

**THE USE OF INDUCTIVE APPROACH TO ENHANCE TERTIARY
EDUCATION STUDENTS' LEXICO-GRAMMATICAL PATTERNS
IN BUSINESS NEWS WRITING ABILITY IN ENGLISH**

**BY
NAMONTRA KHAMHAENG POL**

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

September 2017

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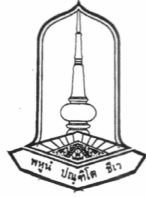
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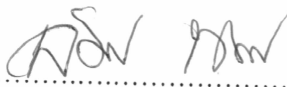

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The examining committee has unanimously approved this thesis, submitted by Ms. Namontra Khamhaengpol, as a partial fulfillment of the requirements for the Master of Education degree in English Language Teaching at Mahasarakham University.

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ACKNOWLEDGEMENTS

The thesis would not have been accomplished without the help from several people. I would like to extend my grateful thanks to many people who provided considerable encouragement and wholehearted support throughout my research study.

I would like to express my appreciation to my beloved advisor Dr. Anyarat Nattheeraphong, Dr. Intisarn Chaivasuk, Dr. Pimyupa Praphan, Asst.Prof.Dr.Ladawan Wattanaboot, and Dr. Pilanut Phusawisot for valuable suggestions, and devoting time to make a contribution to the success of my study.

I specifically would like to thank all experts who commented thoughtfully and constructively on many aspects of my instructional and research instruments.

I was very fortunate to have many friends within the Faculty of Humanities and Social Sciences. I thank them all for their being very supportive.

I am deeply indebted to Graduated School of Mahasarakham Univeristy.

Lastly, I would like to give a big thanks to my beloved second year students for their attention and cooperation.

Namontra Khamhaengpol



TITLE The Use of Inductive Approach to Enhance Tertiary Education
Students' Lexico-Grammatical Patterns in Business News Writing
Ability in English

AUTHOR Miss Namontra Khamhaengpol

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DEGREE M.Ed. **MAJOR** English Language Teaching

UNIVERSITY Mahasarakham University **DATE** 2017

ABSTRACT

The purposes of this study were to: 1) study the use of inductive approach to enhance students' lexico- grammatical patterns in business news writing ability in English and (2) to study the students' attitudes toward the use of an inductive approach to enhance students' lexico-grammatical pattern necessary for writing business news. This study was a one group pretest-posttest design. The subjects were second year students majoring in Business English at Rajabhat Maha Sarakham University in the second semester of the academic year 2016 selected by purposive sampling. The group consisted of seven male and 21 female students whose proficiency levels and socio-economic backgrounds vary greatly. The researcher was the teacher of the sample class. The duration of the study was ten weeks. The research instruments were divided into two types: instructional instruments and data collection instruments. Seven lesson plans were employed as instructional instruments. Data collection instruments were seven lesson plans, pretest and posttest score, teacher's diary, and students' attitude questionnaire. The data were analyzed using dependent sample t-test and content analysis.

The findings of the study showed that (1) the posttest mean scores on business news writing of 28 second year students were higher than the pretest mean scores at the significance level of .000, and (2) students rated the questionnaire items at the "strongly agree" level towards the use of inductive approach to enhance tertiary education students' lexico-grammatical patterns in business news writing ability in English students.



ชื่อเรื่อง	การใช้วิธีการอุปมานเพื่อสร้างเสริมการเขียนความรู้โครงสร้างไวยากรณ์ในการเขียนข่าวธุรกิจภาษาอังกฤษของนักศึกษาระดับปริญญาตรี
ผู้วิจัย	นางสาวณมนตรา คำแห่งพล
อาจารย์ที่ปรึกษา	อาจารย์ ดร.อัญญรัตน์ นาถธีระพงษ์
ปริญญา	กศ.ม. สาขาวิชา การสอนภาษาอังกฤษ
มหาวิทยาลัย	มหาวิทยาลัยมหาสารคาม ปีที่พิมพ์ 2560

บทคัดย่อ

การวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อพัฒนาทักษะด้านการเขียนข่าวธุรกิจของนักศึกษาระดับปริญญาตรีชั้นปีที่ 2 โดยการใช้วิธีการอุปมานเพื่อสร้างเสริมการเขียนความรู้โครงสร้างไวยากรณ์ในการเขียนข่าวธุรกิจภาษาอังกฤษ และศึกษาเจตคติของนักศึกษาระดับปริญญาตรีที่มีต่อการใช้วิธีการอุปมานเพื่อสร้างเสริมการเขียนความรู้โครงสร้างไวยากรณ์ในการเขียนข่าวธุรกิจภาษาอังกฤษ กลุ่มตัวอย่างประกอบด้วยนักศึกษาระดับปริญญาตรี ชั้นปีที่ 2 ภาคเรียนที่ 2 ปีการศึกษา 2559 สาขา ภาษาอังกฤษธุรกิจ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏมหาสารคาม จำนวน 28 ประกอบด้วยนักศึกษาชาย จำนวน 7 คน และนักศึกษาหญิงจำนวน 21 คน ซึ่งได้มาโดยวิธีการคัดเลือกแบบเจาะจง ดำเนินการทดลองตามแบบแผนการทดลองกลุ่มเดียวสอบก่อนสอบหลัง เป็นระยะเวลา 10 สัปดาห์

เครื่องมือที่ใช้ในการดำเนินงานวิจัยแบ่งเป็นสองประเภท คือ เครื่องมือที่ใช้สำหรับการเรียนการสอน ซึ่งประกอบด้วย แผนการเรียน จำนวน 7 แผน และเครื่องมือสำหรับเก็บข้อมูลประกอบไปด้วย แบบทดสอบการเขียนข่าวธุรกิจก่อนการเรียนและหลังการเรียน แบบบันทึกการสอนของครู และแบบสอบถามเจตคติต่อการใช้วิธีการอุปมานเพื่อสร้างเสริมการเขียนความรู้โครงสร้างไวยากรณ์ในการเขียนข่าวธุรกิจภาษาอังกฤษ สถิติที่ใช้ในการวิเคราะห์ข้อมูล คือ t-test และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า คะแนนเฉลี่ยจากแบบทดสอบการเขียนข่าวธุรกิจหลังเรียนของนักศึกษาระดับปริญญาตรีสูงกว่าคะแนนเฉลี่ยก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ .00 และนักศึกษาระดับปริญญาตรีมีเจตคติอยู่ที่ระดับ เห็นด้วยอย่างมาก ต่อการใช้วิธีการอุปมานเพื่อสร้างเสริมการเขียนความรู้โครงสร้างไวยากรณ์ในการเขียนข่าวธุรกิจภาษาอังกฤษ อาจกล่าวโดยสรุปว่า การใช้วิธีการอุปมานเพื่อสร้างเสริมการเขียนความรู้โครงสร้างไวยากรณ์ในการเขียนข่าวธุรกิจภาษาอังกฤษนั้น ช่วยพัฒนาทักษะการเขียนข่าวธุรกิจของนักศึกษาระดับปริญญาตรี แล้วยังก่อให้เกิดเจตคติที่ดีต่อวิธีการดังกล่าวอีกด้วย



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CHAPTER I

INTRODUCTION

Background of the study

English is regarded as the most powerful language for global communication among countries worldwide. It is the fastest-spreading language in human history, spoken at a useful by 1.75 billion people worldwide. As our world is continually being transformed, many fields experience changes in the importance or use of certain skills, this is particularly true in the field of educational with the English language now being a vital key of communication. Due to the wide use of this language, it is commonly used formally in many academic fields for instance business, tourism, and education. It is not surprising that the English language is becoming the most influential language in Thai education. Thai education emphasizes English as a second language and a foreign language (ESL/EFL). Consequently, English teaching has become one of the foundations courses in Thai education from kindergarten to post graduate study in order to enhance and develop student's potentiality in both communication and academic.

The ASEAN (Association of South East Asian Nations) Economic Community (AEC) will officially start at the end of 2018. ASEAN is a new community among ten countries that officially uses the English language for communication. The aim of this era is to continue cooperation among ASEAN member countries in the economic, social, cultural, technical, and particularly educational field. In order to achieve this aim a condition of mastering the English language must be met to minimize language barriers. Thus, the proficiency of the English language is an issue that we all should be concerned about for the year 2018.

Since Thailand will become a member of the AEC in 2018, the interest in English has been dramatically increasing. Due to the high competition among AEC countries, Thai students have been urged to improve their English skills to efficient levels in order to communicate with others. There is a lot of information that a person can acquaint from all business related news or media. A person working within the field of business should always be vigilant of movements within the market as well as the market's flow. In addition in the era of the AEC, business news facilitates Thai



people with updates, knowledge and events in association with both international and Thai business. There is always an imperativeness of business news in one's life. It is thanks to these forms of news media that a bridge of knowledge has been formed, allowing easy access to business related information. Presently, there are a lot of channels that we can get news, allowing people to review different perspectives before forming opinions or making decisions. However, it is inevitable that one must understand and master an important aspect of the news, "writing" (Hunnapa, 2011). Writing is considered as an output skill so as to transfer information from one source to a reader or audience. In a new era of information sharing between countries the skill of writing is a necessity.

It is generally agreed that English writing skills are the most difficult to master for foreign or second language learners. Writing is one of the important skills that language learners need to learn not only for their academic practice but also later on in their professional life. The difficulty is not only the need to generate and organize ideas using an appropriate choice of vocabulary, sentence structure, and paragraph organization but also to turn ideas into readable text. To be well versed in writing, it is not only grammatical rules that one has to be expert in, but also the quantity of vocabulary held within a person's long-memory. One of the language features in English that students inevitably encounter is the use of lexico-grammatical patterns. Lexico-grammatical patterns follow the principle that most words have their own grammar which can only be acquired through experience of its typical contextual pattern. It can also be said; the lexico grammatical pattern is to emphasize the interdependence between vocabulary (lexis) and syntax (grammar). Despite the fact that lexico-grammatical patterns are widely used in both communicative and academic context, some students are not aware of its importance. Learning lexico-grammatical patterns offers students information on how to combine words in ready-made expressions. Additionally learning to identify lexico-grammatical patterns constraint can guarantee straightforwardness of language used by non-native speakers.

Teaching of English grammar is extremely important, particularly for students who study English as a second language or English as a foreign language (ESL/EFL). Many believe that without knowing the grammatical rules of the language, one will not



be able to communicate well. Moreover, having a good grammar system of a language allows learners to more effectively deliver their ideas, messages and emotions to both listeners and readers. As a result, language without grammar would be disorganized and cause some communicative problems. To acquire English as a foreign language, grammar is necessary because it is applied in all sub-skills; despite its importance, many learners seem to have problems with grammatical structure. Students might not communicate effectively in English because they lack knowledge of grammatical structure and think that it is too difficult. The common explanation to why learners could not use grammar correctly in communication is that traditional language teaching failed to recognize that language is more than a grammatical system. It is unrealistic to think that knowing the grammatical system alone could be transmitted simply through presentation-practice to automatic production. Additionally, traditional teaching assumes that students learn in 'straight lines'-that is, starting from no knowledge, through highly restricted sentence-based utterances/practice and on to immediate production, contrasting with human learning assumptions which is often more random and convoluted.

With an increase in new understandings of grammar brought to light by many scholars and linguists, grammar teaching is no longer limited to the traditional style of teaching. The old teaching was once seen as fundamental in foreign language classrooms. Students were taught to produce correct sentences. In the old text books, the content started with the rules of language first. This type of teaching is called deductive teaching and was applied mostly to grammar translation methods. However, grammar teaching approaches have largely changed from deductive to inductive, because when students are taught through a deductive approach their attention is directed at the grammar rules rather than understanding the language.

The inductive approach was introduced after it was noted for its success in EFL/ESL classrooms and for being one of the most preferred approaches by language teachers due to its learner-centeredness. An inductive approach to English grammar teaching represents a different style of teaching where the new grammatical structures or rules are presented to the students in a real world language context. The inductive approach actively involves students in their grammar learning process, because they



have to formulate grammatical rules by themselves and to check, test and revise these rules. This opposes students receiving grammatical rules passively from their teachers without understanding the reasons behind them. It has been claimed that the inductive approach motivates students and promotes discovering individually preferred learning strategies. Moreover, the inductive approach is particularly effective for the acquisition of grammar and vocabulary because it helps learners to notice and retain lexico-grammatical usage patterns. This is made possible and achieved more effectively due to better engagement in deeper language processing.

During an interview at Rajabhat Maha Sarakham University, an English lecturer pointed out that the problematic issue for Thai students is writing. Students are used to writing with Thai sentence structures or by translating Thai sentences directly into English. The sentences created may not be grammatically correct and have inappropriate vocabulary. In other words, students understand the meaning of the word using a dictionary, but many times, they do not know how to use the word in a sentence. From the situation mentioned, the researcher realizes that students in the Business English major should be required to know how to write business news in English and to learn not only how to use correct grammatical forms but also how to use them in a meaningful and appropriate way. The best way is to find the most frequently used words in the English language and study the most frequently used lexico-grammatical patterns to solve these problems. Students are required to construct a meaningful sentence with appropriate lexico-grammatical patterns and practice by learning the word in isolation and through contextualized learning. This means that more beneficial and commonly used patterns can lead them to create grammatically correct sentences. Thus, this study strives to improve the English writing ability of students' in a business news context using an inductive approach to enhance lexico-Grammatical patterns.

In this research, lexico-grammatical patterns are adopted as a primary term throughout this study. The concept of inductive approach was adopted as a teaching strategy to enhance second year students' business news writing ability in English at the Faculty of Humanities and Social Sciences at Rajabhat Maha Sarakham University.



Purpose of the Research

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

1. The use of an inductive approach to enhance students' English writing ability in business news by using lexico- grammatical patterns.
2. Students' attitudes toward the use of an inductive approach to enhance student usage of lexico-grammatical patterns necessary for writing business news.

Research Questions

1. Can the use of an inductive approach enhance students' lexico-grammatical patterns?
2. What are students' attitudes toward the use of inductive approach to enhance students' lexico-grammatical patterns in English writing of business news?

Definition of terms

1. Inductive approach refers to the process that the instructor begins by presenting students with examples to analyze. The students use these examples to notice these patterns, and gain a conceptual understanding. Teacher then provides instruction or helps students learn on their own.

2. Lexico-grammatical patterns (LPGs) refer to a group of words that we usually use together. In this study, the researcher focuses on the lexico-grammatical patterns in English writing of business news. It is like a chunk of language that you can plug into a sentence.

3. Writing ability refers to students' writing performance that is geared upon through writing procedures, learning words in isolation and contextualization to fully and effectively communicate ideas and information based on English writing of business news.

Significance of the study

This research investigated the effectiveness of using an inductive approach to enhance students' use of lexico-grammatical patterns in English writing of business news. The findings of the study were beneficial to ESL/EFL undergraduate students



because they could learn to use appropriate vocabulary and write using the correct context within the field of business news.

This study helped undergraduate students enhance their lexico-grammatical patterns and business news vocabulary. Moreover, it provided information about student attitudes towards the use of an inductive approach to enhance students' knowledge of lexico-grammatical patterns in English writing of business news. Thus, it is believed that teachers who apply recommended lesson plans and approaches derived from the findings of this study can improve students' English writing ability in business news.

Scope of the study

The sampling group was 28 second year students majoring in Business English at Rajabhat Maha Sarakham University in the second semester of the 2016 academic year. The sample group had already passed the courses of Business English 1 and Business English 2. The group was selected using a purposive sampling method. The study period lasted for two months (two hours/week).

This part presented the overview of subsequent chapter. The research organized as in the following: Chapter II Review Literature and Conceptual Framework, Chapter III Research Methodology, Chapter IV Results, and Chapter V Discussion and Conclusion.



CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter outlines a general framework of lexico-grammatical patterns, inductive approach, and noticing theory. The general concept of business news writing theory is also introduced.

Lexico-Grammatical Patterns

Lexico grammatical patterns (LGPs) view lexicon and grammar as two inherently connected parts of a single entity, challenging the traditional wisdom of postulating separate domains of lexis and syntax (Sinclair, 1991, p. 104). Aston stated that every different word appears to have a distinctive collocation, colligation, semantic, pragmatic and generic association. Every word may have its own grammar which can only be acquired through experience of its typical contextual patterning.

LGP has its roots in functional grammar and is founded largely on the belief that grammar deals not only with forms but also with semantics (meaning) and pragmatics (context-appropriate use) (Halliday&Hasan, 1989). The discovery and incorporation of LGPs identified the significant structures in a given genre which benefited language teaching. The importance of this in English education is that it can facilitate both text recognition and production. Since the process of learning a language must be seen as the process of acquiring relevant patterns which codify the conventions of use of language in context, we assume that LGPs are part of these relevant units. As such, LGPs must be used as a basis for material design and curriculum development.

A previous study on LGPs in academic writing, by Chen and Baker (2010), compared the frequently-used word combinations in a corpus of published academic texts and two corpora of student academic writing (one L1, the other L2). They concluded that both in L1 and L2 corpora, formulaic expressions increase with writing proficiency. To simplify, the number of lexical bundles increases with advancing writing proficiency, which is the case both for the range of lexical bundles used (types) and the overall occurrence of LGPs. Another study conducted by researchers Francis and Johns (2012), contended that conducting concordance analyses of recurrent



collocation and colligational 1 patterns leads to the acquisition of more useful general grammatical rules and vocabulary.

However, there have been quite a few research publications introducing the use of lexico-grammatical patterns in language teaching (Aston, 2001), little empirical research has been conducted on the effectiveness of these approaches. Moreover, if we carefully examine the above research findings, they have shown the need for contextualized LGPs in grammar instruction and the useful role of vocabulary can play in context such as in teaching. Being rich in vocabulary, helps student acknowledge the strength of the relationships between vocabulary and grammar. Therefore, it is undeniable that LGPs are an essential tool to write efficiently.

From the review of the previous studies, most projects focus mainly on collocations and LGPs in academic writing. However, the results of these studies can lead to further studies in other aspects. Thus, this study focused on LGPs in English for specific purposes, specifically English for Business Purposes and conducted this study to provide practical recommendations for the undergraduate context. This study was conducted to examine whether the lexico- grammatical patterns were applicable and effective when concerning enhanced business news writing ability in the classroom.

Inductive approach

An inductive approach for English grammar teaching is an approach that can help students rediscover their subconscious knowledge of English grammar and bring it to consciousness. This is because grammar of a language is acquired through abstracting a set of grammatical rules from language data, rather than through imitation (Chomsky, 1986). An inductive approach is a much more student-centered approach and it makes use of a strategy known as ‘noticing’ in which the teacher would present the students with a variety of examples for a given concept without giving any preamble about how the concept is used. As students see how the concept is used, it is hoped that they notice how to determine or identify the grammar rule. At the end of such activities, the teacher asks students to explain the grammar rule as a final check that they understand the concept. The following figure is the concept of the inductive approach in teaching

proposed by William M.K. and Trochim.J in Research Methods Knowledge Base data base.

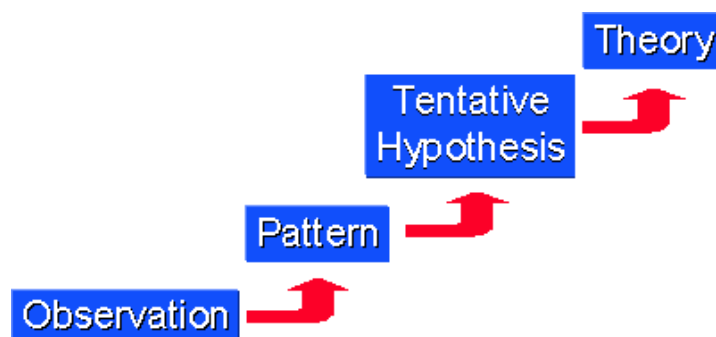


Figure 1 The Concept of An Inductive Approach

From a review of previous studies, results show the advantages of using an inductive approach for grammar instruction in the classroom. Seliger conducted a study in which the instructor presented the grammar rule at the end of the lesson (1975) and the finding revealed that students prefer learning with the inductive approach to the deductive approach. In other studies, the students were instructed to identify the rule on their own following the lesson (Robinson, 1996). Moreover, more recent studies show the effectiveness of an inductive approach being widely accepted in term of language teaching. Zhou Ke from California State University (2008) conducted a study on an inductive approach of English grammar teaching. The findings showed that the inductive approach actively involved students in their learning process. Students brought forward subconscious knowledge of English grammar and then rediscovered and established a set of conscious grammatical rules.

The conclusions of the aforementioned studies display the advantages of the inductive approach. The first advantage is that this approach involves students in their grammar learning process because they have to formulate grammatical rules by themselves. This allows them to check, test and revise these rules, rather than to receive them passively from their teachers without understanding the reasons behind them.

Drawing on previous studies, many programs and projects have focused on the use of inductive approach in grammatical instruction by making use of noticing how the

grammar is used. Thus, the present study aimed to improve students' business writing ability by using the inductive approach through LGPs. This study mainly examined how students acquire LGPs by using strategies designed to of notice such patterns in business news.

Noticing Theory

Noticing Theory is a concept in second language acquisition that was first proposed by Richard Schmidt in 1990. He stated that learners cannot learn grammatical features of a language unless they are able to notice them by themselves. However, only noticing such features does not necessarily work alone. In other words, learners do not automatically acquire language. The main purpose of noticing theory is to be an essential starting point for an individual's language acquisition. It is considered to be one degree of awareness. It refers to private experience which is brought about by drawing learners' selective attention to a certain linguistic form. Schmidt identifies three aspects of consciousness involved in language learning: awareness, intention and knowledge. According to Schmidt, the noticing hypothesis states that what learners notice from input is what becomes intake for learning. Moreover, Schmidt argues that noticing is necessary for input to become intake, thus, necessary for second language learning.

To help clarify Schmidt's hypothesis and the place of noticing in second language acquisition please refers to the following model, proposed by Ellis.

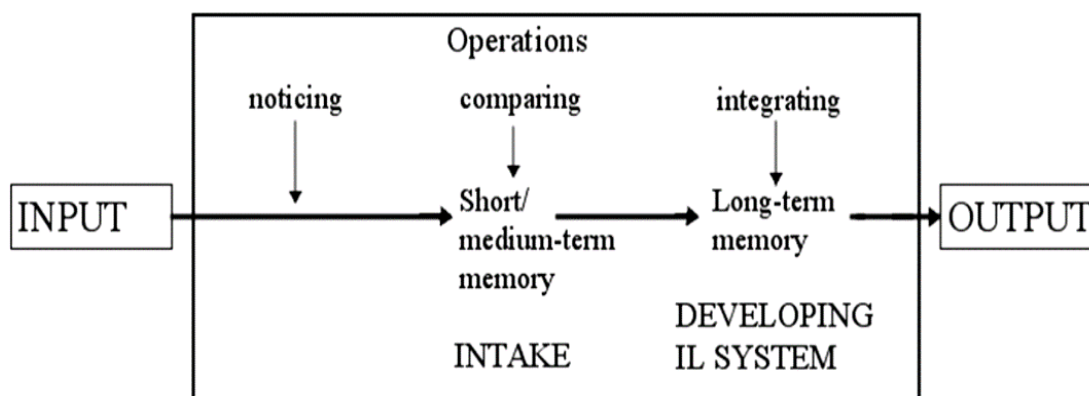


Figure 2 The Process of Learning Implicit Knowledge



Prior to discussing noticing theory and its role as an interface in language acquisition, it is necessary to briefly consider previous research on noticing theory. The study of Ellis (1994, 1997) points out that consciousness raising is only directed to explicit knowledge, with no expectation that learners use communicative output as a particular feature that has been brought to their attention through formal instruction. A language feature may become frequent due to repeated instruction or by way of used teaching materials. As such, when items appear more frequently in input, the likelihood that an item was noticed and integrated into the interlanguage system is increased (Schmidt, 1990). However, it is evident that only a limited amount of empirical research has been carried out in relation to the role of noticing within L2 acquisition. Fotos (1993) investigated the amount of noticing produced after consciousness was raised through teacher-fronted lessons and interactive, grammar problem-solving tasks aimed at adverb placement and relative clauses. The frequency of noticing target forms, a few weeks after two treatments was also compared with that of a control group. Fotos concluded from the results that both task performance and formal instruction were equally effective in promoting significant amounts of noticing. Additionally, he concluded that subjects went on to consequently notice those structures in later input while the level of noticing in the control group was minimal.

From the previous studies, researchers have found effective advantages of the noticing theory. Thus, this study chose to apply the concept of noticing theory which is recognized as an essential starting point for language acquisition. Students have to notice the LGPs in business news and multiple task exercises to get familiar with the LGPs and make use of them to enhance business news writing ability.

Writing step

Writing is a complex process that requires the author to be aware of and combine various components of language. The physical act of writing is fairly automatic for adult writers, particularly those who are second language learners (L2). It becomes a conscious process once more. However, there are many difficulties faced for L2 writers. The most problematic is that the influence of various factors in L1; for example, educational, social and cultural experiences affect students' writing ability.



The culture-specific nature of schemata, defines that mental structure represents knowledge of objects, events and situations that can lead to difficulties when students write in L2. Although the styles of writing in L1 have many differences from L2 writing, it still has a strong influence on L2 writing.

Thus, instructions used for teaching writing skills must take into consideration the influence of various factors. In this study, the researcher chose a writing step that consists of modeling, joint negotiation, and independent construction to improve students' writing ability in business news writing.

Modeling

In order to use a language well, learners should learn the rules of a language or know how they work. Hence, the researcher makes use of noticing concepts and adapts it to the step of modeling to make students familiar with the LGPs. This step is necessary for students who often rely heavily on their first language in order to clarify the differences between L1 writing and L2 writing.

Joint Negotiation

To allow students to achieve above satisfactory English writing ability of business news, both teachers and students have to plan together about what to do throughout the course. This step helps a teacher understand what is appropriate for a class based on the students' need and background knowledge. Moreover, students were enjoying the activities provided because they were a part of the design process for the activities during the course. The multiple activities and exercises provided for students improved students' understanding of the LGPs. At the same time, while students participated in activities and exercises, mistakes and errors might occur. By making mistakes and errors, students built their news knowledge to use the target language. This was stated by "Littlewood" that making errors during studies of the second language can be considered as a means of building learners' ability.

Independent Construction

To assess students' understanding of LGPs, students have to individually write their own paper on business news for their posttest score. Seven lesson plans, with multiple tasks in each were prepared for students to improve their writing ability. After



which, students used their newly acquired knowledge from the seven lessons to complete their final writing assessment.

In this study, the researcher employed a writing step to develop seven lesson plans and merged this with the concept of an inductive and teaching approach, to enhance students' English writing ability of business news.

News writing principle

5W1H (who, what, where, when, why, how) is a method of asking questions about a process or a problem taken up for improvement in news. Four of the W's (who, what, where, when) and the one H are used to comprehend details, analyze inferences and conclude judgment using the fundamental facts and guiding statements. The last W (why) is often asked five times so that one can drill down to get to the core of a problem.

Who

- Identify the characters in the writing and make a list of them.

What

- Identify the events or actions and make a list of them.

Where

- Identify all the places in the writing and make a list of them.

When

- Identify all the time factors in the reading and make a list of them.

Why

- Identify causes for events of actions and make a list of them.
- Draw connecting lines from the causes to effects on the characters, events, places, or times

How

- Identify the way events took place and make a list of them.
- Draw connecting lines between the way events took place and other factors



To study business news writing, students need to know the news organization which can be best achieved by using the 5W1H approach. For more understanding of news organizations and components, please review the inverted pyramid below concerning news writing.

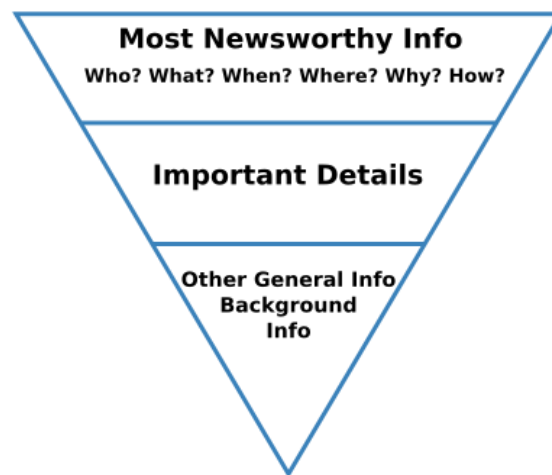


Figure 3 The Inverted Pyramid of News Writing

The inverted pyramid of news writing was derived by Brad Zomick, content marketing director. The Inverted Pyramid is known as front-loading, including all of the most important details which you hope to introduce within the first paragraph. The inverted pyramid writing style has its roots in traditional media, dating back to the time of the telegraph and early days of the newswire. The inverted pyramid was first used to report the death of Abraham Lincoln in 1865. To organize the news patterns, the most important information should be presented on the top, front or beginning. These days, it is common place for news releases and the press to use all newsworthy information first, followed by further details in order to diminishing importance. In this study, news writing theory is used to be a guideline for students to understand and writing style and techniques of news.



Conceptual Framework

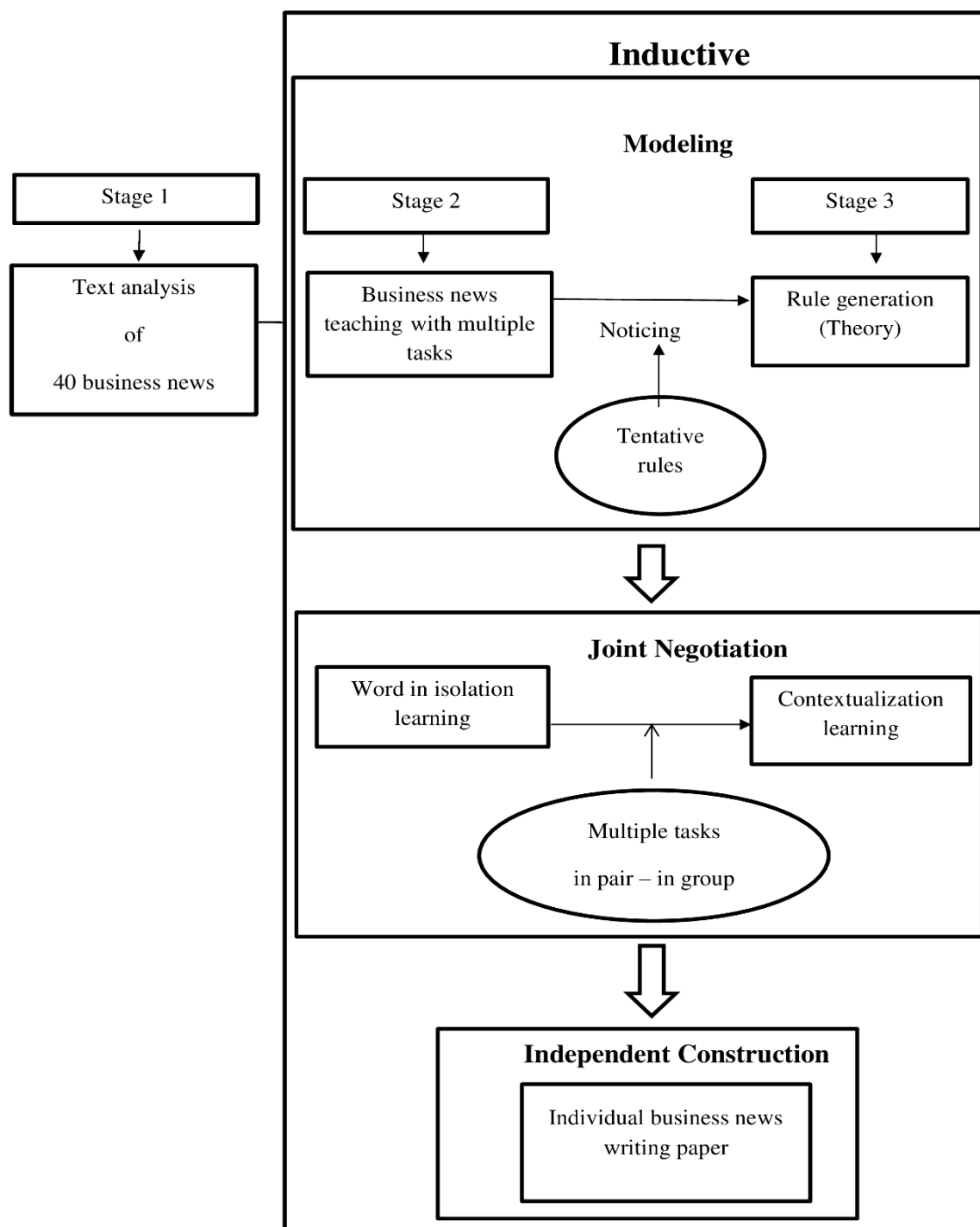


Figure 4 Conceptual Framework



Table 1 Teacher's roles and students' roles

Students' roles	Teacher's roles	Desired goals
<ul style="list-style-type: none"> - Students noticed the lexico-grammatical patterns in various business news given. - Students gained knowledge of the lexico-grammatical patterns. 	<ul style="list-style-type: none"> - The teacher presented various examples to students. - The teacher sought prior student's knowledge. 	<ul style="list-style-type: none"> - To raise awareness of the lexico-grammatical patterns
<ul style="list-style-type: none"> - Students analyzed the lexico-grammatical patterns. - Students merged their new background knowledge with the old knowledge to fix into tentative rules. 	<ul style="list-style-type: none"> - The teacher guided students to notice the lexico-grammatical patterns in business news. 	<ul style="list-style-type: none"> - To notice the lexico-grammatical patterns
<ul style="list-style-type: none"> - Students understood the word in isolation and know how to use in the context. 	<ul style="list-style-type: none"> - The teacher taught the word in isolation and the contextualization. 	<ul style="list-style-type: none"> -To understand how the the lexico-grammatical patterns are used both in word in isolation and contextualization



Table 1 (Continued)

Students' roles	Teacher's roles	Desired goals
- Students practiced multiple tasks to get familiar with the lexico-grammatical patterns.	- The teacher prepared multiple tasks to serve the understanding of lexico-grammatical patterns.	- To get familiar with using the lexico-grammatical patterns in business news
- Students wrote business news.	- Teacher gave feedback on students' papers. - Teacher assessed students' papers.	- To achieve business news writing

This chapter presents a review of literature and conceptual framework on LGPs, inductive approach, noticing theory, writing step, and news writing principle. It begins with the definition and previous studies of LGPs. The models and concepts of the inductive approach and noticing theory are presented next. These models show the ways that teachers adapt to teaching students within this field. The aims of these models are to help students notice the business news organizations and business news vocabulary, and learn English writing of business news inductively. This is followed by a news writing principle. This principle is to clarify news organizations using 5W1H organization. The conceptual framework in this study was designed based on the concepts of inductive approach and noticing theory merged with the LGP in business news writing. Finally, the teacher's and students' role are presented at the last part of Chapter II.

Although there were many studies related to the inductive approach and LGPs, none of the research studies put a special focus on the ability of English writing ability of business news enhanced using an inductive approach and LGPs. Therefore, this study



focused on the use of inductive approach to enhance students' LGP use, to improve English writing ability of business news.



CHAPTER III

RESEARCH METHODS

This study uses a one group pretest and posttest design. The main goal of this project is to study the use of an inductive approach to enhance students' understanding of LGPs in English writing of business news for second year students majoring in English Business at Rajabhat Maha Sarakham University. Additionally, this project aims to study the students' attitudes towards the use of an inductive approach to enhance students' knowledge of LGPs for English Writing of business news. The data in this chapter are presented as follows

1. Population and sample
2. Settings of the study
3. Research Instruments
4. Data collection
5. Data Analysis

Sample size and details

The sample size of the study is 80 students majoring in Business English in the Faculty of Humanities and Social Sciences at Rajabhat Maha Sarakham University. The group consists of both male and female students.

The subject of the study is 28 students majoring in Business English in the Faculty of Humanities and Social Sciences at Rajabhat Maha Sarakham University. The group comprises both male and female students. Each individual used for data collection must meet the requirement of being able to write basic sentences and received a passing grade for the Business English 1 and Business English 2 courses. Each individual is chosen by using a purposive sampling method.



Settings of the study

The study lasted eight weeks (16 hours) and was carried out at the Faculty of Humanities and Social Sciences, Rajabhat Maha Sarakham University. The university is located in Muang district, Maha Sarakham province, Thailand. During the second semester of academic year 2016 (January-March, 2016), the study was carried out for 28 students all together.

Research Instruments

The materials used for the research are presented as follows:

1. Teaching instrument

1. Lesson plans which are designed based on the use of the inductive approach to enhance students' lexico-grammatical patterns in business news writing ability in English.

2. Data collection instruments

1. Pre-test and posttest
2. Teacher's diary
3. Students' attitudes questionnaire

Lesson plans

A key aspect of effective teaching is having a plan for what should happen in the classroom each day. Before designing the lesson plans, the researcher reviewed previous studies and gathered information from the course description and content of Business English 1 and Business English 2, and academic documents of the course. In addition, for the text analysis step, the frequently used vocabulary and LGPs in business news were gathered from 20 "The Nation" and 20 "Bangkok post" newspaper articles. After determining the course description and business news LGPs and vocabulary, the concepts have been merged to design seven lesson plans. These are based on frequently used vocabulary and LGPs in business news articles from "The Nation" and "Bangkok post". The lesson plans were taught through inductive methods to students. In addition, before having a pilot study, the researcher has sent seven lesson



plans to the three external experts for checking the content validity of the lesson plans. (See appendix F). The final seven lesson plans (see appendix B) were adapted after having pilot study. The business news topic of each lesson plans were presented in table 2.

Table 2 Seven lesson plans

Lesson plan	Business news	Types of grouping	Period (hours)
1	How Coca Cola Spread Throughout the World	Individual	2
2	China's skyscrapers boom	Individual	2
3	Senior healthcare is becoming an industry	Individual	2
4	Superfakes A New Threat to Brand-Name Manufacturers	In pair	2
5	Japanese economy crumbles	In pair	2
6	Japan's ageing population	Group	3
7	Zimbabwe Plans to Nationalise Diamond Industry	Group	3

To combine the lesson plans with the inductive approach, the researcher followed the steps of inductive approach, and writing step which consists of modeling, joint construction, and independent construction.

Modeling

Modeling is the way that a teacher provides students with examples and explains how corrects and appropriate writing should be; using the relevant LGP and vocabulary in the correct context. Students noticed LGPs and business news vocabulary in their worksheets and analyzed the context of language writing in business news.

Moreover, the teacher presented additional business news to students in order to further boost their understanding. Using various types of business news causes students to interact with different styles of writing. At the same time, students are faced with multiple tasks to get better familiarize them with LGPs and business news vocabulary for both isolated and contextualized words. Emphasis on materials was also further solidified through summarized lesson sheets given to each student at the end of each class. The LGPs, the business news vocabularies, synonyms, and example words from the business news in each lesson plan were provided within LGP lists on these sheets (see Appendix B). This would help students clearly see the concept of which the study is focused on; LGPs and inductive approach in language learning.

Joint negotiation

Joint negotiation is the way that teachers provide materials and assigned work to students. What a teacher provides is significant because it comes to what students get as output. In addition, both teacher and students planned what should be done throughout the course. Thus, joint negotiation was in the form of observation, discussion and presentation. In this step, the teacher provided multiple tasks such as word matching, meaning matching, fill in the blank, error identification, and short writing to make students get familiar with the LGPs. However, the teacher still used an inductive approach to drive the class. The teacher had to move around to observe students' performance, interact with them and give some guidance where needed. For joint negotiation, students have to work individually, in pairs or in groups in order to share their knowledge with other students. This can help balance out the difference between outstanding students and others. Moreover, working with classmates helped students to dare asking questions concerning information that they did not understand in the class. This step helped students gain more understanding of LGPs and inductive approach in language teaching.

Independent Construction

Independent construction is the way that students perform their writing ability individually by using the knowledge gained from previous lesson plans. This part focused on progressing the class from the teacher as a presenter to the students as



completers. Students worked individually to complete their final paper as a posttest score. All multiple tasks were prepared for students with different exercises so that students could complete their final writing. However, if any students could not complete their final writing, they could review their worksheet. During the independent construction step, the teacher served the role as a facilitator in the classroom. Then, students wrote their own business news article by using the LGPs given. Finally, students have to present their papers to the class so that other students may give feedback and constructive criticism.

Data collection

The research instruments included: lesson plans, a pretest and posttest, a teacher's diary, and student attitude questionnaires. The mixed-method approach was employed to collect data.

Table 3 Data collection

Research question	Data collection Method
1. Can the use of inductive approach enhance students' lexico-grammatical patterns in business news writing ability in English?	Teacher diary Pretest and posttest score
2. What are students' attitudes toward the use of inductive approach to enhance students' lexico-grammatical patterns in business news writing ability?	Students' questionnaire Teacher diary



Pretest and posttest

Before the treatment, the pretest was administered to assess the basic knowledge of LGPs and business news vocabulary. The students have to underline ten LGPs from provided examples of business news and put five LGPs within a self-made sentence (see appendix A). This test was adopted from the grammar book entitled “English Collocations in Uses” by Michael McCarthy and Felicity O’Dell. The total score of pretest was 20 points. Once the treatment phase has been completed, the student’s development in business news writing is assessed; the same business news was used to determine a posttest score. Even though the researcher employed the same business news for assessing the posttest scores, the way of assessment was different (see appendix A). The posttest paper was business news writing. Students have to complete business news writing by using the keywords of the news which consists of who, what, where, when, why, and how. The total score of business news writing was 20 points. To rate a business news writing paper, the researcher employed the writing score rubric (see appendix D) that was adapted from Luu trong tuan. To contain the reliability of the test, there were three raters rated the test paper together. The three raters were two English lecturer English in the Faculty of Humanities and Social Sciences at Rajabhat Maha Sarakham University and the researcher. The score from each rater would calculate means to finalize the score.

Students’ attitudes questionnaire

Questionnaires are necessary for investigating learning motivation. Questionnaires are mainly used to collect data which is not easily observed, such as attitudes, motivation, and satisfaction. The objective of the questionnaire is to cross-check with other instruments to gain insights into student performance. The questionnaire was designed to obtain student ‘attitudes toward the use of an inductive approach to enhance students’ LGPs in English writing ability of business news (see appendix C). The five-rating scale checklist as proposed by Likert was conducted. The rating scales range from strongly agree, agree, uncertain, disagree, and strongly disagree”. The questionnaire was adapted from one that was developed by Luu Trong



Tuan. This questionnaire consisted of 30 statements with five aspects, the awareness of using an inductive approach to enhance students' LGPs in English writing ability of business news, teaching steps, teaching materials, teacher guidance, and the improvement of writing ability.

Teacher's diary

Maintaining a teacher's diary is to achieve self-reflective competencies that target improvement in order to collect additional or unanticipated daily data. A diary brings new knowledge. It opens possibilities to see the "internal experiences" of a teacher, enables the researcher to analyze a school environment and last but not least supplements the whole range of research instruments in education-oriented research. (Adriana & Alena: 2012) After collecting data or experience a teacher criticizes and finds ways to solve the problems in the next class. The teacher in this study had to write at the end of each class.

Data analysis

In order to answer the research questions, pretest and posttest, and student's attitude questionnaire were analyzed quantitatively. The data from pretest and posttest were analyzed through the SPSS program by using a dependent sample T-test. On the other hand, a five checklist scale questionnaire proposed by Likert was entered to the SPSS program to find mean scores and standard deviation. Meanwhile, content analysis was used to analyze data from the teacher's diary.

This study employed a mixed-method approach. It was conducted for eight weeks (16 hours) using a sample size of 28 second year students majoring in Business English in the Faculty of Humanities and Social Sciences at Rajabhat Maha Sarakham University. After experimentation, the pretest and posttest score were compared using the SPSS program in order to determine whether the inductive approach significantly enhanced LGP's in English writing ability of business news. Additionally, the students' attitudes towards the use of inductive approach to enhance students' LGPs in English writing of business news was explored through the five checklist questionnaire



proposed by Likert. The data was analyzed using the SPSS program to find mean scores and standard deviation. The results and discussions of the present study are found in Chapter IV.



CHAPTER IV

RESULTS

The aim of this study is to analyze the use of an inductive approach to enhance students' LGP knowledge in English writing ability of business news and to study the attitudes of students towards the content and strategy of this method. The results of the study are presented as follows:

The development of students' writing ability

In order to answer the first research question, "Can the use of inductive approach enhance students' LGPs in business news writing ability in English?" the researcher employed the pretest and posttest score, and teacher's diary to collect data in the treatment phase. The SPSS program for windows was then used to analyze the collected data. The mean scores of pretest and posttest were compared using a dependent sample t-test to determine the difference in improvement before and after the use of an inductive approach to enhance students' LGPs in English writing ability in business news.

At the beginning of the study, Text analysis was employed to analyze the frequently used vocabulary, and LGPs in business news from "The Nation" and "Bangkok Post" newspapers. Consequently, the frequently used vocabulary and LGPs were recorded and listed into a business news corpus for use in this study. The researcher used this corpus as a database of frequently used vocabulary, and LGPs in business news to design lesson plans. Following this, business news was chosen from "The Nation" and "Bangkok Post" newspapers to develop seven lesson plans. However, it should be noted that some of the vocabulary and LGPs in the news needed to be adapted according to the corpus. Each lesson plan was composed of one business news article, multiple task exercises, and a lexico-grammatical list (see appendix B). The lexico-grammatical lists consisted of business news vocabulary and its synonyms, LGPs and any synonyms. All vocabularies and LGPs in the list were from the business news corpus that the researcher gathered at the beginning of the study. After finishing with the development of the seven lesson plans, the researcher tested them in a pilot



study using second year students majoring in Business English at Faculty of Humanities and Social Sciences, Rajabhat Maha Sarakham University for a time period of 10 hours.

However, after the pilot study, the researcher found the content covered was too difficult and complicated for students in this level. Thus, the researcher had to change business news to be more understandable and basic vocabularies. To make the content more suitable business news from <http://www.english-online.at> was chosen to edit and develop the new lesson plans. This website is reliable and valid because the writer has an English language development curriculum and had over 25 years of teaching experience at the Bundes-Oberstufengymnasium in Deutschlandsberg, Austria.

During the first class of the study, the researcher designed the pretest paper to assess their background knowledge and their English writing ability. The pretest paper was set out based on the LGP usage and basic business news vocabulary. In this paper students had to complete two exercises; underline the LGPs in given business news articles and put those LGPs in to sentences (See appendix B). After this some students showed their writing ability of basic sentences but most of the students did not understand the concept of LGPs. They underlined the word that they used not the word in the form of a LGP. Thus, the pretest score is quite low. The mean scores were 11.60 while the standard deviation was 3.18.

During the period of data collection, the teacher's diary was one of the instruments that were very important for collecting qualitative data throughout the study. As stated in the conceptual framework of the study, each lesson plan would consist of 3 steps; modeling, joint negotiation and independent construction, the data collected from the teacher's diary was presented by these three steps respectively. It should be noted that teacher's diary states that at the first class, most of the students did not understand how the inductive approach and the LGPs worked.

"Students were not familiar with the inductive approach and the LGPs. They were used to studying through a teacher-centered method but the inductive approach was student-centered so students could learn by themselves while the teacher acted as a facilitator. However, for LGPs, students knew that each word has its own grammar rules and patterns to use in a sentence. So, when they were asked to underline the LGPs in business news, they underlined the word that they were most familiar with, without



having awareness of the patterns. As a result, some students were confused and think that the exercises were too difficult for them”

First Class Teacher’s Diary

From the above section of the teacher’s diary, it can be assumed that students were not accustomed to learning using an inductive approach and LGPs. They were not satisfied with the class when they were not able to understand what was going to happen. Students found it difficult in the beginning of the study. Students needed more sample material of business news articles which contain various LGPs to experience more structure and business related vocabulary. Despite the facts that students initially faced difficulties about the alternative way of teaching, they were able to improve themselves. There are many eager students who love to learn with the inductive approach. To solve the problems, teachers should move around the class and engage in interactions with students to motivate them.

“Students did not understand how the LGPs worked in business news and their importance. When they did exercises, they did not understand the directions of the exercise because the scope of the direction was too wide. A teacher has to present various examples to make them understand the concept of LGPs.”

First Class Teacher’s Diary

From the above section of the teacher’s diary, it can be assumed that the teaching steps need to be adapted in some aspects; for example, providing more business news, giving a clear direction in teaching and high integration of teachers with students. Materials for modeling need to be authentic and interesting. Therefore, the teacher asked some questions to students so that they could perceive the context of LGPs in business news. They would like to have more vocabulary and sample sentences.

However, after students got familiar with an inductive approach and the LGPs in business news writing, the researcher assigned them to work in pairs and in groups to share their knowledge together. Data from the teacher’s diary found that the students demonstrated some improvement.



“The teacher distributed student groups to mix the high and low level students to help balance the student’s ability in exercises’. In this stage students got better at understanding the inductive approach and the LGPs. Moreover, the teacher had to scaffold the students during the class. In group working, students felt free to share their ideas with one another. At the end of the class, a presentation would be carried out, the students got to better understand LGPs and the use of an inductive approach but sometimes needed advice.”

Third Class Teacher’s Diary

According to the data, it can be concluded that students would be more active when working with their friends because students would dare to ask what they do not understand. Group exercises allow students to gain a positive perspective in learning. As the teacher observed, students switch and change responsibilities in a group and share their ideas. After group exercises, students presented their worksheet to the class by following the concept of LGPs and business news writing. Moreover, Students gained an understanding of the LGPs and the way inductive approaches work. This technique helps students relax and feel comfortable in class. Some students showed confidence in writing and using the LGPs both for words in isolation and in context. The following is a reflection from the teacher’s diary during the fifth class.

“In this class, the students were asked to do an individual exercise and had to write short article. They showed the confidence to use LGPs and business news vocabulary but if they faced problems, they felt free to ask a teacher”

Fifth Class Teacher’s Diary

On the other hand, some students faced problems with an alternative way of teaching by inductive approach and using LGPs. Below are texts excerpted from the teacher’s diary during the fifth class.

“Some students were still confused with the concept of an inductive approach and the LGPs in business news writing. They have a low amount of background knowledge of basic English grammar so they could not keep up with other students”

Fifth Class Teacher’s Diary



When students came to the last period of the study, most of the students showed a strong improvement of English writing ability of business news. They learned how to use isolated words and use them in an appropriate context of business news writing. In this point, they were asked to think about what they were going to write on their own. The Teacher acted as a facilitator. At last, students could write their own business news writing by using the LGPs and business vocabularies. There were some problems with progress in the sixth class, the teacher noted this in the teacher's diary.

“Students understand how to use the LGPs in business news writing and have tried to practice using them. However, some students are still stuck in business news writing and still use Thai sentence structures. To solve this problem the teacher allowed students to look at the exercises and follow an example”

Sixth Class Teacher's Diary

According to the data from the teacher's diary, the barriers in writing were delivered in terms of vocabulary used in context. However, students used the sample in the modeling stage to help them select and write the appropriate LGPs.

Lastly, the writing papers of students were addressed to the students for progression in writing. Then, the assessment was drawn to verify the effectiveness of treatment. Finally, it showed that there is a significant amount of evidence for improvement in writing. Students provided greater understanding and skill for writing as they moved from the first lesson to the last.

After the students have been taught through using an inductive approach to enhance students' LGPs in business news writing ability in English, students have to complete the posttest paper in order to assess the students' business news writing ability development. The posttest paper was designed based on the same business news in pretest paper but the way of assessment was different. The posttest paper required students to write a short business news article by using the keywords of What, Where, When, Why, Who, and How. However, the keywords given covered all business news vocabulary and the LGPs used in the pretest paper and seven lesson plans. The posttest scores were assessed by the scoring rubric as stated in the previous chapter (See



appendix D). The posttest score demonstrated improvement; the mean score was 16.10 with a standard deviation of 2.91 (shown in Table 3).

Table 4 Pretest and Posttest scores

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	16.1071	28	2.91025	.54999
	Pretest	11.6071	28	3.18956	.60277

The data presented in Table 3 showed that LGP usage was a problem before the treatment. The mean score was quite low. Students did not understand the concept of LGPs or how to use it. Some of them still remained confused even after the lessons were complete. However, after being trained through the use of an inductive approach, most of the students showed improvement in English writing ability of business. The mean score of the pretest was 11.60 while the mean score of posttest was shown to be higher at 16.10. In general, the qualities of the students' writing ability had improved. It was recorded that students showed strong improvement of writing abilities regarding the scoring rubric which consisted of LGP and business news vocabulary usage. The interrelation of previous tasks through final tasks helped students develop their writing ability. Each lesson plan was composed of different tasks to make students familiar with the use of an inductive approach and to enhance students' LGPs in English writing ability of business news, and the concept of inductive approach in teaching.

For further investigation on the improvement of students' in business news vocabulary, and business news short writing, the pretest and posttest scores were analyzed to find the significance of the student's improvement. The students gained scores that were significantly different at .000 level as shown in Table 3. However, there were some problems and obstacles during the study that the researcher encountered in this study were not included in the data analysis for significance. Thus, the significant of the study was at .000 level.



Table 5 Pretest and Posttest score 2

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	4.50000	2.63172	.49735	3.47953	5.52047	9.048	27	.000

With respect to the data presented in Table 4, the posttest and pretest mean score of the research was 4.50 and the standard deviation was at 2.631 while the t score was at 9.048. The posttest and pretest scores were significantly different at the .000 level. This indicates that the students' writing ability was significantly different after training through the use of an inductive approach to enhance LGPs.

Students' attitudes towards the study

To answer the second research question, the questionnaire and teacher's diary were used to examine students' attitudes towards the study at the end of the course. The teacher's diary was employed to collect data on the progress and problems faced during the study by the observing teacher. The questionnaire; utilized a five-rating scale checklist as proposed by Likert. The rating scales range from strongly agree, agree, uncertain, disagree, and strongly disagree. This questionnaire consisted of 30 statements with five aspects, the awareness of using an inductive approach to enhance students' LGPs in English writing of business news, teaching steps, teaching materials, teacher guidance, and the improvement of writing ability. The data drawn from the questionnaire was used to calculate the mean score and standard deviation in order to interpret the levels of students' attitudes towards the study. The results of the questionnaire were presented in the following aspects. However, there were 10 negative statements on the questionnaire. To analyze the data of negative statements, the scales of the statement would be reversed in order to check that the students read all questionnaire statements carefully.



1. The awareness of using an inductive approach through LGPs in business news writing

The first aspect of the questionnaire was aimed at finding out the degree of student awareness of using the inductive approach to enhance students' LGPs in business news writing in English. The questions presented five statements and students were asked to respond with a five checklist scale. The statement in the first aspect consisted of four positive statements and one negative statement. The first statement was "I understand the concept of an inductive approach in English language teaching", this statement found the overall students' understanding of the step of inductive approach in language teaching. The mean score for this statement was 4.56 or at the strongly agree level. The next statement, "The use of an inductive approach to enhance LGP usage improved my business news writing ability", this was to determine if this study or this treatment helped students improve their business news writing ability or not. The mean score for this statement was 4.78 or at the strongly agree level. The third statement was "The use of inductive approach to enhance LGPs helps me understand and improve myself in business news writing ability". This statement was quite similar to the previous one but it aimed to determine if this study helps students understand how to learn the language by an inductive approach and improve their LGP knowledge in business news writing. The mean score for this statement was 4.59 or at the strongly agree level. The next statement was a negative statement, this was to check that respondents carefully read the questionnaire because if they did not read and check it on the scale number 5 (strongly agree), it meant they did not read the statement. The negative statement was "I do not understand the concept of using the inductive approach to enhance LGPs in business news writing", this was to find out that students have no understanding at all in this study. To analyze the data on negative statements, the scales were reversed. For example, if the respondent checked scale number 1 (strongly disagree) on negative statement, it would be reversed to scale number 5 (strongly agree). Thus after revision, the mean score for this negative statement was 4.33 or at the agree level. The last statement for this aspect was "the use of inductive approach to enhance LGPs makes my business news writing ability effective", this is to know the effectiveness of a student's business news writing after being trained through the use of



inductive approach to enhance LGPs in English writing ability business news. The mean score for this statement was 4.48 or at the agree level.

Lastly, according to the data from items 1-5, the means of the students' responses vary between 4.33-4.78, the means score are at the strongly agree and agree level. The results showed that the awareness of using an inductive approach through the LGPs in business news writing is useful. The students' writing ability was improved and became more effective for practical use.

2. Teaching Steps

The second aspect aimed at finding the effectiveness and students' attitudes towards the study. This aspect consisted of six positive statements and two negative statements, the responses from items 6-13. Due to the purpose of this study, the researcher focused on the step of an inductive approach, teaching steps were considered to be one of the most important parts to gain data on student thoughts and feelings to the lessons. The first statement was "the teaching steps help me understand the use of an inductive approach to enhance LGPs in business news writing", this is to find that students understood the steps of the study's inductive approach in language teaching. The mean score for this statement was 4.82 or at the strongly agree level. Next was the negative statement regarding the teaching steps, "the teaching steps make me confused". This statement was to determine if students were confused with the steps used in the study's planned inductive approach. The respondents rated this statement at disagree, and after revision, the mean score for this negative statement was 4.33 or at the agree level. Next statement was "various examples of LGPs in various contexts help me notice the use of vocabulary in context", this statement refers to students noticing various LGPs in business news after witnessing various examples in context from the seven planned lessons. The mean score for this statement was 4.91 or at the strongly agree level. The statement number nine, "various examples of LGPs in various contexts help me remember the patterns accurately", this was to know that after students have noticed various LGPs in business news from seven planned lessons, could they remember those accurately in terms of how to use?. The mean score for this statement was 4.75 or at the strongly agree level. The next negative statement was "I cannot



remember any LGPs presented in class”, this is to identify if students received no LGP knowledge from the study. The respondents rated this statement at strongly disagree, and after revision, the mean score for this negative statement was 4.95 or at the strongly agree level. Next was “Studying words in isolation to words in context makes my business news writing more natural”, this is to query if students after multiple tasks which consisted of words in isolation and contextualized exercises from seven lesson plans, could write their business news more fluently and with less effort. The mean score for this statement was 4.86 or at the strongly agree level. The next statement was “studying from words in isolation to words in context helps me understand clearly in business news writing”, this was to explore whether following the steps of doing exercises helped students clearly understand how to write business news. The mean score for this statement was 4.49 or at the agree level. The last statement was “studying from words in isolation to words in context is boring”, this negative statement was to know if following the steps of doing exercises was considered boring by the students. The respondents rated this statement at strongly disagree, and after revision, the mean score for this negative statement was 4.65 or at the strongly agree level.

As stated above, the means of students’ responses were between 4.45-4.95, all responses were at agree and strongly agree levels. The results indicated that the teaching steps were interesting, meaningful and easy to understand. The teaching steps enabled students to write effectively and notice the LGPs accurately.

3. Teaching materials

In order to know the effectiveness of teaching materials, students were asked to answer 11 statements about teaching materials; exercises, and worksheets. The statements were composed of six positive statements and five negative statements. Due to the purpose of the study that aimed at improving business news writing ability, the teaching materials were to be considered the most important section of the questionnaire. Thus, the statement in this part contained 11 items. The responses to questionnaire items 14-24 were analyzed. The first statement was “the length of business news is suitable”, this was to understand what the appropriate length should be for business news, without the content becoming boring. The mean score for this



statement was 4.83 or at the strongly agree level. The next statement, “Giving LGPs lists at the end of the class helped me better memorize vocabulary”, this was to determine the effectiveness of giving LGP lists, consisting of business news vocabulary and synonyms, LGPs and synonyms, and examples, at the end of the class. Students were always urged to memorize all vocabulary provided in these lists, so the absorption of such information was important to the study’s conclusion. The mean score for this statement was 4.89 or at the strongly agree level. Next was “giving LGP lists at the end of the class helps me better understand the concept of the LGPs”, after receiving LGP lists, students made use of it to understand the concept of LGPs. The mean score for this statement was 4.52 or at the strongly agree level. This was the first negative statement for this aspect, “the use of an inductive approach to enhance LGPs does not improve my business news writing”. This was to determine whether or not teaching materials of this study improved students’ business news writing. The respondents rated this statement at strongly disagree, and after revision, the mean score for this negative statement was 4.74 or at the strongly agree level. Next was “LGP lists makes my business news writing more effective”, this was to determine if the LGP lists were effective and authentic in improving business news writing. The mean score for this statement was 4.62 or at the strongly agree level. The nineteenth statement, “The LGP lists are a shortcut for me to improve my business news writing”. This meant LGP lists were helpful when students want to find LGPs in business news or even their synonyms. The mean score for this statement was 4.41 or at the agree level. The second negative statement in this section was “LGP lists are not beneficial for my business news writing”. It would mean that students felt that had no need to have a LGP list for their business news writing. The respondents rated this statement at strongly disagree, and after revision, the mean score for this negative statement was 4.89 or at the strongly agree level. The next statement, “The multiple tasks in each class lead to business news writing”, this was to determine whether the exercises prepared students for writing their own business news articles at the end of the study. The mean score for this statement was 4.49 or at the agree level. The statement number twenty-two, “The multiple tasks in each class help me better understand the use of an inductive approach to enhance LGPs”. This meant that the multiple tasks that were designed for each lesson helped



students to see the real and overall picture of using an inductive approach in teaching and the use LGPs in advancing English writing ability of business news. The mean score for this statement was 4.73 or at the strongly agree level. The third negative statement, “The multiple tasks in each class are too time consuming and boring”, this refers to whether or not students thought that classes were too long and became boring. The respondents rated this statement at strongly disagree, and after revision, the mean score for this negative statement was 4.81 or at the strongly agree level. The last statement of questionnaire is the teaching materials section, “The multiple tasks in each class make me familiar with using LGPs in sentences”. This statement identifies if students at the completion of the project were familiar with using the LGPs in the context of business news. The mean score for this statement was 4.90 or at the strongly agree level.

Regarding the data above, the mean scores of the student responses were between 4.41-4.90, all responses were in agree and strongly agree level. The students strongly agreed with the teaching materials provided in each lesson plan. The result indicated that giving LGP lists at the end of the class and multiple tasks helped students better understand LGPs for English writing of business news.

4. Teacher guidance and interaction

Items 25-27 presented how effective the teacher’s guidance and interactions were during the classes. The students were asked to share their attitudes about the teacher’s guidance during class in the questionnaire. This aspect contained only three statements because the study focused on students-centered learning, thus the teacher’s guidance would not be a major supporter. The first statement “The guidance from the teacher and the interactions between teacher and students help me improve my business news writing ability”. This aimed to determine the helpfulness of advice and comments given by the teacher to the students. The mean score for this statement was 4.74 or at the strongly agree level. The next statement was “The guidance from the teacher and the interactions between the teacher and the students allow me to better understand the use of an inductive approach through the use of LGPs in business news writing”. This was to know if the suggestions and interactions made by the teacher were important for



helping students gain a better understand of the studies materials. The mean score for this statement was 4.90 or at the strongly agree level. The last statement for this aspect was “The guidance from the teacher and the interaction between the teacher and the students distract me”. This negative statement meant that interactions between the teacher and students interrupted other students during the class. The respondents rated this statement at strongly disagree, and after revision, the mean score for this negative statement was 4.56 or at the strongly agree level.

Based on the data from the questionnaire items 25-27, the means scores of student responses were between 4.56-4.90, which is categorized at strongly agree. The results showed that the students agree with guidance from a teacher during activities and exercises. The students also found that the teacher’s guidance helped them improve and understand LGPs in business news writing.

5. The improvement of writing ability

The last aspect of the questionnaire was aimed at identifying student improvements in English writing ability. The questions presented two positive statements and one negative statement. Students were asked to respond using an option from a five checklist scale. The first statement of this aspect was “The use of an inductive approach to enhance LGPs improves my business news writing”. This was to determine whether or not the overall study helped students improve their English writing ability of business news. The mean score for this statement was 4.76 or at the strongly agree level. The next was “I can write business news with LPGs effectively”, this was to better understand if being trained through the use of an inductive approach to enhance students’ understanding of LGPs can effectively improve a student’s English writing ability in business news. The mean score for this statement was 4.69 or at the strongly agree level. The last negative statement was “I have got nothing from the use of an inductive approach to enhance students’ LGP’s in English writing ability of business news”, this statement sets out to conclude if students gained anything from this study after completion. The respondents rated this statement at strongly disagree, and after revision, the mean score for this negative statement was 4.91 or at the strongly agree level.



According to the data from items 28-30, the mean scores of the students' responses vary between 4.69-4.91, the means scores were at the strongly agree level. The result showed that the students at the very least believed that their writing ability had improved and was more effective.

With reference to the questionnaire in the research project, a majority of students agreed that the use of an inductive approach to enhance students' LGPs in English writing ability of business news had a favorable effect on their writing. In other words, the use of an inductive approach to enhance students' LGP usage could foster and enhance student's writing ability in all stages as a whole. To this end, the overall mean of total scores in all stages of student attitudes towards the use of an inductive approach through the use of LGPs was at 4.16 with a standard deviation of .539 this indicated that student attitudes towards the use of an inductive approach through the use of LGPs were on average, highly positive.



CHAPTER V

DISCUSSION AND CONCLUSION

This chapter highlights the major findings derived from the previous chapter. It presents the conclusion of the overall study, discussion, implications, recommendation for further study and limitations.

Conclusion of the overall study

The primary goals of the study were to study the use of inductive approach to enhance students' LGPs in English writing ability of business news and to explore the student attitudes toward such methods in this field of interest.

Twenty-eight second year students majoring in Business English at Rajabhat Maha Sarakham University were chosen through the purposive sampling method for research during the second semester of the 2016 academic year. The sample group had to meet the requirements of receiving a passing grade in the Business English 1 and Business English 2 courses.

The data was collected using a mixed-method approach. The data collection instruments comprised of a pretest and posttest, student attitude questionnaires, and a teacher's diary. In order to investigate student attitudes, the questionnaire was employed as proposed by Likert. To analyze the data from the pretest and posttest score as well as the student attitude questionnaires, the SPSS program for windows was used, incorporating dependent sample t-tests to calculate mean score and standard deviation. In addition, in order to find the content validity of the seven lesson plans and the student attitude questionnaires, three external experts were invited for criticism and review.

The findings of the study showed that the students' English writing ability of business news after being trained by the use of inductive approach improved and was found to have a significant difference of 0.00. With reference to the questionnaires in the study, the majority of students agreed that the use of an inductive approach to enhance students' LGP in English writing of business news had a favorable effect on their writing.



Discussion

The results in Chapter IV confirm that the use of an inductive approach to enhance students' LGPs in English writing ability of business news significantly improve students' business news writing ability. In addition, according to the students' attitude questionnaire, the causes of writing improvement were the characteristics of the inductive approach in language teaching and the LGPs that can be elaborated as follows.

As stated in Chapter I, a large problematic issue faced by Thai students is writing. Students are used to writing with Thai sentence structures or from translating Thai sentences into English literally. The sentences they have created may not be grammatically correct and/or have inappropriate vocabulary usage. In other words, students may understand the meaning of the word using a dictionary, but many times, they do not know how to use a word appropriately in a sentence. Thus, there could be many benefits from research that looks into most effectively and efficiently resolving this problematic issue for Thai students. It could allow Thai education, particularly involving writing skills, improve itself further to meet future demands. The LGP is a ready-made expression so that one, who uses LGPs in their paper, would allow the paper to be more natural. To this end, even though there were some studies related to inductive approaches and LGPs, none of the studies put a special focus on the ability of English writing enhancement of business by inductive approach and LGPs. Therefore, this study was conducted to fill the gap on the usage of an inductive approach to enhance students' use of LGPs in English writing ability for business news.

As highlighted by Chomsky, 1986, an inductive approach for English grammar teaching is an approach that can help students rediscover their subconscious knowledge of English grammar and bring it to consciousness. This study similarly discovered that the students learned the LGP's by using subconscious knowledge of English grammar. Students were more active and confident when they had to generate grammar rules by noticing various examples within business news. Such findings have also been confirmed in a study by Zhou Ke from California State University, 2008 that the inductive approach actively involved students in their learning process. According to Noticing theory, Schmidt, 1990, stated that learners cannot learn grammatical features



of a language unless they are able to notice them. In other words, learners do not automatically acquire language. This is similar to this study, in which students had to read seven business news articles and did multiple tasks in order to acquire the language features. Students brought subconscious knowledge of English grammar, rediscovered and then established a set of conscious grammatical rules. Moreover, students preferred inductive approach in language teaching to deductive approach as demonstrated in responses in student attitude questionnaires. It additionally shows that this finding supported the study of Seliger, 1975 that an instructor presented a grammar rule at the end of the lesson, the findings revealed that students preferred learning with the inductive approach to the deductive approach.

Additionally, since the process of learning a language must be seen as the process of acquiring the relevant patterns which codify the conventions of language use in context, the researcher assumed that LGPs are part of these relevant units. To support this statement, the results of the study demonstrated that LGPs improved students' English writing ability of business news. In addition, the researcher provided seven business news articles and multiple tasks in order to allow students to get familiar with both words in isolation and contextualization. This supports the statement in Chapter II that every word may have its own grammar which can only be acquired through experience of its typical contextual patterning. The business news corpus in this study also confirms the study of Chen and Baker, in 2010 that both in L1 and L2 corpora, formulaic expressions increase with writing proficiency-in other words, the number of lexical bundles increases with advancing writing proficiency.

An L2 writer can face many difficulties when producing a piece of written work. The most problematic is the influence of various factors in L1; for example, educational, social and cultural experiences can all have an impact on a students' writing ability. The schemata represents knowledge of things, events and situations which can lead to difficulties when students write in L2. However, in this study, the researcher employed the LGPs to improve students writing ability so that the problems that L2 writers often face could be less frequent or reduced.

Students' attitudes toward the use of inductive approach through LGPs were looked at through the questionnaires. Based on the findings, the majority of students



agreed that the study was able to improve their writing ability in all steps. The student attitudes demonstrated a general result at the “strongly agree” level. Likewise, it was said that the use of an inductive approach through LGP provided most of them with more opportunities to write even though a lot of grammatical errors were made in their business news writing. To this aspect, students were more likely to experiment and take risks with new writing. However, it was said by some students that some tasks were too difficult for them to write and needed more descriptions as well as examples in order to gather information and then act on it. Similarly, some students felt that there seemed to too many tasks to be done for them. To this end, the use of inductive approach through LGPs had a positive effect for students as a whole on writing ability and could increase a student’s motivation in writing performance.

Implications

The results from this study showed that student improvements in business news writing ability were significantly improved. The student attitudes toward the use of inductive approach to enhance LGPs in English writing of business news was at the “Strongly agree” level. However, in order to succeed in implementing the use of an inductive approach and enhance students’ use of LGPs in English writing ability of business news, there are some implications to be considered. The first implications are the findings that using LGPs can be useful for teachers to improve students writing skills. The LGPs could help students write passages in English more naturally because these are ready-made expressions that most are used by most English language users in both writing and speaking. The next implication is the findings of that the study will be beneficial to teachers who are interested in using an inductive approach in language teaching. As the trend in teaching is approaching student-centered learning, the inductive approach will be one of the choices that can be put forward for teachers in the field of language teaching.



Limitations of the study

With a narrow focus of this study, it should be considered that there are a few possible limitations to be addressed. The first limitation is students do not have enough background knowledge on Basic English grammar so the experiment went quite slow. This study had the researcher teach them some Basic English grammar before beginning the experimental give them treatment. Students have to be good at Basic English grammar in order to notice and perceive the concept of an inductive approach and the LGPs in business news writing. Moreover, it would certainly be more appreciated and useful to have long time frame for the study. Students would see more volume and variety in business news vocabulary and LGP if given a longer time frame to study. A long time frame study could develop a students' writing ability in many more aspects, depending on the content and effectiveness of lessons and consequently, be more confident in English writing of business news. The last limitation is the results may not be an accurate representation of all Thai tertiary students who are studying at the same level in other Universities. This is because the sample size was small and was only conducted in a single location. Future studies could incorporate a larger sample size and multiple institutions to allow for a more reliable representation.

Recommendation for further research

With a narrow focus of this study, the findings could yield some recommendations through the use of inductive approach to enhance students' LGPs in English writing ability of business news. The first suggestion for further study is the inductive approach and the concept of the LGPs. The approach and concept could be adapted to suit the students' ability for each level and various examples are needed in the modeling and joint negotiation steps. This would allow students to get to the point quicker. Moreover, the students should be required to have acceptable background knowledge on Basic English grammar in order to notice the LGPs by using an inductive approach. In another words, this study should only be considered suitable for upper intermediate level students. A further recommendation is that orientation before starting a class should be given in order to introduce the inductive approach and the LGPs to teachers and students. The teacher or students who adopt this study need to be well



trained with using an inductive approach and LGPs. Additionally conducting qualitative research to get in-depth information on learning details from students. The last suggestion is that this study was conducted using second year students majoring in Business English at Rajabhat Maha Sarakham University for its data collection. To confirm the effectiveness of the study, the experiment should duplicate with other groups.

Conclusion

The results revealed that students' English writing ability of business news improved after treatment. The mean scores were significantly different at a .000 level. This indicates that the students' business news writing ability was significantly different after being trained. The majority of students agreed that the study had a favorable effect on their writing. The overall mean of total scores in all aspects of students' attitude was at 4.16 with the standard deviation of .539 this indicated that student attitudes towards study were on average at the level of "Strongly agree" or "Agree".



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APPENDICES



APPENDIX A
Pretest and posttest



Name: _____ Nickname: _____

Direction: Underline 20 lexico-grammatical patterns in the passage (10 points)

The New York tower was completed in 2015; it has been one of a high-rise in the states. This tower is a symbol of the eco-friendly building. The tower is multifunctional. It was planned to start a shopping mall in the top floor focusing on brand name products such as hand bags, shoes, and luxurious accessories. To prevent counterfeit products and defective products which are shoddy sewing with a crooked logo, CEO of the New York tower strictly takes control of scanning all products that are sold on the shop. Many families have a trouble coping with children when they are at shopping mall. A children care center was established at the middle section of the New York tower. A single family or even extended family can enjoy spending their shopping's time without children. The care workers are familiar with children and extremely concentrate on them. The number of care worker will keep children company.

Direction: Put five lexico-grammatical patterns in the sentences (10 points)

1. _____
2. _____
3. _____
4. _____
5. _____

Name: _____ Nickname: _____

Direction: Using the lexico-grammatical patterns to write the business news by using the keywords given (20 points)

Who: The New York tower

Where: The states

When: 2015

What: start a shopping mall with the brand name shop at the top floor and the children care center at the middle floor

Why: avoid counterfeit products and defective products, and assist parents look after children when they are at the shopping mall



APPENDIX B

Lesson plans



China's skyscrapers boom

Shanghai Tower is a huge skyscraper that is currently built in China's biggest city. The building was completed in 2014, Shanghai Tower will be the largest skyscraper in China and the second largest building in the world. The tallest building, the Burj Dubai, was opened in 2009.

The construction market in China will be a booming business area over the next two decades. Six of the world's fifteen tallest buildings are already in China and many more are being planned.

Today, the focus on constructing tall buildings is slowly shifting from North America. So many Chinese cities completely restructure their old overcrowded downtown areas and replacing them with modern high-rise buildings. Most of the planning is done by American firms.

Chinese skyscrapers are more multifunctional than American ones. Instead of creating a single office building Chinese high-rises have shopping malls on the lower floors, office rooms in the middle section and luxury apartments at the top. The government is making some restrictions and telling constructors to build the tall buildings as friendly to the environment as possible. Windows in the Shanghai Tower, for example, will have two layers of glass that is expected to keep it warmer during the wintertime. Chinese city planners are not worried about getting people into such tall skyscrapers because the demand for skyscrapers as the Chinese economy keeps expanding.

Exercise 1 Match the lexico-grammatical patterns from the passage

Example: A skyscraper

1. _____
2. _____
3. _____
4. _____



5. _____
6. _____
7. _____

Exercise 2 Match the lexico-grammatical pattern with its meaning

Complete demand	plan	restructure	the
The construction market	shift	restriction	Boom

1. _____: Finish making or doing
2. _____: A period of great prosperity or rapid economic growth
3. _____: Move or cause to move from one place to another
4. _____: Decide on and make arrangements for in advance
5. _____: A limiting condition or measure, especially a legal one
6. _____: Organize differently
7. _____: The desire of consumers, clients, employers, etc.
8. _____: The business of building houses and skyscrapers

Exercise 3 Complete the sentence using the lexico-grammatical patterns in the passage

- The new business of Berina Company _____ (open) in March, 2017.
- The old coffee shop in downtown _____ (expect) more seats.
- The library is located _____ (middle section) at ATT building.
- The shop owner _____ (restriction) for his new-opened shop.
- Sermthai complex _____ (overcrowded) by many students.



Lexico-grammatical list

Verb	Noun
Be currently built	A huge skyscraper A High-rise
Be completed in + year Be done by + object Be finished in + year EX: He completed his PhD in 2014. His PhD was completed in 2014	The construction market
Be opened in + year	Overcrowded
Be being planed	Multifunctional
Be expected to	The lower floor/section
Be worried about	The middle floor/section The top floor/section
Slowly shift // Fast shift EX: The power company is shifted to the new building in Chiang Mai.	Demand // Need EX: A demand for specialists
Restructure EX: Plan to strengthen and restructure the EC	
Make some restrictions EX: My mother makes some restriction.	



Verb	Noun
Boom EX: The London property boom EX: Business is booming	



Senior healthcare is becoming an industry

More and more people, especially in developed countries, are becoming older. In the United States there are currently over 40 million people aged 65 and over, more than 10 million are over 85. Caring for these senior citizens is becoming a necessity - and a big industry.

Traditionally care for the elderly has taken place in an extended family. Grandparents live at home and are helped by other family members. However, as more and more young people enter the work force full time they cannot care for their parents or grandparents any more.

There are more than 10,000 organizations that provide care for the elderly; over 1,000 were founded last year. Ordinary people quit their jobs and start a private care centre.

Caring for the elderly is not an easy task. It requires skill and patience. Among daily tasks are preparing meals, washing older people or giving them a bath, or simply keeping them company. Many care workers quit because they find it very depressing.

It is important to help the elderly stay mobile as long as possible. Care workers concentrate on exercises to help them stay mobile. Not all countries offer health care provided by the state.

Exercise 1 list three lexico-grammatical patterns and two new vocabularies from the passage and give their meanings

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise 2 complete the sentence by using the lexico-grammatical patterns and vocabularies from the passage

1. The SME business in Mahasarakham_____a mat weaving.

2.

'll have a drink myself, just_____ to night.

3.

he night walking street_____ near Sermthai complex.

Exercise 3 fills the lexico-grammatical patterns and vocabularies given in the passage

The gas stations have been rapidly grown up; it is now_____10 gas stations in downtown. They_____around an overcrowded area.
_____people have their own cars, so the gas station_____.



Lexico-grammatical list

Verb	Noun
Be over	More and more people//young people//elderly//children
take place //occur//happen//come about	Developed countries Developing countries Underdeveloped countries
Be founded//Be established//be originated EX: The company is founded on its fruit export business.	Elderly Senior citizen Older people
Quit the job	Extended family Single family
Start something Launch something Gear up for something	A private care center
Keep a person company	
Find something adj. EX: I found the showed last night fantastic.	
Stay mobile EX: It is her ability to stay calm The tactics of playing football is stay in power	



APPENDIX C
Students 'attitude questionnaire



Students 'attitude questionnaire toward the use of inductive approach to enhance lexico-grammatical patterns in business news writing ability in English for tertiary students.

Items	Statement	Degree				
		Strongly agree 5	Agree 4	Uncertain 3	Disagree 2	Strongly disagree 1
1.	I understand the concept of inductive approach in English language teaching					
2.	The use of inductive approach to enhance lexico-grammatical patterns improves my business news writing ability					
3.	The use of inductive approach to enhance lexico-grammatical patterns helps me understand and improve myself in business news writing ability.					
4.	I do not understand the concept of using the inductive approach to enhance lexico-grammatical patterns in business news					



5.	The use of inductive approach to enhance lexico-grammatical patterns makes my business news writing ability effective.					
6.	The teaching steps help me understand the use of inductive approach to enhance lexico-grammatical patterns in business news writing					
7.	The teaching steps make me confused					
8.	Various examples of lexico-grammatical patterns in various contexts help me notice the use of vocabulary in context					
9.	Various examples of lexico-grammatical patterns in various contexts help me remember the patterns accurately.					
10.	I cannot remember any lexico-grammatical patterns presented in class.					
11.	Studying from words					



	isolation to words in context makes my business news writing more natural.					
12.	Studying from words isolation to words in context helps me understand clearly in business news writing.					
13.	Studying from words isolation to words in context is boring.					
14.	The length of business news is suitable					
15.	Giving lexico-grammatical worksheet at the end of the class help me better memorize vocabulary.					
16.	Giving lexico-grammatical worksheet at the end of the class helps me better understand the concept of the lexico-grammatical patterns.					
17.	The use of inductive approach to enhance lexico-grammatical patterns does not improve my business news writing.					
18.	Lexico-grammatical worksheet makes my					



	business news writing more effective.					
19.	Lexico-grammatical worksheet is a shortcut for me to improve my business news writing.					
20.	Lexico-grammatical worksheet is not beneficial for my business news writing.					
21.	The multiple tasks in each class lead to the business news writing.					
22.	The multiple tasks in each class help me better understand the use of inductive approach to enhance lexico-grammatical patterns.					
23.	The multiple tasks in each class are too much time consumed and boring.					
24.	The multiple tasks in each class make me familiar with the lexico-grammatical patterns using in sentences.					
25.	The guidance from teacher and the interaction between teacher and students help me improve					



	my business news writing ability.					
26.	The guidance from teacher and the interaction between teacher and students make me better understand the use of inductive approach through lexico-grammatical patterns in business news writing.					
27.	The guidance from teacher and the interaction between teacher and students distract me.					
28.	The use of inductive approach to enhance lexico-grammatical patterns improves my business news writing.					
29.	I can write business news with the lexico-grammatical patterns effectively.					
30.	I have got nothing from the use of inductive approach to enhance lexico-grammatical patterns does not improve my business news writing.					



APPENDIX D
Writing scoring rubric



Business news writing scoring rubric

Aspects	Score	Level	Criteria
Lexico grammatical pattern	10	Meets the standard of excellence	<ul style="list-style-type: none"> Lexico-grammatical pattern is effectively and consistently controlled 15-20 Lexico-grammatical patterns are employed in the passage
	8	Approaches the standard of excellence	<ul style="list-style-type: none"> Lexico-grammatical pattern is controlled 11-14 Lexico-grammatical patterns are employed in the passage Lexico-grammatical patter
	6	Clearly meets the acceptable standard	<ul style="list-style-type: none"> Lexico-grammatical pattern is generally controlled but lapses may occasionally impede the meaning 6-10 Lexico-grammatical pattern are employed in the passage
	4	Does not clearly meet the acceptable standard	<ul style="list-style-type: none"> Lexico-grammatical pattern lacks control and this may impede the meaning 3-5 Lexico-grammatical pattern are employed in the passage 6-10 Lexico-grammatical pattern are employed in the passage
	2	Clearly below the acceptable standard	<ul style="list-style-type: none"> Lexico-grammatical pattern lacks control, and this often impedes the meaning



			<ul style="list-style-type: none"> 0-2 Lexico-grammatical pattern are employed in the passage
	0	Insufficient	<ul style="list-style-type: none"> The marker can discern no evidence of an attempt to fulfill the exercises, or student has written so little that it is not possible to assess content
Vocabulary	10	Meets the standard of excellence	<ul style="list-style-type: none"> Words are used accurately Precise words are used to create vivid images and enhance the meaning of the news
	8	Approaches the standard of excellence	<ul style="list-style-type: none"> Words are often used accurately Specific words are frequently used to create vivid images and enhance the meaning of the news
	6	Clearly meets the acceptable standard	<ul style="list-style-type: none"> Words are generally used appropriately General words and expression are used adequately to clarify meaning
	4	Does not clearly meet the acceptable standard	<ul style="list-style-type: none"> Words generally convey only vague meanings Words are basic and may detract from the meaning of the news
	2	Clearly below the acceptable standard	<ul style="list-style-type: none"> Words convey only vague meanings Words are simple and obscure the meaning of the news
	0	Insufficient	<ul style="list-style-type: none"> The marker can discern no evidence of an attempt to fulfill the exercises, or student has written so little that it is not possible to assess content



APPENDIX E

The result of students 'attitude questionnaire



The result of students 'attitude questionnaire

Items	Statements	\bar{x}	Level
1.	I understand the concept of inductive approach in English language teaching.	4.56	Strongly agree
2.	The use of inductive approach to enhance lexico-grammatical patterns improves my business news writing ability.	4.78	Strongly agree
3.	The use of inductive approach to enhance lexico-grammatical patterns helps me understand and improve myself in business news writing ability.	4.59	Strongly agree
4.	I do not understand the concept of using the inductive approach to enhance lexico-grammatical patterns in business news.	4.33	Agree
5.	The use of inductive approach to enhance lexico-grammatical patterns makes my business news writing ability effective.	4.48	Agree
6.	The teaching steps help me understand the use of inductive approach to enhance lexico-grammatical patterns in business news writing.	4.82	Strongly agree
7.	The teaching steps make me confused.	4.45	Agree
8.	Various examples of lexico-grammatical patterns in various contexts help me notice the use of vocabulary in context.	4.91	Strongly agree
9.	Various examples of lexico-grammatical patterns in various contexts help me remember the patterns accurately.	4.75	Strongly agree
10.	I cannot remember any lexico-grammatical patterns presented in class.	4.95	Strongly agree
11.	Studying from words isolation to words in	4.86	Strongly



	context makes my business news writing more natural.		agree
12.	Studying from words isolation to words in context helps me understand clearly in business news writing.	4.49	Agree
13.	Studying from words isolation to words in context is boring.	4.65	Strongly agree
14.	The length of business news is suitable.	4.83	Strongly agree
15.	Giving lexico-grammatical worksheet at the end of the class help me better memorize vocabulary.	4.89	Strongly agree
16.	Giving lexico-grammatical worksheet at the end of the class helps me better understand the concept of the lexico-grammatical patterns.	4.52	Strongly agree
17.	The use of inductive approach to enhance lexico-grammatical patterns does not improve my business news writing.	4.74	Strongly agree
18.	Lexico-grammatical worksheet makes my business news writing more effective.	4.62	Strongly agree
19.	Lexico-grammatical worksheet is a shortcut for me to improve my business news writing.	4.41	agree
20.	Lexico-grammatical worksheet is not beneficial for my business news writing.	4.89	Strongly agree
21.	The multiple tasks in each class lead to the business news writing.	4.49	agree
22.	The multiple tasks in each class help me better understand the use of inductive approach to enhance lexico-grammatical patterns.	4.73	Strongly agree
23.	The multiple tasks in each class are too much time consumed and boring.	4.81	Strongly agree



24.	The multiple tasks in each class make me familiar with the lexico-grammatical patterns using in sentences.	4.90	Strongly agree
25.	The guidance from teacher and the interaction between teacher and students help me improve my business news writing ability.	4.74	Strongly agree
26.	The guidance from teacher and the interaction between teacher and students make me better understand the use of inductive approach through lexico-grammatical patterns in business news writing.	4.90	Strongly agree
27.	The guidance from teacher and the interaction between teacher and students distract me.	4.56	Strongly agree
28.	The use of inductive approach to enhance lexico-grammatical patterns improves my business news writing.	4.76	Strongly agree
29.	I can write business news with the lexico-grammatical patterns effectively.	4.69	Strongly agree
30.	I have got nothing from the use of inductive approach to enhance lexico-grammatical patterns does not improve my business news writing.	4.91	Strongly agree
Total		4.81	Strongly agree



APPENDIX F

แบบตรวจสอบคุณภาพของแผนการสอน



แบบตรวจสอบคุณภาพของแผนการจัดกิจกรรมการเรียนรู้

คำชี้แจง

1. ขอให้ท่านผู้เชี่ยวชาญได้กรุณาแสดงความคิดเห็นของท่านที่มีต่อการพัฒนาการจัดกิจกรรมการเรียนรู้เพื่อพัฒนาความสามารถในการเขียนข่าวธุรกิจด้วยวิธีการอุปมานเพื่อพัฒนาการใช้ไวยากรณ์ภาษาอังกฤษของนักศึกษาระดับปริญญาตรี

2. โดยทำเครื่องหมาย ✓ ลงในช่องความคิดเห็นของท่านพร้อมเขียนข้อเสนอแนะที่เป็นประโยชน์ในการนำไปพิจารณาปรับปรุงต่อไป

ข้อที่	รายการพิจารณา	ความคิดเห็นผู้เชี่ยวชาญ			ข้อเสนอแนะ
		เหมาะสม +1	ไม่แน่ใจ 0	ไม่เหมาะสม -1	
1	แผนมีองค์ประกอบครบถ้วนเหมาะสมและสอดคล้องกับจุดประสงค์การเรียนรู้				
2	วัตถุประสงค์การเรียนรู้มีความชัดเจนถูกต้องครอบคลุมเนื้อหาสาระ				
3	เนื้อหา/สาระการเรียนรู้มีความชัดเจนเข้าใจง่ายและได้ความคิดรวบยอด				
4	เนื้อหา / กิจกรรมการสอนเหมาะสมกับจำนวนเวลาที่กำหนด				
5	กิจกรรมสอดคล้องกับเนื้อหาและวัตถุประสงค์				
6	กิจกรรมการเรียนรู้หลากหลาย / เหมาะสมกับ				



	วัยของผู้เรียนและสามารถนำไปปฏิบัติได้จริง				
7	กิจกรรมเน้นทักษะกระบวนการคิด การลงมือปฏิบัติและสร้างความรู้ด้วยตนเอง				
8	สื่อ/แหล่งเรียนรู้สอดคล้องกับกิจกรรมและวัตถุประสงค์				
9	มีการใช้สื่อ/แหล่งการเรียนรู้ที่เหมาะสมกับวัยและเนื้อหาสาระ				
10	มีรูปแบบการวัดผลและประเมินผลที่หลากหลาย				
11	มีการวัดผลและประเมินผลที่สอดคล้องกับวัตถุประสงค์การเรียนรู้				

ข้อเสนอแนะ

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ลงชื่อ ผู้ประเมิน

ขอแสดงความขอบคุณอย่างยิ่ง



APPENDIX G

แบบตรวจสอบคุณภาพของแบบสอบถาม



แบบตรวจสอบคุณภาพของแบบสอบถาม

คำชี้แจง

1. แบบสอบถามฉบับนี้ อยู่ในขั้นตอนของการพัฒนาเครื่องมือ เพื่อนำไปใช้ศึกษาความคิดเห็นของนักศึกษาระดับปริญญาตรี สาขาภาษาอังกฤษธุรกิจ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏมหาสารคาม

2. แบบสอบถามฉบับนี้มุ่งตรวจสอบ เพื่อหาค่าความเที่ยงตรง (Validity) โดยการวิเคราะห์ดัชนีความสอดคล้อง (Index of Item Objective Congruence : IOC) ของแบบสอบถามและข้อเสนอแนะของผู้เชี่ยวชาญ เพื่อนำไปปรับปรุงแบบสอบถามให้สมบูรณ์ยิ่งขึ้น

3. ขอความกรุณาท่านผู้ทรงคุณวุฒิหรือท่านผู้เชี่ยวชาญ ช่วยพิจารณาร่างแบบสอบถามว่ามีความสอดคล้องกับตัวแปรในนิยามศัพท์ของการวิจัยเรื่องนี้หรือไม่ ด้วยการให้คะแนนในแต่ละข้อคำถามในระบบ IOC โดยการทำเครื่องหมาย ✓ ลงในช่องว่างทางขวา

เกณฑ์การให้คะแนนในระบบ IOC

- 1) ให้ 1 คะแนน เมื่อแน่ใจว่าข้อนั้นมีเนื้อหาที่สอดคล้องกับตัวแปรที่ต้องการศึกษา
- 2) ให้ 0 คะแนน เมื่อไม่แน่ใจว่าข้อนั้นมีเนื้อหาที่สอดคล้องกับตัวแปรที่ต้องการศึกษา
- 3) ให้ -1 คะแนน เมื่อแน่ใจว่าข้อนั้นมีเนื้อหาไม่สอดคล้องกับตัวแปรที่ต้องการศึกษา

5. ผู้วิจัยขอความกรุณาท่านผู้ทรงคุณวุฒิและผู้เชี่ยวชาญ ให้ข้อเสนอแนะหรือความคิดเห็นเพิ่มเติมในประเด็นที่ยังไม่สมบูรณ์ โดยการเขียนข้อเสนอแนะไว้ท้ายข้อความนั้นๆ

ผู้วิจัยขอขอบพระคุณในความกรุณาของท่านมา ณ โอกาสนี้



Student's attitudes Questionnaire

Items	Statement	Degree					Level			
		Strongly agree 5	Agree 4	Uncertain 3	Disagree 2	Strongly disagree 1	+1	0	-1	suggestion
1.	I understand the concept of inductive approach in English language teaching									
2.	The use of inductive approach to enhance lexico-grammatical patterns improves my business news writing ability									
3.	The use of inductive approach to enhance lexico-grammatical									



	patterns helps me understand and improve myself in business news writing ability.									
4.	I do not understand the concept of using the inductive approach to enhance lexico-grammatical patterns in business news									
5.	The use of inductive approach to enhance lexico-grammatical patterns makes my business news writing ability effective.									
6.	The teaching steps help me understand the									



	use of inductive approach to enhance lexico-grammatical patterns in business news writing									
7.	The teaching steps make me confused									
8.	Various examples of lexico-grammatical patterns in various contexts help me notice the use of vocabulary in context									
9.	Various examples of lexico-grammatical patterns in various contexts help									



	me remember the patterns accurately.									
10.	I cannot remember any lexico-grammatical patterns presented in class.									
11.	Studying from words isolation to words in context makes my business news writing more natural.									
12.	Studying from words isolation to words in context helps me understand clearly in business news writing.									
13.	Studying from words isolation to words in context is boring.									
14.	The length of									



	business news is suitable									
15.	Giving lexico-grammatical worksheet at the end of the class help me better memorize vocabulary.									
16.	Giving lexico-grammatical worksheet at the end of the class helps me better understand the concept of the lexico-grammatical patterns.									
17.	The use of inductive approach to enhance lexico-grammatical patterns does not improve my business news writing.									



18.	Lexico-grammatical worksheet makes my business news writing more effective.									
19.	Lexico-grammatical worksheet is a shortcut for me to improve my business news writing.									
20.	Lexico-grammatical worksheet is not beneficial for my business news writing.									
21.	The multiple tasks in each class lead to the business news writing.									
22.	The multiple tasks in each class help me better understand the									



	use of inductive approach to enhance lexico-grammatical patterns.									
23.	The multiple tasks in each class are too much time consumed and boring.									
24.	The multiple tasks in each class make me familiar with the lexico-grammatical patterns using in sentences.									
25.	The guidance from teacher and the interaction between teacher and students help me improve my business news writing									



	ability.									
26.	The guidance from teacher and the interaction between teacher and students make me better understand the use of inductive approach through lexico-grammatical patterns in business news writing.									
27.	The guidance from teacher and the interaction between teacher and students distract me.									
28.	The use of inductive approach to enhance lexico-									



	grammatical patterns improves my business news writing.									
29.	I can write business news with the lexico-grammatical patterns effectively.									
30.	I have got nothing from the use of inductive approach to enhance lexico-grammatical patterns does not improve my business news writing.									

Suggestions

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ลงชื่อ.....ผู้เชี่ยวชาญ

(.....)



APPENDIX H
ผลการตรวจแผนการสอน



ผลการตรวจแผนการสอน

ข้อที่	รายการพิจารณา	ผู้เชี่ยวชาญคนที่			รวม	เฉลี่ย	แปลผล
		1	2	3			
1	แผนมีองค์ประกอบครบถ้วนเหมาะสมและสอดคล้องกับจุดประสงค์การเรียนรู้	+1	+1	+1	3	3	เหมาะสม
2	วัตถุประสงค์การเรียนรู้มีความชัดเจนถูกต้องครอบคลุมเนื้อหาสาระ	+1	+1	+1	3	3	เหมาะสม
3	เนื้อหา/สาระการเรียนรู้มีความชัดเจนเข้าใจง่ายและได้ความคิดรวบยอด	+1	+1	+1	3	3	เหมาะสม
4	เนื้อหา / กิจกรรมการสอนเหมาะสมกับจำนวนเวลาที่กำหนด	+1	+1	+1	3	3	เหมาะสม
5	กิจกรรมสอดคล้องกับเนื้อหาและวัตถุประสงค์	+1	+1	+1	3	3	เหมาะสม
6	กิจกรรมการเรียนรู้หลากหลายเหมาะสมกับวัยของผู้เรียนและสามารถ	+1	+1	+1	3	3	เหมาะสม



	นำไปปฏิบัติได้จริง						
7	กิจกรรมเน้นทักษะ กระบวนการคิด การ ลงมือปฏิบัติและสร้าง ความรู้ด้วยตนเอง	+1	+1	+1	3	3	เหมาะสม
8	สื่อ/แหล่งเรียนรู้ สอดคล้องกับ กิจกรรมและ วัตถุประสงค์	+1	+1	+1	3	3	เหมาะสม
9	มีการใช้สื่อ/แหล่งการ เรียนรู้ที่เหมาะสมกับ วัยและเนื้อหาสาระ	+1	+1	+1	3	3	เหมาะสม
10	มีรูปแบบการวัดผล และประเมินผลที่ หลากหลาย	+1	+1	+1	3	3	เหมาะสม



VITA



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