. Feez (1998) has also produced a text-based syllabus design for the adult audience. Genres are useful in teaching ESL students for several reasons:

3.1 They offer a principled way to identify and focus upon different types of English texts, providing a framework in which to learn features of grammar and discourse.

3.2 They offer students a sense of the generic models that are regularly revisited in an English-speaking culture, illuminating ways in which they are adapted or accommodated in long bodies of text in which several distinct genres may be found.





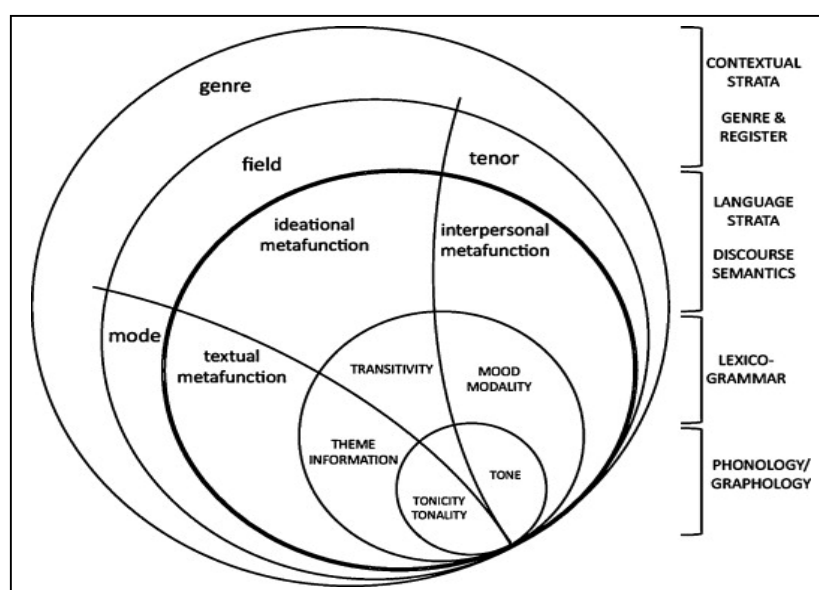
3.3 They offer the capacity for initiating students into ways of making meaning that are valued in English-speaking communities.

Because they permit all these things, they also form a potential basis for reflecting on and critiquing the ways in which knowledge and information are organised and constructed in the English language. Genre provides some key points for teacher:

- 1) Teacher should take the purposes that texts serve as the starting point of genre so that students can understand how the social purposes of a text are expressed through its structure.
- 2) Teachers should encourage students to see that texts are organized in terms of stages, each having a conventional purpose and contributing to the overall purposes of a text.
- 3) Text features should always be taught in relation to whole texts to help students understand the ways that roles and purposes can influence the content and argument of a text.
- 4) Classes should help equip students with a range of writing experiences in English to help them select a genre that best supports their goals. While “personal experience” assignments can offer learners meaningful topics to write about, students also need exposure to the more formal and abstract writing they will encounter in other contexts.

#### 4. Multi-dimensions of Genre

The strata of language use of genre school involve language with social context. The figure as shown below illustrates multi-dimensions of language use.



(Adapted from Rose, 1999)

Figure 1 Text and Content

From the illustration above, the theoretical framework is necessary to be used. When people create a text they first make choices in register along three board dimensions:

1) Fields is the social activity in which people are involved and what the text is about. Ideational meanings are meanings about phenomena-about things (living and non living, abstract and concrete), about goings on (what the things are or do) the circumstance surrounding these happenings and doing.

2) Tenor is the relationship of the participants in the interaction. Interpersonal meanings are meanings, which express a speaker's attitudes and judgments. These are meanings for acting upon with others. Meanings are realized in wording through what is called mood and modality. Meaning of this kind is most centrally influenced by tenor of discourse.

3) Mode is the role of language (wholly written, written and spoken, illustration, etc).

Textual meanings express the relation of language to its environment, including both the verbal environment-what has been said or written before (co-text) and the non-verbal, situational environment (context). These meanings are realized



through patterns of theme and cohesion. Textual meanings are most centrally influenced by mode of discourse.

### 5. A General Genre-based Writing Cycle

In terms of a classroom implementation, a genre-based approach is similar to a process-based approach to teaching writing. However, the genre-based approach also resembles the product approach in that a model text is analyzed on the basis of grammatical and text features. This is followed by guided writing in a joint construction stage before a final, free-writing stage (Badger & White, 2000).

In short, as some authors (Derewianka; 1990; Feez, 1998; Hyland, 2003) suggest, there are two main teaching-learning cycles in standard genre-based writing teaching: Writing with the class and Writing independently. Each of these cycles has associated activities.

For writing with the class stage, it involves three main activities: (1) building knowledge of the field, (2) exploring the genre, and (3) joint text construction,

In addition, writing independently includes flexible stages that interrelate the writing process: (1) building knowledge of a similar field, (2) drafting, revising, and conferencing, and (3) editing and publishing.

To be specific, each stage has different purposes in terms of the writing process. Such a genre-based writing cycle can be illustrated as follows (see Figure 2):

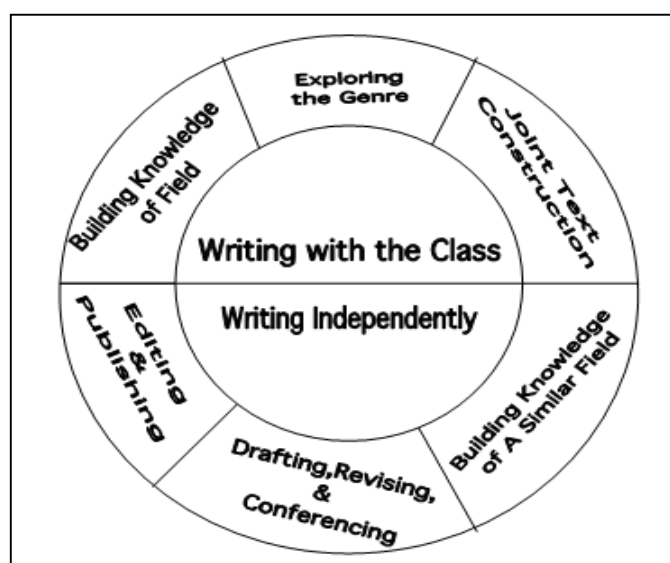


Figure 2 Standard Genre-based Writing Cycle (Feeze, 1994)



## 6. Model of Genre

Hyon (1996) and Paltridge (1997) have both offered useful reviews of models of genre, the former focusing on models relevant to education, the latter taking a more comprehensive perspective that embraces educational and other models. The SF model, most directly associated with Martin and his colleagues, including the present writer, proposes that a genre is a staged, purposeful activity (Martin, Christie, & Rothery, 1987), structured as it is because it serves certain important social goals as it unfolds.

When people create a text, the choices they make with respect to register are said to involve the context of situation, whereas those choices made with respect to the overall genre are said to involve the context of culture (Malinowski, 1935). Thus, for example, one familiar genre within an English-speaking culture is the narrative, identified from a SF perspective in speech by Plum (1988) and in children's writing by Rothery (1990).

The narrative structure includes an orientation, a subsequent problem or complication, evaluative response(s) to the complication, a resolution, and sometimes a coda. The choice for this structure is said to be a choice for genre. But the choices of field (e.g., Goldilocks and the three bears or the raiders in the lost ark), of tenor (e.g., told in the first or the third person), and of mode (e.g., wholly written, written with accompanying illustrations, oral and using moving pictures as in video or film) are all choices with respect to register.

## Teaching Narrative Texts

As an international language, English subjects are also taught in Thailand as a foreign language. The goal of English language teaching in Thai context, as stated in the present Curriculum 2551 of the Ministry Of Education, is to give students a working knowledge of the English language with the following detailed objectives in order of importance:

1. To give students on effective reading ability
2. To give students the ability to understand spoken English



3. To give students a writing ability

4. To give students a speaking ability

Among those aims of learning English, one of the objectives of English language teaching is to give students an effective writing ability. Learning to write is a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them.

Writing is the most difficult lesson in the school since the students have to produce the text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

Narration is the most powerful ways of communications with others. A good written story lets your readers respond to some event, but they can almost feel it. The action detailed, and dialogue put the readers in the scene and make it happened for them. Moreover, because narration often engages reader's emotion so powerfully it can play large role in other types of writing.

To meet with those goals of learning how to write in the present curriculum, the researcher will use narrative text in improving writing. Students can feel more relax in learning writing lesson and it will be easier for them to produce narrative texts.

#### General Concept of Narrative Texts

In the setting of English learned as a second language, English teachers need to construct the community or the language of instruction in the schools to make the students feel enjoyable and pleasure in learning writing. Teachers need to select interesting writing text to teach writing. For this case, the teacher/researcher used "Narrative Texts" as the core parts of research tools. Meyers (2005) states that narrative is one of the most powerful ways of communicating with others.

A good written story lets your readers respond to some event in your life as if it were their own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in the situations and make them happen for the readers. Moreover, Anderson (1997: 8) states that narrative is a piece of text that tells a story and, in doing so, entertains or informs the reader or listener.

As its definition, narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in



turn finds a resolution. From the definition above, the teacher/researcher conclude that narrative story is a story that tells us about something interesting and has purpose to amuse, entertain or give a lesson to the readers.

Anderson (1997: 14) states that a good narrative uses words to paint a picture in readers' minds of:

- 1) what characters look like (their experience),
- 2) where the action is taking place (the setting),
- 3) how things are happening (the action).

The characteristics of narrative texts among others:

- 1) It tells us about a story of event or events.
- 2) The events are usually arranged in chronological order- that is, in the order in which they occurred in time.
- 3) The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of the narrative are carefully selected for purpose.

#### Generic Structure of Narrative Texts

Neo (2005) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in figure 3 below.

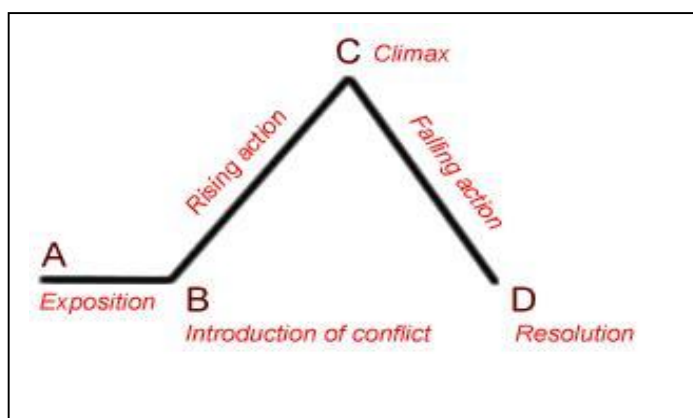


Figure 3 Freytag's Triangle (1895)



The idea of the Freytag's triangle is to serve as a kind of blue print or map which can be used to guide us systematically in our writing. The Freytag's triangle consists of:

- 1) the composition, it establishes the characters and situation
- 2) rising action, it refers to a series of complication leads to the climax
- 3) the climax is the critical moment when problem/ conflicts demand something to be done about them
- 4) falling action is the moment away from the highest peak of excitement
- 5) the resolution consists of the result or outcome.

However, Labov and Waletzky (1967) divided the overall structure of narratives into five sections: Orientation, Complication, Evaluation, Resolution and Coda.

Six key categories are rendered down from this body of data (Labov, 1972). Each of these categories serves to address a hypothetical question about narrative structure ('What is this story about?', 'Where did it take place?' and so on) so each category fulfils a different function in a story. Below details six categories, the hypothetical questions they address and their respective narrative functions. The table also provides information on the sort of linguistic forms that each component typically takes. With the exception of Evaluation, the categories listed on the table are arranged as follows:



<b>Narrative category</b>	<b>Narrative question</b>	<b>Narrative function</b>	<b>Linguistic form</b>
Abstract	What was this about?	Signals that the story is about to begin and draws attention from the listener.	A short summarizing statement, provided before the narrative commences.
Orientation	Who or what are involved in the story, and when and where did it take place?	Helps the listener to identify the time, place, persons, activity and situation of the story.	Characterised by past continuous verbs; and Adjuncts of time, manner and place.
Complication action	Then what happened?	The core narrative category providing the 'what happened' element of the story.	Temporally ordered narrative clauses with a verb in the simple past or present
Resolution	What finally happened?	Recapitulates the final key event of a story.	Expressed as the last of the narrative clauses that began the Complicating Action.
Evaluation	So what?	Functions to make the point of the story clear.	Includes: intensifiers; modal verbs; negatives; repetition; evaluative commentary; embedded speech; comparisons with unrealised events.
Coda	How does it all end?	Signals that a story has ended and brings listener back to the point at which s/he entered the narrative.	Often a generalised statement which is 'timeless' in feel.





In the sequence in which they would occur in a typical oral narrative, 'Evaluation' tends to sit outside the central pattern because it can be inserted at virtually any stage during a narrative. Evaluation is also the most fluid of the narrative categories stylistically: it may take a variety of linguistic forms depending on what particular evaluative job it is doing. However, the insertion of evaluative devices is generally very important as it helps explain the relevance of the central, reportable events of a story. A fully formed narrative will realise all six categories, although many narratives may lack one or more components.

1) Orientation, The orientation is characteristics of most narratives to a greater or lesser degree. It consists of a group of free clauses (which can range freely through the narrative sequence) These groups of free clauses, in terms of their relation to referential function, orient the listener in respect to person, place, time, and behavioral situation. The groups of free clauses precede the first narrative clause, which is defined as a clause that cannot be displaced across a temporal juncture (which separates two temporally ordered clauses). Not all narratives have orientation sections and not all orientation sections perform the four referential functions. However, they found that orientation sections are often typically lacking in narratives of children and less verbal adults where narratives fail in other ways to carry out referential functions to preserve temporal sequence.

2) Complication, The main body of narrative clauses usually comprises a series of events which is termed complication. This technique of organizing string of events is used by practiced story teller. The complication is regularly termed by a result. In many cases, a long string of events may actually consist of several cycles of simple narrative, which many complication sections.

3) Evaluation, The evaluation section is typical of narratives of personal experience. A narrative which contains an orientation, complication action and result is not complete narrative. It may carry out the referential function, and yet seem difficult to understand. Such a narrative lacks significance and the overall effect is confusion and pointless.

The evaluation is a narrative is defined as that part of the narrative which reveals the attitude of the narrator to the narrative by emphasizing the relative importance of some narrative units as compared to others. The fundamental definition



of evaluation must be semantic, although its implication is structural. Evaluation can be done by a variety of means: a.) semantically defined evaluation: direct statement and lexical intensifiers; b.) formally defined; repletion and c.) culturally defined: symbolic action and judgment of a third person.

The function of narrative has an effect on the narrative structure. A simple sequence of complication and result does not indicate to the listener the relative importance of these events or help him distinguish complication from resolution. We also find that in narrative without a point, it is difficult to distinguish the complicating action from the result.

4) Resolution, The resolution of the narrative is that portion of the narrative sequence which follows the evaluation. If the evaluation is the last element, then the resolution section coincides with the evaluation.

5) Coda, The coda is a functional device for returning the verbal perspective to the present moment. The coda is separated from the resolution by temporal juncture and they are frequently not descriptions of events, or of events necessary to answer the question “What happened?” This can be achieved by a variety of means: a.) That, these, those, this, here, and there; b.) an incident in which one of the actors can be followed up to the present moment in actions which may be relevant to the narrative sequence, for example, “and I see him every now and again”; c.) extending the effect of the narrative on the present moment, such as “I quit, you know. No more problems.”

Although Labov and Walenzky’s (1976) study was based on subgroups of American population and conclusions are restricted to the speech communication examined, they have outlined the principal elements of simple narratives which perform both referential and evaluative functions. However, when they proceeded to more complex narratives told by speakers with greater overall verbal ability, they found a higher percentage of narratives which duplicate the form of orientation, complication, evaluation, resolution and coda. And so far, the overall structure of narratives developed by them is significant for us to consider as a model for teaching narrative discourse.



## Coherence and Cohesive Devices

One of the most important characteristics of a text is coherence. Coherence can be briefly defined as the semantic and the logical integrity within a text. In the early studies carried out on texts, a text has been defined as a regular arrangement of grammatical units and sentences. According to Halliday and Hasan (1976), it is wrong to regard the text as a combination of sentences: “A text is a unit of language in use. It is not a grammatical unit, like a clause or a sentence; and it is not defined by its size. A text is best regarded as a semantic unit: a unit not of form but of meaning. A text does not consist of sentences; it is realized by, or encoded in, sentences.” Regarding text as a combination of sentences implies that the communicative aspects of the text are ignored (Aksan and Aksan, 1991). A text is more than the combination of sentences forming it.

According to Halliday and Hasan (1976), the structure of narratives discourse can be logically constructed. A discourse must have clauses, sentences, and paragraphs. Nevertheless, a discourse is not a sentence factory although it consists of several or many sentences. The discourse should be a complete whole with coherent relations and logical references. Although “coherence” is a concept deep-rooted in composition teachers’ minds, almost no one has explained it so well that it can be convincing and applicable to the classroom situations. Overall, students writers may benefit from ideas of language and textual analysis of Halliday and Hasan (1981).

In Halliday’s view, in each sentence does not provide one or at least one primary function. He believes that every sentence in a text is multi-functional. The meanings are woven in a very dense fabric and look at the whole thing simultaneously from a number of different angles.

Hasan (1976) further developed the idea of coherent unity. She believed that in any discourse the various parts of the environment and bits of the discourse can be hung together. In fact, all the elements of structure bear relevant to each other; they are integrated. They form a coherent unity in terms of co-referentiality (situational identity of reference), co-classification (reference to an identical class of the thing, the process or circumstance), and sense or meaning relations. The contextual configuration of these co-referentiality, co-classification, and sense or meaning relations directly provides the rationale for the appearance of the various similarity chains and it indirectly controls the



identity chains and achieves coherence. In general, we might say that in a coherent text one says similar kinds of things about similar kinds of phenomena.

According to Hasan, the degree of coherence in texts can also correlate to relevant token, central token and peripheral token. Relevant tokens are the subset of total set of lexical tokens which are included in a discourse. The difference between the total tokens and the relevant ones is known as peripheral tokens. Central tokens are that subset of relevant tokens which enter in direct interaction with each other. In a normally coherent text, the number of peripheral tokens- its ratio to the total tokens- is very low. But coherence can also come about from purely lexical cohesion. But the central tokens of a text are the tokens which contribute most to the coherence of the text. In other words, when we talk, we talk of the same things to establish a sense of continuity and say similar things about the same phenomena to hang the message together with cohesive ties.

In four cohesive relations introduced by Halliday and Hasan, namely, reference, substitution, ellipsis, and conjunction, of particular importance to narrative discourse is conjunction. Conjunction is necessary in the course of writing a narrative, either as a beginning or a transitional device to psychologically prepare the reader or listener for what is going to come in the discourse. Conjunctive relations as regards narrative discourse in terms of sequence and transitional impressions are adversative and temporal conjunctive. Therefore, only the latter two will be listed here to show these are the basic semantic devices for writing cohesive narrative discourse.



### Conjunctive Relation

Temporal Conjunctive	then, next, after that, after then, at the same time, previously, before that, finally, at last, formerly, first...then, in the end, at once, thereupon, soon, after a time, next time, on another occasion, next day, an hour later, meanwhile, until then, at this moment, then, next, secondly, finally, in conclusion, first, up to now, from now on, henceforward, to sum up, in short, briefly, to resume, to return to the point
Adversative Conjunctive relation	yet, though, only, but, however, nevertheless, despite this, in fact, actually, as a matter of act, and, on the other hand, instead, on the contrary, at least, rather, in any case, in any way, anyhow, at any rate, how ever it is

### History of Action Research

Action research was initiated by Kurt Lewin and, soon after, adapted by educators in school-based curriculum development and school-improvement schemes (Oja & Smulyan, 1989). Action research, as such, actively involves teachers as participants in their own educational practice (McNiff, 2002; Oja & Smukyan, 1989). Not only do Educators attempted to use action reseach as a method of bridging the gap between theory and practices in order to enhance the quality of education for themselves and their students. Moreover, they can develop their own personal theories of education from process of action research. McNiff (2002) drew out the viewpoint of Stephen Kemmis together with Wilf Car in 1986, to define action research as follows:

Action research is a form of self-reflective enquiry undertaken by participants (teachers, students or principles, for example) in social (including educational) in order to improve the rationality and justice of (a) their own social or education practices, (b)



their understanding of these practices, and (c) the situations (and institutions) in which these practices are carried out (McNiff, 2002)

### **Definition of Action Research**

A form of research is becoming increasingly significant of language education is action research. This research has been defined in a number of ways. Kemmis and Mc. Taggart (in Nunan, 1993) argue:

“Action research is a group of activity and a piece of descriptive research carried out by a teacher in his or her own classroom, without changing the phenomenon under investigation, would not be considered to be ‘action research’. (Kemmis and Mc. Taggart in Nunan, 1993)

Best (1981: 12) states, action research is focused on the immediate application, not on the development on theory, nor upon general application. From all definition above, I conclude that action research is an action in a research, which can be done by the teacher, researcher, and the teacher with his/ her colleagues, etc and which involves a group of students to improve learning and teaching and learning process or to enhance the understanding of the students to the lesson.

### **Characteristics of Action Research**

From the definition above we can identify the special features characterizing an action research. Discussing the characteristics of action research, Kemmis and Mc. Taggart (in Nunan, 1993: 18) acknowledge that, “action research is a group of activity.” They also argue that, “the three defining characteristics of action research are that is carried out by practitioners (for purposes, classroom teacher) rather than outside researcher; secondly, that is collaborative and thirdly, that aimed of changing things. Confirming the statement above, Elliot (1998) adds, “the central characteristics of action research is the join reflection about the relationship in particular circumstances between process and product.”



In this section, the features of action research are presented to distinguish action research from other kinds of research. The unique features include: (a) focus on learning, (b) professional development, and (c) constant cycle.

### 1. Focus on Learning

Action research is a process that helps teachers to develop a deeper understanding about what they are doing as an insider researcher (McNiff, Lomax, & Whitehead, 2003; Burns, 1999). Action research has both a personal and a social aim (McNiff, et al., 2003). The personal aim is the improvement of teachers' own learning; on the other hand, the social aim is the improvement of classroom situations. Both are equally important and interdependent.

On the basis of action research, the researcher can understand how teachers' learning develops examining their practice and see how their learning influences the classroom. It does not matter whether the results can reach a successful closure. What does matter is that teachers elaborate and reflect on their own process of learning; their new learning along the process could help them develop better teaching practices in the classroom.

### 2. Professional Development

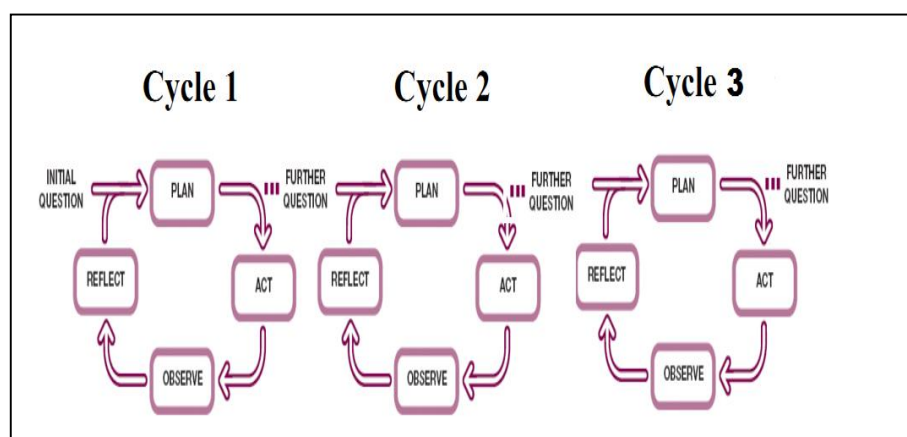
Action research in educational has often been seen as a method involving teachers in changes which could washback to the teaching practice. Beyond changes in practice, teachers' professional growth is also expected in action research (Oja & Smulyan, 1989; Hendricks 2006; Burns, 1999; Noffke & Stevenson, 1995). Through action research, teachers can reflect and realize their own practice, and facilitate their professional developments on several perspectives as follows: (a) increase their awareness of classroom issues, (b) increase their self-worth and confidence for the professional roles, and (c) build a connection between theories and practices to develop their practical theories.

### 3. Constant Cycle

Action research emphasizes a continuous process of research and learning as the teachers' long-term goal. Also, action research proposes that understandings and actions occur in a constant cycle). Action research "sees a teacher in class as the best judge of his total educational experience". Therefore, action research proceeds with a constant cycle of planning, acting, observing, reflecting and revising



(Cunungham, 1993 ;Oja & Smulyan, 1989; Hendricks , 2006; Burns, 1999 ; Noffke & Stevenson, 1995 ; McNiff, 2002). Also, a constant cycle implies that initial ideas may shift over time and such recurring reflections lead to modification of the plans throughout the process. According to Kemmis and McTaggart (1988), the process of action research is systematic and reflective. It consists of four steps that take place in a cycle.; that is planning, acting, observing and reflecting. The below details cycles of action research.



(Adapted from Coats, 2005)

Figure 4 Action Research Cycle

**Planning** - all the members of the research team question 'what are' the realities of their particular practices, and begin to search for "what ought to be?"

**Acting** - the researchers implement the plan they have collaboratively developed, addressing all or a particular set of problems or issues.

**Observing** - simultaneous with action is the collection of data. Observation is important for subsequent reflection and action. Various observation methods can be used.

**Reflecting** - the researchers reflect upon what is happening with their project, developing revised action plans based upon new questions that may arise and what they are learning from the process of planning, acting, and observing.





### **Rationale of Adopting Individual Action Research**

As suggested by Wongvanich (2010), the school teachers should pay attention to the phenomenon in the classroom and take self-reflection to develop the systematic teaching career of their own. Based on the usefulness of action research mentioned in the previous section, the present study was carried out an action research with concern of self-reflection. This study occurred in a classroom situation, and therefore the students who participated in this study were main audiences to help generate alternatives and determine the effects. And with the limited resources, the present study was conducted in the regular school time when the school teachers have already had their class schedules arranged by the administration.

### **Review of Foreign Language Curriculum (B.E. 2551)**

Based on the core standard –based curriculum revision of B.E. 2551 (Ministry of Education), the foreign languages will be taught in various level. In present school, only English subjects are taught through integrated skills across upper secondary level (grade 10-12). The brief grade 12<sup>th</sup> learners' performance outcomes will be summarised below:

The learners are able to observe instructions in manuals for various types of work, clarifications, explanations and descriptions that they have heard and read. They are assumed to write sentences and texts related to various forms of texts. They are meant to analyse writing passage for main ideas, conclude, interpret and express opinions from listening and reading feature articles and materials for entertainment purpose, as well as provide justifications and examples for illustration

Besides, they are able to write to exchange data about themselves, various matters around them such as experiences, situations, news/incidents, issues of interests. They can choose the language, tone of voice appropriately.

They are able to explain/compare differences between structures of sentences and use language for communication in real situations/simulated situations.



To effective writing, they are to use compound and complex sentences to communicate meanings in various contexts for both formal and informal conversations. They can expand vocabulary of around 3,600-3,750 words (words with different levels of usage).

From the statements above, the ultimate goals of the curriculum are to use language for communication within particular culture, to use foreign languages in various situations. Narrowly speaking, in the present school English is learnt in terms of integrated skills (listening-speaking, reading- writing).

According to researcher's personal English teaching experience for years in writing courses in upper level, students' writing skills have been inadequate to extend beyond the sentence-level writing. To expand the paragraph-level writing, student writers should be geared up in writing strategies in terms of clear-cut and explicit teaching procedures.

It is obvious that the L2 writing pedagogy plays significant role in various fields of academic community. On the first place, to those novice L2 writers, the form-based writing is essential for them to produce the correctness of linguistic patterns. Later, however, when they have gained adequate linguistic skills, they are presumed to learn how to produce texts relating to their own ideas. At this point, meaning-based writing will be calibrated.

As Hyland (2003) mentioned, people will write "what" they know, "how" to write and for "whom". In fact, genre –based writing embrace all those three presumptions. The genre-based approach writing cycle (Feeze;1994) can be adapted to enhance L2 students writing abilities. Briefly, students will be equipped with two main parts of writing skill (writing with the class and writing independently). For the first part, students writers will build knowledge of field. In this case, the specific genre will be taught to students, comparing the various types of texts. Then, exploring the target genre will be conducted. Afterwards, students writers will be guide lined in an attempt to produce writing assignment with group members. At this point, the roles of writer teacher as scribe will be withdrawn. The students writers will take part as independent writers and then scaffolded writing will turn back from the writing teacher to more able students writer. The writing process will be deployed to gear up writing abilities. At last final version of writing will be graded and published.



To draw on the conclusion, writing with genre-based approach will yield the explicit roles of writing community. It is presumed that with combination of narrative genre to draw on students' interests collected from personal lives will help draw concepts to write more effectively. The conceptual framework of the study will be expressed in the next chapter.



## CHAPTER III

### RESEARCH DESIGN AND METHODOLOGY

The present study was conducted in the process of research and development. The action research was thus used to develop an instructional model. It was set an aim to enhance L2 students' writing ability through the genre-based approach instruction of Thai upper secondary level students. The chapter presents the detailed information regarding to procedure of model construction. The experimental study consists of three stages: (1) needs analysis and document study (2) model development (3) model experiment.

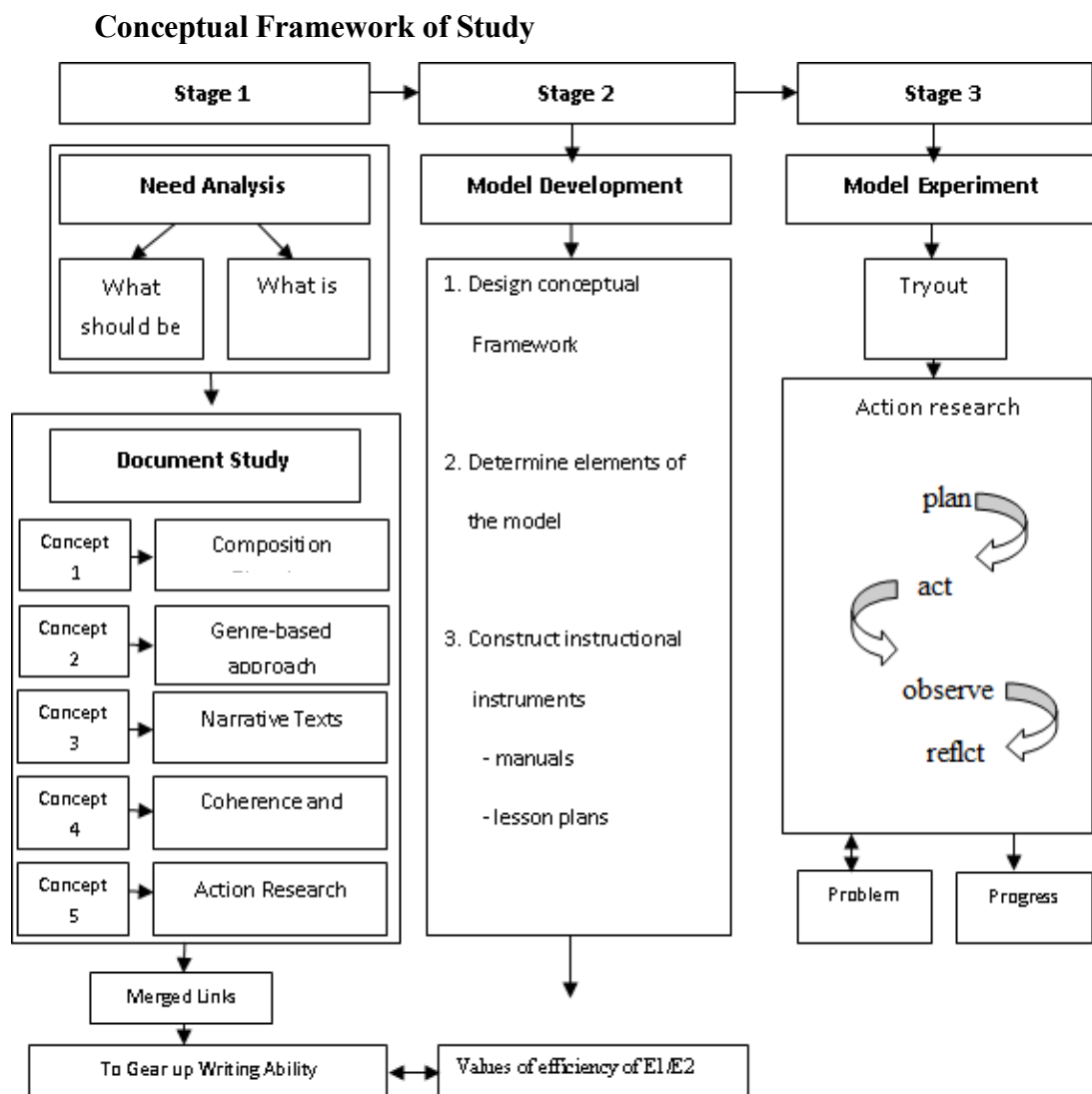


Figure 5 Conceptual Framework of Study



## Stage 1 Need Analysis

### 1. Needs Analysis

In the process of research and development (R&D), contextualizing study is needed to confine the problems and progress of the study. Needs analysis yield value for designing language model as it allows students to choose what they need (Kaewpet, 2009).

Needs analysis emerge from various sources relating to the current issues such as survey, focus group interview, and case studies is determined in the first stage of developing instructional design model that specifies why teaching is needed and it provides validity and relevance for language course (Chaudry & Rahman, 2010).

Needs analysis is based on two major concepts: discrepancy and importance. Discrepancy is defined as the differences between “what should be” and “what is” (Vongwanich, 2005). The process of needs analysis consists of five stages:

- 1) Indentify “what should be”
- 2) Indentify “what is”
- 3) Differentiate “what should be” and “what is”
- 4) Determine the causes that impact needs
- 5) Solve problems / needs

### 2. Settings of Study

This study was conducted for 8 weeks in the local secondary school in the north-east of Thailand. It is located in Borabue District, Maha Sarakham Province. The school is supervised under the Educational Area service 2 of Maha sarakham , and the Office of the Basic Education Commission (OBEC). The school is managed under the School Board which consists of 14 personal by guidance of the local service area. The school curriculum is based on the Basic Core Curriculum BE. 2551 (2008) which is provided all educational service area offices, and local offices.

The school encompasses two levels: namely lower secondary and upper secondary. Students are graded from Mattayomsuksa 1 - 6 (Grade 7-12).

There were 600 students and 27 teachers. The classes were managed two classes in each level. English Courses were taught by four teachers; first two of lower level, the second of upper level. The courses were administered into two semesters (1<sup>st</sup>



semester from May to September, and 2<sup>nd</sup> from November to March). Thus, this study was administered in the second semester of an academic year 2011.

The English courses were divided for two main courses; Basic English course and additional English courses. The Basic courses were taught 3 hours a week. By contrast, additional courses were taught 2 hours a week. The text books and teaching materials of English were approved by the Office of the Basic Education Commission (OBEC).

### 3. Population and Sample

Most of students were from the local community with diversity of family background. Most of them were faced with economic constrains, thus merging the students' learning outcomes.

The population of the study was 60 students of Mattayomsuksa 6 (Grade12) at Laoyawwitatyakhan School, Maha sarakham Province. They took the Reading and Writing English course (EN40202). According to the school Curriculum, students at this level are required to fulfill the students' language performance as proposed in the school curriculum requirement. The students' performance was evaluated and assessed by teachers. Then it was graded in the end of each semester.

### 4. Subjects and Sample Size

There were two classes of Mattayomsuksa 6, namely Class 6/1 and Class 6/2. Each class consists of 30 students. They are mixed gender and mixed English language abilities. The subjects of the study were 30 upper secondary level students at Mattayomsuksa 6/1 (Grade 12). They were chosen by purposive sampling. They were mixed gender (14 male, 16 females) and mixed abilities. They were able to write for basic simple sentences with controlled paragraphs. The subjects enrolled in the course entitled *Reading and Writing* (EN40202) in the second semester of the academic year 2011. The subjects' language performance was based on the previous semester as a result of school evaluation and assessment .

### 5. Document Study

Prior to design the instructional model that enhance L2 students' writing ability through the genre-based approach instruction, the researcher reviewed the previous studies and gathered information from the academic documents of present school and current curriculum. See more details in figure 5.



After determining the needs and the importance of the study, theoretical concepts have been merged to set a draft model. The draft model was formulated in the following stage of the study.

## **Stage 2 : Model Development (Draft Model)**

### **1. Designing Conceptual Framework of Instructional Model**

The model development stage includes three main schemes: (1) conceptual framework of instructional model (2) instructional process using genre-based approach (3) draft model.

For the conceptual of instructional model, the roles of teacher were interacted with students' role. In the initial stage of teaching, explicit teaching is expected to happen. The teacher's role is illustrated by modeling and scaffolding.

Meanwhile, students' roles are guided by modeled examples. As soon as more progression of learning was found, learning process places on students' responsibility. For the instructional process, the 10 steps of genre-based approach writing were used. The Figure 6 details conceptual of instructional process as follows:



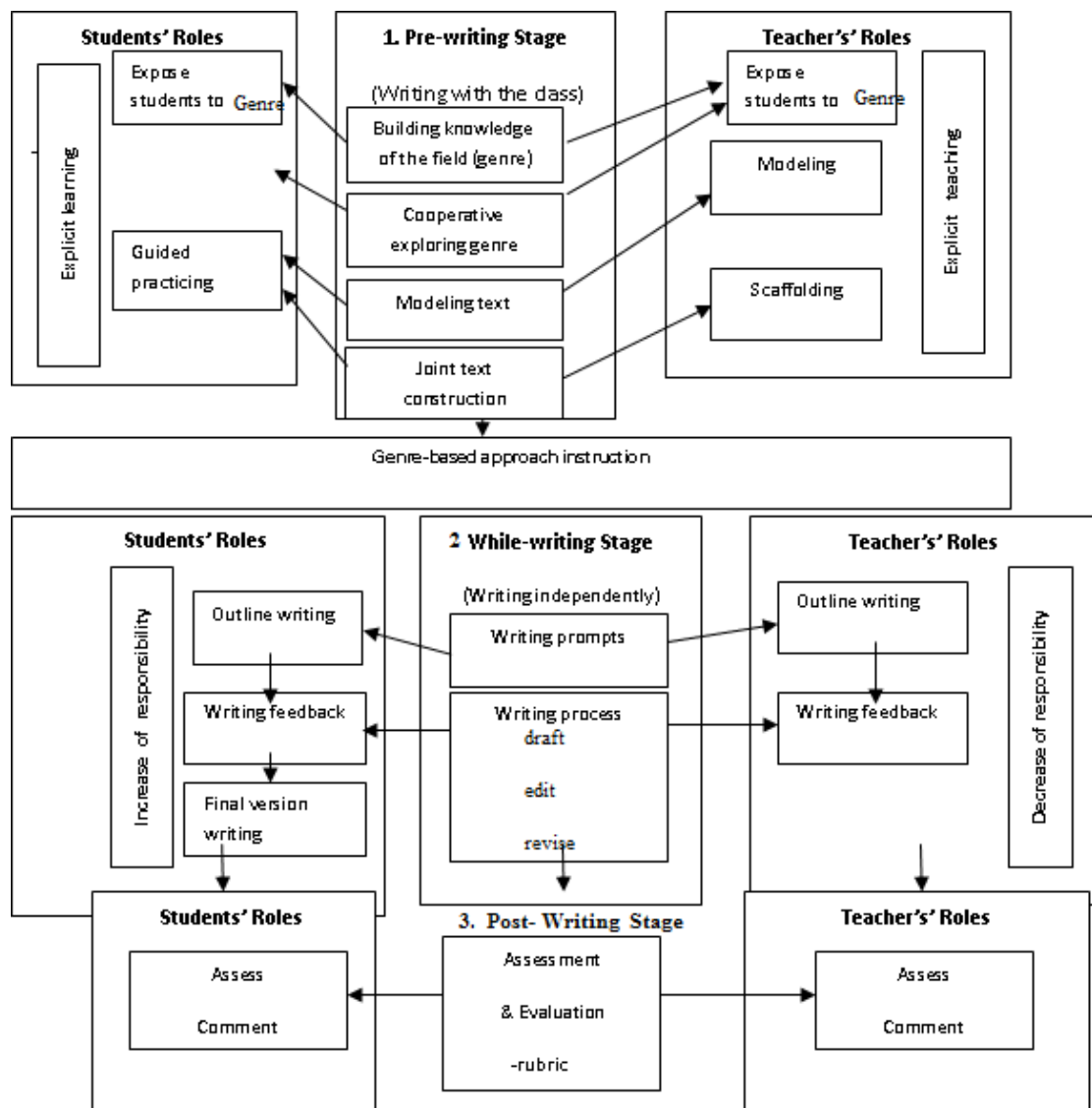


Figure 6 Conceptual Framework of Instructional Model

## 2. Determining Elements of Model

The instructional model consists of five components: (1) rationales (2) objectives (3) contents (4) instructional process (5) evaluation.

### 1) Rationales

The followings are components of the model instruction as claimed in present study.

(1) The instruction is based on National Education Act (1999) and the Basic Education Core Curriculum (2008)





(2) The genre-based approach is adapted to writing class in an attempt to help students develop writing ability.

(3) The explicit teaching of writing was used to raise basic linguistic patterns.

## 2) Objective

The objectives of the instructional model are to enhance L2 students' writing ability through the genre-based approach instruction and gauge the students' attitudes towards the instructional model.

## 3) Contents

The contents of the instructional model include:

(1) The detailed contents were based on the course units in course description of school curriculum. The specific genre in the present study was focused on "narrative". The theme of modeled texts were based on "Travel, Holiday, festival". However, the modeled texts were adapted from the textbook and the other source such as the internet.

The main activities in the mentioned textbooks above are composed of readership for understanding of the given texts as modeling stage in genre writing instruction. Vocabularies study, sentences analysis are first explored. Then, paragraphs are followed after students are aware of generic structure of genre.

(2) The genre-based approach was used to gear up the students' writing ability.

## 4) Instructional Process

The instructional process comprises 10 stages as addressed in the following. The genre-based approach writing stage comprises two main parts: writing with class and writing independently. Firstly, students writers will build knowledge of field. In this case, the specific genre will be taught to students, comparing the various types of texts. Then, exploring the target genre will be searched. Then, students writers attempted to produce writing assignment with group members. The roles of writer teacher as scribe will be diminished. The students writers took part as independent writers. The writing process will be deployed to gear up writing abilities. At last final version of writing will be graded and published.



Teaching stages	Teacher's roles	Students' roles	Desired goals
↓			
<b>Pre-writing</b>	-introduce various texts types to class	-learn how text types make meaning in the context.	-to raise awareness to long passage
<b>1. Building knowledge of field</b>	-negotiate the writing tasks in the context	- gain knowledge of genre	-gear up readership
<b>Step 1.</b> Small group building genre	- seek prior students' knowledge	-read the target genre	-activate background of linguistic skills
	-expose students to the target genre (narrative)	-compare other genres in different context	-gain context of story,
<b>2. Collaborative exploring of genre</b>	-model texts type of target genre	-analyse the text structure : texts , context, purpose of writing, writer, and audience	-study social purposes of the given texts by exploring its context.
<b>Step 2.</b> Modeling of genre	-ask question about how genre tells the story	-analyse text structure : schematic feature of narrative	-contextual factors can affect the production of the given texts.
<b>3. Joint-text construction</b>	-ask question about how genre tells the story	-answer the question how genre tells the story	-formulate ideas of effective writers, be able to use specific aspects of narrative
<b>Step 3.</b> Class discussion		-share ideas and discuss	
<b>Step 4.</b> Class outline writing	-hand out graphic organizers	-group work to outline the story , -mind-map using graphic organizers	- use writing strategies demonstrated (social purposes, language features, schematic
	-get feedback		
<b>Step 5.</b> Class discussion	-ask question about how genre	-answer the question -share ideas and discuss	-formulate ideas of effective writers
<b>While-writing</b>			
<b>4. Independent text construction</b>	-provide criteria of writing rubric score	-use criteria of writing rubric score	- use writing strategies to develop the story
<b>Step 6.</b> Individual outline writing	-set out writing prompts for individual	-apply writing prompts for first drafts	-use personal narrative to draw up the complete story
		-attempt first draft	-write with effective devices
<b>5. Conformation of writing Process</b>	-allow multiple drafts	-try out multiple drafts	-construct meanings towards related story
	-set feedback	-set feedback	-co-construct meanings of writers/readers
<b>Step 7.</b> Draft and group discussion	-provide assistance	-provide assistance	
	-discuss with group	-discuss with group	
<b>Step 8.</b> Revising writing	-prepare sentences structure , past tenses	-study similar story to learn sentences, device, past tense	- co-construct meanings of writers/readers
<b>Step 9.</b> Editing writing	-check drafts sentences	-edit sentences structure, past tenses, devices ,checklist	-self-correct skills by peers
	-feedback writing		
<b>Post-writing</b>			
<b>Step 10.</b> publishing writing	--assess the final version of writing	-gain feedback writing score	-develop writing with effective devices
	-discuss the writing class	-prepare publishing	-motivate related writing

Figure 7 Instructional Process Using genre-based Approach



## 5) Evaluation

The instruments used in the model include quantitative tools and qualitative tools.

To sum up, the elements of the instructional model mentioned above comprise five elements: rationales, objectives, contents, instructional processes, and evaluation.

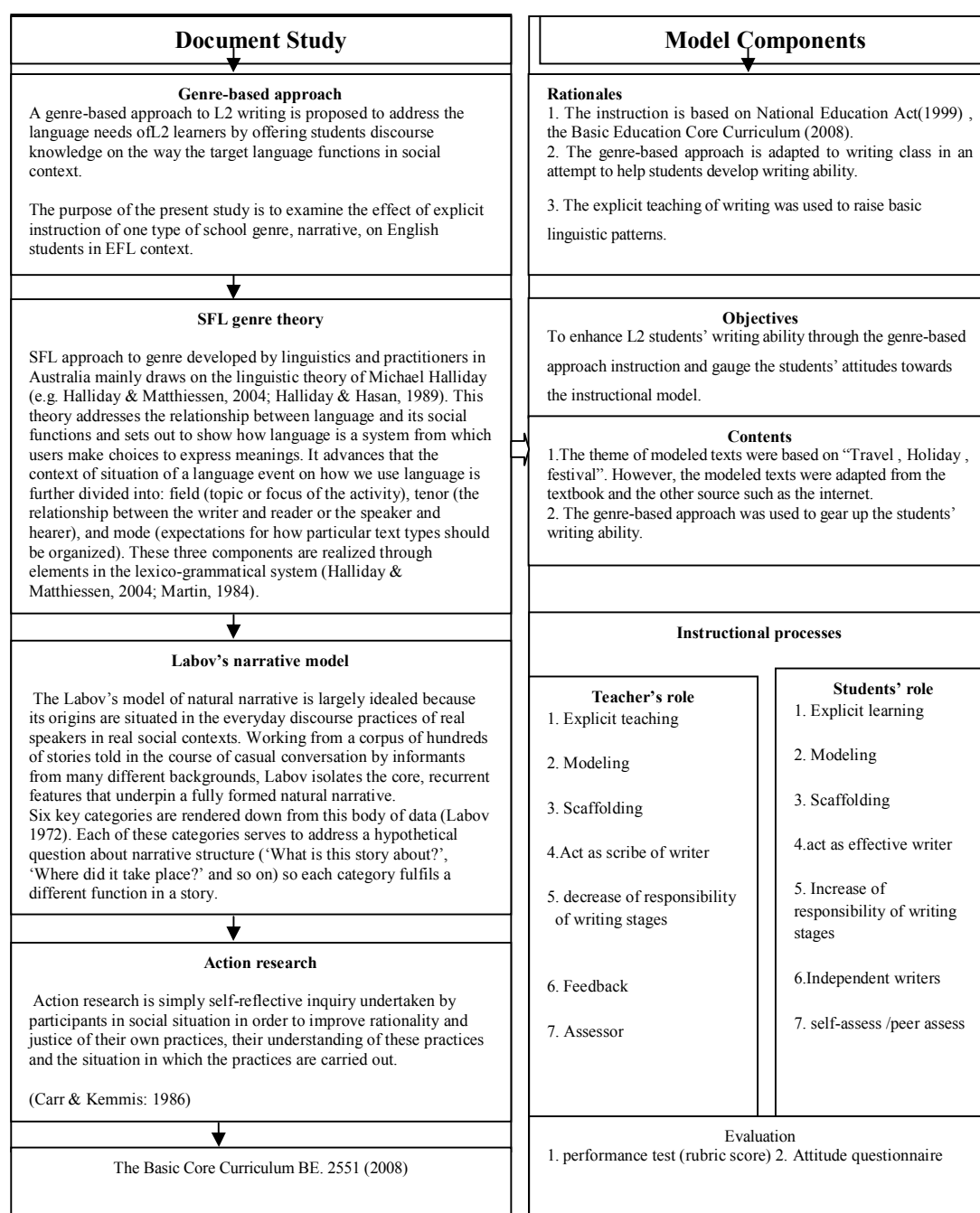


Figure 8 Draft Model



## 6.) Teaching Procedure

The teaching of the proposed instructional model comprises 10 stages as addressed in the following.

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### **Pre-Writing (Writing with Class)**

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#### **Stage 1. Building knowledge of field**

- small group for brain-storming

#### **Stage 2. Exploration of Genre**

- collaborative exploration of genre
- context exploration of genre
- text exploration of genre
- small group for brain-storming

#### **Stage 3 Class Conference Writing**

- group discussion
- whole-class discussion

#### **Stage 4 Joint Text Construction**

- class outline writing session
- set out the writing prompts for group-work
- various graphic organizer application
- attempt 1<sup>st</sup> draft of narrative writing
- teacher-students , as a scribe / writer
- group-work presentation / discussion

#### **Stage 5 Class Conference Writing**

- supportive environment
- reflective conferencing question

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### **Whilst –Writing (Writing Independently)**

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#### **Stage 6 Text Construction Independently**

- individual outline writing
- provide criteria of writing rubric
- set out the writing prompts for individual



### **Stage 7 Draft and Group Conference Writing**

- allow multiple drafts
- gain peers' feedback
- gain teacher's feedback

### **Stage 8 Revising**

- allow multiple drafts
- give feedback to written texts
- reflective conferencing questions

### **Stage 9 Editing**

- apply editing checklist
- give feedback to written texts
- submit the final drafts

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### **Post-Writing**

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### **Stage 10 Publishing**

- collaborate with students to select pieces of writing for assessment folios
  - evaluate texts with writing rubric
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## **3. Construct Instruments of Study**

The research instruments are also included: (1) Lesson Plans (2) Teaching Materials (3) Writing Rubric (4) Students' Attitudes Questionnaires (5) Pre/post test (6) Semi-structured Interview (7) Teacher's journal and Students' journal.

In this study, an action research was employed to gain the impact of the proposed instructional model through genre-based approach. The study included three cycles of an eighteen – hour instruction. Each of which was designed to raise students' awareness of genre analysis through narrative texts. The teaching-learning cycle of genre in this study is adapted to five stages with the integration of writing process to ascertain the effectiveness of the written products. In each cycle of the study, the stages of writing procedure will be launched on the same stages. The assigned task for modeling texts will be changed in each cycle due to the purpose of study.

As mentioned in previous sections, the purpose of the study is to investigate the effectiveness of instructional model and to gain students' responses to the writing



assignment. Thus, the phenomenon caused by the procedure of the writing cycle was observed and collected. Then, the next cycle of the study was planned from the revised plan in the previous stage.

### 1) Lesson plans

In this study, there are ten lesson plans. They were developed into three stages. In the first stage, the researcher designed the instructional model of genre-based approach (see Appendix 1). In the second stage, the contents of the study were explored and selected from the current EFL textbook available for upper level students. Then, the themes of the units were selected. In this study, three themes were adopted from “the Upstream 5” developed by Express Publishing 2011; namely “Eyes witness”, “Life events”, and “Travel , Holiday , festival” from the Upstream 6 ” developed by Express Publishing 2011. Thus, the topic of assignment of writing was “ memorable experience”.

Each Lesson plan lasted 2-3 hours through 10 stages of teaching-learning cycle of genre writing instruction. Each stage was divided into allotted time available in activities. Based on the writing course of EN40202, the class was met two hours a week. Thus, each lesson plan was completed in 2-3 hours. The 18 hour –writing instruction was completed in 3 cycles. See more details in Appendix 3 as example.

In this study, the similar narrative written texts which were selected from the units were taught to the class. To ascertain the validity and reliability, the three units of lesson plans were submitted and approved by the five assigned English experts of the study. The Index of Item and Object Congruence (IOC) is operated to determine the face validity, content validity and reliability of the lesson plans. The criterion is 1.00 as run by the formula as shown below:

$$IOC = \sum X/N$$

X = level of validity

N = numbers of experts

The example of proposed stages of the lesson plans detail as follows:

1. Building knowledge of field by Modeling Text (context exploration, text exploration)

Step 1. Small group for Brain-storming

In this stage, three activities are included. First, the implement of group work will be considered. According to size of grouping of students, the five-



member group is assigned to students (Richard and Lockhart (2000). Each group will cooperatively explore the texts of narrative of “Modeled Text 1-2”(see Appendix1) . Text analyzing will be focused for students to gain knowledge of generic structure and schematic elements of narrative genre. Then, group work will be set to text exploration discussion by means of various writing graphic organizers used. Last, the specific linguistic feature of narrative will be focused to class discussion.

## 2. Collaborative Exploration of Genre

### Step 2. Text and context exploration

Text will be modeled in terms of writing a story with a beginning, middle and end by using writing organizer to help sketch of the story’s structure.

### Step 3. Class discussion

Then pairs or groups will be set for activity; whole class discussion will be followed.

## 3. Joint-construction of narrative texts

### Step 4. Outline writing

In this stage, four activities will be completed. First, through group work, students are asked to make a planning to write narrative texts in a group and try to explore their ideas so as to shape narrative paragraph.

Secondly, the first drafts will be arranged based on the text given. They are guided to story by writing prompts (see Appendix 5-7). Students are supposed to pay attention to the generic structure of the text and consult the work to the teacher and friends. The teacher will give suggestion as needed.

Thirdly, the students will discuss the suggestion given by the teacher and friends. Teacher feedback and peer feedback will be launched to paragraphs.

Fourthly, the students will attempt the second draft based on feedback from teacher and peers. After arranging the second draft, the students will read once more carefully. They are supposed to pay attention to the generic structure of the text, grammar, spelling, vocabulary, punctuation, etc. If there are many mistakes, they have to revise it. Then they will make the final copy.

### Step 5. Class discussion

Then pairs or groups will be set for activity; whole class discussion will be followed.



#### 4. Construction of narrative texts independently

##### Step 6. Individuals outline writing

In this stage, four activities will be completed. First, with scaffolding from peers and teacher, the student will attempt the first draft as guided in previous stage. They will be guided to story by writing prompts. Then writing tasks on their own will be developed, using various graphic organizers to help form the assigned story. They make a planning to write narrative texts try to explore their ideas so as to shape narrative paragraph. Then, the first drafts will be arranged based on the text given. Students are supposed to pay attention to the generic structure of the text and consult the work to the teacher and friends. The teacher will give suggestion as needed.

Thirdly, the students will discuss the suggestion given by the teacher and friends. Teacher feedback and peer feedback will be launched to paragraphs.

Fourthly, the students will attempt the second draft based on feedback from teacher and peers. After arranging the second draft, the students will read once more carefully. They are supposed to pay attention to the generic structure of the text, grammar, spelling, vocabulary, punctuation, etc. If there are many mistakes, they have to revise it. Then they will make the final copy. Then, they are supposed to submit the final copy to be graded by teachers.

#### 5. Conformation of writing process

##### Step 7. First draft and class discussion

In this step, the drafts were in hands of the students. Draft writing was allowed to rethink of multiple drafts. The teachers conferred students on the rough drafts. Then they were given feedback depending on checklist devices. They were also checked by peers / teachers' feedback.

##### Step 8. Revision

Again , students' written texts were shown and checked. Individuals wrote their story more effectively. They were also checked by peers / teachers' feedback.

##### Step . 9 Edition

Students consulted editing checklist / teacher / peers' feedback. At last the final drafts were submitted to be assessed by raters.





### Step 10. Sharing Writing or Publishing

The students are asked to share the written paragraph. They are provided with opportunities for reflective thinking that focus on whole process and texts produced. The teacher collaborates with students to select pieces of writing for assessment folios that students believe reflect their growth and competence as writers. Then teacher evaluate texts based on the criteria of rubric and the final drafts of students' writing will be graded.

#### 2) Teaching Materials

To fulfill the target writing instruction, the teaching materials are selected from units of content in “the Upstream 5”, “Upstream 6” developed by Express Publishing 2011 and “elevator 6” of course book for Mattayomsuksa 6. The focused units are narrative writing as presented in the current EFL textbooks.

The theme as proposed in the textbooks is adopted. Thus, the researcher will select the topic entitled “memorable experience” which is related to the curriculum description. There are three units of narrative writing as a result of the above textbooks. The two topics are adopted from “the Upstream 5” developed by Express Publishing 2011; namely “Eyes witness”, “Life events”, The one called “Travel, Holiday, festival” from the Upstream 6” developed by Express Publishing 2011. Below table will be shown as instructional design of materials. The detailed contents of EFL textbook used to design lesson plans are shown below:

<b>Contents</b>	<b>Language Focus</b>
“Eyes witness”	- practice to use vocabularies and past tenses for describing people, series of events in the past
“Life events”	- practice to use vocabularies and past tenses for describing people, feelings, stages in life, life events about holiday experience (first person paragraph)
“Travel, Holiday, festival”	practice to use vocabularies and past tenses for describing people with holiday problem, experience (third person paragraph)
Literature Reading	- Craft writing



The main activities in the mentioned textbooks above are composed of readership for understanding of the given texts as modeling stage in genre writing instruction. Vocabularies study, sentences analysis are first explored. Then, paragraphs are followed after students are aware of generic structure of genre.

The highlights of the units are the writing as guided by using writing prompts. Besides, the selection of pieces of narrative writing from other resources such as model texts from the internet will be adapted for better understanding for students. (see Appendix 8 for an example).

As suggested by Tomlinson (2003), the challenges of materials writers are according to learners. In fact, the learners gain different need and background, but the writers supposed the learners to be fed as much the same as given materials did. However, he suggested further that, where necessary, teachers should consider necessary adaptation of material implementing, such excluding unnecessary lesson or including needed activities.

After searching and selecting session end, the selected materials will be approved by five assigned English teaching experts to check the appropriateness and content validity.

### 3) Writing Rubric Scoring

The purpose of writing assignment is to assure that students are able to convey the meanings of intended information through writing task in terms of communicative approach. Then, primary focus is mainly on fluency of linguistic competence, and the secondary is based on accuracy of linguistic feature (Ministry of Education, 1997).

According to Cohen (1994) when the students' written products reach the end through multiple drafts, then the evaluating measure is conducted. The considerations for written product assessment could include: content, rhetoric structure, organization, register, style, economy, and accuracy of meaning, appropriateness of language convention, reader's understanding, and reader's acceptance.

Cohen (1994: 307) asserts further that there are four main basic types of assessment of writing skills- that is holistic, analytic, primary trait, and multitrait. However, the holistic, analytic scoring scales are chosen to follow in the classroom activity.



In sum, the holistic scoring is effective due to the rater will put the whole impression more on what is done well than a weakness of the written work. In contrast, the analytic scoring, it presses the attention to separate scales; such as content, organization, vocabulary, grammar, and mechanics- and each aspect will be rated based on criterion of descriptors in linguistic feature in writers' performance. Thus, the rater is able to check the strength and weakness in students' written work in accordance with writing ability improvement.

Besides, in accordance with the evaluation and assessment of writing in the Basic Core Curriculum BE 2551 (AD, 2008), the suggested criteria of writing scales consist of five aspects; namely: content, organization, words choice, sentence structure, and mechanics. The criteria is five-scale numeracy checklist, ranging from high to low score (5, 4, 3, 2, 1, 0) in each aspect. (See details in Appendix 2).

As stated before, the treatments of this study are narratives writing tasks. So as to meet such specific features, the writing rubric score was adapted from the writing rubric score as suggested by the Basic Core Curriculum BE 2551 (AD, 2008). The criterion of the scoring rubric consists of six aspects that run from scores of 5, 4, 3, 2, 1 and 0; namely: Content, Organization, Sentence structure, Vocabulary, and Convention.

For the writing tasks, students were asked to write the narrative paragraph as guided by writing prompts. (See Appendix 5-7). Narrative is considered to be familiar to most upper secondary students as stated in the Basic Core Curriculum BE 2551 (AD 2008).

All of three of final drafts collected from each cycles of writing instruction were rated by two experienced Thai –native English teacher who gain experience of teaching English writing course for ten years. Prior to rating session, the raters were trained to make use of rubric criteria.

At the end of each cycle, the students' final drafts were collected and rated. The score for each story is an average of two ratings. In case of each draft was rated different two or more points by two raters, the researcher performed as a rater to check for average score as done by the first two (Salam, 1999). The total scores of ratings were weighed to check mean score.



#### 4) Students' Attitudes Questionnaires

The objectives of the questionnaire is to check-cross with other instruments to gain insights the students' performance in across three cycles of genre writing instruction. The closed-end questionnaire was designed to cover the main five stages of genre based approach instruction. The five- rating scale checklist as proposed by Likert was conducted. The rating scales range from “Strongly agree”, “Agree”, “Uncertain”, “Disagree”, “Strongly disagree”. (See Appendix 3)

The questionnaire was adapted from the one that was developed by Luu Trong Tuan (2011). There are five stages of responses. Of five stages, the questionnaire includes 37 items of checklist. The first stage contains 8 items (1-8) to elicit students' genre awareness of context as modeled by teachers. The second stage includes 8 items (9-16) to raise awareness of text exploration. The third stage encompasses 5 items (17-21) for cooperative and independent joint-construction of text. The fourth stage comprises of 10 items (22-31) to recall writing strategies in process writing such as planning, drafting, revising, editing, publishing and for collaborative writing; namely: conference, feedback, group work. The five stage consists 5 items for checking the usefulness of given genre.

To verify the reliability, the questionnaire was adapted by means of backwards translation. The English language version of questionnaire translated into Thai version. Then each item was translated into Thai. The questionnaire was read in Thai language by the students.

The aim of this process is to achieve different language versions of the English instrument that are conceptually equivalent in each of the target countries/cultures. According to the guidelines from the World Health Organisation, the implementation of this method includes the following steps: (1) Forward translation (2) Expert panel (3) Back-translation (4) Pre-testing and cognitive interviewing (5) Final version

In this process, the teacher /researcher translated the content of the items from English into Thai. Then each item was read by the Thai teacher who has taught English for many years. Then she translated backwards in English. At last, the English version was read by native English teacher who was hired in the school. The two of English version were compared.



Prior to use the questionnaire, it was calculated for the face validity by experts by means of the Index of Item and Object Congruence (IOC). The criterion is 1.00 as run by the formula as shown below:

$$IOC = \sum X/N$$

X = level of validity

N = numbers of experts

The IOC values ranging from 0.5 – 1.0 will be accepted.

The interpretation of rating scores in this study depends on positive scales. Due to 5 scales rating as mentioned above, the criteria of questionnaire will be translated as follows:

Items	Score
Strongly agree	5
Agree	4
Uncertain	3
Disagree	2
Strongly disagree	1

(adopted from Bunchom, 1992)

In this study, in order to explore students' attitude towards the writing instructional model, the mean score ( $\bar{x}$ ) in each items is calculated as the same criteria of score of checklist above. The criteria of setting of score presentation are adapted in 5 ranges as follows:

Mean score Checklist	Description of criteria
4.51 - 5.00	Most satisfied
3.51 - 4.50	very satisfied
2.51 - 3.50	average
1.51 - 2.50	little satisfied
1.00 - 1.50	least satisfied

(adopted from Bunchom, 1992)



### 5) Semi-structured Interview

Upon the completion of the cycle of the implementation of each cycle, the semi-structured interview was used to the in-depth data of students' progression in writing as well as any other writing problems they faced.

### 6) Teacher's Journal and Students' Journal

During conducting of the cycles of teaching writing, the research as teacher attempted to collect initial information in classroom activities such as teacher note when completed each class. Then he/she asked students to reflect their opinion according to the writing in each cycles of learning writing.

## 4. Data Collection

The action research needs the data to support the investigation. This study used 3 cycles to examine the writing ability and students' attitude towards writing instruction. The study used both qualitative and quantitative techniques to collect data in relation to the research questions as follows:

Research Question	Data Collection Method
1. Can the proposed instructional model through the genre-based writing instruction of Thai secondary level enhance students' writing ability?	-Pre/ post tests written product - Teacher' journals - Students' journals
2. What do Thai secondary level students respond to the proposed instructional model?	- Students' Questionnaire - Semi-structured interview

As shown in the above table, the two techniques of data collection of quantitative and qualitative techniques were employed. Thus, the techniques of collection from cycle 1-3 used the same procedure.

For quantitative data collection, the first stage of the implementation of the writing instruction was involved with pre-tasks of writing, which was based on the writing prompts to gain a baseline of initial information of students' writing abilities. During the implementing writing class, the first drafts were developed. Then the second was followed by the final drafts at the end of each teaching –learning cycle. Then the final written products were scored with writing rubric.



The five rating scales check list questionnaire were used to gain students' attitude towards writing instruction by calculating the mean scores ( $\bar{x}$ ) in each item of questionnaire.

For qualitative data collection, teacher's and students' journals and semi-structured interview were used. In terms of teacher's journal, he/she conducted and observed the students performing during the activities. The co-research helped to collect the class observation. The researcher and co-researcher planned the lesson and concluded the findings in each cycle. Then, they made a revised plan based on information from a previous cycle. The students were asked to write the reflection of how they were improved through cycle of the study at the completion of each cycle of teaching-learning.

Apart from those mentioned above, semi-structured interview used to check the weak and strong points of the study and elicit the students' engagement in the teaching-learning cycle.

## 5. Data Analysis

Through scoring, the results of the students' work will be useful to depict students' level of writing achievement. Since the purpose of the research is to measure the students' writing ability, the researcher interpret the result both statistically and non-statistically.

For checking students' written production in the scores gained from students' final drafts from cycle 1-3 (final draft-1, final draft-2, and final draft-3), the statistic measurements were calculated as follows:

### 1) Values of Efficiency of E1/E2

This study will adopt the methods for developmental testing of media efficiency by setting index of value of the efficiency of E1/E2 (75/75) which initiated by Prof. Dr. Chaoyong Prammawong et al. (1977). The E1/E2 gives emphasis on evaluation of process and evaluation of product. That is, the value of formula will be based on percentage of process-based assessment (E1) and final product assessment (E2). The formula of E1/E2 is calculated by percentage of both values as a shown below for more details:



$$E1 = \frac{\frac{\sum X}{N}}{A} \times 100 \text{ that is;}$$

**E1** is referred to the efficiency of “*process-based test*” gained by of student’s scores that they performed during the procedure of cycle of teaching-learning.

**ΣX** is referred to total students’ score collected during each unit or each lesson plans.

**N** is referred to a “total numbers of students

$\bar{X}$  is referred to mean score of students collected during each unit or each lesson plans.

**A** is referred to “total score of each unit / lesson.

$$E2 = \frac{\frac{\sum Y}{N}}{B} \times 100 \text{ that is;}$$

**E2** is referred to the efficiency of “*product-based test*” gained by of student’s scores that they performed at the end of procedure of cycle of teaching-learning.

**ΣY** is referred to total students’ score collected from the post-test.

**N** is referred to a “total numbers of students

$\bar{Y}$  is referred to mean score of students collected post-test of

**B** is referred to “total score of post-test.

(Pisanu, 2006: 185)

To gain insight of students’ improvement another formula is also conducted.

## 2) Effectiveness Index: (E.I.)

$$E.I. = \frac{(\text{Posttest Score}) - (\text{Pretest Score})}{(\text{Maximum Possible Score}) - (\text{Pretest Score})}$$





Bunchom (2003: 157-159) claims that in process of analyzing of the effectiveness of instructional materials, teaching techniques that the instructors have developed, it is necessary for the instructors to test their effectiveness to run in the tools in acceptable level. The “very suitable” level of result is appropriate, and then the effectiveness of Index is allocated.

In this study the E.I. formula is used due to the researcher aims at the overall improvement of students’ writing attainment of all scores when set criteria of percentage (100), no matter how significant improvement are. For example, E.I. = 0.6240 is interpreted to 62.40%.

### 3) Other Statistics Measurement

The t-test score, percentile, mean score will be used in the process of data analysis for students’ written production.

### 4) Students’ Questionnaire

The five rating scales check list questionnaire will be used to gain students’ attitude towards writing instruction by calculating the mean scores ( $\bar{X}$ ) in each item of questionnaire.

## 6. Classroom Setting

The atmosphere in the classroom which conducted the action research is proved to be critical. In order to help students to be successful through classroom activities, teachers are informed that not only the physical environment of the classroom is essential to writing experience, but classroom procedures have to be in place. Conferencing area and the Peer Conferencing area may be removed from the area where students are writing. The classroom is fixed for group work setting as picture shown below.

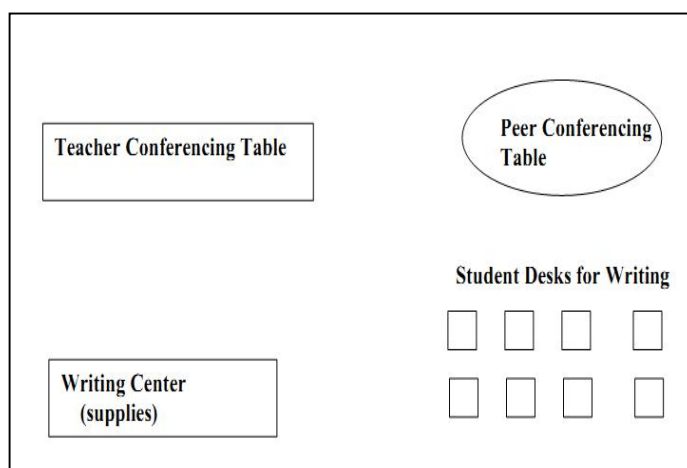


Figure 9 Classroom Organization

### 7. Small Group Creation

According to group arrangement, Richard and Lockhart (2000) assert that members in a group contain multiple ability and mixed language ability. In this study, the researcher arranges group assignment according to the students' previous grades of English Test on basis of school-based assessment.

Besides, genders are mixed due to their ages is all 18 years old they are familiar to social interaction in the classroom as the researcher has taught the sample class for one semester. They are asked to sit in a group of five. The group is composed of three or more membership so as to elicit the roles in the group and interaction within and intergroup assignment (Liu and Hassen, 2005).

### 8. Schedule of Study

Due to time constraint, the action research in this study was designed to meet the additional writing assessment for the English course (EN30206) in the first session of the course. Time allotment entire the course was 20 weeks. The writing class was met 2 hours a week. In each cycle of the study lasted 3 weeks. However, time allotment would allow 8 hours per cycle. The overview of the schedule of the research is shown in the following table.



Table 1 Overview of Detailed Lesson Plans for Cycle 1,2,3

Week	Content	Language focus	time
Week 1	“Pre-test “ “The significant Experience in my life””	- gain prior knowledge of writing skill	1 hour
	“Orientation to narrative Paragraph	- negotiate the writing task in context and establish or review students’ knowledge of the topic and the text type	1 hour
Week 2- 3	Lesson plans 1	- expose to generic structure and schematic elements of narrative genre. -practice to use vocabularies and past tenses for describing people, series of events in the past	4 hours
		- practice to use vocabularies and past tenses for describing people, feelings, stages in life , life events about holiday experience	
Week 4-5	Lesson plans 2	- use writing organizer to help sketch of the story’s structure - practice to use vocabularies and past tenses for describing people with holiday problem, experience - make a planning to write narrative texts in a group and -try to explore their ideas so as to shape narrative paragraph. - 1 <sup>st</sup> attempt to paragraph (third person)	4 hours
Week 6-7	Lesson plans 3	- attempt the first draft as guided in previous stage - use various graphic organizers to help form the assigned story -class discussion	2 hours
Week 8-9	Lesson plans 4	- peers / teachers’ feedback. practice to use vocabularies and past tenses for describing people with holiday problem, experience - 2 <sup>nd</sup> attempt to paragraph (first person)	3 hours
Week 10	Lesson plans 5	-write their story more effectively -revise and edit written texts -share writing	2 hours
Week 11	“Post-test” “The significant Experience in my life”	- gain prior knowledge of writing skill after writing project -assess the effectiveness of the model	1.30 hour



## **CHAPTER IV**

### **RESULTS OF THE STUDY**

As the aim of this study is to enhance students' writing ability through the genre-based writing instruction of Thai upper secondary school and to explore how students think about the genre-based writing instruction help them to gain control over written products of assigned genre instruction. Thus, the results of the study are presented in three phases as follows: (1) implementation of proposed instructional model through genre-based approach (2) students' development of writing abilities (3) students' attitude towards the study.

#### **1. Phase-1 Implementation of Proposed Instructional Model through Genre-based Approach**

The main aim of the reflection of the former is based on the how instructional procedures of each cycle of teaching-learning cycle help students overcome the written products as circulated in 3 cycles of teaching-learning cycle. The stages of teaching and learning cycle were followed by description of activities, which were categorized into 10 steps.

The teaching and learning activities were circulated in 3 cycles of teaching-learning cycle. This study applied the model of action research (Kemmis & Mc Taggart: 1990) as described in four stages: Planning, Action, Reflection (P-A-O-R stage). In this phase, the adaptation of the implementation of proposed instructional model is anticipated to review at the end of each cycle.

#### **2. Phase-2 Students' Development of Writing Abilities**

The data was indicated in terms of the quantitative data analysis. The formula of data analysis will be employed as follows: (1) index of value of the efficiency of E1/E2 (75/75) (2) effectiveness index (E.I.) (3) paired sample t-test.

#### **3. Phase-3 Students' Attitude towards the Study**

The questionnaire was used to examine students' attitude towards the writing class at the end of study. The interview with students was also run.



## The Findings of the Study of Cycle-1

### 1. Plan

In the first cycle, there are 10 stages of implementing lesson. The instructor/researcher and co-researcher plan and give a brief on teaching procedure. Worksheets and necessary materials are set up in a classroom that equipped in the computer, projector and additional learning resource such as dictionaries, grammatical exercise handouts. At first, the pretest will be conducted to gain baseline of students' writing achievement. The researcher and co-researcher work to plan activities for study in the second semester of academic year of 2011 so as to implement the writing instruction as follows.

#### Pretest

Although students showed the lack of understanding the writing genre in the staged instructional module of narrative, they are asked to take the pretest at the beginning of the research. As proved to gain some scales of students' writing ability before implementation of the study, the researcher thus set out the pretest. The pretest was carried out in the first periods of teaching. The criteria of written texts as stated in previous chapter were addressed to students to verify the purpose of genre writing. (See more details in appendix 4.)

The main purpose of writing genre was to determine how narrative genre enhances the focus of writing. Therefore, the theme of writing as provided in current English course was entitled "Travel". Then, the writing prompt was provided to guide the framework of written task.

The criteria of rubric score was broken into 5 aspects (content, organization, sentence structure, vocabulary and convention). Thus, the total score will be 25. The summary of pretest scoring is shown in the table 3 provided in Appendix 16.

As seen in the pre-test table, the students' achievement on the writing in the pretest is quite low in all aspects. The mean score is low ( $\bar{x} = 10.06$ ). The students' written text in terms of 'content' is shown highest score ( $\bar{x} = 2.16$ ). The 'sentence structure' and 'organization' are rated in the second place ( $\bar{x} = 2.06$ ). While 'vocabularies' is still rated third low ( $\bar{x} = 1.9$ ). Again, the 'convention' is still gained the least ( $\bar{x} = 1.8$ ). In sum, the qualities of students' texts are all insufficient set criteria.



## 2. Action

With guided by teacher and peers through different staged orientation of writing, the student writers were taught explicitly over target genre. In this stage, the researcher deployed the activities as a result of lesson plans in the cycle-1. (See more details in appendix 1)

The summary of key results of the experiment of the study details as follows:

### Writing with Class

In writing with class, the activities were staged into 5 steps: (1) building knowledge of field (2) collaborative exploration of genre (3) joint-text construction (4) class outline writing (5) joint-text construction collaboratively. However, the main stages of writing with class can be summed as follows:

#### 1) Building knowledge of Field

The purposes of building knowledge of field are to raise awareness of genre and draw background knowledge of students. The students perceived an awareness to gain global picture of genre of narrative text through questions/answers. They also analysed texts from modeled texts.

Therefore, the teacher/ researcher asked some question to students so that they could perceive the context of texts and text structure. The students explored four modeled texts: “the Ant and Grasshopper”, “the dreadful Accident”, “My Macy's Nightmare”, and “Katie’s Travel to the Rockies”.

The result showed that most of students were not familiar to the formal writing. After explored more texts, they were able to identify rhetorical moves of narrative with their partners.

#### 2) Exploration of Genre

The purposes of exploration of genre are to language feature and social context of the story. The sample texts were employed for analysing. The students also read excerpts of novel. They were expected to pay attention to text organization and then shared prior knowledge about personal experience. The students paid attention to the language feature and social context of the story.

The students obtained important components in narrative writing such as character, setting, problem, and solution by means of the questions and answers.



The graphic organizers were used to skeleton the story. The results indicated that they were able to identify the rhetoric moves of narrative stories.

### 3) Joint-text Construction

There are two activities in this stage: class discussion and class outline writing.

#### Class Discussion

The teacher conducted the conference to make discussion in extra time outside classroom. In the first conference, after the students had gained knowledge of target genre, the teacher monitored about their obtainment through the staged activities as previous section. The teacher distributed group conference.

The major challenges were meanings of vocabularies when students took turn to readership. However, teacher asked them take dictionaries, consult learning sources provided or make words list on their own. Besides, they were assigned extra worksheet for their homework.

#### Class Outline Writing

Based on the former stages, students were engaged to primary proponents of target texts controlled under contextual factors such as writer's purpose, intended readers, schematic structure, and language feature. They are also considered to gain some understandings of how texts are organized and made meanings relating to such those discoursal characteristics. To practice their further writing, teacher set out the writing prompts for group-work. In this stage the writing prompt was based on the theme of "Holiday and Travel". Students were thus asked to write a paragraph narrative essay (250-300 words) in small groups. (See appendix 8)

The teacher reminded them of using various graphic organizers provided. They made an outline for by using plot diagram and attempted 1<sup>st</sup> draft of narrative writing with teacher's supervision. Main parts of writing were scaffolded by the teacher. The result showed that some groups did not complete the stories. But they were asked to take home.

The teacher called on the conference outside of class group by group. During the conference attribution, the teacher delivered questions. Grammatical points are still crucial to writing class. So the teacher provided the class with exercises



(Appendix 18). However, these exercises are optional, depending on students' background knowledge of grammar and vocabulary.

### Writing Independently

In writing independently, the activities were staged into 5 steps: (1) individual outline writing (2) drafts and group discussion (3) revising (4) editing (5) publishing. However, the main stages of writing with class can be summed as follows:

#### 1) Individual Outline Writing

The teacher discussed the evaluation criteria (rubric) with students prior to giving the assignment. He/she activated students on the previous session on pre-writing tasks by making an outline writing narrative samples from their group writing. In response, students followed the writing prompts for narrative to guideline their writing. In this point, they were asked to think about what they were going to write on their own. At last, student writers claimed their first drafts and were called on writing conference.

#### 2) Drafts and Group Discussion

##### First Draft

In connection to students' obtainment of the writing knowledge skills in former stage, in this stage, the teacher provided an individual with writing prompts among the group. Students took turn of ownership of writing among members in groups. Then they produced the first draft based on an individual's experience that in according with writing prompts provided.

The teacher observed the class interaction among students and provided individual conferences with students about their writing when possible. He/she also functioned as an editor who is concerned with clarity, word choice, voice, grammar and mechanics. In addition, he/she monitored writing procedure at the same time as students tried out their first drafts. While they gathered words, phrases, sentences that were taken note down on the papers to form a paragraph, the teacher moved around classroom to give advice if needed. Students were also allowed to move among groups. They were able to consult wordlist collection, dictionaries, learning materials. Time allotment was maximized to writing drafts until the end of period came. At last the students' written texts were collected to the teacher. Students' incomplete drafts were





allowed to take home. Yet all of draft papers were taken back to group conference in the next meeting.

### A Group Discussion

In progress, teacher called on the conference during the meeting in the classroom. It was meant that students were given feedback between groups. The other was teacher-student conference. Actually, the teacher evaluated written texts and gave comments on them.

In the presence of comments first from peers and then teacher, the written text proved to be effective through multiple drafts. At first, the teacher introduced the editing symbols for students to check the correctness of pieces of writing. (See Appendix 19.) For the gain control over main parts of narrative stories from peers' feedback, an individual writer developed skills. Then teacher asked them to attribute comments to each other's written texts. Afterwards, teacher called for papers to evaluate students' writing and gave feedback on them. After all, the second draft was needed to look over for appropriate points as described in the rubrics criteria in the following section. However, some students did not want the comments from peers.

### 3) Revising

In this stage, the main focus centered on specific feature of narratives and the criteria of rubric writing onto multiple drafts. Students were trained to consult references that are tools for writers such as dictionaries, graphic organizer papers, worksheets, conceptual maps ect. Students revised written work in terms of the format, sentences arrangement, even overall ideas generation. When needed to be given feedback to written texts, students were allowed to meet with their teacher. At this point, reflective conferencing questions were again addressed.

### 4) Editing

Students now approached the final drafts by the last approval. They applied editing checklist to modify some errors and made changes for correct versions. However, most of students were not able to edit peers' work. They were reluctant to use the editing checklist. They were unable to give feedback to written texts. The teacher /researcher trained them in the class. Then the teacher /researcher guided tem and had them make final copies. Eventually, students submitted the final writing. And final drafts were rated.



### 5) Publishing

It is obvious that consistent staged activities of writing in formation of genre-based approach require students to produce texts from early stage to end stage. In this stage, teacher asked students to collect papers for evaluation.

Besides, writing achievement was shown to the students. They selected pieces of writing for assessment folios for progression in writing. Meanwhile, they were asked to address how they improved their writing and what seemed to be barriers for their writing in learning logs.

### 3. Observing

In this stage, the researcher / co-researcher collected data by using three sources such as teacher's journal, student's journals, and classroom observation. More details will be illustrated below:

#### 1) Teacher's Journal

In every class, the teacher took note what he / she had done in the class. The activities as planed in the steps in lesson plans were accomplished. However, adaptation of teaching and learning activities was adapted thanks to time allotment in regular class (60 minutes / class). In the first cycle, there were six hours to implement the writing classes. The key note-taking of the cycles details below.

Time to run the cycles of orientation for the objectives of learning and teacher explain the genre-based approach of writing to students so as to they would see through the steps of study procedures.

Students were not used to writing work shop. It felt like finding it difficult at first in the beginning of the session of writing workshop. In ten steps of teaching and learning cycle, the building up students' knowledge of narrative story in the first cycle, students needed more sample texts to see more structure of story and grammar in the whole passage. This caused time needed to be extended to meet the students' complaint. However, active students were eager to write their own stories.

As the researcher observed, they suggested how to learn writing better by mastery of vocabularies. She admitted to use word bank in the class for writing workshop references.



Meanwhile, guided questions for modeling text seem to be useful to elicit the meaning and raised awareness of target genre (narrative) because they could read and discuss the purposes of writing text.

At the middle of teaching and learning cycle, in the collaborative writing, some students failed to response to group discussion. However, teacher intervenes during group discussion showed that the students felt free to share ideas.

When tried out first drafts, students took much more time. Passive group failed to complete in class hours. Feedback from friend was less powerful. Some students did not accept response from friend. However, they felt more enjoyable to present a group-work than on their own.

## 2) Student's Journals

The collections of student's journals were kept to identify what points meant to be a strength or weakness that they reflected at the end of the cycle. The reflection could be written in their first language (Thai). The texts were analyzed to verify the reflection onto writing cycle. The interaction between teacher and students during the context exploration of genre guided the solution when students encountered difficulties. Some student showed confident in text and context exploration. The following are sample of reflection of students:

*S9's reflection: "I can understand passage better because the teacher showed and read. Narrative is something like story telling."*

*S5's reflection: "When I read passage with friend, I just know that the writer put the purpose of his own. It seems like he wrote from his real experience."*

*S17's reflection: "I can write from examples in modeling text."*

Despite students faced difficulties about writing text, they could learn from class writing. The following were excerpted from students' sample texts :

*S1's reflection: "At first, I can't write a long passage. I used to write what teachers guided on the board and I just completed texts in the blank. Anyway, when I wrote with group work, it helped a lot to understand the ideas to write them down in paper. Good, I think."*



*S21's reflection: "I think I can have good things for my learning English. I have never written the story about myself. In spite of my limitation of words, I can at least reflect ideas to tell people."*

*S17's reflection: "I learn much from teacher check and guide me to correct words and structure, like past tense. Then, I share with friend and talk about writing. No serious thing to worry. For difficult words, I just ask my friend to help. She is good English."*

*S10's reflection : " I had my knowledge of English writing from teacher. The steps by steps quite clear before final writing."*

*S29's reflection: " I learn how to write, to check before sending final version. It is fair."*

On the other hand, some students stated that they found problems in writing class. Below are texts excerpted from their journals:

*S5's reflection: " In the pre test, I can't write. I don't know what I'm going to do with the instruction in worksheet. I just draw on mapping ideas words by word. I'm sorry teacher."*

*S24's reflection : "Anyway writing is so hard for me. Why I write? I don't have many words to write. So difficult. I'm afraid to talk in conference because I am poor in sentence"*

### 3) Classroom Observation

The main aspects of observation were adapted from class observation by Maryellen Weimer (1991). Each area includes 25 prompts regarding to what should be observed. Before the starts of lessons were implemented the researcher and co-researcher are aimed to follow the class observation procedure. The key points of observation cover with 4 areas as stated in more detail below:

#### Lesson Organization

The lesson organization included 9 sub-topics such as warm-up used, variety of techniques/activities, several skills employed (speaking, listening, reading, writing, etc), length of activities (5-20 min.), mixture of new & familiar material,



transitions between activities and pacing and time on task, overview given to each activity, presentation of new material, evidence of lesson planning.

#### Techniques Used

The techniques used included 8 sub-topics such as amount of teacher talk to student talk, mixture of choral, whole group, pair, small group, & individual work, small group activities included with debriefing, use of visuals, realia, graphic organizers, rubrics, gestures, important info is repeated, reiterated, & recycled in various ways, meaning reinforced via visuals, intonation, gestures, etc., appropriate rate of speech and use of vocabulary for level, includes pre-, during, and post-activities.

#### Assessment

There are three aspects in assessment in classroom such as some form of correction present, cues for self-correction, mixture of informal and/or formal assessment present.

#### Class Climate

There are three aspects with the class climate such as amount of student volunteering, students active during hour, students relating to each other, students' reactions and behaviors were positive, maximizes instructional learning time by working with students individually and in groups.

#### 4. Reflect

After the collection of triangulated data from the tools used to gain some extend to the phenomena were perceived, the summary of findings gathered in the previous session will be shown below:

##### 1) The writing Improvement

As seen stated before, the students' achievement on the writing were developed through the activities of the teaching and learning cycle. However, in terms of collaborative writing, students showed they were not quite familiar to the writing workshop in the long stages. After the teacher explicitly taught, they provided with some writing improvement.

The summary of finding of results of students' scores can be seen in the following table shown in the table in Appendix 13.



As seen in the mentioned table, the students' achievement on the writing in the cycle-1 is much better in all aspects (content :  $\bar{x}=3.76$ , organization :  $\bar{x}=3.3$ , sentence structure :  $\bar{x}=3.36$ , vocabulary :  $\bar{x}=3.06$ , convention :  $\bar{x}=3.36$ ). The mean scores is high achieving ( $\bar{x}= 16.86$ ; S.D. = 1.9). That meant that students provided significant improvement in writing in the cycle-1.

## 2) Result of Class Observation

For the observation, it can be assumed that the teaching procedures need to be adapted in some aspects. For example, time allotment in running activities in each step should allow doing the activities. Student engagement is quite flexible. As for small groups discussion or group conference is time-consuming. Materials for modeling text at the beginning need to be authentic. As for pre-writing activities, graphic organizer is also complained by students. More sentences and liking words of sequential events in story are added to craft writing. Sequences of instructional process should be adapted, especially writing group conference. In sum, the aspects to design to additional revised plan for next cycle are illustrated to reflect on aspects of revised plan below:

Aspects of revised plan	Expected result	Participant
Procedure of sequential steps of genre-based approach	- set group-work for collaborate writing in forming group in stage “ Building knowledge of field(genre)”	
Teacher-student interaction	-extend time for individual & group conference -provide conference in more flexible stage	
Student-student interaction	-provide environment of collaborate writing in the stage “ Joint text Construction”	
Teaching materials	-add more model texts for genre analysis in the stage “Cooperative exploring genre”	
Teaching skills of genre-based approach	-develop sub-skills of writing	



## Findings of Study of Cycle-2

### 1. Plan

In the second cycle, the teacher/researcher and co-researcher held the teaching conference to provide the revised plan to maintain the teaching and learning procedure or adapt the implementation at the end of the first cycle. As stated before, the implementation of the proposed instructional model need to be changed to suit the expected outcomes such as:

1.1 Procedure of sequential steps of genre-based approach to set group-work for collaborate writing in forming group in stage. The teacher-student interaction will be approved to extend time for individual & group conference and provide conference in more flexible stage.

1.2 Student-student interaction was equipped with the environment of collaborate writing. Next, the teaching materials are also added more model texts for genre analysis.

1.3 Teaching skills of genre-based approach need to be reviewed to develop sub-skills of writing.

### 2. Act

Based on the reflection from previous section, the lesson plans were adapted. Thus, the teacher /researcher conducted the writing class in relation to proposed lesson plans.

The summary of key results of the experiment of the study details as follows:

#### Writing with Class

The procedure of teaching and learning remains the same as the one in the cycle-1. However, the main stages of writing with class can be summed as follows:

#### 1) Building knowledge of Field

The teacher/researcher reviewed the lessons of writing workshop by adding reading handouts to develop writing skills. (See modeled text-5, modeled text-6, modeled text-7, and modeled text-8). The teacher/researcher provided the explicit teaching of target genre (narrative). He /she stressed on purposes of writing and formats of story and showed them how the texts make meanings in the contexts.



In this case, students were asked to rearrange the story the chronological orders and show the characters did (see modeling Text-5,6). From the observation, students showed better understanding of rhetorical moves of narrative. But they needed to revise past tenses and vocabularies.

## 2) Exploration of Genre

The students further text and context analysis by reading the passage with class. The teacher/researcher presented more texts to analysis.

However, the purpose of the study is to elicit the students' perception on the themes of the writing units, the similar topics (Travel & Holiday) as stated in the previous section, the next similar version of narrative will be chosen to students. The next story will be depicted to show how the texts are stitched to be perceived by readers.

In the teaching and learning stages, students are asked to follow the particular patterns of narrative story which include two main moves of story; obligatory moves (orientation/ complication/resolution), and optional moves (abstract/ coda). From the observation, students showed better understanding of rhetorical moves of narrative.

## 3) Joint-text Construction

There are two activities in this stage: class discussion and class outline writing.

### Class Discussion

The students outlined stories with help from their teacher. Pre-writing tools were provided for outlining the schematic and linguistic feature. In the previous cycle, the graphic organizer to outline the ideas was confusing. So, the teacher changed it for easier one. They worked in group and shared the answers among the group. The groups were volunteered to present the answers.

### Class Outline Writing

The whole-class discussed to ensure that the students had learned and better understood about stories. As stated before, it was time constraint in class discussion, for their homework, the students were asked to take more examples of story in other sources such as website for more examples. The homework was assigned to present in the next meeting in the class.





### Writing Independently

In writing independently, the activities are the same as previous cycle: individual outline writing, drafts and group discussion, revising, editing, publishing. The main stages of writing with class can be summed as follows:

#### 1) Individual Outline Writing

There are two activities to be done. The one is to present the task from the former assignment. The other is to make an outline from the writing prompts that are attached in the activities.

As the teacher interacted in group conference from the former stage, the students had gained much of understanding of story through the modeling from the teacher in the early stage. They continued the process writing by forming their ideas using the outline from peers feedback and teacher's feedback through class conference.

Small group -work was designed to help them to relax tension from both the flowing of ideas and barriers from linguistic feature such as vocabularies, sentences structure. The high achievers helped the lowers in terms of writing task that the teachers asked them to produce.

As soon as the outline activities were done, the teacher called on the sharing outline production in front of the class. The volunteer was selected to present tasks. The computer and projector were set up to help effective presentation. The teacher observed the activities while student carried out the outline presentation. At last, whole class discussion, when the outline conference (groups conference and individual conference) were done in the former stage, will be held to draw the conclusion for the groups presentation.

#### 2) Drafts and Group Discussion

The first drafts were formed in the group. The students took the outline from the early step to arrange in the paper. In this stage, they collaboratively learned how to write in long passage. They helped to accomplish the task. At this time, the presence of teacher was required to harness the writing. The teacher helped students by reflective conference question.

##### First Draft

In response to the individual outline writing, students writers were provided with the writing prompts to stimulate the texts production in specific ways



through the outline in according to the former task. They carried out the first draft through peers and teacher feedback. The group presented the finished version of written texts. In this step, student writers, at first, were to stay on task on their own, yet they were later called on to improve the progress of writing in terms of class conference.

#### A Group Discussion

Due to time constraint, the first drafts that were first formed were expected to complete in class so as to group conference could be done for all. However, the uncompleted drafts could be taken back home as homework.

#### 3) Revising

The next meeting of the writing class was done for checking on first drafts. Then, the second drafts were purified through peers and teacher feedback. The student writers' texts were read out to check real audience from peers' review. However, it was found that some students were unable to revise. The teacher was called for help.

#### 4) Editing

Readership established in this stage. The students exchanged the written texts to gain whether their audience could make meanings from reading the texts. If not, they were checked with the editing and revising editing checklist. But most of students were not able to accomplish the tasks. Therefore, the teacher/researcher called on group discussion and trained them to further edition. Before submission of final text production, the students consulted the criteria of writing rubric to ensure cohesion and coherence of texts production.

#### 5) Publishing

The writing achievement of students was addressed to the students for progression in writing. They were asked to reflect the improvement that they had done in writing workshop. They also were to recall the difficulties in writing class they had faced. The informal talk among members and the teacher was perceived. Then, the assessment was drawn to verify the effective treatment. The teacher collected the pieces of final production to be rated.

### 3. Observe

The observation in writing workshop was done as recursive procedure as the first cycle of writing; that is: the researcher / co-researcher collected data by using three main tools (teacher's journal, student's journals, and classroom observation).



### 3.1 Teacher's Journal

In the cycle-2 of writing class, he/ she found the key adaptation of the activities was writing conference. He/ she focused on group- work because students' perception to peers' feedback showed that some students were reluctant to accept the feedback from their friend. As informal talk during editing session, he said he was unhappy with friend comments, instead, he admitted to follow teacher's feedback.

The barriers in writing were delivered in terms of vocabularies to use in the context as similar meanings in the modeled texts. Elsewhere students confessed the sentences in modeled texts helped much better to perceive structural features of language use.

What seem to be positive viewpoints was group presentation. They, as the teacher observed, they changed the responsibility to other students. In addition to the presence of the teacher, they asserted that their written texts should be checked by the teacher.

### 3.2 Student's Journals

The some students told that they could not recall the meanings in English. With surprise, they said they faced ideas formulation in pre-writing. They just put word-by-word in Thai, and then translated the texts into English. But that made no senses of communicative components. With presence of teacher's help, they perceived the missed points in meanings. The teacher explained to them that they would make senses of meanings through contexts. For example:



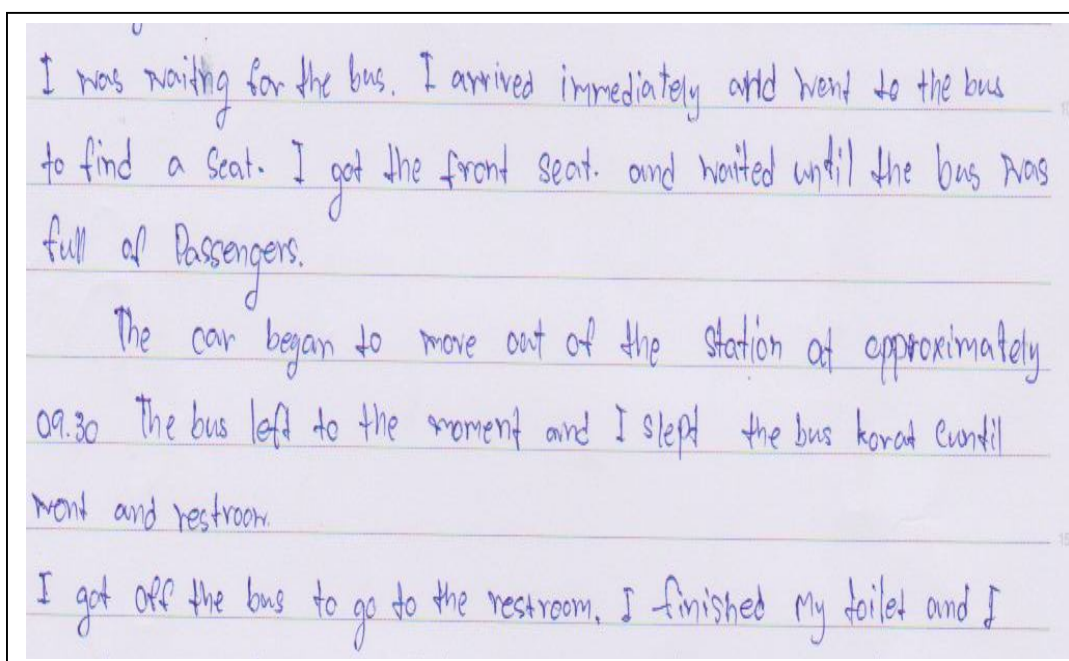


Figure 10 Modeling Text-1 (S.17)

As can be seen from the excerpted of the S.17, *she* outlined the story of traveling to Bangkok, she told the story about what happened on the bus, but in the following sentences, she inserted “car” for “bus” in the same thing as she mention in the story. Actually, “bus” and “car” have no the same meaning. For moves on writing, the students showed no significant improvement in the schematic moves of narrative genre. The S. 22 student liked to use the recount genre. The excerpted was shown to comments for unaware of moves;



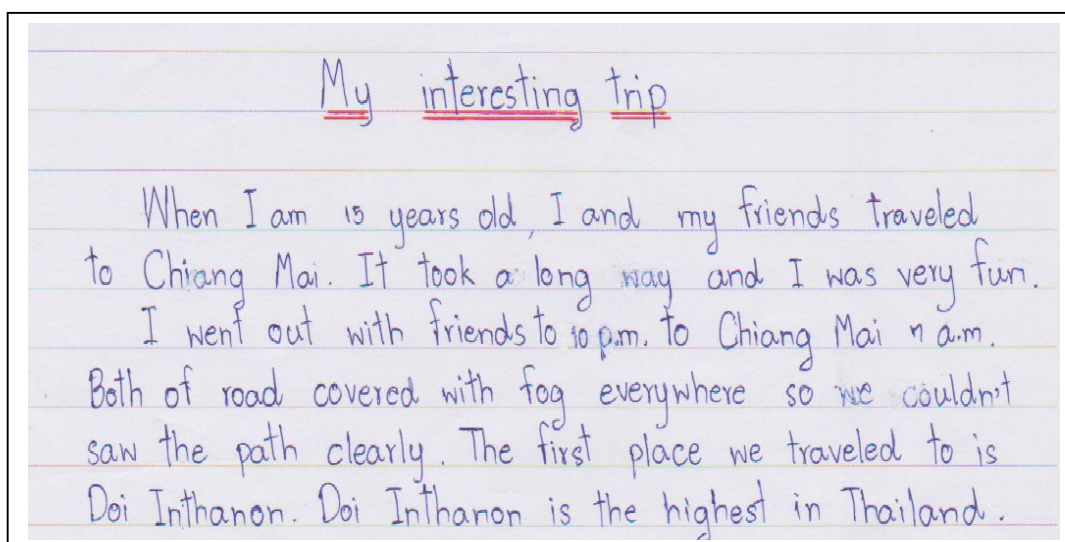


Figure 11 Modeling Text-2 (S.22)

In S.22's text she recalled what happened in chronological events and expressed opinion about how she felt about her traveling to Chiang Mai.

### 3.3 Classroom observation

The classroom observation was accomplished through the items check with 5 rating scales as the same used in previous session

The key points of observation cover with 4 areas as stated in more detail in next description in the reflection stage.

### 4. Reflect

After the collection of triangulated data from the tools used to gain some extend to the phenomena were perceived, the summary of findings gathered in the previous session will be shown below;

## The Summary of Key Findings of the Cycle-2

### 1. The Students' Written Texts Scores

The summary of finding of results of students' scores can be seen in the following table shown in the table in Appendix 14.



As seen in the mentioned table, the students' achievement on the writing in the cycle-1 is much better in all aspects (content :  $\bar{x}=4.33$ , organization :  $\bar{x}=4.33$ , sentence structure :  $\bar{x}=3.73$ , vocabulary :  $\bar{x}=3.36$ , convention :  $\bar{x}=3.6$ ). The mean scores is high achieving ( $\bar{x}=19.33$ ).

However, the organization of texts is gained highest score ( $\bar{x}=4.20$ ). The content of the texts were also improved ( $\bar{x}=4.13$ ). Meanwhile, the 'sentence structure' is rated in the third place ( $\bar{x}=4.03$ ). However, the vocabularies were quite better ( $\bar{x}=3.8$ ). That meant that students provided significant improvement in writing in the cycle-2.

## 2. The Result of Class Observation

For the observation, it can be assumed that the teaching procedures need to be adapted in some aspects. For example, time allotment in running activities in each step should allow doing the activities.

Student engagement is quite flexible. As for small groups discussion or group conference is time-consuming.

Materials for modeling text at the beginning need to be authentic. As for pre-writing activities, graphic organizer is also complained by students. More sentences and liking words of sequential events in story are added to craft writing.

Sequences in steps of proposed instructional model of genre-based approach should be adapted, especially writing group conference.

In sum, the aspects to design to additional revised plan for next cycle are illustrated below: For example:

Aspects of revised plan	Expected result	Participant
Procedure of sequential steps of genre-based approach	- provide more supplementary sample modeling texts to perceive the context and texts exploring	
Teacher-student interaction	-extend time for individual & group conference -provide individual conference at the beginning of first draft was outlined	
Student-student interaction	-focus on “ editing and revising stage of writing”	
Teaching materials	-sample texts to review of “past tense and time conjunction”	
Teaching skills of genre-based approach	- activate the individual writer to be confident in writing by conference	

### Findings of Study of Cycle-3

#### 1. Plan

The teacher/researcher conducted the same steps of teaching and learning as done in the second cycle. Prior to implementing the learning steps in various activities, the teacher/researcher and co-researcher called on the conference to improve the revised plan. The adaptation of activities was made for effective ways of learning to write. Thus, the implementation of the proposed instructional model in this cycle includes:

##### Procedure of sequential steps of genre-based approach

The session and steps of teaching and learning remain the same as previous section. However, the main aim in sequential steps of genre-based approach focused on two steps; building knowledge of genre : exploring context and texts, and class discussion. Then the students’ responses to activities were observed.

##### Teacher-student interaction

Time allotment was used for individual & group conference. The teacher aimed at an individual conference at the beginning of first draft was outlined.



### Student-student interaction

When students approached writing conference, the focus placed on “editing and revising stage of writing”.

### Teaching materials

Due to the progress of awareness of genre as well as writing improvement as reflected from scores in the previous section, the learning activities were centered on the crafted writing through exposure to more sample texts to review of “past tense and time conjunction”.

### Teaching skills of genre-based approach

The teacher/ researcher need sub-writing skills such as techniques in questions during writing conference. Guided questions for reflective conference were reviewed. Besides, he/ she observed to activate the individual writer to be confident in writing by conference.

## 2. Act

### Building knowledge of Field

In this stage, teacher/researcher asked students to expose to more extra exploring texts and contexts by means of reading for comprehension. Then the questions- and –answer activities were made. First, the teacher / researcher called on student sitting in the same group as previous session. Then, handouts of readership were distributed to all groups of students.

Students presented the story as assigned by the teacher. The teacher guided question first. Students help find the right answer about story.

### Exploration of Genre

For text analysis, teacher / researcher presented more texts to analysis. In this step, there 4 activities were done. The first one was group assignment on reading comprehension. They paid attention to tense verb for appropriate grammar use.

### Joint-text Construction

There are two activities in this stage: class discussion and class outline writing.

### Class Discussion

At this stage students extended writing texts beyond the sentence. There included three activities in this step. Then they approached the long passage





reading. They were asked to read the title of the story. Then they were asked to think the story and then read and put the paragraphs into the correct order.

At the same time, students extended writing by using the '*Time linkers' exercise*', such as the Beginning, the Middle, and End.

The third activity was involved with the story in similar structure for students' exposure to format of rhetorical moves and particular linguistic features appeared in the story. For the '*Time linkers Exercise*' : students were to complete this anecdote with appropriate linkers. For example:

(a) ....., *while I was traveling around Australia last year, I has a really scared experience. I wanted to try surfing, so I went to the beach and rented a board.*  
 (b)....., *it was easy , but (c).....the waves started getting much bigger.*  
 (d).....*I decided to go back to shore, but suddenly a huge wave broke right on top of me. I was underwater for what seemed like hours. (e).....I was sure I was going to drown. But gradually my board pulled me to the surface. I was able to breathe again! Then some other surfers helped me back to the shore. (f).....I was safe! I was pretty shaken up, but (g).....I went out surfing again!*

The teacher / researcher called on group discussion to make sure that students gain adequate sentence connection.

#### Class Outline Writing

In this stage, after gaining some extend to what teacher presented to students, then the preparation for writing was constituted. The writing prompts were turned back to an individual assignment. The students developed their first drafts by using outline tools such as graphic organizer to help form story as prompted in the worksheet.

Meanwhile, the teacher held up individual conference. The main point in this stage was to help them to try the words / phrases in the outline to be manipulated in the rough draft. As needed by group-work for peer feedback, they were called to seat in the same group to help learn how to write, correct, edit, and revise the sentences in the next step.



## Writing Independently

### 1) Individual Outline Writing

Again, having learned from their peers and gave some comments on their peers' texts, students worked independently to continue writing by scaffolding from teachers and to some extent from their peers. They used the graphic organizers to help form ideas.

### 2) Drafts and Group Discussion

#### First Draft

Multiple drafts of students' work were read by teacher and peers. The main aim was to purify the texts to gain some effective genre writing (narrative). The multiple drafts were allowed to gauge how well students' written texts meant to be by means of take-turn checklist editing tools. Symbols of correction of error also were used to edit written texts.

#### A Group Discussion

To help students learn more on writing, teacher /researcher called on group discussion with their first drafts. The drafts were allowed to take home for next writing class.

### 3) Revising

Actually, revision was defined as making changes at any point of writing (before, during, and/or after pen meets paper). It involves (1) detecting mismatches between intended and instantiated text, (b) deciding how changes could or should be made, and (c) actually making changes (Flower & Hayes, 1981). The next meeting of the writing class was done for edition on first drafts. Then, the second drafts were deployed through peers and teacher feedback. The student writers' texts were read out to check real audience from peers' review. The key concepts in the activities centered on group conference. The expertise writers struggled to pinpoint what are meant to be changed in the novice writers. Regarding to those concepts, the guided conference question was asked.

### 4) Editing

Readership was established during group discussion. They exchanged the written texts to gain whether their audience could make meanings from reading texts. If not, they were checked with the editing and revising editing checklist



Before submission of final text production, the students were asked to consult the criteria of writing rubric to ensure cohesion and coherence of texts production.

### 5) Publishing

The writing achievement of students was addressed to the students for progression in writing. They were asked to reflect the improvement they had done in writing class. They were also asked to recall the difficulties in writing class they experienced. The informal talk among members and the teacher was done. Then, the assessment was drawn to verify the effective treatment. The teacher collected the pieces of final production to be rated. The teacher showed them to students and ranked the achievement. Class was presented the storied they wrote. Teacher gave comments to written texts.

### 3. Observe

The observation in writing workshop was done as recursive procedure as the first cycle of writing; that is: the researcher/co-researcher collected data by using three main tools (teacher's journal, student's journals, and classroom observation).

#### 3.1 Teacher's Journal

In the cycle-3 of writing class, the teacher /researcher had emphasized on the writing process, especially writing conference. He/ she considered the key adaptation of the activities was writing conference. According to (Fitzgerald & Stamm, 1990), the conferences did influence revision for many children, but that the influence was mediated by entry-level revision knowledge and activity and writing level . As a result, the teacher /researcher focused on what the students writers did in early stage through end stage for some extend.

When observed by teacher, some students were still dependent on written texts in which peers inserted symbols and told them. When they were asked to correct the texts themselves, they were unsure how to apply the edited texts into the correct ones. In group discussion about writing revision, some students just waited and copied from their peers. In the presence of teacher, they are likely to feel at ease.

#### 3.2 Student's Journals

In the third cycle, the students showed significant evidence of improvement in writing. They provided greater sub-skills for writing as they moved



from first draft to end product of texts. For example; S17, in her comments on writing conference stage; she wrote: For example:

*S17 : “...in this class today, we did the writing about experience in travel, first teacher explain clearly to our group. I fear to correct my friend’s paper. I am not confident to do that. Actually, it seem like doing grammar check in forms of tenses and words. It is O.K.”*

*S30: I think I can do the correcting of my friend’s writing. But for myself, I am not quite to see the error myself. So I call on the teacher to prove them.*

In sum they showed positive viewpoints on writing. To further the teacher/researcher crossed the phenomena in the classroom in the next section.

### 3.3 Classroom observation

The classroom observation was made as the previous section, using checklist scales to recall what is meant to happen during the teaching and learning cycle.

The key points of observation cover with 4 areas as stated in more detail in next description in the reflection stage.

#### 4. Reflect

##### The writing Improvement

After the collection of triangulated data from the tools used to gain some extend to the phenomena were perceived, the summary of findings gathered in the previous session will be shown below;

### **The Summary of Key Findings of the Cycle-3**

#### The Students’ Written Texts Scores

The summary of finding of results of students’ scores can be seen in the following table shown in the table in Appendix 15.

As seen in the mentioned table, the overall of students’ achievement on the writing in the cycle-3 is approached the ‘Standard of Excellence’, regarding to criteria scale (gained scores = 20.02; total = 25;  $\bar{x}$ =4.00) . The students’ written text in terms of ‘organization’ is shown highest score ( $\bar{x}$  =4.2). The ‘content’ is rated in the second place ( $\bar{x}$ =4.13). While ‘vocabularies’ is still rated third low ( $\bar{x}$ =3.7).



### The Result of Class Observation

For the observation, it can be assumed that the teaching procedures need to be adapted in some aspects. For example, time allotment in running activities in each step should allow doing the activities.

Student engagement is quite flexible. As for small groups discussion or group conference is time-consuming.

Materials for modeling text at the beginning need to be authentic. As for pre-writing activities, graphic organizer is also complained by students. More sentences and liking words of sequential events in story are added to craft writing.

Sequences in steps of proposed instructional model of genre-based approach should be adapted, especially writing group conference.

In sum, the aspects to design to additional revised plan for next cycle. For example:

Aspects of revised plan	Expected result	Participant
Procedure of sequential steps of genre-based approach	-provide more supplementary sample modeling texts to perceive the context and texts exploring	
Teacher-student interaction	-focus on writing conference from first draft was outlined	
Student-student interaction	-focus on “ editing and revising stage of writing”	
Teaching materials	-more sample texts to review of “past tense and time conjunction”	
Teaching skills of genre-based approach	Focus on writing conference skills	

### The Final Students’ Written Production (Post-test)

The post-test was conducted to examine the students’ writing achievement as well as the students’ writing abilities will be indentified at the end of each cycle.

The evaluation of writing production will be followed the next day. The teacher/researcher set out the evaluation session by introducing the students rubric scales. They will be informed to recall the 5 main points of score.



As soon as the teacher/researcher distributed the guided question in the writing prompt, they happened to do the final test of post-test. Time allotment is 120 minutes. The writing performance of the end stage of the teaching and learning cycle will demonstrated as shown below.

Table 2 Students' Score (post-test)

score(post-test)							
st.no.	content	organization	sentence	vocabularies	convention	sum	total
1	4	4	3	3	4	18	
2	4	4	4	4	3	19	
3	4	3	4	3	4	18	
4	4	3	4	3	4	18	
5	4	4	4	3	4	19	
6	4	4	4	3	4	19	
7	4	4	4	3	4	19	
8	4	3	4	3	4	18	
9	4	4	4	3	4	19	
10	4	4	4	3	4	19	
11	4	3	4	3	4	18	
12	4	3	4	4	4	19	
13	4	3	4	4	4	19	
14	4	3	4	3	4	18	
15	5	4	4	4	4	21	
16	4	4	4	3	4	19	
17	4	4	4	4	3	19	
18	4	3	4	3	4	18	
19	4	3	4	4	4	19	
20	4	4	4	4	4	20	



Table 2 (continued).

score(post-test)							
st.no.	content	organization	sentence	vocabularies	convention	sum	total
21	4	4	4	3	4	19	
22	4	4	4	3	4	19	
23	4	4	4	3	4	19	
24	4	3	4	3	4	18	
25	4	4	4	3	4	19	
26	4	4	3	3	4	18	
27	4	4	4	4	4	20	
28	4	4	3	3	4	18	
29	4	4	4	4	4	20	
30	5	5	4	4	4	22	
						sum=568	
						total=750	
	$\bar{X}=4.06$	$\bar{X}=3.70$	$\bar{X}=3.90$	$\bar{X}=3.33$	$\bar{X}=3.93$	$\bar{X}=18.93$	
N=30							

### The Development of Students' Writing Abilities

It is considered that student writers showed strong improvement of writing abilities regarding to all of writing criteria. The interrelation of previous task through final task will be stressed below; For example:



Aspects	Mean Score ( $\bar{x}$ )				
	Pre-test	C-1	C-2	C-3	Post-test
	5	5	5	5	5
Content	2.16	3.76	4.33	4.13	4.06
Organization	2.06	3.3	4.33	4.20	3.70
Sentence structure	2.06	3.36	3.73	4.03	3.90
Vocabulary	1.9	3.06	3.36	3.7	3.33
Convention	1.8	3.36	3.6	3.96	3.93
sum	10.06	16.86	19.35	20.02	18.93
$\bar{x}$	2.08	3.36	3.87	4.00	3.78
total	25	25	25	25	25

The 'content' was significantly improved from starting point of the pre-test scores to the end with mean scores ( $\bar{x}$  = 3.68). That meant it was approached to acceptable standard. For 'organization', it was gained with mean scores ( $\bar{x}$  = 3.51). it was referred to approached to acceptable standard. For 'vocabulary', it was gained with mean scores ( $\bar{x}$  = 3.07). it was claimed to arrive at acceptable standard. With the 'convention', it was gained with mean scores ( $\bar{x}$  = 3.33). It was referred to approach to acceptable standard.

In sum, the students' written texts of all aspects were developed to meet with acceptable standard point.





## Summary of Developed Instructional Model

Table 3 Aspects of Revised Plan (Cycle-1,2,3)

Aspects	Revised Activities		
	Cycle-1	Cycle-2	Cycle-3
Procedure of sequential steps of genre-based approach	Initiation of group-work earlier from building knowledge off field	- provide more supplementary sample modeling texts to perceive the context and texts exploring	provide more supplementary sample modeling texts to perceive the context and texts exploring
Teacher-student interaction	-time allotment for individual & group conference - teacher-student conference inserted for collaborative writing	-extend time for individual & group conference -provide individual conference at the beginning of first draft was outlined	-focus on writing conference from first draft was outlined
Student-student interaction	- student-student conference inserted for collaborative writing	-focus on “ editing and revising stage of writing”	-focus on “ editing and revising stage of writing”
Teaching materials	- more genre analysis in genre exploration	-sample texts to review of “past tense and time conjunction”	-more sample texts to review of “past tense and time conjunction”
Teaching skills of genre-based approach	-develop sub-skills of writing	- activate the individual writer to be confident in writing by conference	Focus on writing conference skills



## Phase-2 Findings of the Students' Improvement of Writing Abilities

In this phase, the teacher/researcher will describe the results of data. The data will be analyzed in three main criteria as follows;

1. The result of index of value of the efficiency of E1/E2 (75/75)
2. The Effectiveness Index: (E.I.)
3. The paired sample t-test

### The Outcomes of Data Analysis

#### 1. The Value of the Efficiency of E1/E2 (75/75)

The students' score that were gathered through the rubric score in all of three cycles will be analysed regarding to the value of the efficiency of E1/E2 (75/75). It was aimed to intercept the students' improvement in writing. The result will be illustrated in the following table;

Table 4 Summary Students' Scores of Writing Improvement

Students' gained Scores							
st.no.	cycle-1	cycle-2	cycle-3	$\Sigma$	%	post-test	%
1	18	17	19	54	72	18	72
2	14	17	17	48	64	19	76
3	19	21	23	63	84	18	72
4	16	18	20	54	72	18	72
5	16	17	19	52	69.33	19	76
6	17	22	20	59	78.66	19	76
7	17	19	19	55	73.33	19	76
8	16	20	16	52	69.33	18	72
9	17	23	21	61	81.33	19	76
10	15	18	20	53	70.66	19	76



Table 4 (continued).

Students' gained Scores							
st.no.	cycle-1	cycle-2	cycle-3	$\Sigma$	%	post-test	%
11	16	18	21	55	73.33	18	72
12	18	20	19	57	76	19	76
13	17	23	24	64	85.33	19	76
14	15	18	22	55	73.33	18	72
15	15	18	19	52	69.33	21	84
16	14	17	19	50	66.66	19	76
17	19	22	24	65	77.33	19	76
18	19	22	21	62	70.66	18	72
19	18	21	24	63	78.66	19	76
20	17	21	20	58	76	20	80
21	16	18	20	54	78.66	19	76
22	19	20	19	58	80	19	76
23	17	20	20	57	69.33	19	76
24	18	20	21	59	69.33	18	72
25	19	20	21	60	68	19	76
26	16	17	18	51	65.33	18	72
27	16	18	18	52	89.33	20	80
28	15	17	19	51	68	18	72
29	15	16	18	49	65.33	20	80
30	22	22	23	67	89.33	22	88
sum	506	580	604	1690	2225.24	506	2272
$\bar{x}$	16.86	19.33	20.13	56.32	<b>75.13</b>	16.86	<b>75.73</b>
S.D	1.94	1.47	1.31	4.72	E1		E2

As shown above, it was obvious that students' mean scores of processed assessment (cycle-1,2,3) is 56.32 (total score =75). Meanwhile, the mean score of end product of post-test is 16.88 (total score =25). With relation to percent of E1/E2 (75/75),



the value of the efficiency of E1 is 75.13 which was slightly higher than the standardized criteria setting at 75/75. Compared with means cores from product score in post-test, it was claimed that students gained total mean scores from the achievement test after learning writing through 3 cycles at 75.73. Again, it is meant that score of E2 is 75.73 which was higher than score of E1 (75.13).

The following table is shown as overall improvement of students' writing ability.

Table 5 Result of Index of Value of Efficiency of E1/E2 (75/75)

Mean Scores	Total score	$\bar{X}$	S.D	%
Process scores	75	56.32	4.72	<b>75.13</b>
Product score	25	16.86	2.43	<b>75.73</b>
The Value of the Efficiency of E1/E2 (75.13/75.73)				

## 2. The Result of The Relation of Students' Gained Score of Writing Improvement

Table 6 The Relation of Students' gained Score of Writing Improvement

st.no.	pre-test	post-test	D	D2
	25	25		
1	10	18	8	64
2	8	19	11	121
3	10	18	8	64
4	9	18	9	81
5	11	19	8	64
6	9	19	10	100



Table 6 (continued).

st.no.	pre-test	post-test	D	D2
7	12	19	7	49
8	9	18	9	81
9	11	19	8	64
10	9	19	9	81
11	9	18	9	81
12	9	19	10	100
13	10	19	9	81
14	9	18	9	81
15	9	21	12	144
16	12	19	7	49
17	10	19	9	81
18	10	18	8	64
19	9	19	9	81
20	10	20	10	100
21	10	19	9	81
22	11	19	8	64
23	11	19	8	64
24	11	18	7	49
25	9	19	10	100
26	10	18	8	64
27	10	20	10	100
28	11	18	7	49
29	10	20	10	100
30	14	22	8	64
sum	302	568		
$\bar{X}$	10.06	18.93		
S.D	33.66	2.5		
%	40.26	75.72		

N=30



In the table above, it was found that students gained mean scores ( $\bar{X}$ ) of pre-test at 13.4 and mean scores ( $\bar{X}$ ) of post-test scores was at 18.93

### 3. The Effectiveness Index of the Writing Improvement (E.I)

According to Bunchom (2003) as cited in Goodman, Fletcher and Schneider (1980), the result of overall writing improvement will be demonstrated below;

$$\begin{aligned} \text{E.I.} &= \frac{(\text{Posttest Score}) - (\text{Pretest Score})}{(\text{Maximum Possible Score}) - (\text{Pretest Score})} \\ \text{E.I.} &= \frac{568-302}{750-302} \\ &= 0.58078603 \end{aligned}$$

Thus, the outcome of E.I. = 0.58078603 which indicated that students made a progress in learning at 58.07%.

### 4. The result of Significance of the Relation of Students' gained Score of Writing Improvement (t-test)

The teacher/researcher used SPSS for Windows to analyzed the data. The following table showed the significant relation of students' gained scores in terms of writing improvement.

Table 7 Score Analysis of Significance

Score	N	$\bar{X}$	S.D.	t	df	Sig.(2-tailed)
Pre-test	30	10.13	1.22	-36.073	29	0.000
Post-test	30	18.96	0.94			

It is evident that the writing improvement of students which arose from gained score in pre-test and post is significantly different at statistic level of 0.05



## Result of Students' Response

At the end of the teaching and learning cycles, students were told to respond to the usefulness of the instructional model. The evidence of students opinion will be seen in the Table 12. (Appendix 37.).

It was summed from the mentioned table that with 3 most satisfaction it can be referred that at most students liked to consult the writing resources such as internet, textbook, newspaper, teachers, and peers for enhancing their writing regarding to mean score ( $\bar{x}=4.36, S.D=0.55$ ). Thus it was told that the level of degree of satisfaction is 'very satisfied'. The second impression is centered on 'class conference' and 'teacher's feedback', which gained mean score at  $\bar{x}=4.33, S.D = 0.60$ ), thus reflecting for 'very satisfied'. Besides, the third impression is that students thought the story writing from personal experience could help to learn to write with regarding to mean score ( $\bar{x}=4.30, S.D=0.65$ ), which was claimed for 'very satisfied'.

In contrast, the three least satisfaction placed on peers' feedback ( $\bar{x}=3.43; S.D = 0.93$ ), showing the "average" level of degree which was claimed for 'neutral impression'. They felt that the class conference could help correct writing tasks from peers' feedback ( $\bar{x}= 3.73; S.D =0.73$ ) which was said to be 'very satisfied'. Likewise, students told that they corrected multiple drafts as commented by teacher and peers ( $\bar{x}= 3.76; S.D = 0.62$ ), which is at "very satisfied".

In short, the summary of the students' attitudes towards the study will be shown below;

### 1. Students' Genre Awareness of Context in Exploring Stage

Table 8 Students' Genre Awareness of Context

Item. No.	Students' responses	$\bar{X}$	S.D	Level of agreement
1.	understanding of social purpose in the texts	4.10	.80	very satisfied
2.	perceiving of possible writer of the texts	3.93	.58	very satisfied
3.	recognizing the possible readers of the texts	3.90	.84	very satisfied



Table 8 (continued).

Item. No.	Students' responses	$\bar{X}$	S.D	Level of agreement
4.	seeking the possible contexts of situation	3.96	.61	very satisfied
5.	understanding the effects of contextual factors on the production	4.13	.73	very satisfied
6.	recalling their real experience to relate a similar to the texts.	4.23	.50	very satisfied
7.	relating their personal opinions to the texts.	4.03	.49	very satisfied
8.	concerning about context of texts before writing stage.	4.33	.54	very satisfied

It is inferred that in prewriting stage of genre-based approach students thought they would decontextualize the texts to like how the writer express their ideas and how to gain social purpose of texts. As seen above, all of items were chosen “very satisfied”. The most used is that they believe they would be confident to write better if they made a decontextualization of texts.

## 2. Students' Genre Awareness of Text in Exploring Stage

Table 9 Students' Genre Awareness of Text Structure

Item. No.	Students' responses	$\bar{X}$	S.D	Level of agreement
9.	understanding the structure of each type of relating to purposes, audiences, and content and text organization.	4.23	.56	very satisfied
10.	identifying the salient language features of the genre modeling from explicit teaching	4.06	.58	very satisfied
11.	identifying the salient schematic structure of the genre modeling from explicit teaching	4.10	.54	very satisfied





Table 9 (continued).

Item. No.	Students' responses	$\bar{X}$	S.D	Level of agreement
12.	understanding different genre use different writing conventional rules	4.26	.52	very satisfied
13.	realizing different conventional rules of writing are used in different culture	4.13	.62	very satisfied
14.	believing the use of particular conventional rules of a particular genre is significantly related	3.96	.41	very satisfied
15.	usefulness of text exploration is helpful before writing stage	4.23	.50	very satisfied
16.	usefulness of writing resource help write texts better	4.36	.55	very satisfied

From the table above, in pre-writing stage, student thought that they could gain benefits from texts exploration from explicit teaching. For example, usefulness of writing resource help write texts better (at 'very satisfied' ( $\bar{X} = 4.36$ , S.D = 0.55). They would consult the writing resource to prepare and look for more relating texts to particular genre as their example in effective writing. They could learn different genre making meaning to different culture (at 'very satisfied' ( $\bar{X} = 4.26$ , S.D = 0.52). However, all items are chosen to be at 'very satisfied'.

### 3. Students' Cooperative and Independent Construction of Text in Pre-writing Stage



Table 10 Students' Cooperative and Independent Text Construction

Item. No.	Students' responses	$\bar{X}$	S.D	Level of agreement
17.	use specific aspects of narrative genre to outline their writings.	4.03	.61	very satisfied
18.	use writing strategies to make better writing of particular genre	3.93	.58	very satisfied
19.	usefulness of teacher's demonstration of writing stage to help prepare writing stage.	4.06	.36	very satisfied
20.	making an outline before starting their first draft.	4.20	.40	very satisfied
21.	usefulness of graphic organizers	4.20	.40	very satisfied

From the table above, in pre-writing stage students favoured writing strategies such as graphic organizers to help form ideas and they preferred trying out first drafts to further an effective target genre. All of items chosen are at 'very satisfied' level. This is meant to subskills were used before students produced effective writing.

#### 4. Students' Make use Writing Strategies in Process Writing

Table 11 Students' Make use Writing Strategies

Item. No.	Students' responses	$\bar{X}$	S.D	Level of agreement
22.	recognizing teacher's correction feedback by means of conference	4.33	.47	very satisfied
23.	recognizing peers 'correction feedback by means of conference	3.43	.93	average
24.	making use of multiple drafts from class correction feedback	3.76	.62	very satisfied



Table 11 (continued).

Item. No.	Students' responses	$\bar{X}$	S.D	Level of agreement
24.	making use of multiple drafts from class correction feedback	3.76	.62	very satisfied
25.	usefulness of constructive peers' feedbacks for improving drafts.	3.96	.76	very satisfied
26.	co-construct meaning from peer's feedback	3.96	.66	very satisfied
27.	improving writing from teacher's feedback	4.33	.60	very satisfied
28.	final written production were improved by feedback and correction	4.16	.46	very satisfied
29.	usefulness of writing process application into next writing	4.26	.44	very satisfied
30.	usefulness of small group discussion for writing	4.00	.69	very satisfied
31	usefulness class conference	3.73	.73	very satisfied

For while-writing stage of genre-based approach all items of writing process were chosen high. All are at 'very satisfied' level. However, students believed in teacher's feedback ( $\bar{X} = 4.43$ , S.D = 0.60) much more than that of peers'  $\bar{X} = 3.96$ , S.D = 0.76). It might be because they are familiar with explicit teaching from modeling text and Thai culture and learning style that students are more likely to believe in their teacher.

#### 5. Students' Response to Usefulness of Target Genre of Writing



Table 12 Students' Response to Usefulness of Target Genre

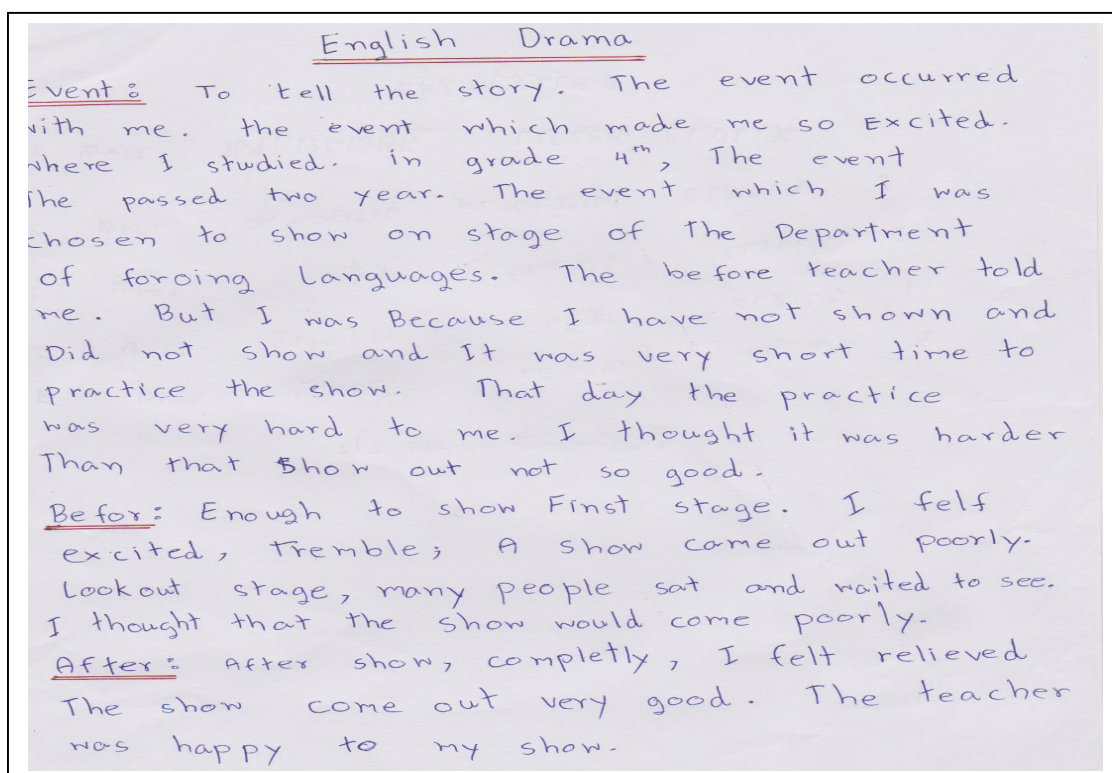
Item. No.	Students' responses	$\bar{X}$	S.D	Level of agreement
32.	an appropriateness of narrative genre for secondary level	4.06	.36	very satisfied
33.	an appropriateness of narrative genre for learning English in the near future	4.13	.43	very satisfied
34.	their interests of narrative genre to learn English	4.23	.43	very satisfied
35.	an appropriateness of narrative genre for their current English level	4.06	.44	very satisfied
36.	an appropriateness of narrative genre for their ages	4.16	.46	very satisfied
37.	a narrative genre stimulates them to learn to write	4.30	.65	very satisfied

From the tables above, the overall of students' attitude attainment of five main elements (awareness of context, awareness of text, cooperative and independent construction, and usefulness of target genre) is at 'very satisfied'. It is indicated that the students thought that they liked to work on cooperative writing such as conference; feedback, group work and that helped them most in writing. The level of agreement is 'very satisfied'. They also thought that gaining the understanding of the texts would be useful before writing.

### Students' Text Analysis

To gain some progress of writing skills, the sample texts of students were drawn to be assessed. The following are sample texts analyzed:





### Feature 12 Modeling Text-3 (S.26)

#### S.26's text (pre-test)

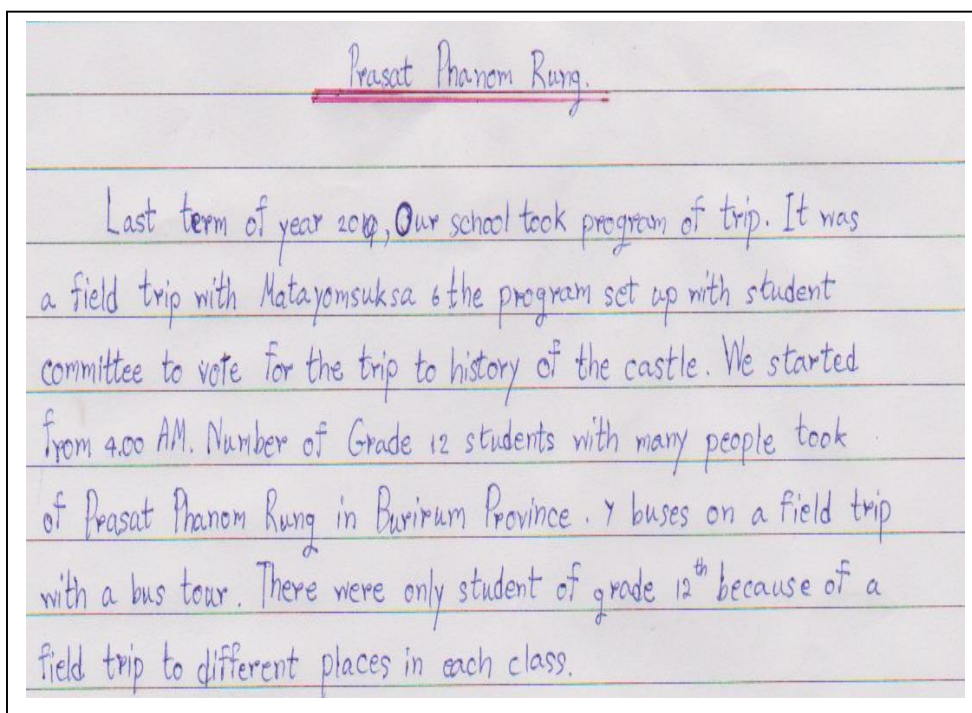
Comment : The student tried to use event of “Drama Contest” to be the central theme of the story. This is meant to be the “Abstract” She set the scene of story when she was in grade 4<sup>th</sup> as the Orientation. It can be seen “the Conflict” as she showed drama on stage but she had short time to play and not self-confident she said... *“the event which made me so Excited.* As she moved on the story, she found “the Resolution”, trying to say.. *“After show, completely, I felt relieved the show come out very good.*

As can be seen from the comment above, she tried to use all the rhetoric move of narrative. Reader can find how story took place, and ended. Although vocabularies and convention are quite poor, the components of narrative writing are included. That is meant to be quite clear to convey what writing is meant to be about.

It is obvious that she used languages in the real situation of her own, making meaning in the context which is mainly focused on genre-based approach writing.



The other sample texts will be described to gain more details;



### Feature 13 Modeling Text-4 (S.27 paragraph 1)

#### Paragraph 1

She set time and place to be settings of the story. As she moved on ‘*Last term of a year*’ [Time] which is meant to be “Orientation”. Then ‘*Our school took program of trip...*’ [What] which is referred to “Abstract”. Afterwards, she outlined the events. She happened to use “Complication” which is meant to the problem that they tried to struggle with. In the paragraph, she tried out language use for ‘vocabulary’ is quite good. As well as in terms of tense for relating action is appropriate (past tense). For example, ‘...*It was a trip to...., we started from 4.00 p.m. ..., There were only students of...*’





The journey to go to the castle was Phanom Rung we took for three hours. When everyone got out of the bus to look around the beauty of Khao Phanom Rung castle, We had a group of 6 people. We separated groups of friends. The miracle of castles to visit Phanom Rung is when the sun is shining on the door frame of the 15 houses that could see through altogether in April and September. And to see the wonderful sunset on the door frame in March and October. While all of us were enjoying the beauty of the castle then, a friend saw the tourist man drawn, with bitten tongue himself. We were both shocked and did not know how to do it. Therefore, we carried out a handkerchief put it into his mouth in order not to bite his tongue. Fortunately, we've been learning aid that can help. Then a friend told authorities in that the area to bring him to the hospital.

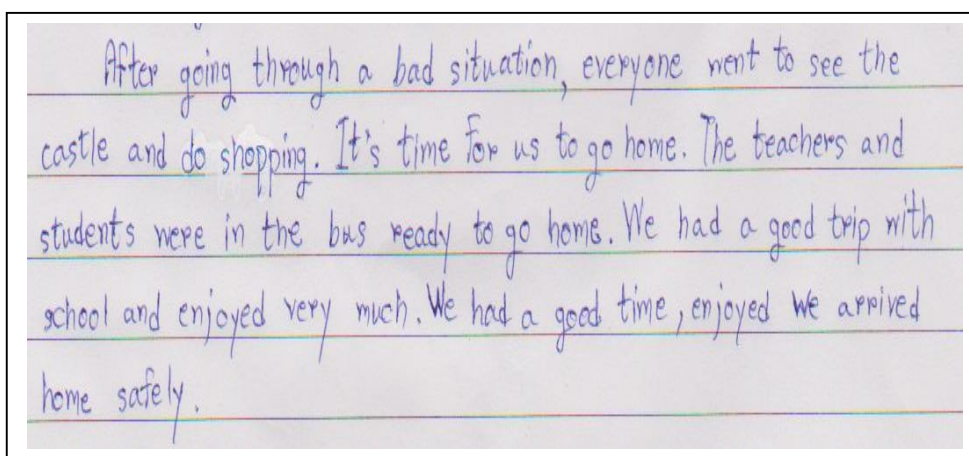
#### Feature 14 Modeling Text-5 (S.27 paragraph 2)

##### Paragraph 2

From this on, she struggled through word choice and vocabulary, grammatical points, sentences use that are matched with relating story. The cohesive device was employed such as '*when, while, then, therefore, finally*'. As such, this is meant to the story conveys cohesive meaning. It is significant to use cohesive device to write in particular writing as narrative genre. This might be because in the pre-writing stage, students used 'graphic organizer' to help relate events together.

For resolution of action of the story, she went to and reflected her own experience about the trip.





### Feature 15 Modeling Text-6 (S.27 paragraph 3)

#### Paragraph 3

In the last phase, she told the reader how she felt like '*We had a good trip....., and enjoyed....*'. It is meant to be '**Coda**' in narrative writing.

Above all, this piece of sample text included all rhetorical moves of narrative genre (Labov and Waletzky :1967). This showed strong points to enhance writer to develop writing ability.

To look more on rhetoric moves to stories, another sample text of S.22 will be shown. In the story she tried to use much more time linkers into story. For further text analysis, student's sample text (S.22) will be discussed below;





At Phu Khiew National park, Chaiyaphum

Last year I wanted to go the camp at Phu Khiew to countdown new Year. I go with my friends to it by a car. We have a trip in early morning to there. We go to it about afternoon. We helped our with bags and have a tent from the official of the office. It was very good views when sun go down and at night. We saw fog in the morning and at night the officials taking our to see the night animals. In the morning we were exciting very much. We got up faster and go around the way at the park. The way of animals walking by small and narrow way to the forest. We walked in to forest. There is not officials to guide. We walked. We are very far into the forest can't see way out of forest because we walked we forget in the tents. We wanted to go back way come first but away. We stoped and listen! We can see the official from a camping site. When we speak to them can understand. It is dangerous for go alone. If we can't see them in the forest, we lost and die in the forest. Thank you to officials!

#### Feature 16 Modeling Text-7 (S.22)

##### S22 's Sample text

##### Comment :

The progression of s.22 evidenced that rhetorical moves of narrative are included. However, grammatical points are needed to improve because she switched 'present tense to past tense linked to series of past events mentioned to the time she took a trip to.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

The main aim of this chapter stressed on the major findings that were deprived of the previous chapter. The main results of the study will be drawn into conclusion. Then, the implication of the study will be described what yields the impacts on the implementation of the study. At last, the recommendation for further study will be made.

#### **Conclusion**

As addressed in the former chapter, the teacher/researcher applied the staged circulation of action research. Thus, the implementation of instructional model which was adapted from teaching and learning cycle (Rothery and Rose, 1998) was conducted in EFL student writers of secondary school.

The primary aims of the study emphasize on the effects of the study using the instructional model that could enhance students' writing ability through the genre-based writing instruction of Thai secondary level. Two main aims of the study are to investigate the effectiveness of the proposed instructional model and examine the attitude of students taught to write with one specific text type (narrative) with the genre-based writing instruction.

Thirty L2 students chosen as participants by means of purposive random sampling method (N=30) during the second semester of an academic year 2011. The settings of the study were set out at the local upper secondary school.

The data were collected through multiple sources, including core sources and supplementary source. The former was used for investigating writing improvement. The latter was used for adapting the activities during 3 cycles of implementation of the study. Two main tools to collect data included the 5 aspects of writing rubric score and the students' attitudes questionnaires. For gathering the students' written texts improvement, the writing rubric score was used (Ministry of Education, 1997).



Then the students' scores were rated by Thai experienced English teacher to be compared from cycle-1 to cycle-3 to order to justify for further cycle.

For investigating students' attitudes, 5-item-closed-end questionnaires related to Likert scales. It was calculated to be internal reliability using the computer Spss for Windows (reliability coefficients Alpha = .9282). It was administered at the end of the study. The data analysis was done to stress the students' response towards the genre-based teaching. For the supplementary data collection tools included teacher notes, students' journals, observation questionnaire, and semi-constructed interview.

To summarize, it is common that the adaptation set out after completing of each cycle. The triangular source was administered based on circular stages of action research. The justification of an adapted teaching and learning procedure can be summarized as follows;

The reflection of the teaching and learning cycle at the end of the first cycle involved group-work initiation at the early stage. Time allotment was insufficient writing conference during the writing tasks. Approximately, the creation of group conference during the collaborative writing was needed. Sufficient materials for modeling texts were necessary for texts analysis. The teacher's presence of integrated skills of writing such as pre-writing activities would be revised.

In the cycle-2, the changes were made to suit the effective teaching of writing. More supplementary sample modeling texts were useful for pre-writing activities. Time for individual & group conference was embedded. Individual conference was anticipated at the beginning of first draft for reworking on students' written texts. Also, more sample texts was provided for crafted sentences. The teacher's motivation through feedback showed that individual writer to be confident in writing.

In the cycle-3, with sufficed supplementary sample modeling texts, most time allotment pressed on writing conference for multiple drafts. The emphasis was paid on "editing and revising stage of writing." Teacher was reflected for writing conference skills.

For the development of students' writing abilities, the development of students' writing abilities was improved in all of five aspects which gained 'acceptable standard' with mean score ( $\bar{x} = 3.40$ ).



For writing improvement, the evaluation of students' written texts was compared to value of the efficiency of E1/E2 (75/75). The result showed that students' writing abilities were obtained the percentage of the efficiency of E1/E2 (75.13/75.73). The correlation of gained scores of before and after treatment showed significantly different at statistic level of 0.05 (2-tailed).

Compared to overall writing improvement, the overall of writing improvement yielded the value of E.I. (0.58078603). It was indicated that students made a progress in learning at 58.07%.

The overall students' attitudes attainment of five main elements is at 'very satisfied' ( $\bar{x} = 4.08$ ). Students constructed favorable feelings towards the genre based approach writing class as proposed for this study. Thus, they preferred to use the knowledge of genre to further writing.

## Discussion

Based on the findings in the study, it is evident that genre-based teaching of writing in EFL class can enhances L2 writers through multi stages. For the text quality, it can be said that 5 aspects of the writing abilities were geared up by the model.

It can be ranked that the 'content' was highest point. It might be inferred that similar filed of genre can help students write better through clear context. They were aware of what to write. They focused on a target of kind of genre (narrative). The supporting details were thus used appropriately. Clearly writing with modeled text from real world brings the writer meet the reader (Chen, 2008; Tuan, 2011). According to Cheng (2008), scaffolding low achiever of writing by specifying one genre: narrative can enhance significant improvement in text quality. This is meant that raising awareness of writers onto real context lead to a good content of a piece of writing.

The second better point of writing is the 'convention'. The quality of writing is maintained because students could learn how to self-check from teacher and peer. The third points are the 'sentence structure'. Sentences structure is quite good. Sentence type is controlled and the length is varied. Variety of sentences is evident. The fourth point is the 'organization'. The events and details are developed appropriately. The introduction



and details are developed in paragraphs. The last point is the ‘vocabulary’. Words and expression are used appropriately.

Furthermore, student writers expressed thoughts of favorable effects of genre-based approach. In this study, the teacher/researcher applied teaching and learning cycle (Rothery and Rose, 1998) combining the collaborative writing into writing class.

The proposed instruction model of the study provides effective writing strategies for students. According to the result of the study, students’ writing abilities were significantly improved since students might be alert to learn from modeling text. Also, scaffolding language from teacher and peers may motivate students (Chen, 2008; Tuan, 2011, Burk, 1997; Sirinan, 2006).

As referred to the text quality in this study in the previous section, it can be claimed that the ‘content’ of writing gained most significant improvement. However, the ‘vocabulary’ remains lowest. It can be assumed that when students posit what would be written down such series of events in stories of narrative, they are peculiar to what is meant to write down. Yet, the interference of mother language emerged. One writer in this study reflected that he only wrote on ideas in his L1 prior to L2 was crafted in writing conference.

As the teacher/researcher in this study designed the proposed instructional model by integrating the cooperative learning into genre-based teaching of EFL writing in terms of group writing/ conference, it produced positive impacts on the quality of writing. In terms of text quality in this study, it was significant improvement. Key components of narrative genre were found in the final writing as mentioned previous section. In this study, it provided evidence of key components of narrative from students’ sample texts (S.7, S.17., S.22) as examples.

As stated above, the further usefulness of genre teaching of writing is the move from exhibition stage of a modeling stage to the independent writer, writing process - with collaborative or independent- can be aligned with writing activities (Tang Shuhua, 2009). In this study, teacher posted as a scribe, modeling text to students to raise awareness of both rhetorical moves and linguistic features of genres. This is a strong point of genre teaching. It is important to move on effective writing by modeling text because students whose writing abilities are low can face difficulty in the early stage of writing. Although the critiques are raised to us that how this writing composition theory



press overwhelmingly on formed focus writing. It is worth considering it, especially those low achiever writers. As shown in the previous section, students showed significant concerns about making meanings in context. They told that it is helpful exploring text before writing. As Derewianka (1990) mentioned, ‘there is no intention that the information included should be taught to the class out of the context.’

Similarly, the study sought to find out the similar impacts of genre –based approach writing with specific one genre was advocated writing skills improved in terms of language performance and mental inspiration of L2 writing. Tuan (2011) claimed that students of English writers were able to make language choices and gained control over the key feature of required recount genre in terms of social purposes, language feature and schematic structure through teaching writing through genre-based approach.

In terms of students’ attitude, Moreover, Kongpetch (2003) studied the favorable effects of genre-based approach. It found that writers showed positive feelings with writing. However, modeling from teacher was thought to be essential. And usefulness of teacher presentation provided the evidence of better writers.

Regarding to the conclusion before, it is obvious that genre-based approach is fit to fix the weakness of students whose writing skills are insufficient to produce an acceptable standard outcome. According to Hyland (2007), the main advantages of genre pedagogy is perhaps the most important feature is that genre-based writing instruction offers students an explicit understanding of how target texts are structured and why they are written in the ways they are. This explicitness gives teachers and learners something to shoot for making writing outcome s clear rather than relying on hit or miss inductive methods whereby learner s are expected to acquire the genres they need from repeated writing experiences or the teacher ’s notes in the margins of their essays (Hyland, 2003). Providing writers with knowledge of appropriate language provides shifts writing instruction from the implicit and exploratory to a conscious manipulation of language and choice. As Christie (1987) observes, it makes clear “the ways in which patterns of language work for the shaping of meanings” empowers both writers

In this study, although students gain better writing abilities for some extend of time, they were limited to only one genre in 3 cycles. What it is meant o take into





consideration is that with extended time spent on one themes of writing might lead unbalanced linguistic components. This is common in the principle of genre pedagogy. In the cycle of teaching and learning finished in one genre, similar related texts could be linked to further writing themes. However, considering only singular texts produced in response to a rhetorical context may limit our understanding of the complexity of generic interaction and the ways in which some genres call for other genres (Devitt, 2000).

In this, what writing teacher should take into consideration is that learning style of Thai students. During editing stage of writing, most tasks of checking errors were placed on teachers'. And other concern is that the effectiveness of evaluation of written production of efficacy of E1/E2. In the present study, the value of E1/E2 (75.13/75.73) indicated that the proposed instructional model gained greater value of standard E1/E2 (75/75). According to Kitrakarn, P. (2003); Srisa-ard, B. (2002), the acceptable value might be slightly below the set value between 4.5 points of scores. As validated here in this study, the efficacy of E1/E2 is higher than the set value (75.13/75.73). This means that the proposed instructional model can enhance L2 writers to produce texts relating to fields of knowledge.

As Hyland (2003) mentioned, people will write “what” they know, “how” to write and for “whom”. In fact, genre –based writing embrace all those three presumptions. The genre-based approach writing cycle (Feeze, 1994) can be adapted to enhance L2 students writing abilities. Briefly, students will be equipped with two main parts of writing skill (writing with the class and writing independently). For the first part, students writers will build knowledge of field. In this case, the specific genre will be taught to students, comparing the various types of texts. Then, exploring the target genre will be conducted. Afterwards, students writers will be guide lined in an attempt to produce writing assignment with group members. At this point, the roles of writer teacher as scribe will be withdrawn. The students writers will take part as independent writers and then scaffolded writing will turn back from the writing teacher to more able students writer. The writing process will be deployed to gear up writing abilities. At last final version of writing will be graded and published.

In short, writing with genre-based approach will yield the explicit roles of writing community. It is presumed that with combination of narrative genre to draw on



students' interests collected from personal lives will help draw concepts to write more effectively.

To sum up, it can be inferred that the proposed instructional model foster students writers' writing ability in terms of rhetoric moves and linguistic features. Besides, the impacts arisen from this study have on the students' writing ability as evidenced in previous section not only contents of genre but cohesive components of passage as well. For their motivation to lean to write, they provided significant positive thinking about genre writing.

### **Suggestions for Further Study**

Although the reflection in each cycle of the study was met with satisfactory outcomes, the adaptation of teaching and learning cycle could be made according to other modality of language teaching. The other types of school could be included in the further cycle after students' gains of control over language choices. And editing stage of writing should be trained to students in writing class.





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## **APPENDIX**





## Appendix 1

## Sample of Genre-based Approach Writing Lesson Plan (Cycle-1)

.....

**Class Duration 6 hours****Lesson summary:** By the end of the lesson, students will be able to:

1. use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and leanings; and to use their imagination.
2. write texts of a length appropriate to address a topic and tell the story.
3. use traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions).

**Content****Narrative Essay**

**Purpose :** to tell a story from a defined point of view, often the author's, so there is feeling as well as specific and often sensory details provided to get the reader involved in the elements and sequence of the story.

**Language structure :**

- verbs are vivid and precise
- makes a point
- relies on personal experiences

**Conventions of storytelling**

- plot ,character, setting, climax, and ending

**Activities****Pre-writing Stage**

**Stage 1: Building knowledge of field** (Identifying or negotiating the writing task in context and establish or review students' knowledge of the topic and the text type)

**Week 1 ( 1.5 hours)** Using Children's Literature to Show Examples of an Organized Structure

Teacher's role	Students' roles
<ul style="list-style-type: none"> <li>- ask students about what they did last week.</li> <li>- have students talk in pairs about their past experiences to their partners.</li> <li>- ask some students to report to the class on what their partners have done during the past week</li> </ul>	<ul style="list-style-type: none"> <li>- read excerpts of novel and personal narrative samples</li> <li>- pay attention to text organization</li> <li>- share prior knowledge about personal experience</li> </ul>



## Sample of Genre-based Approach Writing Lesson Plan (continued)

Teacher's role	Students' roles
<ul style="list-style-type: none"> <li>- elicit students' ideas about where they can find a person's story or recount, and what form of writing it is (e.g. personal letter, email, autobiography, diary, personal essay, etc.)</li> <li>- conclude that each form of writing is called a "genre," and the type of text talking about a person's story is called "narrative."</li> <li>- discusses about the purpose of narratives.</li> <li>- provide a variety of narrative writing samples for exploration and discussion</li> <li>- engages the students to reading samples of narratives paragraphs.</li> <li>- introduce students with the elements of a novel and narrative writing and the narrative paragraphs for students to get familiar with and draw their attention first with fable tales of Aesop and hand out a selected model text to students -talk about the social purpose, and reader-writer relationship by asking students</li> </ul> <p>In order to help students understand the important components in narrative writing such as character, setting, problem, and solution, the questions are as follows: -Who did what? What happened? Where did it happen? When did it happen? Who are the main characters in the story? Why did he/she/they do that? What was the problem? How did he/she/they solve the problem? What happened next?, then what? Did anyone learn anything at the end? What was the lesson the characters learned?</p> <ul style="list-style-type: none"> <li>- ask the class to check their flowcharts and discuss the story together.</li> </ul>	<ul style="list-style-type: none"> <li>- create their own timelines representative of their life's events</li> <li>- answer the questions about the story with complete "wh" and "how" questions to generate ideas.</li> <li>- discuss the story together</li> <li>- complete grammar drill and expand vocabularies and readership</li> </ul>



## Sample of Genre-based Approach Writing Lesson Plan (continued)

Teacher's role	Students' roles
<ul style="list-style-type: none"> <li>- provide the class with exercises (Exercises 1-2) dealing with grammar points such as past tense, connectives, active and passive voice, conjunctions and reported speech. (These exercises are optional, depending on students' background knowledge of grammar and vocabulary.)</li> </ul>	

**Stage 2: Cooperative Exploring Genre** (Identifying or negotiating the writing task in context and establish or review students' knowledge of the topic and the text type, raising more awareness and purposes of pieces of writings in forms of group work and scaffolding settings)

**Week 2( 1.5 hours)** - "Model Writing a Story with a Beginning, Middle and End."

Teacher's role	Students' roles
<p><b><u>Class Cooperative Exploring Genre Session</u></b></p> <ul style="list-style-type: none"> <li>- model writing a story with a beginning, middle and end by using writing organizer to help sketch of the story's structure .</li> <li>-ask students to read the text and then draw a flowchart describing important settings and the sequence of events in the text.</li> <li>- allow the students to help to write the story</li> <li>- think aloud the decisions while writing. For example: The teacher may want to write a beginning and then stop to ask the students to help her write about the main event or problem that happened to the character.</li> <li>-point out the transition from the beginning to the middle. This will help students to understand when they are transitioning from one part of their story to the next.</li> <li>- provide a few more model texts and encourage students to analyse them</li> <li>- have students work in pairs or groups to try to answer the questions from the previous activity;</li> </ul>	<p><b><u>In paired work</u></b></p> <ul style="list-style-type: none"> <li>- pay attention to text organization</li> <li>- share prior knowledge about personal experience</li> <li>- create their own timelines representative of their life's events</li> <li>- read the narrative texts in pairs and answer the questions about the story with complete questions that mostly begin with "wh" words to generate ideas</li> <li>- discuss about generic structure of narrative by using writing organizer to help sketch of the story's structure</li> <li>- analyse various texts types and compare their generic structure</li> <li>- complete grammar drill and expand vocabularies and readership among students</li> </ul>



then have them present the findings to the whole class	
- introduce the class to another kind of text types : personal recount, biography recount to recognize the similar and different points of writing components in each types of text structure.	
- distribute narrative texts and ask students to work in pairs and give an example of each linguistic features of narrative	
<b><u>Class Conferencing Cooperative Exploring Genre Session</u></b> - deliver reflective conferencing question	- perform a reflective conferencing question

**Stage 3: Joint Text Construction Collaboratively** (creating texts collaboratively and independently, using a variety of forms for a range of audience and purposes)

**Week 3 ( 1 hours) “Joint Text Construction Collaboratively**

<b>Teacher’s role</b>	<b>Students’ roles</b>
<b><u>Class Outline Writing Session</u></b> - require students in groups of four to jointly compose a piece of narratives together with the class - introduce the components of the narrative writing: the thesis / scope/ order of events, sensory details, points of view – provide writing samples to demonstrate the components of narrative writing and to identify audience and purpose - discuss their effects in small group - make an outline to create for group writing by using a given graphic organizer to elicit ideas from students about imaginary events and the purpose of the writing - start to write, acting as a scribe or facilitator - ask students to contribute to the text - while constructing the text, give advice about	- brain storm to create an outline of story present outline writing task



<p>the generic structure and language features to which students should pay much attention</p> <ul style="list-style-type: none"> <li>- explicitly raise grammar points and vocabulary during this class activity</li> </ul>	
<ul style="list-style-type: none"> <li>- apply grammar or vocabulary exercises if necessary</li> <li>- create narrative drafts for group with a specific purpose and audience in mind , using an outlines of narrative writing from previous session</li> <li>- encourage students to indentify a central idea to guide and organize their writings</li> </ul>	
<p><b><u>Class Conferencing Writing Session</u></b></p> <ul style="list-style-type: none"> <li>- provide supportive environment ; giving guided task support through directed activities and framework in each group such as focusing on vocabularies, text structure, cohesion, grammar and punctuation</li> <li>- encourage group of students to ask reflective conferencing questions as they write to help guideline for writing</li> </ul>	<ul style="list-style-type: none"> <li>- deliver question for conferencing</li> <li>- engage in class discussion</li> <li>- peers should function as editors who are concerned with clarity, organization, development, voice, and word choice</li> </ul>

### While-writing Stage

#### Stage 4: Joint Text Construction Independently

**Week 4 ( 1 hours):**( Building knowledge of a similar field and extending the knowledge of similar genre at the writing-with-the-class phase)

Teacher's role	Students' roles
<p><b><u>Individual Outline Writing Session</u></b></p> <ul style="list-style-type: none"> <li>- discuss the evaluation criteria (rubric) with students prior to giving the assignment</li> <li>- activate students on the previous session on pre-writing tasks by making an outline writing narrative samples from their group writing</li> <li>- provide writing prompts for narrative to guideline their writing</li> <li>-ask students to think about what they are going to write on their own</li> </ul>	<ul style="list-style-type: none"> <li>- review an outline writing from previous session</li> <li>- introduce, discuss, and develop the topic using a variety of pre-writing strategies using an outlining as written previous session in according to the generic structure of narrative; that is, orientation, complication / problem, climax and resolution</li> <li>- use graphic organizer to help outline story, narrative checklist to</li> </ul>



-have students start planning and writing independently by using graphic organizer	follow effective narrative writing
<ul style="list-style-type: none"> <li>-remind students to use various types of the language features of narratives</li> <li>- pay attention to students in case they have any difficulties or questions about their writing</li> <li>- consult with students individually about their writing</li> </ul>	
<p><b><u>1<sup>st</sup> Draft and Conferencing and Peer's Feedback Session</u></b></p> <ul style="list-style-type: none"> <li>- focus on specific feature of narratives</li> <li>- discuss the criteria of rubric writing</li> <li>- ask students to revise and edit their first drafts of writing with use of the recount writing self assessment</li> <li>- let students share their writing with their peers and re-edit before writing the second draft</li> <li>- observe the class interaction among students</li> <li>- provide individual conferences with students about their writing when possible</li> <li>- function as an editor who is concerned with clarity, word choice, voice, grammar and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>- produce the first draft based on an individual's experience that in according with writing prompts provided</li> <li>- get contact with conference with teacher</li> <li>- read / reread their own writing and peer's review</li> </ul>
<p><b><u>Rethinking and revising Session</u></b></p> <ul style="list-style-type: none"> <li>- focus on specific feature of narratives and the criteria of rubric writing</li> <li>- allow students to express themselves in terms of developing their own writer's voices and opinions in a non-threatening environment</li> <li>- acquaint students with references that are tools for writers such as dictionaries, graphic organizer papers , worksheets, conceptual maps</li> <li>- give feedback to students' written text by using reflective conferencing question</li> </ul>	<ul style="list-style-type: none"> <li>- read / reread draft to check meaning</li> <li>- revise all ideas that are not clear or do not have examples , using "author's chair" to share own draft and respond to other's drafts</li> <li>- arrange a conference in pairs to identify parts that don't make sense or seem to have information missing and perform reflective conferencing question</li> </ul>



<p><b><u>Editing and Proofreading Session</u></b></p> <ul style="list-style-type: none"> <li>- prepare editing checklist and codes to proofread and edit students' written text</li> <li>- arrange meeting with reflective conferencing question</li> <li>- ask students to hand in their work individually and give feedback to students' written text based on a narrative writing rubric</li> <li>- advice students that their completed work be gathered cumulatively throughout the course in term of port folio by students themselves</li> </ul>	<ul style="list-style-type: none"> <li>- read / reread draft for correctness and accuracy</li> <li>- use an editing checklist and codes to proofread and edit to peer's written text and give feedback to them</li> <li>- follow effective narrative writing</li> <li>- read various drafts of writing</li> <li>- edit papers for spelling, word choice , grammar, and punctuation</li> <li>- write the final draft and improve papers by using teacher's comments</li> <li>- submit the final draft</li> </ul>
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### **Post-writing Stage**

#### **Stage 5: Sharing Writing or Publishing**

**Week 5 ( 1 hours):**(evaluating and celebrating students' efforts)

<b>Teacher's role</b>	<b>Students' roles</b>
<ul style="list-style-type: none"> <li>- provide opportunities for reflective thinking that focus on whole process and texts produced</li> <li>- collaborate with students to select pieces of writing for assessment folios that students believe reflect their growth and competence as writers</li> <li>- evaluate texts based on the criteria of rubric</li> </ul>	<ul style="list-style-type: none"> <li>- use reflective journal to record ideas that can be used again, e.g.</li> <li>Ideas for writing</li> <li>New and interesting words</li> <li>Useful graphic organizer</li> <li>Strategies that work</li> </ul>

### **Suggestion and Assessment**

- collect and examine journal entries
- observe participation in class discussions and activities
- evaluate application of pre-writing strategies
- monitor progress of writing portfolios

### **Note and Suggested resources**

- students could be guided towards newspapers ,and magazine columns for further samples of personal and narrative essays
- [www.rubrics4teachers.com](http://www.rubrics4teachers.com) (language journal check list)
- <http://gohrw.com/ecolang/modbank/mbank/mb9-2.htm> (interactive narrative sample)



**Appendix 2**  
**Narrative Writing Analytic Scoring Guide**

Aspects	score	Level	Criteria
<b>CONTENT</b>	5	Meets the Standard of Excellence	<ul style="list-style-type: none"> <li>The context is clearly established and consistent.</li> <li>The ideas and/or events are deliberately chosen for the context established.</li> <li>Supporting details are precise and consistently effective.</li> <li>The writing is confident and/or creative and holds the reader's interest.</li> </ul>
	4	Approaches the Standard of Excellence	<ul style="list-style-type: none"> <li>The context is clearly established and appropriate.</li> <li>The ideas and/or events are intentionally chosen for the context established.</li> <li>Supporting details are specific and generally effective.</li> <li>The writing is considered and draws the reader's interest.</li> </ul>
	3	Clearly Meets the Acceptable Standard	<ul style="list-style-type: none"> <li>The context is established and generally appropriate.</li> <li>The ideas and/or events are adequate for the context established.</li> <li>Supporting details are general and may be predictable.</li> <li>The writing is straightforward and generally holds the reader's interest.</li> </ul>
	2	Does Not Clearly Meet the Acceptable Standard	<ul style="list-style-type: none"> <li>The context is vaguely established and/or may not be appropriate.</li> <li>The ideas and/or events are vague given the context established.</li> <li>Supporting details are few and/or may be repetitive.</li> <li>The writing is superficial and does not hold the reader's interest.</li> </ul>
	1	Clearly Below the Acceptable Standard	<ul style="list-style-type: none"> <li>The context may be unclear and/or inappropriate.</li> <li>The ideas and/or events are undeveloped and/or unrelated to any context established.</li> <li>Supporting details are scant.</li> <li>The writing is confusing and/or frustrating for the reader.</li> </ul>
	0	Insufficient	<ul style="list-style-type: none"> <li>The marker can discern no evidence of an attempt to fulfill the assignment, or the student has written so little that it is not possible to assess Content.</li> </ul>





Aspects	score	Level	Criteria
ORGANISATION	5	Meets the Standard of Excellence	<ul style="list-style-type: none"> <li>The introduction is purposeful, interesting, and effectively establishes events, characters, and/or setting, and provides direction for the writing.</li> <li>Events and/or details are developed in paragraphs, in a purposeful and effective order, and coherence is maintained.</li> <li>Connections and/or relationships among events, actions, details, and/or characters are consistently maintained.</li> <li>The ending ties events and/or actions together.</li> </ul>
	4	Approaches the Standard of Excellence	<ul style="list-style-type: none"> <li>The introduction clearly establishes events, characters, and/or setting, and provides direction for the writing.</li> <li>Events and/or details are developed in paragraphs, in a purposeful order, and coherence is generally maintained.</li> <li>Connections and/or relationships among events, actions, details, and/or characters are maintained.</li> <li>The ending provides an appropriate finish for events and/or actions.</li> </ul>
	3	Clearly Meets the Acceptable Standard	<ul style="list-style-type: none"> <li>The introduction directly presents information about events, characters, and/or setting.</li> <li>Events and/or details are developed in a discernible order, although coherence may falter occasionally.</li> <li>Connections and/or relationships among events, actions, details, and/or characters are generally maintained.</li> <li>The ending is predictable and/or contrived but is connected to events and/or actions.</li> </ul>
	2	Does Not Clearly Meet the Acceptable Standard	<ul style="list-style-type: none"> <li>The introduction presents information about events, characters, and/or setting but lacks direction.</li> <li>The development of events and/or details is not clearly discernible, and coherence falters frequently.</li> <li>Connections and/or relationships among events, actions, details, and/or characters are unclear and/or inconsistent or missing.</li> <li>The ending is predictable and/or contrived, and may not be connected to events and/or actions.</li> </ul>
	1	Clearly Below the Acceptable Standard	<ul style="list-style-type: none"> <li>The introduction provides little information and/or is ineffective.</li> <li>The development of events and/or details is haphazard and incoherent.</li> <li>Connections and/or relationships among events, actions, details, and/or characters are missing.</li> <li>The ending, if present, is unconnected to the events</li> </ul>
	0	Insufficient	<ul style="list-style-type: none"> <li>The writing has been awarded an INS for Content.</li> </ul>



Aspects	score	Level	Criteria
<b>SENTENCE STRUCTURE</b>	5	Meets the Standard of Excellence	<ul style="list-style-type: none"> <li>• Sentence structure is effectively and consistently controlled.</li> <li>• Sentence type and sentence length are consistently effective and varied.</li> <li>• Sentence beginnings are consistently varied.</li> </ul>
	4	Approaches the Standard of Excellence	<ul style="list-style-type: none"> <li>• Sentence structure is controlled.</li> <li>• Sentence type and sentence length are usually effective and varied.</li> <li>• Sentence beginnings are often varied.</li> </ul>
	3	Clearly Meets the Acceptable Standard	<ul style="list-style-type: none"> <li>• Sentence structure is generally controlled, but lapses may occasionally impede the meaning.</li> <li>• Sentence type and sentence length are sometimes effective and/or varied.</li> <li>• Some variety of sentence beginnings is evident.</li> </ul>
	2	Does Not Clearly Meet the Acceptable Standard	<ul style="list-style-type: none"> <li>• Sentence structure sometimes lacks control, and this may impede the meaning.</li> <li>• There is little variation of sentence type and sentence length.</li> <li>• There is little variety of sentence beginnings.</li> </ul>
	1	Clearly Below the Acceptable Standard	<ul style="list-style-type: none"> <li>• Sentence structure generally lacks control, and this often impedes the meaning.</li> <li>• There is no variation of sentence type or sentence length.</li> <li>• There is no variety of sentence beginnings.</li> </ul>
	0	Insufficient	<ul style="list-style-type: none"> <li>• The writing has been awarded an INS for Content.</li> </ul>



Aspects	score	Level	Criteria
<b>VOCABULARY</b>	5	Meets the Standard of Excellence	<ul style="list-style-type: none"> <li>Words and expressions are used accurately.</li> <li>Precise words and expressions are used to create vivid images and/or to enrich details.</li> <li>Words and expressions are used to create vivid images and enhance the student's voice.</li> </ul>
	4	Approaches the Standard of Excellence	<ul style="list-style-type: none"> <li>Words and expressions are often used accurately.</li> <li>Specific words and expressions are frequently used to create images and/or to add clarity to details.</li> <li>Words and expressions are descriptive and often enhance the student's voice.</li> </ul>
	3	Clearly Meets the Acceptable Standard	<ul style="list-style-type: none"> <li>Words and expressions are generally used appropriately.</li> <li>General words and expressions are used adequately to clarify meaning.</li> <li>Words and expressions generally enhance the student's voice.</li> </ul>
	2	Does Not Clearly Meet the Acceptable Standard	<ul style="list-style-type: none"> <li>Words and expressions generally convey only vague meanings.</li> <li>Imprecise words and expressions predominate; specific words, if present, may be awkwardly used.</li> <li>Words and expressions are basic and may detract from the student's voice.</li> </ul>
	1	Clearly Below the Acceptable Standard	<ul style="list-style-type: none"> <li>Words and expressions convey only vague meanings.</li> <li>Over generalized words and expressions predominate; specific words if present, are frequently misused.</li> <li>Words and expressions are simple and/or obscure the student's voice.</li> </ul>
	0	Insufficient	<ul style="list-style-type: none"> <li>The writing has been awarded an INS for Content.</li> </ul>



Aspects	score	Level	Criteria
<b>CONVENTION</b>	5	Meets the Standard of Excellence	<ul style="list-style-type: none"> <li>The quality of the writing is enhanced because it is essentially error-free.</li> <li>Errors, if present, do not reduce the clarity or interrupt the flow of the communication.</li> </ul>
	4	Approaches the Standard of Excellence	<ul style="list-style-type: none"> <li>The quality of the writing is sustained because it contains only minor convention errors.</li> <li>Errors that are present rarely reduce the clarity or interrupt the flow of the communication.</li> </ul>
	3	Clearly Meets the Acceptable Standard	<ul style="list-style-type: none"> <li>The quality of the writing is maintained through generally correct use of conventions.</li> <li>Errors that are present occasionally reduce the clarity and sometimes interrupt the flow of the communication.</li> </ul>
	2	Does Not Clearly Meet the Acceptable Standard	<ul style="list-style-type: none"> <li>The quality of the writing is weakened by the frequently incorrect use of conventions.</li> <li>Errors often reduce the clarity and interrupt the flow of the communication.</li> </ul>
	1	Clearly Below the Acceptable Standard	<ul style="list-style-type: none"> <li>The quality of the writing is impaired by the consistently incorrect use of conventions.</li> <li>Errors severely reduce the clarity and impede the flow of the communication.</li> </ul>
	0	Insufficient	<ul style="list-style-type: none"> <li>The writing has been awarded an INS for Content.</li> </ul>

(Adapted from the Ministry of Education (2010) and "Scoring Guide: Narrative Writing: Standards For Students' Writing 2007" - available at <http://www.education.alberta.ca> )



### Appendix 3

#### Questionnaire of Students' Attitudes towards Genre-based Approach

.....

This questionnaire was designed to gain your reflections about the writing class in English Writing through Genre-based Approach. Your responses will be beneficial to English teachers to design writing teaching course.

- Please respond to each item thoroughly.

No.	Students' choices	Degree of Attitudes				
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1.	I perceive the social purposes of the given texts by exploring its context.					
2.	I recognize the writer of the given texts by exploring its context.					
3.	I recognize the intended readers of the essay by exploring its context.					
4.	I explore the possible contexts of situation of the given texts.					
5.	I realize that the contextual factors can affect the production of the given texts.					
6.	I can recall my own prior experience that is similar to the given texts.					
7.	It is helpful for me to express my personal opinions or attitudes towards the given texts.					
8.	When I explore the context of texts, I think that it can help form ideas for my next writing stage.					
9.	When I explore the texts, I can realize how the information is structured in the given genre to reach the purposes, audiences, and content and text organization.					
10.	When I explore the texts, I can pick up the salient language features of the given genre through the teacher's explicit analysis of these features.					
11.	When I explore the texts, I can pick up the salient schematic structure of the given genre through the teacher's explicit analysis of these features.					
12.	When I explore the texts, I can realize that each genre has different writing conventional rules.					
13.	When I explore the texts, I can realize that these conventional rules of writing differ from culture to culture.					



No.	Students' Responses	Degree of Attitudes				
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
14.	When I explore the texts, I think that conforming to the conventional rules of a particular genre is very important when writing.					
15.	When I explore the texts, I think that it is necessary and useful for my next writing stage.					
16.	I realize that the preparatory phases such as researching from many resources (internet, textbook, newspaper, teachers, and peers) are very important and necessary for constructing an effective genre.					
17.	I am able to use specific aspects of narrative genre (orientation, complication, resolution, coda) that teacher has demonstrated to outline my writing.					
18.	I am able to use strategies that teacher has demonstrated (social purposes, language features and schematic structure of a particular genre).					
19.	Teacher's demonstration of writing stage can be necessary and useful for my next writing stage.					
20.	I make an outline before starting my first draft.					
21.	I will write my first draft by using graphic organizers.					
22.	I like the class conference because I am able to correct my writing tasks from teacher's feedback.					
23.	I like the class conference because I am able to correct my writing tasks from peers' feedback.					
24.	I will write many drafts based on teacher and peers feedback.					
25.	The constructive peers' feedbacks towards my first drafts improve my second drafts.					
26.	When I give feedback towards my friends' drafts, I can review the knowledge of the genre and realize my mistakes (if possible) in my own texts.					
27.	Teacher's feedbacks can help me recognize my essays in terms of (content, ideas, organization, vocabulary and convention)					
28.	My final essays are much better improved after being given feedbacks and corrections by my friends and teacher.					
29.	The stages of writing process (drafting, revising, editing) is necessary and useful for learning to write any other essays.					
30.	I like the small group discussion because I can better understand the elements of my writing (content, ideas, organization, vocabulary and convention).					
31.	I like the class conference because I am able to correct my writing tasks from peers' feedback.					



No.	Students' choices	Degree of Attitudes				
		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
32.	The narrative genre is suitable for my learning English in secondary level.					
33.	The narrative genre is suitable for my learning English in the near future.					
34.	The narrative genre is interesting to my learning English in secondary level.					
35.	The narrative genre is suitable for my current English level.					
36.	The narrative genre is suitable for my age.					
37.	The narrative genre stimulates me to learn to write.					

(adapted from Luu Trong Tuan, 2011)



Appendix 4  
The students' score in pre-test

Students' score (pre-test)							
st.no.	content	organization	sentence	vocabularies	convention	sum	total
1	2	2	2	2	2	10	25
2	2	1	2	1	2	8	25
3	2	2	2	2	2	10	25
4	2	2	2	2	1	9	25
5	2	3	2	2	2	11	25
6	2	2	2	2	1	9	25
7	3	2	2	2	3	12	25
8	2	2	2	2	1	9	25
9	3	2	2	2	2	11	25
10	2	2	2	2	1	9	25
11	2	2	2	1	2	9	25
12	2	2	2	1	2	9	25
13	2	2	2	2	2	10	25
14	2	2	2	2	1	9	25
15	2	2	2	2	1	9	25
16	2	3	3	2	2	12	25
17	2	2	2	2	2	10	25
18	2	2	2	2	2	10	25
19	2	2	2	2	1	9	25
20	2	2	2	2	2	10	25
21	2	2	2	2	2	10	25
22	3	2	2	2	2	11	25
23	3	2	2	2	2	11	25
24	2	2	2	2	3	11	25
25	2	2	2	2	1	9	25
26	2	2	2	2	2	10	25
27	2	2	2	2	2	10	25
28	2	2	2	2	3	11	25
29	2	2	2	2	2	10	25
30	3	3	3	2	3	14	25
						sum=302	
						total=750	
						$\bar{X}=10.06$	
	$\bar{X}=2.16$	$\bar{X}=2.06$	$\bar{X}=2.06$	$\bar{X}=1.9$	$\bar{X}=1.8$		
N=30							





## Appendix-5

### Sample of reading texts (Model text)

#### The Ant and the Grasshopper

*In a field one summers' day, Grasshopper was hopping about, chirping and singing to his heart's content. Ant passed by, carrying along a stalk of wheat, which he was taking to his home.*

*Grasshopper saw Ant's great effort and said: "Why not come and chat with me, instead of working so hard all day long? We can dance and play together."*

*Ant answered: "I am working to gather and save food for the winter. I suggest you to do the same."*

*"Why bother about winter?' asked Grasshopper. "We have plenty of food at present. Let's have some fun. Don't be so foolish and waste your time working." But Ant went on its way and continued its work.*

*When the winter came, Grasshopper had no food. In fact, he was starving and cold. He passed Ant's home, looked inside, and saw Ant eating some wheat. Ant had all the wheat that he had collected and stored in summer. Ant was not hungry because he had gathered enough food to survive the winter. He was resting and enjoying his food snug in his home.*

*Grasshopper asked Ant for some food. He said that he was cold and hungry. Ant replied, " You didn't work this summer. You sang and dance. You didn't follow my advice. You called me foolish. So now it is my turn to call you foolish."*

*Then the Grasshopper know: "It is best to prepare for the days of necessity."*

*(Excerpted from " Upstream 5 Student book : P. 42 by Virgina Evans and Jenny Dooley : 2012)*



## Appendix -6

### Model Text

.....

“ I’ve been cycling in the Rockies for almost six weeks now. I’ve seen some amazing countryside and met a lot of people- everybody’s so friendly outside of the big cities!  
I’ve been having a wonderful time, but I’ve had one or two weird experiences as well.”

Exercise 1 : Read the introduction to Katie’s travel journal and answer the questions.

- a. Where is she?
- b. How long has she been on the road?
- c. Has anything unusual happened?

Exercise 2 : Number Katie’s story in order. Then check the answer with pairs and whole class.

a..... At first I didn’t pay any attention, but after a while I heard the noise again. So I looked out in the window and saw a bear! I was terrified!

b..... Gradually I plucked up the courage to get my cell phone from my backpack. Suddenly, the door opened and the bear came into the cabin.

C..... In the end, I went to the party, but I left the park the very next day.

d..... He explained that they were having a fancy dress party later that night, and he invited me to go!

e..... I didn’t know what to do, so I just sat frozen behind the door. In mean time, I could notice the bear shuffling around outside the door.

f..... One day, while I was staying in a cabin in the Rockies, I felt a strange noise outside the cabin.

g..... The bear was now standing up with its head under its arm. At that time I wasn’t scared anymore, just very confused. At last I realized that it wasn’t the bear at all, but another camper dressed in a costume.

h..... At that point I was hysterical. I threw my cell phone at the bear and its head and fell off! When I saw that, I screamed, but then I heard someone laughing.

Exercise 4 : Answer the questions.

- a. Where was Katie staying?
- b. How did she react when she first heard the noise?



- c. What was the bear doing while Katie was sitting behind the door?
- d. When did Katie get hysterical?
- e. When did she stop being scared?

Exercise 5 : Copy and complete the chart. In which part of a story the linkers usually appear ?

*At first in the mean time after a while one day in the end at last later that night by that time the next day at that point the following week a few days later initially a few days passed*

<i>beginning</i>	<i>middle</i>	<i>end</i>

Exercise 6 : Complete the anecdote with appropriate linkers.

(a)....., while I was travelling around Australia last year, I had a really scary experience. I wanted to try surfing, so I went to the beach and rented a board.

(b)....., it was easy, but

(c)....., the waves started getting much bigger. (d)..... I decided to go back to shore, but suddenly a huge wave broke right on top of me. I was underwater for what seemed like hours. (e) ..... I was sure I was going to drown. But gradually my board pulled me to the surface. I was able to breathe again! Then some other surfers helped me back to shore.

(f).....I was safe! I was pretty shaken up, but (g).....I went out surfing again!

Exercise 7 : Write a travel anecdote.

Exercise 8: Work in pairs. Read each other's stories and take notes. Then retell the story to another student.



## Appendix - 7

### Model text

.....

It was windy when I set off for the air port last Monday morning. The Sky was full of dark clouds and soon it started raining heavily. What a great way to start a holiday!

While I was driving to the airport, the storm got worse. Suddenly, a huge flash of lighting struck a tree. It came crashing down just metres in front of my car. The fallen tree completely blocked the road, so I was stuck. I tried to call the emergency services on my mobile, but the line was dead.

I was positive that I'd miss my plane, so I turned on the radio and tried to get used to the idea. Soon there was a loud knock at the window. To my surprise, it was a young man in leather clothes. "Need a ride" he said. My plane was leaving in an hour so I didn't think twice. I grabbed my bags climbed carefully onto the motorcycle and shouted urgently, "to the airport, please!"

It was my first on a motorcycle so I was terrified. The young man drove so fast that *I kept my eyes tightly shut on the way. Suddenly, the motorcycle came to a halt. "We are here" he said. I looked at my watch and saw that I was just in time for my flight. The young man wished me a nice trip, then quickly sped away.*

*As soon as my plane took off, I breathed a huge sigh of relieve. I could now relax and enjoy my holiday.*

.....

*(Excerpted from " Upstream 5 Student book : P. 46 by Virginia Evans and Jenny Dooley : 2012)*



Appendix 8

**Worksheet for Personal Narrative Writing( draft 1)**

Student's name : ..... Class : ..... Code : .....

### Writing prompts :

- The school magazine is having a short story competition.
- The story should be entitled : “ A holiday When Everything Went wrong”
- Read the rubric, underline the key words, then plan your writing.
- Write the story based on your own personal experience or any other person. The story should include 250-300 words length in the paragraph.
- Before your start writing , think about :

**Theme :** What will your story be about?

**Main character** : Who are you? What are you like?

**Setting :** Where does your story take place?

**Problem :** What is the problem you face? Do other characters help you solve it? What do you do to solve the problem?

**Resolution** : What happen in the end? How do you feel?

[illegible]

## **Appendix -9**

### **Model Text**

.....

#### **The Unforgotten Honeymoon with Big Bear**

It was a wonderful week to camp in the great outdoors, even if some of their friends thought it was a strange way to honeymoon. Trudy and Jeff were looking forward to their week at Great Smoky Mountains National Park in Tennessee. Little did they know what a learning experience this trip would be. Oftentimes people do not follow simple directions. However, these campers learned just how important following directions can be.

After a scenic drive through the glorious mountains, Trudy and Jeff arrived at the camping area. A ranger at the booth handed them a map and asked, “Have you ever camped with us before?”

“A better question would be if we ever camped before,” Jerry answered wryly.

“You’ll be fine. Just remember, this isn’t a hotel. We do have bears and other animals in the area, so lock your food up in the car,” said the ranger as he handed them a lists of Do’s and Don’ts.

Exhausted from their first attempt at setting up a campsite, Trudy and Jeff crawled inside the tent that evening, giggling and whispering to each other. They doused the light inside the tent and ignored the world outside the canvas. The ranger’s list was left lying on the tent floor.

Just before sunrise, Jerry was awakened by the sounds of metal ripping. He quietly slipped out of the tent. A fully grown black bear was sitting on their picnic table busily prying the lid off the cooler they neglected to store in the car the night before. Finding the pound of bacon he prized, the bear leaned back on his hind haunches and began to devour the bacon. Jerry started screaming at the bear, “Get out of here! What do you think you’re doing?”

By this point, most of the other campers had exited their own tents and watched the scene unfold. The bear was not amused by Jerry’s threatening, especially with the remainder of the bacon at stake. The black bear stood on top of the picnic table to his full height. While the bear actually stood only four feet tall, the extra height of the table



caused him to loom over Jerry's head. The bear suddenly fell forward, striking the table with his full weight and snarled. The table moaned in response.

Much more quickly than anyone anticipated, the bear reached out his huge, menacing paw towards Jerry. Fear leapt into Jerry's eyes as he turned and ran back into his tent. Zip! closed the zipper.

Now, one can only imagine how much time passed before Jerry and Trudy realized the futility of his preventive actions. How was a flimsy flap of canvas going to stop a full-sized, angry bear?

Fortunately, the bear was much more interested in the left-over bacon than in Jerry and Trudy. The bear cautiously turned around, climbed back on top of the table, and continued to eat his early breakfast. He carefully examined the remaining contents of the cooler. Finding nothing else as delectable as the bacon, the bear jumped off the picnic table, grunted, licked his paws and mouth, and then lumbered off into the deeper woods that surrounded the campground.

The audience that had gathered applauded spontaneously, and then slowly returned to their campsites, shaking their heads in disbelief. Meanwhile, inside the thin canvas tent, Trudy and Jeff had lit their lantern and were carefully studying the items listed on the Do's and Don'ts list. The rest of their trip was blissfully peaceful as they made sure to follow all the rules at the campsite.

.....

(adopted from [www.easyliteracy.com/narrativeessay.ppt](http://www.easyliteracy.com/narrativeessay.ppt) , Copyright 2007 by Catherine Wishart. All rights reserved )



## Appendix 10

### Teaching Materials of Narrative writing Unit

.....

Have you read a good story lately? What did you like about it? Readers enjoy a good story when it is told well. When you write a narrative paragraph, you tell a story. The information in this unit will help you write a good narrative paragraph.

#### WHAT IS A NARRATIVE PARAGRAPH?

The narrative paragraph can be fun to write because you tell a story or relate an event. Narratives have a beginning, a middle, and an end. Any time you go to a movie or read a fiction book, you are looking at a narrative. Narrative paragraphs often describe events from the writer's life.

A narrative paragraph is central to tell a story gives background information in the opening sentence(s). In narrative paragraph, it is needed to include a beginning, middle, and an end. It usually entertains and informs the readers.

The topic sentence of a narrative paragraph-usually the first sentence-gives background information about the action that is going to happen in the story. The background sentence is not usually the beginning of the story-it sets up the story.

#### **Beginning, Middle, and End**

Every narrative paragraph has a beginning, middle, and an end. Read this example and study the questions and answers.

<b>Background of story (topic sentence)</b> <b>Beginning of story</b>	I never thought I could do it, but I finally conquered my fear of public speaking. My English teacher gave the assignment (to speak for three minutes in front of my class) at the beginning of the semester and I worried about it for two months. I have always been afraid of making a speech in public. I wrote all of my ideas on note cards. I practiced my speech with my notes in front of a mirror, in front of my dog, and in front of my husband. Would I be able to make my speech in front of my class?
<b>Middle of story</b>	When the day of my speech came, I was ready. As I reached the podium, I looked at my audience and smiled. Then I looked down at my note cards. At that moment, I realized that I had the wrong information. These were the notes for my biology test, not the information about my speech! I closed my eyes and took a deep breath. Suddenly, I began the speech. To my surprise, the words flowed from my mouth.
<b>End of story</b>	Three minutes later, it was over. Everyone applauded my speech that day, and I left the podium feeling like a winner.

(excerpted from <http://www.cmapspublic.us>)





The first sentence in the paragraph – the topic sentence – gives background information about the story. The writer introduces the characters and prepares readers for the action that will come. This sentence is the beginning of the paragraph, but it is not usually the beginning of the story.

1. The main character in the paragraph is “I”. What will the story be about?

.....  
 .....

The main action begins after the topic sentence. Not all narratives contain action. They may be about a problem or a conflict.

2. What is the beginning of the main action or problem in this narrative paragraph?

.....  
 .....

After the beginning part, you will find the middle part of the story. This is where the main action or problem occurs.

3. What was the main action or problem? What happened?

.....  
 .....

The end of the story gives the final action or result. If there is a problem or conflict in the story, the solution is presented here.

4. Does the story have a happy or a sad ending? Does the author learned anything from this experience?

.....  
 .....





Worksheet-2  
**Model Writing( Verb tense consistency)**

Read the paragraph. Then underline the past-tense verb.

**My Macy's Nightmare**

I will never forget the first time I got lost in New York City. I was traveling with my parents during summer vacation. We were in Macy's department store, and I was so excited to see such a huge place. Suddenly, I turned around to ask my mom something, but she was gone! I began crying and screaming at the top of my lungs. A salesclerk came up to me and asked if I was okay. She got on the public address (P.A.) system and notified the customers that a little boy with blue jeans and a red cap was lost. Two minutes later my mom and dad came running toward me. We all cried and hugged each other. Every time that I see a Macy's, I am reminded of that terrified boy.

(Excerpted from [http:// www.cmapspublic.ihmc.us](http://www.cmapspublic.ihmc.us))

1. What is the topic sentence of this paragraph?

.....  
 .....

2. Where does the story happen?

.....  
 .....

3. How old do you think the boy was?

.....  
 .....

4. What is the beginning of the story? (Circle one.)

- a. He was in a large New York department store.  
 b. He got separated from his parents.

5. What is the middle of the story? (Circle one.)

- a. He screamed and cried.  
 b. He got separated from his parents.

6. What is the end of the story? (Circle one.)

- a. His parents found him.  
 b. The size of the store excited him.

7. What is the writer's purpose for writing this paragraph?

.....  
 .....



Worksheet-3  
Model Writing

.....  
**Friday Night Disaster**

My most embarrassing moment happened when I was working in a Mexican restaurant. I was a hostess working on a busy Friday night. As usual, I was wearing a blouse and a long Mexican skirt. While I was taking some menus to a table, one of the waiters accidentally stepped on the hem of my skirt. This made my skirt come off.

However, I did not feel it fall off, and I walked through the whole dining room in my slip. Almost every customer in the restaurant saw me without my skirt on! I was so embarrassed by the event that I had a hard time showing my face there the next day. (Excerpted from [http:// www.cmapspublic.ihmc.us](http://www.cmapspublic.ihmc.us))

1. What is the topic sentence?

.....

2. Why was the writer embarrassed?

.....

3. What is the beginning of the story? (Circle one.)

- a. She was embarrassed.
- b. She was working in a restaurant.

4. What is the middle of the story? (Circle one)

- a. Her skirt fell off.
- b. She was working in a restaurant.

5. What is the end of the story? (Circle one choice.)

- a. She was embarrassed because the customers saw her without a skirt.
- b. She quit her job.

6. What's the writer's purpose for writing this story?

.....  
.....



Worksheet-4  
**Model Writing (correct verb tenses)**

.....  
Read the following narrative paragraph. Underline all the verbs. Then make corrections so that all the verbs are in the past tense.

**My First Job**

The happiest day of my life is when I get my first job last year. After college, I try and try for six months to get work with an advertising firm, but my luck is bad. Finally, one day while I was eating a sandwich in a downtown coffee shop, my luck will begin to change. A young woman who was sitting next to me asks if she could read my newspaper.

I say okay, and we start talking. She begins to tell me that she is an executive in a huge advertising company and is looking for an assistant. I will tell her that I am very interested in mass communications and study it for four years at the university. She gives me her business card, and within one week, I am her administrative assistant. It is the best lunch of my life!

(Excerpted from [http:// www.cmapspublic.ihmc.us](http://www.cmapspublic.ihmc.us))



## Worksheet-5

**Model Writing (Editing narrative paragraph)**

.....

Read the teacher's comments and the narrative paragraphs. Match the teacher's comments to the corrections needed in the paragraphs. Write the number on the line at the end of the paragraph.

Teacher's comment

1. Your first sentence is too specific to be a topic sentence. Who is "her"? Your topic sentence should tell the reader what the paragraph is going to be about.
2. Be careful of the verbs. They jump from the present to the past tense.
3. Your paragraph is excellent. The topic sentence sets up the rest of the paragraph very nicely. You also use good supporting sentences and correct verbs.
4. Your paragraph is good. However, you did not indent the first line of your paragraph. Be careful with correct paragraph form.
5. This is not a narrative paragraph-it is a descriptive one. Follow directions more carefully.

**An Unfortunate Family Dinner (A)**

My family and I went to her house almost every Sunday, but this one time her food almost made me sick. When I sat down at the table, she put some food on my plate. It looked like an old fishing net. I asked her what kind of food it was, but she just said that it was healthy and tasty. I looked around the table and saw that everyone else was eating, even my little brother. Without thinking about it, I put some of the reddish brown food in my mouth. Two seconds later I ran into the bathroom and spit everything out. It was the most terrible stuff I had ever eaten! Later that night my grandmother told me what the food was: fried tripe and cow tongue.

(Excerpted from <http://www.cmapspublic.ihmc.us>)

\_\_\_\_\_ Teacher's comment



### **Brandy's Luck (B)**

I will never forget an awful experience that almost took my favorite dog Brandy's life. I always played with Brandy in our front yard every day after school. One day while we were playing, Brandy saw a cat on the other side of the street. She did what any normal dog would do; she started to run across the street to get the cat. I screamed for her to come back, but she did not listen. Suddenly, a car appeared and hit her. The driver of the car was very nice and immediately took Brandy to the neighborhood veterinarian. The vet had to operate on Brandy's leg and put her leg in a cast. When my dog finally returned home, she was almost as good as new. From that day, she never left our front yard again.

(Excerpted from [http:// www.cmapspublic.ihmc.us](http://www.cmapspublic.ihmc.us))

\_\_\_\_\_ Teacher's comment

### **My favourite place (C)**

My bedroom is small but comfortable. The walls are covered with posters and banners of my favorite sports teams. On the left side, there is a twin bed that I have had since I was ten years old. Next to the bed is my dresser. It is blue and white with gold knobs. Beside the dresser is my bookshelf, which holds most of my schoolbooks, dictionaries, and Kurt Vonnegut novels. Across from the bookshelf, you can see my closet. It is too small to hold all my clothes, so some of my stuff has permanent residence on my chair. The clothes get wrinkled there, but I do not mind. My mom does not like it that my room is so messy, so one of these days I am going to clean it up and make her happy.

(Excerpted from [http:// www.cmapspublic.ihmc.us](http://www.cmapspublic.ihmc.us))

\_\_\_\_\_ Teacher's comment

### **A Travel Nightmare (D)**

When I decided to travel across Europe with a backpack, I did not think I would meet the local police. My best friend and I were sitting in Frankfurt on a train bound for Paris when the nightmare began. A young man comes to the window of the train and asks me what time the train leaves. It took us only ten seconds to open the window and answer him. When we turned away from the window and sat down in our seats, we noticed that our backpacks were missing. Quickly, we got off the train and went to the police headquarters inside the station. We explained what happened. The police officers did not look surprised. They say it is a common way of stealing bags. One person stays outside the train and asks a passenger for help or information. While the passenger is talking to this person, someone else comes quietly into the train car and steals bags, purses, or other valuables. The "team players" are so good at it that they can steal what they want in less than three seconds. The police officers tell us that there is really nothing we can do, but they suggest that we look through the garbage cans and hope that the robbers took only our money and threw our passports and bags away. We looked and looked, but we never found our bags. The next morning we were not in Paris; we were at our embassy in Frankfurt, waiting for duplicate passports.

(Excerpted from [http:// www.cmapspublic.ihmc.us](http://www.cmapspublic.ihmc.us))

\_\_\_\_\_ Teacher comment



**The trick that failed (E)**

Twin brothers Freddie and Felix often played tricks at school, but one day they went too far. On that day, they decided to try to cheat on a French exam. Freddie was very good at learning languages and was always the best student in both Spanish and French. Felix, however, excelled in mathematics. He was not interested in languages at all. When Felix discovered that he had to take a standardized exam in French, he asked his brother for help. The day of Felix's test, they met in the boys' restroom during lunch and switched clothes. Freddie went to his brother's French class and took the test for him. Meanwhile, Felix followed Freddie's schedule. After school, the twins laughed about their trick and headed home. As they entered the house, their mother called them into the kitchen. She was furious! She had received a phone call from the school principal. The French teacher had found out about the trick! "How did he know?" cried Felix. "Easily," replied his mother. "Everyone at the school knows that one obvious difference between you and your brother is that you are right-handed and Freddie is left-handed. While the French teacher was grading the tests, he noticed that the check marks on the test were made by a left-handed person." Felix and Freddie got into a lot of trouble that day, but they learned a valuable lesson-and they never cheated again. (Excerpted from [http:// www.cmapspublic.ihmc.us](http://www.cmapspublic.ihmc.us))

\_\_\_\_\_Teacher comment





## Appendix - 11

### Sample of modeling text for Narrative Writing

Text structure	The Snake	Language features
Orientation introduces characters in a setting	In the holidays a few years ago we went to Hawks Nest. We stayed in a house that was opposite a long, white beach with a lot of sand dunes. As we all know they are great to slide down.	Use of word families to build information, eg beach, sand dunes, bushes
Initial complication	My brother Chris and I went walking on the beach one sunny day, and we found a little cubby out of overgrown bushes. We went in to get away from the sun and we noticed at one end there was a slippery dip. First Chris tried it out and slid down and soon came back up saying that it was safe, and it was great fun. I didn't trust him, (not that I ever do) but still I slid down.	Use action verbs, eg found , went, slid Use of past tense eg found , went, slid
Complication includes evaluation	When I came back Chris was standing as if he was frozen. I said, "Come on Chris, have another slide it's great fun." He still didn't move. So I said, "Come on Chris haven't you had any exercise?"	Use of reported speech, eg saying that it was safe Use of quoted speech, eg I said,"Come on..." Use of saying verbs, eg said saying
Resolution	Then I went for another slide, but I was frozen too because I saw what he had seen. It was a long snake and it was heading for me. I looked at Chris and he made a rustling sound of wind in the bushes. It worked and the snake stopped and headed for Chris. I didn't waste a second and dived down the slide. As soon as I did the snake headed straight back to the bushes. Then Chris dived down, but slammed into my head as I was stuck half way down. This jolt freed me and gave me a very sore head. We never went anywhere near that cubby again.	Use of thinking verb, eg trust Beginning focus of clause(theme) is often "we" or "I" thus focusing readers' attention on main characters Use of variety of time conjunctions to sequence events, eg first, when, then
Coda		Use of compound , complex sentences, eg My brother Chris and I went walking on the beach one sunny day and we found...(compound), When I came back Chris was standing as if he was frozen ( complex)



## Appendix 12

### Modeling Text

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#### **The Smartest Parrot**

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt (feel) excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried(try) to teach the bird to say Catano however the bird kept(keep) not saying the word.

At the first, the man was very nice to the bird but then he got very angry. “You stupid bird!” pointed the man to the parrot. “Why can’t you say the word? Say Catano! Or I will kill you” the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; “Say Catano or I’ll kill you”. The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner “You are as stupid as the chickens. Just stay with them” said the man angrily. Then he continued to humble; “You know, I will cut the chicken for my meal. Next, it will be your turn, I will eat you too, stupid parrot”. After that he left (leave) the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; “Say Catano or I’ll kill you”.

---

( Adopted from: <http://abdaboy.blogspot.com>)



**Appendix 13**  
**Table 4 The Students' Score in the cycle-1**

Students' score (cycle-1)							
st.no.	content	organization	sentence	vocabularies	convention	sum	total
1	4	3	4	3	4	18	25
2	3	2	3	3	3	14	25
3	4	4	4	4	3	19	25
4	4	3	3	3	3	16	25
5	4	3	3	3	3	16	25
6	4	3	3	3	4	17	25
7	4	3	3	3	4	17	25
8	4	4	3	3	2	16	25
9	4	3	3	3	4	17	25
10	3	3	3	3	3	15	25
11	3	3	4	3	3	16	25
12	4	3	4	3	4	18	25
13	4	3	4	3	3	17	25
14	3	3	3	3	3	15	25
15	3	3	3	3	3	15	25
16	3	2	3	3	3	14	25
17	4	4	4	3	4	19	25
18	4	4	4	3	4	19	25
19	4	4	3	3	4	18	25
20	3	3	4	3	4	17	25
21	4	3	3	3	3	16	25
22	5	4	4	3	3	19	25
23	4	4	3	3	3	17	25
24	4	4	3	3	4	18	25
25	4	4	4	3	4	19	25
26	4	3	3	3	3	16	25
27	4	3	3	3	3	16	25
28	3	3	3	3	3	15	25
29	3	3	3	3	3	15	25
30	5	5	4	4	4	22	25
						sum=506	
						total=750	
						$\bar{X}=16.86$	
	$\bar{X}=3.76$	$\bar{X}=3.3$	$\bar{X}=3.36$	$\bar{X}=3.06$	$\bar{X}=3.36$		
N=30							



### Appendix 14

#### The students' score in cycle-2

Score(cycle-2)							
st.no.	content	organization	sentence	vocabularies	convention	sum	total
1	3	3	4	3	4	17	25
2	4	4	3	3	3	17	25
3	5	5	4	3	4	21	25
4	4	4	4	3	3	18	25
5	4	3	4	3	3	17	25
6	5	4	4	4	5	22	25
7	4	4	4	4	3	19	25
8	4	4	4	4	4	20	25
9	5	5	5	4	4	23	25
10	5	4	3	3	3	18	25
11	4	5	3	3	3	18	25
12	4	4	4	4	4	20	25
13	5	5	4	4	5	23	25
14	4	4	3	3	4	18	25
15	4	5	4	2	3	18	25
16	4	4	3	3	3	17	25
17	5	5	4	4	4	22	25
18	5	5	4	4	4	22	25
19	4	5	4	4	4	21	25
20	5	5	4	3	4	21	25
21	4	3	4	4	3	18	25
22	4	5	4	3	4	20	25
23	4	5	4	4	3	20	25
24	5	5	4	3	3	20	25
25	5	4	4	3	4	20	25
26	4	4	3	3	3	17	25
27	4	4	3	3	4	18	25
28	4	4	3	3	3	17	25
29	4	3	3	3	3	16	25
30	5	5	4	4	4	22	25
						sum=580	
						total=750	
	$\bar{X}=4.33$	$\bar{X}=4.33$	$\bar{X}=3.73$	$\bar{X}=3.36$	$\bar{X}=3.6$	$\bar{X}=19.33$	
N=30							



**Appendix 15**  
**The students' score in cycle-3**

Students' score(cycle-3)							
st.no.	content	organization	sentence	vocabularies	convention	sum	total
1	4	4	4	3	4	19	25
2	4	3	4	3	3	17	25
3	4	5	4	5	5	23	25
4	4	4	4	4	4	20	25
5	4	4	4	3	4	19	25
6	4	4	4	4	4	20	25
7	4	4	3	4	4	19	25
8	3	4	3	3	3	16	25
9	4	4	5	4	4	21	25
10	5	4	4	4	3	20	25
11	4	4	5	4	4	21	25
12	4	4	4	3	4	19	25
13	5	5	4	5	5	24	25
14	5	4	4	4	5	22	25
15	4	4	4	3	4	19	25
16	3	4	4	4	4	19	25
17	5	5	5	4	5	24	25
18	4	4	4	4	5	21	25
19	5	5	5	4	5	24	25
20	4	4	4	4	4	20	25
21	4	4	4	4	4	20	25
22	4	4	4	4	3	19	25
23	4	5	4	4	3	20	25
24	4	5	4	4	4	21	25
25	4	5	4	4	4	21	25
26	4	3	4	4	3	18	25
27	4	4	4	3	3	18	25
28	4	4	3	4	4	19	25
29	4	4	4	3	3	18	25
30	5	5	4	4	5	23	25
						sum=604	
	$\bar{X}=4.13$	$\bar{X}=4.20$	$\bar{X}=4.03$	$\bar{X}=3.7$	$\bar{X}=3.96$	total=750	
						x=20.02	
N=30							



## Appendix 16

### Reliability

\*\*\*\*\*Method 1(space saver) will be used for this analysis \*\*\*\*\*

—

#### RELIABILITY ANALYSIS - SCALE (ALPHA)

		Mean	Std Dev	Cases
1.	A1	4.1000	.8030	30.0
2.	A2	3.9333	.5833	30.0
3.	A3	3.9000	.8449	30.0
4.	A4	3.9667	.6149	30.0
5.	A5	4.1333	.7303	30.0
6.	A6	4.2333	.5040	30.0
7.	A7	4.0333	.4901	30.0
8.	A8	4.3333	.5467	30.0
9.	A9	4.2333	.5683	30.0
10.	A10	4.0667	.5833	30.0
11.	A11	4.1000	.5477	30.0
12.	A12	4.2667	.5208	30.0
13.	A13	4.1333	.6288	30.0
14.	A14	3.9667	.4138	30.0
15.	A15	4.2333	.5040	30.0
16.	A16	4.3667	.5561	30.0
17.	A17	4.0333	.6149	30.0
18.	A18	3.9333	.5833	30.0
19.	A19	4.0667	.3651	30.0
20.	A20	4.2000	.4068	30.0
21.	A21	4.2000	.4068	30.0
22.	A22	4.3333	.4795	30.0
23.	A23	3.4333	.9353	30.0
24.	A24	3.7667	.6261	30.0
25.	A25	3.9667	.7649	30.0
26.	A26	3.9667	.6687	30.0
27.	A27	4.3333	.6065	30.0
28.	A28	4.1667	.4611	30.0
29.	A29	4.2667	.4498	30.0
30.	A30	4.0000	.6948	30.0
31.	A31	3.7333	.7397	30.0
32.	A32	4.0667	.3651	30.0
33.	A33	4.1333	.4342	30.0
34.	A34	4.2333	.4302	30.0
35.	A35	4.0667	.4498	30.0
36.	A36	4.1667	.4611	30.0
37.	A37	4.3000	.6513	30.0

—



## R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   ( A L P H A )

## Item-total Statistics

		Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
A1	147.2667	119.5816	.5780	.9254	
A2	147.4333	121.4264	.6699	.9244	
A3	147.4667	117.0161	.6920	.9238	
A4	147.4000	120.5931	.6965	.9240	
A5	147.2333	119.0816	.6753	.9240	
A6	147.1333	127.3609	.2429	.9286	
A7	147.3333	124.5747	.5085	.9262	
A8	147.0333	124.7230	.4387	.9268	
A9	147.1333	122.3264	.6148	.9250	
A10	147.3000	123.5276	.5021	.9262	
A11	147.2667	123.9264	.5045	.9262	
A12	147.1000	124.4379	.4879	.9264	
A13	147.2333	121.5644	.6071	.9250	
A14	147.4000	126.2483	.4257	.9270	
A15	147.1333	124.9471	.4595	.9266	
A16	147.0000	123.4483	.5358	.9258	
A17	147.3333	121.7471	.6081	.9250	
A18	147.4333	121.7023	.6477	.9246	
A19	147.3000	127.5966	.3210	.9278	
A20	147.1667	126.9713	.3535	.9275	
A21	147.1667	126.6264	.3917	.9273	
A22	147.0333	127.9644	.2013	.9288	
A23	147.9333	114.8230	.7324	.9232	
A24	147.6000	121.4897	.6156	.9249	
A25	147.4000	117.7655	.7245	.9233	
A26	147.4000	119.6276	.7044	.9238	
A27	147.0333	123.6195	.4739	.9265	
A28	147.2000	125.6828	.4336	.9269	
A29	147.1000	127.1276	.3005	.9280	
A30	147.3667	122.5161	.4798	.9265	
A31	147.6333	120.9299	.5471	.9257	
A32	147.3000	126.6310	.4397	.9270	
A33	147.2333	129.2195	.0983	.9295	
A34	147.1333	129.7057	.0497	.9298	
A35	147.3000	126.4241	.3709	.9274	
A36	147.2000	128.5793	.1517	.9292	
A37	147.0667	124.3402	.3865	.9275	

—



## RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 30.0 N of Items = 37

Alpha = .9282





### Appendix 17

#### Editing symbols

.....

Symbols	explanation
cap	Capital letter
lc	Lowercase—word(s) incorrectly capitalised
p	Punctuation—incorrect or missing
sp	Spelling mistake
sv	Mistake in a agreement of subject and verb
^	Omission ( you have left something out )
frag	Sentence fragment ( correct by completed sentence)
ro	Run-on sentence ( insert period and capital or add comma and conjunctions)
vt	Incorrect verb tense
vf	Verb incorrect formed
modal	Incorrect use of formation of modal
cond	Incorrect use of formation of a conditional sentence
ss	Incorrect sentence structure
wo	Incorrect or awkward word or word order
conn	Incorrect or missing connector
pass	Incorrect formation or use of passive voice
wc	Wrong word choice
wf	Wrong word form
¶	Begin a new paragraph here (indent)

(Adapted from **Weaving It Together: Connecting Reading and writing 3rd Edition**: P. 207)



## Appendix 18

### Student's Sample Texts

.....

SUBJECT: ..... NO: ..... DATE: ..... / ..... / .....

A trip to Bangkok

Who : Annisa  
 Where : on the bus in Bangkok  
 When : about two years

Annisa to buy a bus ticket the station District Borabue To travel to Bangkok.

I was waiting for the bus. I arrived immediately and went to the bus to find a seat. I got the front seat. and waited until the bus was full of passengers.

The car began to move out of the station at approximately 09.30 The bus left to the moment and I slept the bus hour until went and restroom.

I got off the bus to go to the restroom. I finished my toilet and I went to buy a ticket for food and a drink I took a dining table seat.

I finished it up bus moved out of the station at about 13.30 P.m I want to go to the restroom. I went to the toilet seat on the tour bus.

I went into the restroom to do some something for my rest. I opened the restroom door still didn't open. I called it open it up. I was stuck in the restroom for about 20 minutes. I was shocked. Bus staff on the poles.

Solution or Resolution: Should be careful twice the restroom. This story can be used as a warning example.

Theme : Toilet accident.

Double A



## Appendix 19

## Student's Sample Texts

.....

○○○○

No.....

Date...../...../.....

Barriers to Camp

who: Rodchana

what: Camp.

where: Wang Ko.

The following events are recounted an incident that happened to myself. I was studying in the sixth grade that I was going to Camp at Wang Ko, Kosum, Chi River. That day was the day I was so excited. I and my friend were all talking about what to do to prepare. at my friend's home. We would put Pack the day. when evening we finished talking, we were leaving back home. We Prepared to go to the camp. when I got home I told my parents that I was going to camp at Wang Ko. they told me to prepare my self, but I thought it's time for the morning. By the morning, I hurried up the bag for travelling. I would leave it to the teacher.

I traveled to the beach at Wang Ko. when we had to travel long distances to come to training Camp, We had to play a different route. But the one that surprised me was "the Ghost." The Camp asked us what Crazy Ghost Ghost "Baveria", I was asked to ask the Ghost who went Crazy, jumped out to look terrible shock to us all ran together. A friend fell down. I ran with a friend the next step. But he was not much better. It is through them that we were ~~he was not much better.~~ It is tired of it when it come to training camp. we had to change clothes to play The activities.

I went to open my bag and see the change. It appeared that I forgot to bring a big towel, I knew I did. I didn't want to get from frind. I was the guest speaker at gathering called to play the activities. when we had all done with the lecture he gave us a bath dress. But I forgot to bring a towel



## Appendix 20

### Student's Sample Texts

.....

<small>© 2007 The Board of Secondary Education, Government of Maharashtra</small>	<div style="display: flex; justify-content: space-between;"> <div> <b>Title:</b> <u>curve</u> </div> <div> <b>Author:</b> _____         </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; padding-top: 10px;"> <div style="width: 45%;"> <p><b>Introduction or Exposition</b></p> <p><b>Setting:</b> WHO : Chotiros and Panida. Where : Nadun When : two years ago</p> </div> <div style="width: 50%; text-align: center;"> <p><b>Climax or Turning Point:</b> found the curve that is the crossroad.</p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="width: 45%;"> <p><b>Rising Action Events</b></p> <p>1 still don't want to get back to house.</p> <p>2 go to strange way.</p> <p>3 the crossroad.</p> <p>4 turns to the right.</p> <p>5 hopeless to go back home.</p> </div> <div style="width: 50%;"> <p><b>Falling Action Events</b></p> <p>1 turn to the right.</p> <p>2 get back to arrive at a house.</p> <p>3 _____</p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-end; padding-top: 10px;"> <div style="width: 45%;"> <p><b>Conflict:</b> go to the way that never to go to.</p> </div> <div style="width: 50%;"> <p><b>Solution or Resolution</b></p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-end; padding-top: 10px;"> <div style="width: 45%;"> <p><b>Theme:</b> Unfamiliar way to travel.</p> </div> <div style="width: 50%;"></div> </div>	<b>Name</b> _____  <small>C.006.SS2</small>  <small>Plot Plan</small>
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**Appendix 21**  
**The Students' Attitudes**

Item. No.	Students' responses	$\bar{X}$	S.D	Level of agreement
1.	I perceive the social purposes of the given texts by exploring its context.	4.10	.80	very satisfied
2.	I recognize the writer of the given texts by exploring its context.	3.93	.58	very satisfied
3.	I recognize the intended readers of the essay by exploring its context.	3.90	.84	very satisfied
4.	I explore the possible contexts of situation of the given texts.	3.96	.61	very satisfied
5.	I realize that the contextual factors can affect the production of the given texts.	4.13	.73	very satisfied
6.	I can recall my own prior experience that is similar to the given texts.	4.23	.50	very satisfied
7.	It is helpful for me to express my personal opinions or attitudes towards the given texts.	4.03	.49	very satisfied
8.	When I explore the context of texts, I think that it can help form ideas for my next writing stage.	4.33	.54	very satisfied
9.	When I explore the texts, I can realize how the information is structured in the given genre to reach the purposes, audiences, and content and text organization.	4.23	.56	very satisfied
10.	When I explore the texts, I can pick up the salient language features of the given genre through the teacher's explicit analysis of these features.	4.06	.58	very satisfied
11.	When I explore the texts, I can pick up the salient schematic structure of the given genre through the teacher's explicit analysis of these features.	4.10	.54	very satisfied
12.	When I explore the texts, I can realize that each genre has different writing conventional rules.	4.26	.52	very satisfied
13.	When I explore the texts, I can realize that these conventional rules of writing differ from culture to culture.	4.13	.62	very satisfied
14.	When I explore the texts, I think that conforming to the conventional rules of a particular genre is very important when writing.	3.96	.41	very satisfied
15.	When I explore the texts, I think that it is necessary and useful for my next writing stage.	4.23	.50	very satisfied
16.	I realize that the preparatory phases such as researching from many resources (internet,	4.36	.55	very satisfied



	textbook, newspaper, teachers, and peers) are very important and necessary for constructing an effective genre.			
17.	I am able to use specific aspects of narrative genre (orientation, complication, resolution, coda) that teacher has demonstrated to outline my writing.	4.03	.61	very satisfied
18.	I am able to use strategies that teacher has demonstrated (social purposes, language features and schematic structure of a particular genre).	3.93	.58	very satisfied
19.	Teacher's demonstration of writing stage can be necessary and useful for my next writing stage.	4.06	.36	very satisfied
20.	I make an outline before starting my first draft.	4.20	.40	very satisfied
21.	I will write my first draft by using graphic organizers.	4.20	.40	very satisfied
22.	I like the class conference because I am able to correct my writing tasks from teacher's feedback.	4.33	.47	very satisfied
23.	I like the class conference because I am able to correct my writing tasks from peers' feedback.	3.43	.93	average
24.	I will write many drafts based on teacher and peers feedback.	3.76	.62	very satisfied
25.	The constructive peers' feedbacks towards my first drafts improve my second drafts.	3.96	.76	very satisfied
26.	When I give feedback towards my friends' drafts, I can review the knowledge of the genre and realize my mistakes (if possible) in my own texts.	3.96	.66	very satisfied
27.	Teacher's feedbacks can help me recognize my essays in terms of (content, ideas, organization, vocabulary and convention)	4.33	.60	very satisfied
28.	My final essays are much better improved after being given feedbacks and corrections by my friends and teacher.	4.16	.46	very satisfied
29.	The stages of writing process (drafting, revising, editing) is necessary and useful for learning to write any other essays.	4.26	.44	very satisfied
30.	I like the small group discussion because I can better understand the elements of my writing (content, ideas, organization, vocabulary and convention).	4.00	.69	very satisfied
31.	I like the class conference because I am able to correct my writing tasks from peers' feedback.	3.73	.73	very satisfied
32.	The narrative genre is suitable for my learning English in secondary level.	4.06	.36	very satisfied
33.	The narrative genre is suitable for my learning English in the near future.	4.13	.43	very satisfied



34.	The narrative genre is interesting to my learning English in secondary level.	4.23	.43	very satisfied
35.	The narrative genre is suitable for my current English level.	4.06	.44	very satisfied
36.	The narrative genre is suitable for my age.	4.16	.46	very satisfied
37.	The narrative genre stimulates me to learn to write.	4.30	.65	very satisfied



## Appendix 22

### The students' score in cycle-2

Score(cycle-2)							
st.no.	content	organization	sentence	vocabularies	convention	sum	total
1	3	3	4	3	4	17	25
2	4	4	3	3	3	17	25
3	5	5	4	3	4	21	25
4	4	4	4	3	3	18	25
5	4	3	4	3	3	17	25
6	5	4	4	4	5	22	25
7	4	4	4	4	3	19	25
8	4	4	4	4	4	20	25
9	5	5	5	4	4	23	25
10	5	4	3	3	3	18	25
11	4	5	3	3	3	18	25
12	4	4	4	4	4	20	25
13	5	5	4	4	5	23	25
14	4	4	3	3	4	18	25
15	4	5	4	2	3	18	25
16	4	4	3	3	3	17	25
17	5	5	4	4	4	22	25
18	5	5	4	4	4	22	25
19	4	5	4	4	4	21	25
20	5	5	4	3	4	21	25
21	4	3	4	4	3	18	25
22	4	5	4	3	4	20	25
23	4	5	4	4	3	20	25
24	5	5	4	3	3	20	25
25	5	4	4	3	4	20	25
26	4	4	3	3	3	17	25
27	4	4	3	3	4	18	25
28	4	4	3	3	3	17	25
29	4	3	3	3	3	16	25
30	5	5	4	4	4	22	25
						sum=580	
						total=750	
	$\bar{X}=4.33$	$\bar{X}=4.33$	$\bar{X}=3.73$	$\bar{X}=3.36$	$\bar{X}=3.6$	$\bar{X}=19.33$	
N=30							





## **VITA**



## VITA

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