

ผลของการสอนเขียนตามความสามารถของผู้เรียน โดยใช้วิธีการแบ่งขั้นชิ้นงานที่มีต่อ
ความสามารถในการเขียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 3



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EFFECTS OF DIFFERENTIATED WRITING INSTRUCTION BY TIERED
ASSIGNMENTS ON WRITING ABILITY OF NINTH GRADE STUDENTS



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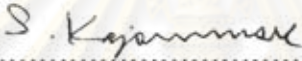
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 ใช้วิธีการแบ่งชั้นชั้นงานที่มีต่อความสามารถในการเขียนภาษาอังกฤษของนักเรียนชั้น
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 วิจัยประกอบไปด้วยนักเรียนชั้นมัธยมศึกษาปีที่ 3 จำนวน 12 คน โรงเรียนเตรียมอุดมศึกษา-
 พัฒนาการ รัชดา กลุ่มตัวอย่างนี้มีระดับความสามารถในการเขียนภาษาอังกฤษที่แตกต่างกัน 3
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 นักเรียนกลุ่มตัวอย่างได้เขียนภาษาอังกฤษผ่านชั้นงานที่ถูกออกแบบให้ตรงกับระดับ
 ความสามารถ การวิเคราะห์ข้อมูลใช้สถิติพื้นฐานและWilcoxon Matched-Pairs Signed-Rank
 Test เพื่อวัดความก้าวหน้าในการเขียนของนักเรียน การวิเคราะห์ความคิดเห็นของนักเรียนที่มีต่อ
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ผลการวิจัยพบว่า (1) นักเรียนได้คะแนนเฉลี่ยจากข้อสอบเขียนภาษาอังกฤษหลังเรียนสูง
 กว่าคะแนนเฉลี่ยก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 (2) นักเรียนคิดว่าการสอนเขียน
 โดยวิธีการแบ่งชั้นชั้นงานมีข้อดีคือ นักเรียนได้ทำงานที่มีความเหมาะสมและท้าทายความสามารถ
 ซึ่งทำให้เขียนได้ยาวขึ้น ถูกต้องและคล่องมากขึ้น นักเรียนได้ทำงานในสภาพแวดล้อมที่เอื้อต่อการ
 เรียนรู้ นักเรียนรับรู้ความสามารถของตนเองและมีแรงจูงใจในการเรียน ซึ่งช่วยให้นักเรียนประสบ
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 ภาระงานที่เพิ่มขึ้นและการที่นักเรียนไม่ได้รับความช่วยเหลือจากเพื่อนร่วมชั้นที่มีความสามารถ
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This study aimed to: 1) explore the effects of differentiated writing instruction by tiered assignments on students' writing ability, and 2) investigate students' opinions towards the instruction. The participants of this study were 12 ninth grade students, who were studying Standard English III, at Triamudomsuksapattanakarn Ratchada School. The participants came from 3 different writing ability levels: Apprentice, Intermediate and Advanced. During the 8 weeks of instruction, the participants were provided with writing assignments, specifically tailored to match with their current writing levels. Descriptive statistics and Wilcoxon Matched-Pairs Signed-Rank Test were used to measure the progress of students' writing after receiving the instruction. The opinions of the participants were analyzed by using content analysis.

The results revealed that (1) the participants gained higher mean scores in the post-English writing test than in the pre-English writing test at 0.05 significant level; (2) the participants found that the instruction had a lot of advantages. As reported by the participants, tiered assignments gave them the opportunities to work on appropriate and challenging tasks, which led to improvement on writing in terms of length, accuracy and fluency. The participants were taught in conducive environments, which enhanced their self-efficacy and motivation to learn English writing. Moreover, the participants confirmed that the instruction promoted success in writing. The participants also mentioned the disadvantages of the study, which related to extensive workload and the lack of assistance from more capable peers.

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CHAPTER I

INTRODUCTION

This chapter of the thesis begins with the rationale background and statement of problems that suggest why differentiated writing instruction by tiered assignments is a significant teaching method to enhance students' English writing ability. Furthermore in this chapter, research questions, research objectives, statements of hypotheses, scope of the study, definitions of terms and significance of the study are presented.

Background of the study

Concerning all of the four language skills - which are listening, speaking, reading and writing – it seems to be that writing is the most difficult as it involves with several subskills. Taylor (1976) pointed out that writing is a combination of several basic language elements, namely syntactic manipulations, knowledge of vocabulary, development of ideas as well as the usage of conventions in writing. The process of writing involves both social and cognitive domains. Besides knowing what one needs to express, one must also know how to construct that message in order to communicate effectively Myles (2002).

Taking the complexity of writing into consideration, it is assumed that writing is disliked and often avoided by students because it is difficult to acquire (Krittawattanawong, 2008). Besides, it is also found that among the four language skills, writing has been given the least attention by teachers (Glušac, 2007).

According to Glušac, language teachers think writing is difficult, students do not like writing and there is not enough time left for students to practice writing in certain courses.

English writing, as mentioned earlier, is complicated and difficult for students to learn. However, being able to master writing skills brings a great number of benefits to students. First of all, their overall knowledge of English will be improved as they have to apply what they already know to construct a piece of writing. At the same time, students also gain extra knowledge while they are writing about various subject matters. English writing helps students to improve their critical and analytical skills as they have to gather relevant pieces of information and transmit it through a logical piece of writing. Students, who are able to write in English, can also experience a higher level of academic success (Glušac, 2007).

In Thailand, the Ministry of Education's awareness of the importance of English writing appears in the Basic Educational Core Curriculum B.E. 2551 (2008). In the area of learning and teaching foreign languages, Thai students are expected to be able to write in order to exchange data, to present information and to express their opinions concerning various fields of interests. "Extensive Essays" is set as a benchmark of the "World-Class Standard School Policy". As a result of this, English writing instruction should make the students aware of how to apply their knowledge of English and essential strategies in writing, in order to explicitly convey their messages.

It can be concluded from observations of English classrooms in Thailand that students have limited ability in writing English (Wongsothorn, 2003). One of the causes to this problem is reported to stem from classroom methodology, which pays too much attention to memorization of grammatical structures and vocabulary. Since communicative function is not being focused in classroom, Thai students' writing ability is inherently limited (Mission Plan for Enhancing the Quality of Teaching and Learning English in Thai Education System, 2006 – 2010).

According to this mission plan, ineffectiveness in teaching and learning English that leads to students' limited ability to use the language has stemmed from several causes. Two observable causes are the large class size of around fifty students and their varied levels of knowledge of English. These two causes of problems are also connected with the lack of ability of teachers to manage their teaching in response to the large class and a big variance of students' English ability. Since this ineffectiveness of teaching and learning is commonly found in general English classes, naturally the same situation exists in English writing classes as well.

The Basic Educational Core Curriculum suggests that teachers must develop lessons that match with individual differences among students, regarding their brain development levels and paces of learning. To clarify what is said in the core curriculum, conventional method of teaching should be replaced with other methods that engage students and address their diversity. This should be done in all subject areas, thus including English subject and English writing in particular in order to help every individual student to attain their learning goals.

The needs to adjust classroom instruction in relation to individual differences among students - found in the mission plan and the basic core curriculum - share the same rationale as “Differentiated Instruction”, which is a teaching philosophy based on the principle that effective instruction should address students’ differences in mixed-ability classrooms (Tomlinson, 2001). “Tiered Assignments”, also introduced by Tomlinson, is one of the strategies that will help teachers to successfully create an effective differentiated classroom. This strategy involves distributing to students a range of learning tasks that match their readiness levels, learning profiles and/or interests.

Differentiated Instruction and tiered assignments have been found widely in several educational articles, classroom examples and national curriculums (Pierce and Adams, 2005; Subban, 2006). It has also been implemented as a new teaching intervention in Science classrooms by Richards and Omdal (2007). However, there is little empirical research of this practice in foreign language classrooms. Research on the implementation and effects of differentiated instruction by tiered assignments in English writing classrooms is hardly anywhere to be found.

Therefore, this present study adopted the use of differentiated instruction by tiered assignments in an English writing classroom, at Triamudomsuksapattanakarn Ratchada School. The aim of this study was to investigate how differentiated writing instruction by tiered assignments will affect the writing ability of ninth grade students in Thai secondary schools.

Research Questions

Two research questions of this present study were:

1. To what extent does differentiated writing instruction by tiered assignments affect writing ability of students?
2. What are students' opinions towards differentiated writing instruction by tiered assignments?

Research Objectives

The purposes of this study were:

1. To explore the effects of differentiated writing instruction by tiered assignments on students' writing ability.
2. To investigate students' opinions towards differentiated writing instruction by tiered assignments.

Statements of Hypotheses

Due to the small amount of empirical evidence concerning the implementation of differentiated instruction and tiered assignments in foreign language classrooms, the statements of hypotheses for this present study were all obtained from the study of Richards and Omdal (2007), who implemented tiered assignments in secondary Science classrooms. In their study, Richards and Omdal found that tiered instruction increases students' performance in a secondary Science class, especially those who were in the low-achievement groups.

Considering the results from the Richards and Omdal's study, the hypotheses for this study were as follows:

1. Differentiated writing instruction by tiered assignments has a positive effect on students' writing ability. This will be evaluated by the results from English writing tests. Students' scores in the post English writing test will be significantly higher than the pre English writing test at 0.05 statistical significant level.
2. Students will find differentiated writing instruction by tiered assignments have a lot of advantages. (Students were satisfied with the instruction. Students found the instruction useful and helpful for them to write better because they had conducted writing tasks that were not too difficult or too easy for them).

Scope of the Study

1. The population of the study was ninth-grade students in Thai secondary schools
2. The participants of this study were 12 ninth-grade students, who were studying Standard English III at Triamudomsuksapattanakarn Ratchada School, Second Semester, Academic Year 2010.

3. The focus variables of the study were:

3.1 Independent variable was the differentiated writing instruction by tiered assignments

3.2 Dependent variables were

3.2.1 Students' writing ability

3.2.2 Students' opinions towards differentiated writing instruction by tiered assignments

Definition of Terms

1. Differentiated instruction refers to a teaching philosophy, which aims to address students' differences in mixed ability classroom. In this study, the differences among students refer to varied levels of their writing ability. In differentiated instruction, teachers adjust their teaching methods in relation to students' needs in order to ensure that every student in the classrooms is able to make his/her own significant progress in learning writing.

2. Tiered assignments stands for a range of writing tasks, which are designed to match students' readiness levels in English writing. These tasks are carried out under the same learning objectives, essential concepts or skills that students are required to master. These tasks are also designed to challenge students to go beyond their current writing ability level.

3. Readiness in this study refers to students' readiness levels in English writing. Readiness in writing indicates students' existing writing skills as well as their ability to write in English independently.

4. Differentiated writing instruction by tiered assignments refers to a teaching writing approach that involves distributing a range of English writing assignments best fitting to each student's current writing ability level. These tiered writing assignments address students' current writing skills and at the same time try to promote new writing skills so that students' English writing ability can be enhanced.

5. Writing ability is defined as the students' ability to write in English, which is evaluated by English writing test scores before and after the instruction, and also students' writing products from several tasks. Students' writing products are measured by REEP writing rubric (1997). Three writing ability levels were used in this research: Apprentice, Intermediate and Advanced.

6. English writing test refers to a performance-based evaluation of students' English writing. In order to carry out this test, students were asked to choose one of the writing topics provided in the test. The students had the right to select the topic that they were most familiar with or a topic that was interesting for them. Then they had to write according to the topic they had chosen. The writing test was employed before and after the treatment. Therefore, the same test was given to the students twice, in the form of pre-test and post-test.

7. English Writing tasks in this study refer to a set of activities that comprised different levels of tasks varying according to degrees of writing complexity and different sub-topics for writing. To categorize writing tasks into tiering fashion, there were three levels of these tasks: Tier A tasks, Tier B tasks and Tier C tasks. Each tier task consisted of different sub-topics for writing. Besides specifically working on their tier levels, students self-selected certain sub-topics for writing, in accordance with what was the most meaningful for them. The writing rubric was used in order to assess students' achievement from each task and to observe students' progress in their English language writing.

8. Opinions refer to students' feelings towards differentiated writing instruction by tiered assignments concerning its advantages and disadvantages.

9. Ninth-Grade Students in this study were ninth grade students in Thai secondary schools.

Significance of the Study

This research was significant because it addressed all students who were studying in the same English classroom. The aim of this study was to improve students' English writing performance by using differentiated writing instruction by tiered assignments.

In practice, English teachers who teach English writing will be able to use the findings of this study to improve their lessons, with regards to the differences among students in terms of their English writing readiness levels. Also in this study, the

suggestions of how differentiated teaching in tiered assignments fashion can be implemented in classrooms are provided, together with samples of lesson plans and rubrics for assessments.

To conclude this chapter it has to be mentioned that the results of this research might be an alternative way for English teachers to deliver their English writing instruction in a fashion that matches students' differences in classrooms.



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CHAPTER II

LITERATURE REVIEW

This thesis chapter describes the literature review. Firstly, it provides general descriptions of differentiated instruction and tiered assignments. Then, the definitions of writing, writing ability as well as writing assessment are presented. The essential explanations of teaching and learning English writing in Thai secondary schools are also provided. A summary of the literature review is provided alongside a gap in the literature. The whole chapter ends with the conceptual framework of the study. The details of the literature review are presented as follows:

Differentiated Instruction

Differentiated instruction has originated from the diversity in classrooms, regarding students' different levels of ability, learning profiles and interests. In one classroom, all students are expected to move towards the goal of education. However in reality, not all of them are capable of doing that. Some students fall behind and some find their lessons lack challenges. These problems lie in the fundamental classroom practice, where a single teaching approach is not enough to deal with varied degrees of differences among students.

Tomlinson (2001), an expert in this field, has defined differentiated instruction as "A teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students"

varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to „get at“ and express learning”.

Similarly, Gregory and Chapman (2007) have mentioned that “Differentiation is a philosophy that enables teachers to plan strategically in order to reach the needs of the diverse learners in classrooms today”. Regarding the definition of differentiated instruction, Mulroy and Eddinger (2003) have indicated that differentiated instruction came from the need to provide an individualized and challenging learning environment that addresses all students. To differentiate classroom instruction is to create learning experiences, where students’ strengths and weaknesses are taken into account.

According to experts and educators, differentiated instruction allows all students to participate in the class, with the instruction that is exclusively tailored for them. This practice involves categorizing students according to their ability levels. After students’ levels have been identified, the students are provided with specific learning opportunities in order to meet their individual needs regarding their readiness, learning profiles and interests. A variety of continuing assessments is employed to observe students’ progress in their learning. To summarize what is mentioned above, this practice is considered to be an alternative teaching theory, which enables every student in a diverse classroom to make significant progress in their learning (Tomlinson, 2001; Chapman and King, 2005; Pierce and Adams, 2005; Subban, 2006; Theisen, 2006; Richards and Omdal, 2007; Hall, Strangman and Meyer, 2009).

Supported Theories to Differentiated Instruction

Differentiated Instruction has roots in classroom practices, which concern students' diversity in classrooms. In the 1970-1980's before the term „Differentiated Instruction“ had been invented, educators and teachers had paid their attention to cultural differences among students in classrooms and community. While in the 1990's, the focus had shifted from culturally diverse classrooms into mixed-ability classrooms. This involved developing personal growth of gifted learners and struggling learners. These two decades, even though attention was paid to different aspects of learners, still followed the same central theme, which was „Classroom diversity“ (Subban, 2006).

During the first decade of the twenty-first century until now, the term “Differentiated Instruction” has been widely used in referring to a teaching philosophy that is adjusted in relation to students' individual differences in a heterogeneous classroom; these differences are students' readiness levels, interests and learning profiles. On the subject of the development of differentiated instruction, this shows that over the year a great deal of support has been given to this instructional practice (Tomlinson, 2001; Subban, 2006).

Differentiated instruction, even though it does not contain much empirical literature, has been found in several anecdotes, classroom examples, national curriculums, testimonials and books, written by leading experts who support this teaching principle. The National Center on Accessing the General Curriculum (NCAC), a division of the U.S. Department of Education, has promoted the practice

of differentiated instruction in public schools by including this teaching principle in the state national curriculums.

Subban (2006) has proposed a research-base study to provide solid ground to differentiated instruction practice. In this work, Subban has integrated Vygotsky's sociocultural theory of learning, the zone of proximal development, addressing differences for a new educational paradigm and brain research in his conceptual framework that is developed to support differentiated instruction.

1. Vygotsky's sociocultural theory of learning.

Differentiated instruction, according to Subban (2006), has been derived from the work of a major constructivist theorist named Lev Vygotsky (1978). Vygotsky's sociocultural theory is based on the grounded principle that an individual learner must learn through social interaction as it is a basis for the cognitive development.

Based on Vygotsky's philosophy, scaffolding refers to a process in which learners are provided with a basis for moving from the present to higher ability levels. Support for learning is given by guidance from and interaction with teachers or more capable peers. The ultimate goal of scaffolding is for learners to be able to learn independently in the future. Scaffolding is closely related to the zone of proximal development (Subban, 2006; Hall, Strangman and Meyer, 2009).

2. The zone of proximal development

The zone of proximal development (ZPD) was originally formulated by Vygotsky (1978). ZPD implies a stage, which takes place between learners' actual development and their potential development. Individual learners are capable of moving to the ZPD and reaching their potential stage when they receive enough

support. The scaffolding process here plays an essential role. Thus, a learner gains support from interacting with more capable classmates or teachers, as well as provided learning resources. Therefore, Zone of Proximal Development is considered to be the core of scaffolding (Bodrova and Leong, 1998; McKenzie, 1999; Dorn and Soffos, 2001; Verenikina, 2002; Alton-Lee, 2003).

To establish a connection among Vygotsky's sociocultural theory of learning, zone of proximal development and differentiated instruction, students are offered a range of assignments that addresses their current ability and at the same time challenges them with a new concept they need to master. As they are working on a specific assignment, they are establishing new introduced knowledge to their existing knowledge. Once they have mastered new knowledge/skills, they will move on to a higher ability level. To conclude, this is overall a dynamic process, in which teachers play an active role in creating a meaningful learning environment and purposeful tasks for students to complete (Bodrova and Leong, 1998; McKenzie, 1999; Dorn and Soffos, 2001; Tomlinson, 2001; Verenikina, 2002; Alton-Lee, 2003; Chapman and King, 2005; Subban, 2006; Theisen, 2006; Hall, Strangman and Meyer, 2009).

3. Brain Research

Following the fundamental principle of brain research, effective instruction should trigger the brain function to process, store and retrieve information. Brain research is directly applied into differentiated instruction (Subban, 2006). One example of this relates to positive learning environment in a differentiated classroom. Chapman and King (2005) have claimed that the brain functions best when students work in relaxing, non-threatening and supportive classrooms. The brain cannot

function well if students are fearful of failure. As a result of this, a differentiated classroom must promote a learning environment, in which students feel safe and comfortable when experiencing their learning (Tomlinson, 2001).

Another characteristic of differentiated instruction in relation to brain research concerns tasks, which are provided to students. Tomlinson and Kalbfleisch (1998) (as cited in Subban, 2006) suggested that students must carry out tasks, which match their existing background knowledge. At the same time, students must also be appropriately challenged with new knowledge embedded in the tasks. Tasks employed in differentiated instruction, therefore, should not be either too difficult or too easy for the students. If tasks are too advanced for their level, students cannot associate new knowledge to the existing knowledge that they possess. Thus, the brain cannot retrieve the old information in order to connect it with the new information. On the other hand, if tasks are too easy, there will only be a repetition of information, which already exists in the brain; a new learning process will not take place.

4. Addressing differences for a new educational paradigm

Subban (2006) has stated in his work that the rationale for addressing differences among students stems from the development of brain research, learning profiles, multiple intelligences and current diverse needs of students. It is proved that students do not learn in the same way. Thus, the “one-size fits all” teaching approach seems limited in order for students to reach their maximum growth in learning (Tomlinson, 2001; Hall, Strangman and Meyer, 2009).

Additionally, Subban has articulated that students, whose ability and interest have been taken into teachers’ consideration, tend to stay positive and motivated in

their learning. By ignoring students' differences the number of students, who have failed in their class, will rise. Students, who are more advanced than the rest of the class, will lose their interests in lessons. This shows that a single teaching approach in traditional classrooms is no longer appropriate for the students anymore.

In the field of foreign language teaching, Theisen (2006) emphasizes the diversity in language classrooms including students with varied ability levels, wide-ranging experiences and attitudes, different language and cultural background as well as assorted interests and learning profiles. With regards to a variation among students, language classrooms must provide students with a rich learning environment and opportunities for them to practice the language. Differentiated language classrooms should promote students' diversity by allowing them to learn at different speeds and in different ways in relation to their preferences. Students are taught to learn their strengths and learn to respect others (Hall, Strangman and Meyer, 2009).

How to Differentiate Teaching Instruction

"To differentiate instruction is to recognize students' varying background knowledge, readiness, language, preferences in learning and interests, and to react responsively", is the quote taken from the article, written by Hall, Strangman and Meyer (2009). The purpose of differentiating teaching instruction is to increase students' individual success in mixed-ability classrooms.

According to Tomlinson, the leading expert in differentiated instruction, classroom instruction can be differentiated in terms of content (What students learn),

process (How they make sense of the content) and product (The outcome of their learning). It is the teachers' responsibility to determine which part of the lesson they will tier. In addition, teachers should also identify which aspect of students will be addressed: readiness, interests or learning profile.

Corresponding to Tomlinson's guide to differentiated instruction, Oaksford and Jones (2001) have proposed a framework to support the implementation of differentiated instruction in schools (as cited in Hall, Strangman and Meyer, 2009). Figure 2.1 presents Oaksford and Jones' learning cycle and decision factors used in planning and implementing differentiated instruction in their school.

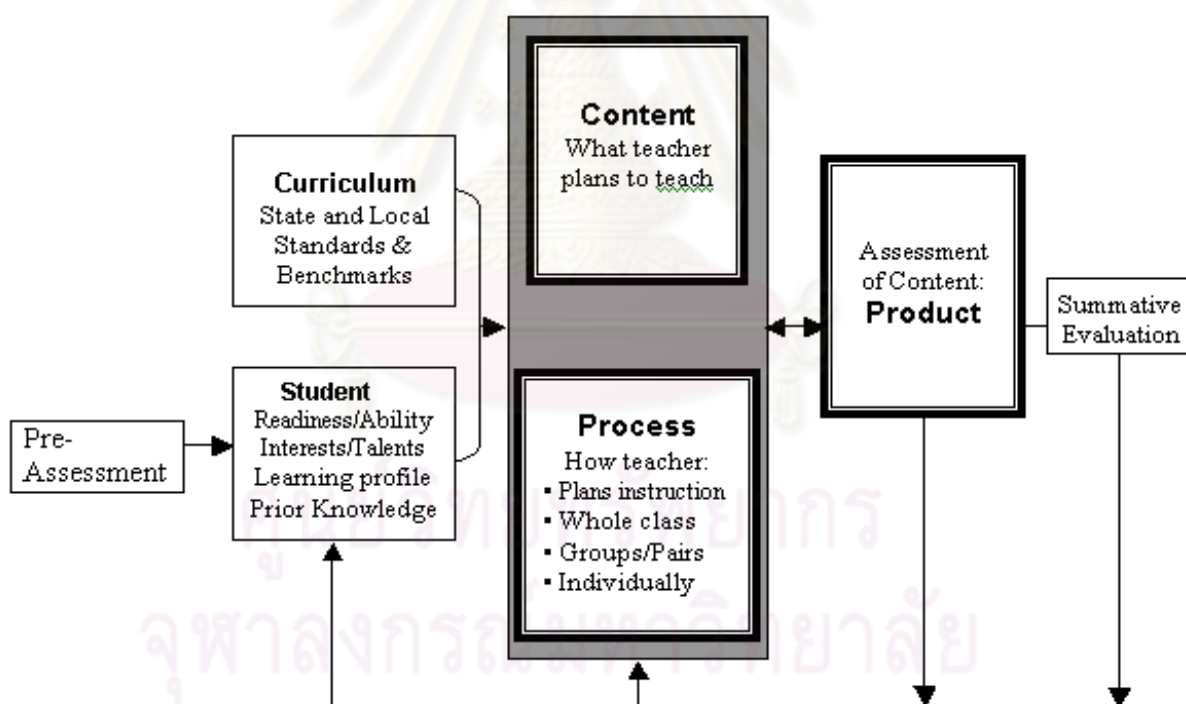


Figure 2.1 Oaksford and Jones' Learning Cycle and Decision Factors Used in Planning and Implementing Differentiated Instruction in School (2001)

To illustrate this framework, the whole process starts with the pre-assessment of students' readiness, abilities, interests, talents, learning profiles and background

knowledge. Combining students' profiles with curriculum standards and benchmarks, the teachers and other school administrators create instructions, which emphasize content, process and product and how each of these elements can be implemented. The summative evaluation takes place in the last part of the framework but not at the end of the process. The planning and implementing of the differentiated instruction in school is indeed an ongoing process.

Management Strategies in Differentiated Classrooms

Management strategies in differentiated classrooms intend to provide students with learning opportunities, which correspond with their needs, interests and readiness levels. Chapman and King (2008) have suggested techniques for effective management strategies in differentiated instruction as follows:

1. Maintaining a learning environment that is comfortable and stimulating
2. Assessing students' individual needs before, during and after learning
3. Using the assessment data to plan strategically with the most beneficial models, techniques and strategies
4. Selecting and organizing instructional activities for the total group, individuals, partners and small groups
5. Instilling each student with desire to learn and improve

A number of instruction strategies have been proposed by several experts in differentiated instructions. Every strategy is suggested with an attempt to promote the best learning opportunities for each student in differentiated classrooms. The chief

expert in differentiated instruction, Ann Tomlinson, has proposed a series of instructional strategies for mixed ability classrooms (2001). These strategies include compacting, independent projects, interest centers or interest groups, flexible grouping, learning centers, varying questions, mentorships/apprenticeships, tiered assignments and learning contracts.

It is important to note that teachers must have some criteria when applying a certain strategy in classrooms by considering its effectiveness, appropriateness, content and accessibility. The differentiated instructional management strategy, which will be employed in this present study, is tiered assignments.

Tiered Assignments

Tiered assignment is one of the management strategies employed in differentiated instruction. The basic idea of tiered assignments is that learners can perform best when tasks are a good match with their prior knowledge and skills. Therefore, teachers – who use tiered assignment strategies in their lessons – must create a range of assignments in order to fit the differences among students. According to Tomlinson (2001), tiering assignments can be done in three ways: tiering by content, tiering by process and tiering by product. This differentiation strategy concerns students' learning profiles, interests and readiness.

The aim of tiered assignments is to facilitate students' ability to formulate a concept of knowledge based on their existing skills or knowledge. According to Richards and Omdal (2007), this strategy involves grouping students based on their prior knowledge and providing them with a range of assignments that is best fitting

with their ability. To look at this in the aspect of scaffolding, appropriate levels of assignments will move students beyond their zone of proximal development and bridge the gap between what students“ already know (students“ zone of actual development) and the new concept they need to master (students“ zone of potential development) (Tomlinson, 2001; Richards and Omdal, 2007).

Following the foundation principle of tiered assignments, teachers can make it possible for students to master a certain skill by controlling the complexity of the input. Students are also motivated because they can successfully carry out a task that matches with their ability and preferences. Considering the principle of tiered assignments, Conklin (2007) has pointed out that this reflects a scaffolding process in students“ cognitive development. Therefore, the term “Scaffolding Assignments” is also used in Conklin’s (2007) work as a substitute term to tiered assignments. It is important to note that the tiering process can be done only when all students are exposed to the same concept. This is to ensure that different routes that students take will lead to the same destination.

Chapman and King (2005) have adjusted the tiered model, which was originally designed by Tomlinson (2001). In Chapman and King’s work, one initial step was added to the original tiered model: analyzing students“ learning levels. The term “Adjustable Assignments” is then used to pinpoint the relationship between students“ current learning levels and what they need to learn next. The emphasis of this model is on the gap between old knowledge and new knowledge. A teachers“ job is to fill the gap by adjusting their lessons for students“ learning.

Characteristics of Tiered Assignments

Heacox (2002), another leading expert in the field of differentiated instruction has proposed five characteristics of tiered assignments. In order to clarify each characteristic Heacox has pointed out, descriptions are also provided:

- *Different work, not simply more or less work:* In tiered assignments the amount of work, which will be given to students with different ability levels, does not count. What is important is the challenge levels of the work that will match with students' background of learning.
- *Equally active:* All students should be occupied with the given assignments and should effectively perform their roles. Tiered assignments are not only designed to match students' preferences and levels of ability, but also for the students to be equally and actively involved in tasks.
- *Equally interesting and engaging:* Students, who perform tiered assignments, should feel that they are being treated equally. Providing students with task options makes learning more meaningful for them. Students will be more motivated to learn the things they like rather than being forced to do so.
- *Fair in terms of work expectation:* All students should be studying the same concept with different levels of challenges that fit their existing ability. Before distributing tiered assignments to the students, teachers should make sure that the amount of time provided for each student and the effort required from students to complete the tasks are equal.

- *Require the use of key concepts, skills or ideas:* The attempt of tiered assignments is to push students to go beyond the ability level they are on. Therefore, new concepts are always being introduced. Effective tiered assignments require teachers to provide tasks that address students existing skills in order to ensure that students can find the connection between what they are going to learn and what they already know.

Constructing Tiered Assignments

Tomlinson (2001) has proposed directions for teachers to create tiered assignments by relying on the basic principle of differentiated instruction. As mentioned earlier, teachers can differentiate classroom instruction by adjusting content, process and product – by considering students’ readiness, interests and learning profiles. When the adjustment is in the form of making a range of activities or varied levels of tasks, tiering of assignments will take place. To conclude this, adjusting tasks, content or teaching procedures is differentiated instruction. Making varied levels of tasks, content or teaching procedures is tiered assignments in differentiated instruction.

Thus, to create tiered assignments, teachers vary tasks by considering three different parts, which are: Tiering by content (input, what students need to know and need to be able to do), by process (how students can obtain key knowledge and practice essential skills) and by product (output, how students demonstrate what they have learned) concerning students’ readiness, interests and learning profiles.

Teachers must also establish certain criteria to promote students' degree of success in differentiated instruction.

Pierce and Adams (2005) have suggested eight steps in developing a tiered lesson, which comprises the eight following steps:

1. Identifying the grade level and the subject
2. Identify the learning standard
3. Identify the key concept and generalization
4. Make sure students have the necessary background to be successful in the lesson
5. Determine in which part of the lesson the content / process / product will be tiered
6. Determine tiering type (readiness, interest, learning profile)
7. Determine number of tiers; 8) Develop an assessment of the lesson.

Research on Tiered Assignments

There has not been a lot of research with a focus on tiered writing assignments in the field of English teaching. To examine this in a broader view, there is a major study in the Education field that has paid attention to tiered assignments:

Richards and Omdal (2007) conducted their study with students in an American secondary science course. Both researchers aimed to determine the effects of tiered instruction on the students' academic performance. A quasi-experimental design was implemented in this study. Seven classes were used as a control group and another seven classes were the treatment group. Within the same group, students

were divided into three groups which were: low background students, midrange background students and high background students. Post-test scores of students from both groups were compared after receiving tiered instruction. It was found out in this study that tiered instruction was the most helpful for students in a low background level because it showed the highest significant differences of low background students' scores between the control group and the experiment group.

Writing

Many researchers have mentioned writing as a process that attempts to transfer writers' ideas to readers through messages. A great number of researchers in the field of second language or foreign language writing - from past to present – have been of the same opinion that writing involves several essential language elements, namely syntactic manipulations, knowledge of vocabulary, the usage of conventions in writing as well the development of ideas (Taylor, 1976; Flower and Hayes 1981; Zamel 1982; Raimes 1983; Silva, 1990; Myles 2002; Hyland 2003)

Raimes (1983), the leading expert in the field of second language writing, explained that when writers write, they have to combine several language features, namely mechanics, words choice, grammar, syntax into meaningful content and overall organization of writing. Thus, second language writing is a process, in which writers try to communicate with readers through purposive work.

To compliment what was being said by Raimes, researchers in the field of foreign language teaching have referred to writing as a complex process. In this

process, writers' cognitive domain plays a major role in combining essential language elements - namely structure, content and topic – when creating meaningful writing texts to readers (Myles, 2002; Pochanapan (2007). This process of organizing the language begins with a combination of several letters in forming words - words that are put together into sentences – and to the next level when sentences are presented in a form of reading texts (Krittawattanawong, 2008).

Concerning all the definitions of writing mentioned earlier, the researcher has defined writing as a complex development of language ability, in which writers attempt to express their ideas in a form of written productions. The combination of several language elements form the basis for writing, which starts from small units such as separate words or phrases, into bigger units such as sentences, paragraphs or free discourse.

Writing Ability

Writing ability has been referred to as the knowledge of writers in combining language forms and rules in order to create texts and successfully convey the messages to the readers. However, being able to write grammatically correct is not enough for complete communication. What writers should be able to do as well is to write logically so that the writing can be understood by the reader (Hyland, 2003).

A logical sequence of ideas, according to Pochanapan (2007), makes writing become comprehensible for the readers. Additionally, Krittawattanawong (2008) mentioned that the writer, who possesses writing ability, must be able to construct

meaningful texts with correct language structures, expressive vocabulary and appropriate mechanics.

Concerning the explanations of writing ability mentioned previously, the researcher has described writing ability as the skills that the writers possess in composing a written text. This involves their insight in the purpose of writing, the formulation of ideas and their acquaintance with the basic language elements.

How to Assess Writing Ability

Writing assessment reflects the goals of teaching writing, as it provides the evidence of students' writing achievement as well as of certain writing areas that still need to be improved. In order for teachers to assess students' writing ability, it is essential for them to have clear objectives for the assessment (Brown, 2004). According to Brown, writing assessment could be carried out through a variety of tasks depending on what writing elements the teachers are going to assess.

Writing assessment can be carried out through several test-tasks. However, it is important to note that any form of writing assessment should be as authentic and relevant to students' lives as possible (Hughes, 2003). Besides, students should be allowed to have frequent opportunities to participate in writing assessment. To be exact, teachers should employ continued assessment in writing classrooms, not just a snapshot of mid-term and final tests (Coombe and Evans, 2001). It is crucial to employ appropriate scales for scoring students' writing. Two basic approaches used

to establish students' levels of writing performances - holistic scoring and analytic scoring - are discussed in the following sections:

1. Holistic Scoring

Holistic scoring provides the overall impression of a piece of writing. Coombe and Evans (2001), mentioned the advantages of scoring students' writing in a holistic fashion that: first, it is a quick and reliable way to evaluate writing if it is used under no time constraints and if teachers has been trained how to use the rubric well; second, it saves time because a number of writing characteristics can be scored in a short period of time; third, certain aspects of writing – that students are not good at - cannot bring down their scores as everything is evaluated as a whole. Brown (2004) has suggested that holistic scoring can effectively fulfill administrative purposes. For instance, teachers can use holistic scoring as a placement tool or as a school report concerning students' progress.

The following holistic rubric is a part of ACTFL proficiency guideline (2001), American Council for the Teaching of Foreign Languages, which provides descriptors for specifying the competency levels of language learners. This holistic writing rubric contains the total score of 10 points, which are used to classify writers from Novice-low to Superior levels.

Table 2.1*ACTFL proficiency guideline*

<p>SUPERIOR</p> <p>Writers at the Superior level are able to produce most kinds of formal and informal correspondence, complex summaries, precis, reports, and research papers on a variety of practical, social, academic, or professional topics treated both abstractly and concretely. They use a variety of sentence structures, syntax, and vocabulary to direct their writing to specific audiences, and they demonstrate an ability to alter style, tone, and format according to the specific requirements of the discourse. These writers demonstrate a strong awareness of writing for the other and not for the self. Writers at the Superior level demonstrate the ability to explain complex matters, provide detailed narrations in all time frames and aspects, present and support opinions by developing cogent arguments and hypotheses. They can organize and prioritize ideas and maintain the thrust of a topic through convincing structure and lexicon and skillful use of writing protocols, especially those that differ from oral protocols, to convey to the reader what is significant. Their writing is characterized by smooth transitions between subtopics and clear distinctions made between principal and secondary ideas. The relationship among ideas is consistently clear, evidencing organizational and developmental principles such as cause and effect, comparison, chronology, or other orderings appropriate to the target language culture. These writers are capable of extended treatment of a topic which typically requires at least a series of paragraphs but can encompass a number of pages. Writers at the Superior level demonstrate a high degree of control of grammar and syntax, both general and specialized/professional vocabulary, spelling or symbol production, cohesive devices, and punctuation. Their vocabulary is precise and varied with textured use of synonyms, instead of mere repetition of key words and phrases. Their writing expresses subtlety and nuance and is at times provocative. Their fluency eases the readers' task. Writers at the baseline of the Superior level will not demonstrate the full range of the functional abilities of educated native writers. For example, their writing may not totally reflect target language cultural, organizational, syntactic, or stylistic patterns. At the baseline Superior level, occasional errors may occur, particularly in low-frequency structures, but there is no pattern. Errors do not interfere with comprehension and they rarely distract the native reader.</p>
<p>ADVANCED – HIGH</p> <p>Writers at the Advanced-High level are able to write about a variety of topics with significant precision and detail. They can handle most social and informal correspondence according to appropriate conventions. They can write summaries, reports, precis, and research papers. They can also write extensively about topics relating to particular interests and special areas of competence, but tend to emphasize the concrete aspects of such topics. Advanced-High writers can describe and narrate in all major time frames, with good control of aspect. In addition, they are able to demonstrate some ability to incorporate the functions and other criteria of the Superior level, showing some ability to develop arguments and construct hypotheses. They cannot, however, sustain those abilities and may have difficulty dealing with a variety of topics in abstract, global, and/or impersonal terms. They often show remarkable ease of expression when writing at the Advanced level, but under the demands of Superior-level writing tasks, patterns of error appear. Although they have good control of a full range of grammatical structures and a fairly wide general vocabulary, they may not use these comfortably and accurately in all cases. Weaknesses in grammar, syntax, vocabulary, spelling or symbol production, cohesive devices, or punctuation may occasionally distract the native reader from the message. Writers at the Advanced-High level do not consistently demonstrate flexibility to vary their style according to different tasks and readers. Their writing production often reads successfully but may fail to convey the subtlety and nuance of the Superior level.</p>
<p>ADVANCED – MID</p> <p>Writers at the Advanced-Mid level are able to meet a range of work and/or academic writing needs with good organization and cohesiveness that may reflect the principles of their first language. They are able to write straightforward summaries and write about familiar topics relating to interests and events of current, public, and personal relevance by means of narratives and descriptions of a factual nature. Advanced-Mid writers demonstrate the ability to narrate and describe with detail in all major time frames. Their writing is characterized by a range of general vocabulary that expresses thoughts clearly, at times supported by some paraphrasing or elaboration.</p>

Table 2.1 (Continued)

<p>Writing at the Advanced-Mid level exhibits some variety of cohesive devices in texts of several paragraphs in length. There is good control of the most frequently used target language syntactic structures, e.g., common word order patterns, coordination, subordination. There may be errors in complex sentences, as well as in punctuation, spelling, or the formation of non-alphabetic symbols and character production. While features of the written style of the target language may be present, Advanced-Mid writing may at times resemble oral discourse or the writing style of the first language. Advanced-Mid writing incorporates organizational features both of the target language or the writers first language. While Advanced-Mid writers are generally aware of writing for the other, with all the attendant tailoring required to accommodate the reader, they tend to be inconsistent in their aims and focus from time to time on the demands of production of the written text rather than on the needs of reception. When called on to perform functions or to treat topics at the Superior level, Advanced-Mid writers will generally manifest a decline in the quality and/or quantity of their writing, demonstrating a lack of the rhetorical structure, the accuracy, and the fullness of elaboration and detail that would be characteristic of the Superior level. Writing at the Advanced-Mid level is understood readily by natives not used to the writing of non-natives.</p>
<p>ADVANCED – LOW</p> <p>Writers at the Advanced-Low level are able to meet basic work and/or academic writing needs, produce routine social correspondence, write about familiar topics by means of narratives and descriptions of a factual nature, and write simple summaries. Advanced-Low writers demonstrate the ability to narrate and describe in major time frames with some control of aspect. Advanced-Low writers are able to combine and link sentences into texts of paragraph length and structure. Their writings, while adequate to satisfy the criteria of the Advanced level, may not be substantive. Writers at the Advanced-Low level demonstrate an ability to incorporate a limited number of cohesive devices but may resort to much redundancy, and awkward repetition. Subordination in the expression of ideas is present and structurally coherent, but generally relies on native patterns of oral discourse or the writing style of the writer=s first language. Advanced-Low writers demonstrate sustained control of simple target-language sentence structures and partial control of more complex structures. When attempting to perform functions at the Superior level, their writing will deteriorate significantly. Writing at the Advanced-Low level is understood by natives not used to the writing of non-natives although some additional effort may be required in the reading of the text.</p>
<p>INTERMEDIATE – HIGH</p> <p>Writers at the Intermediate-High level are able to meet all practical writing needs such as taking notes on familiar topics, writing uncomplicated letters, simple summaries, and compositions related to work, school experiences, and topics of current and general interest. Intermediate-High writers connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated, and with some breakdown in one or more features of the Advanced level. They can write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies and inconsistencies. For example, they may be unsuccessful in their use of paraphrase and elaboration and/or inconsistent in the use of appropriate major time markers, resulting in a loss in clarity. In those languages that use verbal markers to indicate tense and aspect, forms are not consistently accurate. The vocabulary, grammar, and style of Intermediate-High writers essentially correspond to those of the spoken language. The writing of an Intermediate-High writer, even with numerous and perhaps significant errors, is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur.</p>
<p>INTERMEDIATE – MID</p> <p>Writers at the Intermediate-Mid level are able to meet a number of practical writing needs. They can write short, simple communications, compositions, descriptions, and requests for information in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings. Most writing is framed in present time, with inconsistent references to other time frames. The writing style closely resembles the grammar and lexicon of oral discourse. Writers at the Intermediate-Mid level show evidence of control of syntax in non-complex sentences and in basic verb forms, and they may demonstrate some ability to use grammatical and stylistic cohesive elements. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together; there is little evidence of deliberate organization. Writers at the Intermediate-Mid level pay only sporadic attention to the reader of their texts; they focus their energies on the production of the writing rather than on the reception the text will receive. When Intermediate-Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear. Intermediate-Mid writers can be understood readily by natives used to the writing of non-natives.</p>

Table 2.1 (Continued)

<p>INTERMEDIATE – LOW</p> <p>Writers at the Intermediate-Low level are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic subject-verb-object word order. They are written mostly in present time with occasional and often incorrect use of past or future time. Writing tends to be a few simple sentences, often with repetitive structure. Vocabulary is limited to common objects and routine activities, adequate to express elementary needs. Writing is somewhat mechanistic and topics are limited to highly predictable content areas and personal information tied to limited language experience. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. When Intermediate-Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required.</p>
<p>NOVICE – HIGH</p> <p>Writers at the Novice-High level are able to meet limited basic practical writing needs using lists, short messages, postcards, and simple notes, and to express themselves within the context in which the language was learned, relying mainly on practiced material. The writing is generally writer-centered and is focused on common, discrete elements of daily life. Novice-High writers are able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but the language they produce may only partially communicate what is intended. Control of features of the Intermediate level is not sustained due to inadequate vocabulary and/or grammar. Novice-High writing is often comprehensible to natives used to the writing of non-natives, but gaps in comprehension may occur.</p>
<p>NOVICE – MID</p> <p>Writers at the Novice-Mid level are able to copy or transcribe familiar words or phrases, and reproduce from memory a modest number of isolated words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice-Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to reading the texts of non-natives.</p>
<p>NOVICE – LOW</p> <p>Writers at the Novice-Low level are able to form letters in an alphabetic system and can copy and produce isolated, basic strokes in languages that use syllabaries or characters. Given adequate time and familiar cues, they can reproduce from memory a very limited number of isolated words or familiar phrases, but errors are to be expected.</p>

Table 2.1 (Continued)

2. Analytic Scoring

Analytic scoring provides a range of criteria for assessing each aspect of students' writing. In the analytic fashion, students' writing is scored on several writing aspects, rather than given a single score that represents the overall writing quality. Thus, analytical scoring gives explicit details of students' strengths and weaknesses in different writing aspects (Coombe and Evans, 2001).

The following analytic writing rubric called REEP (2002) is used to assess EFL students' writing performance. In this writing rubric, five aspects of students' writing are being focused on. These are 1) Content and vocabulary; 2) Organization and development; 3) Structures; 4) Mechanics and 5) Voice. Each of these writing aspects contained 0-6 scores, which makes up a total score of 30. The following table presents REEP writing rubric.

Table 2.2

REEP writing rubric

	Content and Vocabulary	Organization and Development	Structures	Mechanics	Voice
0	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information
1	<ul style="list-style-type: none"> little comprehensible information may not address question limited word choice, repetitious 	<ul style="list-style-type: none"> weak, incoherent 	<ul style="list-style-type: none"> frequent grammatical errors mostly fragments 2/3 phrases/simple patterned sentences 	<ul style="list-style-type: none"> lack of mechanics handwriting and/or spelling obscure meaning 	<ul style="list-style-type: none"> not evident
2	<ul style="list-style-type: none"> address part of the task (some but little substance) or copies from the model irrelevant information frequent vocabulary errors of function, choice & usage with meaning obscured 	<ul style="list-style-type: none"> thought pattern can be difficult to follow, ideas not connected, not logical 	<ul style="list-style-type: none"> serious and frequent grammatical errors meaning obscured sentence structure repetitive (<i>Or copies from model</i>) 	<ul style="list-style-type: none"> frequent errors inconsistent use of punctuation spelling may distract from meaning invented spelling 	<ul style="list-style-type: none"> not evident

	Content and Vocabulary	Organization and Development	Structures	Mechanics	Voice
3	<ul style="list-style-type: none"> addresses at least part of the task with some substance limited vocabulary choice occasional vocabulary errors but meaning not obscured 	<ul style="list-style-type: none"> limited in appropriate details- insufficient amount of detail or irrelevant information trouble sequencing may indicate paragraphing 	<ul style="list-style-type: none"> restricted to basic structural patterns (simple present, subject-verb), has some errors correct usage of adverbials (<i>because clause</i>) and conjunctions (<i>and/or/but</i>) goes outside of model 	<ul style="list-style-type: none"> some punctuation and capitalization though frequent errors that distract from meaning 	<ul style="list-style-type: none"> emerging voice some engagement some personalization
4	<ul style="list-style-type: none"> addresses the task at some length begins to vary vocabulary choice occasional vocabulary errors but meaning not obscured 	<ul style="list-style-type: none"> uses details for support or illustration (<i>reasons, contrasts</i>), but development of ideas is inconsistent. Some ideas may be well developed while others are weak indicates paragraphs 	<ul style="list-style-type: none"> has some control of basic structures (<i>simple present/simple past</i>) attempts compound sentences (<i>e.g. with and, or but, so</i>) some complex sentences (<i>e.g. with when, after; before, while, because, if</i>) errors occasionally distract from meaning 	<ul style="list-style-type: none"> uses periods and capitals with some errors may use commas with compound sentences mostly conventional spelling 	<ul style="list-style-type: none"> shows some sense of purpose some engagement more personalized, may provide opinions and explanations
5	<ul style="list-style-type: none"> effectively addresses the task extensive amount of information varied vocabulary choice and usage although may have some errors 	<ul style="list-style-type: none"> can write a paragraph with main idea and supporting details attempts more than one paragraph and may exhibit rudimentary essay structure (<i>intro, body, conclusion</i>) 	<ul style="list-style-type: none"> attempts a variety of structural patterns some errors uses correct verb tenses makes errors in complex structures (<i>passive, conditional, present perfect</i>) 	<ul style="list-style-type: none"> uses periods, commas, and capitals most conventional spelling 	<ul style="list-style-type: none"> authoritative, persuasive, interesting emerging personal style
6	<ul style="list-style-type: none"> effectively addresses the task substantive amount of information varied and effective vocabulary usage 	<ul style="list-style-type: none"> multi-paragraph with clear introduction, development of ideas, and conclusions ideas are connected (sequentially & logically) appropriate supporting details 	<ul style="list-style-type: none"> syntactic variety well-formed sentences few or no grammatical errors (<i>verb tense markers, comparative and/or superlative</i>) 	<ul style="list-style-type: none"> appropriate mechanical and spelling conventions 	<ul style="list-style-type: none"> authoritative strongly reflects the writer's intellectual involvement personal style is evident

Table 2.2 (Continued)

Approaches to ESL Writing

This section provides brief descriptions of two main approaches in teaching ESL writing: Product and Process. Later on in this section, a balance between these two approaches is discussed.

1. Product Approach

In the early era of writing instruction, good writers must produce an error-free piece of writing. For that reason, teaching writing in those days involved rules and principles. Language accuracy is highest in the priority list (Hairston, 1982; Scott, 1996; Tompkins, 2008).

Raimes suggested controlled to free approach (as cited in Scott, 1996). This approach concerns a range of English writing tasks that have shifted from grammar manipulations to autonomous writing. Word level writers perform controlled writing tasks, which are mainly about drilling, copying or using specific language structures. When these writers have mastered such exercises, they will become more advanced learners and ready for free-writing. This approach belongs to the product-oriented category because types of writing outcomes are the most important thing.

Brown (2001) mentioned in his work that this writing approach mostly concerned the final writing products. According to Brown, a writer is supposed to produce a piece of writing that meets the expected set of criteria. The work should be grammatically correct with appropriate forms of writing.

Likewise, Sokolik (2003) pointed out that the product approach writing judged the value of a good piece of writing by the correctness and the

appropriateness of grammar, organization and the content. Moreover, the rules in writing gained more attention over the function of writing. As a result of this, writing classrooms that support product writing usually require students to copy models of writing rather than freely expressing their own ideas.

2. Process Approach

Process approach was implemented in teaching writing, long after the product approach. Fundamentally, this approach emphasizes on the entire writing process rather than the final outcome. Therefore, writing involves constructing a piece of writing work and extending its meanings.

Murray (1972) stated that process writing is a continual language learning process, which is carried out through unfinished writing. Murray proposed three steps of process writing including pre-writing, writing and re-writing. Additionally, Flowers and Hayes (1981) introduced a process writing model, which involved planning, sentence generation and revising processes. According to Flowers and Hayes, process writing provided a cognitive challenge to the writers. The production of the written texts led to the pursuing of the writing goal.

Moreover, Tompkins (2008) mentioned in her book, *Teaching Writing: Balancing Process and Product*, that process writing is an observation of what students think and how they deliver it through written messages. Such a process of writing includes pre-writing, drafting, revising, editing and publishing (Hairston, 1982; Scott, 1996; Sokolik 2003). Similarly, Sun and Feng (2009) pointed out that process writing consists of several stages, which are prewriting, drafting, peer or teaching editing, revising and publishing.

Additionally, Hairston (1982) supported the revolution in the teaching of writing from product-oriented approach to process-oriented approach. He accepted that writing takes more time in the process writing, but is often more effective. Barnard and Campbell (2005) have pointed out the insight of process writing that it emphasizes the development of learning writing strategies and discourse techniques.

Leahy (2002) has supported process writing by focusing on collaboration between teachers and students in writing lessons. In his work Leahy has pointed out that it is the teachers' responsibility to create an orchestration process in teaching writing. Therefore, teachers must be acquainted with six stages of constructing a writing assignment:

1. Designing the assignment

As stated by Leahy, the stage of designing a writing assignment should involve both teachers and students. Not only do the students have to design the writing task, but they also have to write it. Consequently, all students are able to play an active role in order to reach the terminal objective of the lesson.

2. Developing the grading criteria

Leahy has proposed a unique sequence of constructing a writing assignment, by emphasizing writing evaluation as an initial stage. To evaluate students' writing, teachers must develop categories of aspects of writing. It is also necessary for the teachers to define characteristics of work that will gain the highest score and work that will gain the lowest score. These evaluation characteristics should be made clear for the students before they begin writing.

As said by Leahy, evaluation will be used in the last process of writing, however, it should already be created before the writing starts so that students know what they are expected to do in their assignment.

3. Composing the draft

Drafting is the stage, where students must work by themselves. During the drafting process, students are expected to experiment with different types of composing strategies that are best fitting with their thought process and writing style.

4. Revising the draft

According to Leahy, the revision stage, at which writers try to perfect their writing work, is the most essential stage of writing. In order for the students to effectively revise their piece of writing, teachers should provide them with enough time and helpful guidance. As suggested by Leahy, class-peer review of writing can be implemented in classrooms. Students have to exchange their pieces of writing and give their opinions about the other student's work by following a provided set of criteria. Peer-review will be effectively carried out under the supervision of teachers.

5. Submitting the finished paper

Leahy has suggested the stage of submitting the writing product as an opportunity for teachers and students to communicate. To promote useful communication between both parties, students will be required to write their reflection about their writing product, regarding how the product was written and how they feel about it.

6. Grading and responding the paper

The last stage of conducting writing assignments in classrooms involves evaluating and judging the quality of writing aspects. Writing teachers have a major role in responding to students' writing by pointing out their strengths and suggesting how the writing can be improved.

3. A Balance between Product Writing and Process Writing

There have been several discussions over the advantages and the limitations of product writing and process writing in teaching L2 students to write. One of the earliest sources of the criticisms took place during the period, when process writing was introduced in order to substitute the product approach in writing.

Murray (1972) had stated in his work the downsides of product writing. As said by Murray, most language teachers assign students to work on a particular piece of writing and often judge the value of that work by looking at the finished result. What was being ignored was the process of how writers created their work, which was certainly more valuable for teaching composition than the final results. Product writing should be substituted by process writing. To compliment Murray's statements, Zamel (1982) had also suggested that process writing, which was an appropriate approach for L1 teaching, would also be beneficial for L2 writing in the process of language discovery. Hence, the process approach should as well be deployed in teaching second language students to write.

Later on, there were also other researchers, who criticized the use of process writing for L2 students (Johns, 1986; Horowitz 1991). According to John and Horowitz, process writing is not applicable in L2 writing classes, during which students are required to produce an in-class writing product. Process writing is therefore no longer appropriate for impromptu writing.

Additionally, process writing is an effective way to teach L1 writing because the native speakers already have a basic control over the languages. The major focus for L1 writer is not on the grammatical structures, but the ideas, the organization and the construction of the text. Therefore, process writing has certain drawbacks which are inadequate for L2 writers.

As the criticisms of using each of these two writing approaches alone were being raised by several educators, a modern view of the writing instruction has given importance to the balance of both product writing and process writing. These two approaches should be employed together in L2 writing classrooms. A product is the ultimate goal of writing. In order to reach the goal, process writing has to take place. Therefore, a good piece of writing must go through a process of pre-writing, drafting, revising and editing. Without the writing product, there will be no ending in the process (Brown, 2001).

Additionally, Scott (1996) suggested that it is necessary in a second language writing classroom to emphasize students' understanding of both language structures and content. The purpose of this is to provide students' fundamental control over the use of language regarding word choice, grammar, sentence structures, content, presentation or even process of writing.

Moreover, Dorn and Soffos (2001) have proposed in their book that students can successfully write when they are equipped with three connected skills: comprehension of ideas, expressive language and facilitated with mechanics. According to Dorn and Soffos, accumulation of ideas is the first step of writing. A writer thinks of what they need to express before moving on to the second step, which is about conveying their messages through words. The second step involves drafting, revising and extending the writing work. The third step has to do with readjusting the piece of writing by considering purpose of writing and audience. All three skills require meaningful feedback from teachers or more capable writers.

Writing Instruction

Sokolik (2003) proposed the underlying principles of effective writing instruction. To create successful writers, teachers should 1) understand their students' reasons for writing; 2) provide many opportunities for students to write; 3) make feedback helpful and meaningful; 4) clarify for themselves and students how writing will be evaluated.

Similarly, Gabrielatos (2002) proposed a teaching writing framework, which involves four main components including awareness-raising, support, practice and feedback. In addition, Leki (2003) suggested the ways to make second language writing instruction become useful and effective for students. Mentioned in her work is that effective writing instruction should address students' needs and emphasize on students' background knowledge and experiences.

In order to support Leki's statements, Williams and O'Connor (2002) suggested that teachers should embed differentiation in writing instructions, concerning the differences among students. According to these two leading experts, it was vital for teachers to pay attention to students' entry writing ability and to take part in students' potential development by providing them with extra support.

Writing Tasks

Scott (1996) recommended that effective writing tasks must relate to students' lives so that they are motivated to think and communicate their ideas. Students will act accordingly to the writing topic that interests them. Good writing tasks will trigger their background knowledge as well as their personal experiences.

1. Types of Writing Tasks

Brown (2001) suggested five types of classroom writing tasks. These are: imitative or writing down, intensive or controlled, self-writing, display writing and real writing.

- *Imitative or writing down*: Refers to English writing tasks that allow students to write based on what they hear from teachers. What students write down can be in a form of letters, words or even sentences. Writing tasks that fall into this category are dictations.
- *Intensive or controlled*: Deals with tasks that aim to test students' knowledge about grammar. Therefore, these tasks require students to

perform their understanding in using certain grammar rules; students' creativity is not focused on in controlled writing tasks.

- *Self-writing*: Can be in a form of note-taking to journal writing, in which students record their understanding, thoughts or feelings.
- *Real-writing*: Stands for writing tasks that reflect real-life communication. Real-writing is divided into three sub-categories. First, is academic writing, where students exchange learned information with each other and with an instructor. Second, is vocational or technical writing, which students are required to write for their occupational purposes, such as filling in forms. Third, is personal writing – such as diaries, letters, post-cards, notes, personal messages or other informal writing that aim for a genuine exchange of information.

Teaching and Learning English Writing in Thai Secondary Schools

In order to fill in the literature in this section, the Thai Basic Educational Core Curriculum B.E. 2551 (2008) was reviewed. The main purpose of this process is to find the out the standards and indicators in English writing stated in the national curriculum. The information here is used as a part of constructing lesson plans and English writing tasks of the present study.

1. Standards and Indicators in English Writing based on the Thai Basic Educational Core Curriculum B.E. 2551

The Thai Basic Educational Core Curriculum B.E. 2551 (2008) clearly stated the ultimate goals of learning foreign languages, being that students must have positive attitudes towards learning foreign languages and must be able to use the languages as a means to communicate in a variety of situations and as a means to seek for knowledge. By studying foreign languages, students are expected to use their knowledge to further their education, understand diverse cultures and at the same time fully appreciate the Thai values they possess.

As indicated by the Thai Ministry of Education, these goals are constructed by four related elements in learning and teaching foreign languages. These four elements are: language for communication, language and culture, language and relationship with other learning areas, and language and relationship with community and the world. To combine the four elements into a narrower view of foreign language learning and teaching - namely English writing learning and teaching – students will be able to:

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จุฬาลงกรณ์มหาวิทยาลัย

<u>Elements in Learning and Teaching Foreign Languages</u>	<u>Expected Writing Outcomes</u>
Language for Communication →	Write in English in order to exchange data and information, to express feelings and opinions, to interpret and present data in various fields
Language and Culture →	Write in English while acknowledging the similarities and differences between English and Thai, in terms of language and culture
Language and Relationship with Other Learning Areas →	Write in English about various fields of interest
Language and Relationship with Community and the World →	Write in English about various situations and for different purposes

Figure 2.2 Expected English Writing Outcomes in Relation to the Four Elements in Learning and Teaching Foreign Languages, the Thai Basic Educational Core Curriculum B.E.2551 (2008)

Specifically in the educational standards and indicators of grade ninth's performance, with regard to English writing, students will be able to:

- Write various forms of non-text information related to sentences and texts that they have heard or read. Specify the topics, main ideas and supporting details and express opinions about what they have heard or read from various types of media as well as provide justifications and illustration
- Write for an exchange of data about themselves, various matters around them, situations and news of interest to society. Write to show needs; offer and provide assistance; accept and refuse to give help.

Write appropriately to ask for and give data, describe, explain and compare. Write to describe their own feelings and opinions about various matters, activities, experiences and news/incidents. Write to summarize the main idea/theme

- Compare and explain similarities and differences among various kinds of sentences and word orders regarding structures of sentences in English and Thai language
- Search for, collect and summarize data/information related to other learning areas from learning sources and present them through writing
- Write about various fields of interests. Write in English in various situations and for different purposes
- Write in order to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, buying and selling, climate, education and occupations, travel for tourism, provision of services, places, languages, and science and technology by applying around 2,100-2,250 words in writing
- Write in compound and complex sentences to communicate in various contexts

This list of the ninth grade's standards and indicators is taken from the basic Educational Core Curriculum, Learning Area of Foreign Languages, B.E.2551 (2008). Some adjustments have been used to confine the focus only on English writing.

In addition to what is expected in the English curriculum regarding students' English writing, English teachers nowadays have another responsibility in boosting process writing in English classrooms. The reason for this is that the Ministry of Education has launched a new educational policy called "World-Class Standard School", which is now in the trial period. One of the characteristics of world-class standard schools is that students must be able to write "Extensive Essays". In order to encourage students to write extensive essays, it is necessary to teach English writing skills and strategies in secondary English classrooms.

2. Problems Found in Learning and Teaching English

Looking at the latest results of the O-NET test, the average score of English subject - obtained by ninth-grade students - is the lowest compared to other subject areas (National Institute of Educational Testing Service, 2010). The average score is 16.19 out of 100.

When examining closely to the frequencies of scores that ninth-grade students gained from the English subject test (O-NET 2010). It could be seen that there is a high variation between these ranges of scores (S.D. = 14.71). The range of scores that contains the highest frequency is from 10.01 to 20.00. This means that 38.47 percent of ninth-grade students, who took the O-NET test, gained the scores in this range - which is considered to be quite low. Thus, the results from the O-NET test lead to the

conclusion that most of the Thai ninth-grade students still have limited English ability and skills.

The Thai Ministry of Education has drawn a mission plan in order to enhance the quality of learning and teaching English in the Thai education system (2006-2010). In this plan, they have reviewed problematic situations found in English classrooms. These problems come from four main aspects: teaching methodology, teachers, students and classroom environments.

- *Teaching methodology*: It is claimed by the Ministry of Education that methodology used in teaching English in classrooms mainly concerns memorization of grammatical structures and vocabulary. Students lack the opportunities to engage in English activities, which integrate all four language skills (listening, speaking, reading and writing). The students are not able to use language for communication purposes. Besides, the teaching methodology used in English classrooms often lacks a good variation of activities and does not respond to students' different backgrounds. Moreover, Thai classrooms often have a large size, which makes it hard for teachers to deliver their lessons and observe students' progress.
- *Teachers*: According to the ministry of education, problems in learning and teaching English writing also come from the limited ability of English teachers. As said in the mission plan, many Thai teachers, who teach English, do not have enough grounded English knowledge. They find it difficult to teach skills, which they themselves do not really possess. Thus, teachers' ability to create lesson plans or teaching materials is not yet on a satisfactory

level. What is commonly found in classrooms is that teachers often provide all students with the same writing materials. Certain activities are selected by teachers to use in classroom only if they are not too difficult for the teachers themselves.

- *Students*: Students are not able to use the language for communication.
- *Classroom environments*: Classrooms environments do not support the use of language for communication.

Summary

Based on the literature review, differentiated instruction is a teaching philosophy that addresses every individual student in the learning process. This instruction is based on the premise that students learn best when lessons match with their readiness levels, interests and learning profiles. A number of strategies have been used in order to differentiate classroom instructions: use of tiered assignments is one of them.

Basically, tiered assignments strategy deals with providing a range of tasks, which are considered to be the most appropriate for students' different needs. Teachers employ the tiered strategy by varying classroom content, process or product. The principle of tiered assignments is to enhance students' learning capabilities by providing them with a range of tasks that match their individual needs.

In order to construct tiered assignments, teachers must know what is to be taught as well as students' existing knowledge in certain a subject area. Teachers must also identify parts of the lessons that will be tiered (content/process/product) as

well as characteristics of tiering (based on readiness/interests/learning profiles). Creating tiered assignments is not yet a completed process. Teachers must also design assessment plans in order to evaluate students' performance after working on certain given tiered assignments.

The Thai Ministry of Education has attempted to address individual differences amongst students in mixed-ability classrooms. All students should be able to equally access the content and reach their highest potential in every subject area, thus also the English subject. Considering the purpose of the Thai ministry of education in providing all students equal access to education regardless of their differences, differentiated instruction, and also tiered assignments should then be employed in classrooms.

The literature review discusses two major approaches in ESL writing, which are product approach (focusing on final writing outcomes) and process approach (concerning how a piece of writing is constructed). These approaches can be combined in order to create successful instruction for teaching writing. Definitions of writing ability as well as writing assessments are discussed in the review. Two basic forms of writing assessments, namely holistic scoring (description of the overall writing performance) and analytic scoring (explicit details of writing performance concerning different aspects) are explained.

To conduct a study in the context of Thai secondary schools, it is necessary to review what is expected in the area of English writing based on the Thai Basic Educational Core Curriculum B.E. 2551, along with problematic situations found in learning and teaching English in Thai secondary schools. Based on the O-NET

results, it is found that Thai ninth-grade students have very limited skills in English. As it is said by the Thai Ministry of Education, this problem stems from several causes: ineffective teaching methodology, incompetent teachers, low-English proficient students and unsupportive classroom environments.

A Gap in the Literature

The important characteristics of differentiated instruction and tiered assignments, as well as the guidelines for implementing these two instructional methods are provided in the literature review. The benefits of these methods in enhancing learners' motivation and academic performance are also included. As explicitly stated in this review, differentiated instruction and tiered assignments have been found in several classroom examples as well as national curriculums. Tiered assignments have also been implemented in secondary Science classrooms in the study of Richards and Omdal (2007). In their study, effects of the instruction in enhancing students' performance in Science subject were closely observed.

However, there are certain points that the literature review has not covered. The first point is the implementation of tiered assignments in teaching EFL writing. The second point deals with the construction of writing tasks in tiered fashion. The third point relates to assessments that concern individual students' development while receiving tiered tasks and after a new level of tiered tasks has been given. The last point has to do with the opinions of the students, who directly experience the instruction.

Taking these points into consideration, the researcher has combined basic principles of teaching and assessing EFL writing in constructing differentiated writing instruction by tiered assignments. The analytic form of writing assessment has been used in the study in order to establish students' individual improvement in writing. Students' opinions towards the instruction have been investigated. The next section of the literature review presents the conceptual framework of the present study.

Conceptual Framework

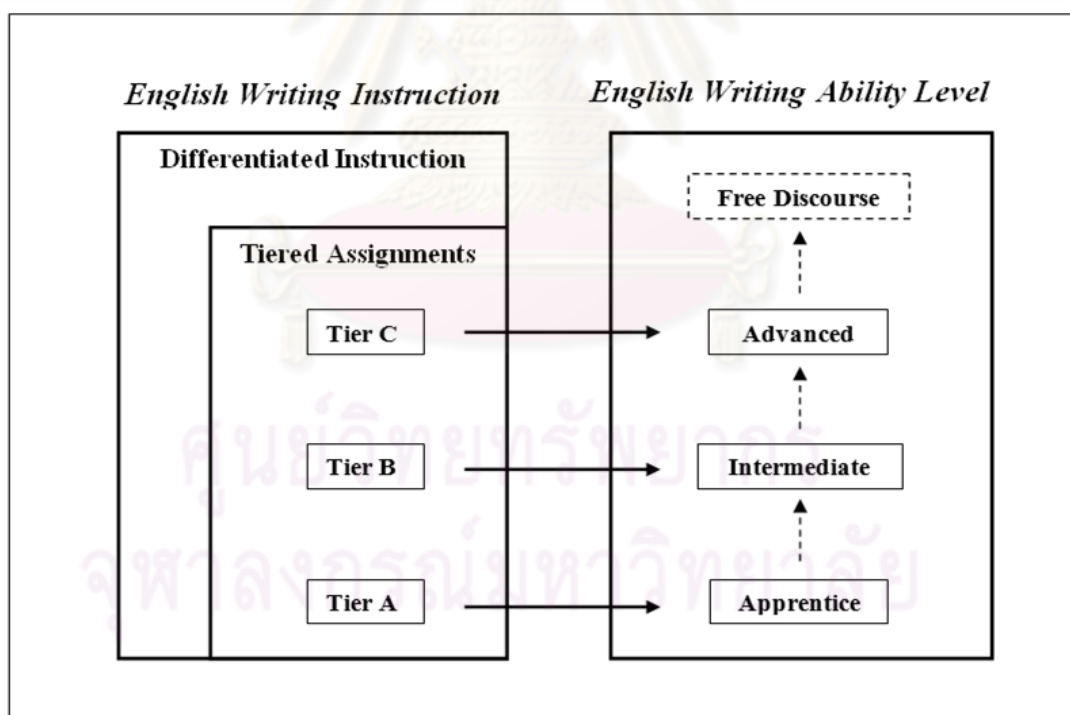


Figure 2.3 Conceptual Framework of the Study

The conceptual framework was constructed based on the implication of tiered assignments, which is one of the strategies in differentiated instruction (Tomlinson,

2001). The intervention of this study was to blend differentiated instruction and tiered assignments into an actual method of teaching EFL writing. Therefore, the intervention of this study was called „Differentiated Writing Instruction by Tiered Assignments“.

Throughout the whole process of differentiated writing instruction by tiered assignments, students' readiness levels of writing were taken into consideration. Parts of the lessons which were tiered included the „content“ of writing topics, the „process“ of learning through group or pair work, as well as the writing „products“, which were the expected outcomes for participants from different writing ability levels.

To apply the intervention in an actual classroom, students were divided into three different levels, which were Apprentice, Intermediate and Advanced. Then they received tiered writing tasks, which matched their current ability levels (Tier A tasks for Apprentice writers, Tier B for Intermediate writers, Tier C for Advanced writers). During the lessons, students were able to work together in pairs/groups, as well as to create their own individual products according to their tiered level.

It was expected that students' ability to write in English would improve after experiencing differentiated writing instruction by tiered assignments. The arrows in the framework illustrated that the students were expected to move from their current stage of writing ability to a higher one. Even though the free discourse level was not included in the framework, it is considered to be the ultimate goal of writing as a communication tool.

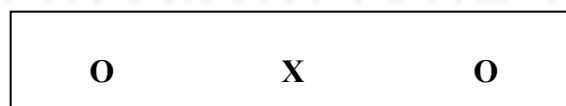
CHAPTER III

RESEARCH METHODOLOGY

As already mentioned, this study aimed to investigate the effects of differentiated writing instruction by tiered assignments on writing ability of ninth-grade students and to explore their opinions about the lessons based on tiered assignments. This thesis chapter begins with the overview of the research design employed in this study. Next, the population and sample of the study are introduced. The details about research procedures, research instruments are also explained. This thesis chapter ends with the data collection and the data analysis.

Research Design

This study employed one-group pretest-posttest, quasi-experimental design. To measure the effects of the writing instruction, both qualitative data and quantitative data were collected and analyzed. The independent variable of this study was the differentiated writing instruction by tiered assignments. The two dependent variables were students' writing ability and students' opinions towards the instruction. Figure 3.1 presents the design of this study.



O means pre-test and post-test of the study

X means the treatment which was differentiated writing instruction by tiered assignments

Figure 3.1 One-Group Pretest-Posttest Design of this Study

The quantitative data, drawn from the comparison of pre-test and post-test results, was used to prove the effects of differentiated writing instruction by tiered assignments in enhancing students' overall writing ability. Besides the pre-test and post-test results, students' writing products were also analyzed quantitatively based on the scores obtained from the writing rubric.

The qualitative data was obtained from the analysis of the individual student's pattern of writing development. Following the writing rubric as a guideline, students' writing behaviors, changes in their English writing as they moved along to another level of writing were discussed in order to confirm the effects of the instruction.

In the present study, students' opinions towards the instruction were also investigated. The qualitative data elicited from the interviews was examined, coded and analyzed to report how the students think about the writing activities employed differentiated instruction by tiered assignments and how the students could gain improvement in their writing ability.

Population and Samples

1. The population of the study was ninth-grade students in Thai secondary schools

2. The participants of this study were 12 ninth-grade students from a mixed-ability class. The participants were studying Standard English III at Triamudomsuksapattanakarn Ratchada School, Second Semester, Academic Year 2010. The criteria for choosing these participants were:

First, they must come from different ability levels. Out of the group of twelve students, four students came from the Apprentice level, another four from the Intermediate level and the remaining four from the Advanced level.

Second, the students - who were chosen to be participants of this study - must attend the class regularly. Since the participants of this study were required to complete twelve writing tasks - which was a considerable amount of work - they must be honest and punctual so that the research data could be collected easily.

Research Procedures

The research procedures of this study were divided into three phases. The first phase concerned the preparation of differentiated writing instruction by tiered assignments. The second phase involved the implementation of the instruction. The third phase entailed the evaluation of the instruction employed in teaching English writing. Figure 7 presents all the three phases of the research procedures.

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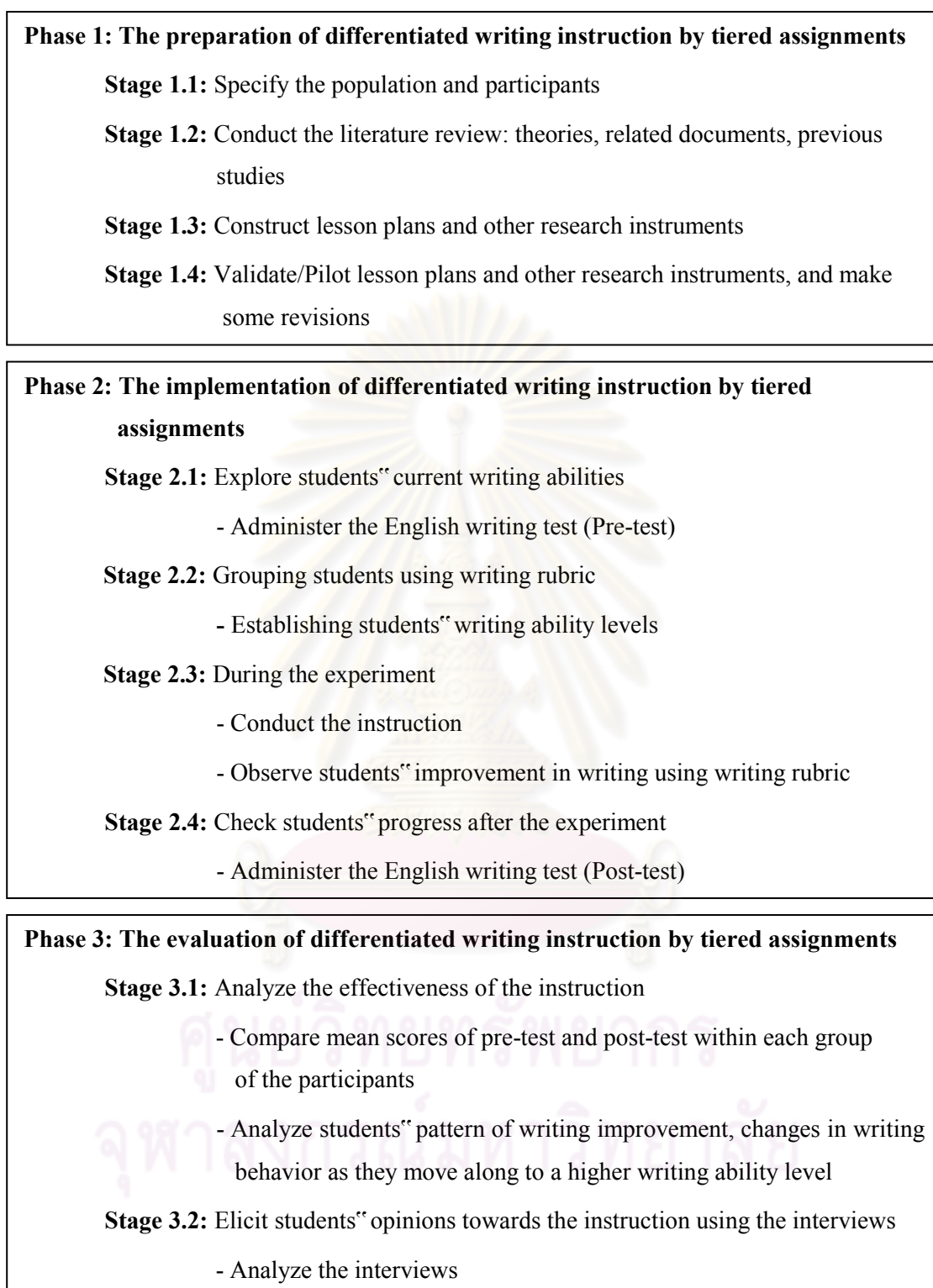


Figure 3.2 Research Procedures

Figure 3.2 suggests that there were three main phases in the research procedures. Each phase consisted of a small number of sub-phases. To give the readers an understanding of the procedures of this research, the essential details are as follows:

Phase 1: The Preparation of Differentiated Writing Instruction by Tiered

Assignments

The first phase of the research procedures had to do with the preparation of differentiated writing instruction by tiered assignments. The population and the participants of the study were specified. The review of literature was conducted. Research instruments were constructed. The research instruments were also evaluated in this phase of the procedures. The details of the instrument validation, pilot testing and revision processes are presented in the next part of this chapter.

Phase 2: The Implementation of Differentiated Writing Instruction by Tiered

Assignments

The second phase of the overall procedures mainly dealt with the collection of data. The details of the data collection process are included in the explanation.

Stage 2.1, 2.2 Week 1

The quantitative data was obtained from the pre-test. The English writing test was distributed to the participants in order to measure their current abilities. The writing rubric was used to score students' writing. The scores obtained from the

rubric played a role in identifying students' writing ability levels based on their pre-test results.

Stage 2.3 Week 2-9

This stage was the experimental stage. Differentiated writing instruction by tiered assignments was the intervention given to the participants of this study. Following the principle of the instruction, individual participants had to perform a writing task every week. In order to evaluate their writing products, the same writing rubric was used. The quantitative data was obtained from their scores based on the writing rubric. Students' writing products were also analyzed.

Therefore, students' writing products and their obtained scores were used to decide whether they were supposed to move to the next writing level or not. To make sure that the increase of students' scores really came from the improvement of their writing, they had to maintain this level of writing in the next task. After they had proven this, a higher level of tiered tasks was assigned to them in relation to an increase of their writing performance. Those, who did not yet show a sign of improvement, still received the same tiered writing level.

Stage 2.4 Week 10

The post-test was distributed to the participants in this stage to examine students' improvement after having experienced the writing intervention. Students' mean scores of the pre-test and the post-test were analyzed. The data collected in this process was used to test the hypothesis that differentiated writing instruction by tiered assignments was successful in enhancing students' writing ability.

Phase 3: The Evaluation of Differentiated Writing Instruction by Tiered

Assignments

The third phase was the evaluation of differentiated writing instruction by tiered assignments, which was done in week 11. In this phase, students' overall mean scores of pre-test and post-test were compared. The writing products of all twelve students were analyzed in order to explore the improvement in their writing concerning the four different aspects of writing. The changes in students' writing behaviors as they moved along to a higher writing ability level were also discussed. Also in this phase, the interviews with the participants were conducted. The qualitative data was obtained from the content analysis of the interview sessions. The aim of the interviews was to obtain the answer for the second research question.

Research Instruments

There were in total five research instruments, which were used together to answer the research questions of the present study. These instruments were categorized based on the purpose of use. This criterion led to two categories: Instructional tools and Data collection tools. The research instruments are described as follows, grouped per category:

1. Instructional Tools

This category of the research instruments, which was employed in this study, was closely connected to differentiated writing instruction by tiered assignments. These instructional tools were used in delivering the writing instruction. The two research instruments in this category were lesson plans and writing rubric.

1.1 Lesson Plans

Lesson plans were guidelines for the researcher to conduct differentiated writing instruction by tiered assignments. The lesson plans were constructed by teaching writing instruction proposed by Hunter (1982). Each lesson plan began with „An Anticipatory Set“ and „Teacher Input“ in order to lead students to the lesson and to introduce students to the main concept. The next stage in the lesson plans was „Guided Student Practice“, in which students practiced using the concept (introduced in the previous step) in group/pair tiered tasks. After that, the whole class shared their task results in „Debriefing“ stage. Students worked individually on tiered assignments according to their writing ability levels during „Independence Practice“ stage. This was done in order to improve their understanding and develop their writing skills.

Each lesson plan contained title, time, standards and indicators, objective, focused concepts, types of writing, materials and evaluation. The flow of the lesson, cooperated with tiered assignments, was also presented here. The elements of tiered instruction, which were: content, process and product, were included in the lesson plans.

The first element, which was 'Tiered by Content', was employed on the in the „Independent Practice“ stage. In this stage, the students were able to choose to their own writing sub-topics according to their interests.

The second element, „Tiered by Process“, was implemented in the „Guided Student Practice“ stage, in which students tried to make sense of the new concept being introduced in the lessons through different levels of writing tasks, using different types of materials.

The third element, „Tiered by Product“, was the focus of the „Independent practice“ stage. In this stage, students were required to complete an individual writing assignment following different expected outcomes set by the teacher.

The researcher constructed lesson plans based on writing skills that needed to be focused on as well as the three tiered activities. The procedures were created with consideration to how students could develop essential writing skills from class interaction and appropriate level of tiered assignments.

Validity of Lesson Plans

Three experts, who had more than five years of EFL teaching experience and had taught EFL writing as well, were invited to validate three examples of lesson plans (APPENDIX A). Each of these three lesson plans focused on different writing styles: Lesson Plan 1, descriptive writing; Lesson Plan 3, comparative writing; Lesson Plan 8, narrative writing. Content, process, product, and the implication of tiered assignments to teach students writing were the main focus points of the validation process. The evaluation form contained a three-rating scale for each

component of the research instrument and a written suggestion part. The three-rating scale of the experts' opinions is described as follows:

1	means	the item is appropriate
0	means	not sure
-1	means	the item is not appropriate

Item-Objective Congruence index was employed in validating this research instrument, based on the responses from the three experts.

$$IOC = \frac{R}{N}$$

IOC	means	the index of congruence
R	means	total score from the opinions of the experts
N	means	the number of the expert

Based on the formula used in the calculation of the IOC value: if the IOC value is higher than 0.50, it means that the research instrument is accepted; if the IOC value is lower than 0.50, the research instrument must be revised.

The results from the evaluation of the lesson plans are reported in Table 3.1 – 3.3.

Table 3.1

The percentages indicating experts' opinions about the lesson plan (Lesson Plan 1)

Items	Experts' Opinions			IOC
	Appropriate (1)	Not sure (0)	Not Appropriate (-1)	
1. Content/Process/Product				
1.1 Outcomes	3 (100%)	0 (0%)	0 (0%)	1
Instructions				
1.2 Apprentice	2 (66.7%)	0 (0%)	1 (33.3%)	0.3
1.3 Intermediate	2 (66.7%)	0 (0%)	1 (33.3%)	0.3
1.4 Advanced	3 (100%)	0 (0%)	0 (0%)	1
Assessments				
1.5 Apprentice	3 (100%)	0 (0%)	0 (0%)	1
1.6 Intermediate	2 (66.7%)	0 (0%)	1 (33.3%)	0.3
1.7 Advanced	3 (100%)	0 (0%)	0 (0%)	1
2. Applying Tiered Assignments to Teach Students writing				
2.1 An Anticipatory Set – WHOLE CLASS	2 (66.7%)	1 (33.3%)	0 (0%)	0.67
2.2 Teaching Input – WHOLE CLASS	2 (66.7%)	0 (0%)	1 (33.3%)	0.3
2.3 Guide Student Practice – GROUP/PAIR WORK (Tiered by process through group/pair assignments)	2 (66.7%)	0 (0%)	1 (33.3%)	0.3
2.4 Debriefing – WHOLE CLASS	3 (100%)	0 (0%)	0 (0%)	1
2.5 Independent Practice – INDIVIDUAL WORK (Tiered by content and by product through individual assignments)	3 (100%)	0 (0%)	0 (0%)	1
2.6 Conclusion	2 (66.7%)	0 (0%)	1 (33.3%)	0.3
Grand Mean Score of IOC				0.73

Note: N = 3

Based on the results shown in Table 3.1, many elements in the lesson plan were acceptable because their IOC values were greater than 0.50 – in the items 1.1, 1.4, 1.5, 1.7, 2.1, 2.4 and 2.5 to be exact. On the other hand, there were also some elements with an IOC value lower than 0.50: in items 1.2, 1.3, 1.4, 2.2, 2.3 and 2.6.

When looking at the grand mean score, which is 0.73 (IOC > 0.50), it shows that all in all the experts were satisfied with the lesson plan. The experts had also given their written suggestions about this research instrument, which were as follows:

Expert A: Let the students do one more parallel activity, such as practice identifying adjectives and nouns. Teacher can add a couple of nouns and adjectives in Tier A group/pair worksheet.

Expert B: Cannot identify activities deployed during „Teacher Input“ stage for some learning outcome. Tier A group/pair task seems more difficult than Tier B. In the „Conclusion“ stage, more details about activities should be reviewed.

Expert C: Setting up the outcomes for the students in the Intermediate level, be specific between „complex sentence“ and compound sentence“. According to Expert C, compound sentences would be most suitable for students in this level as complex sentences would be far too complicated for them.

Based on the written comments the experts had given, this lesson plan was then adjusted. First of all, one activity was added during the „Teacher Input“ stage. This activity was about identifying differences between adjectives and nouns. After that, the revision was done in Tier A group/pair worksheet and Tier B group/pair worksheet, in order to make a clearer distinction between these two levels. In terms

of the writing outcomes, the expectation that students would be able to write „complex sentences“ was changed into „compound sentences“. The lesson plan was revised according to the experts“ opinions.

Table 3.2

The percentages indicating experts’ opinions about the lesson plan (Lesson Plan 3)

Items	Experts’ Opinions			IOC
	Appropriate (1)	Not sure (0)	Not Appropriate (-1)	
1. Content/Process/Product				
1.1 Outcomes	3 (100%)	0 (0%)	0 (0%)	1
Instructions				
1.2 Apprentice	3 (100%)	0 (0%)	0 (0%)	1
1.3 Intermediate	3 (100%)	0 (0%)	0 (0%)	1
1.4 Advanced	3 (100%)	0 (0%)	0 (0%)	1
Assessments				
1.5 Apprentice	3 (100%)	0 (0%)	0 (0%)	1
1.6 Intermediate	3 (100%)	0 (0%)	0 (0%)	1
1.7 Advanced	3 (100%)	0 (0%)	0 (0%)	1
2. Applying Tiered Assignments to Teach Students writing				
2.1 An Anticipatory Set – WHOLE CLASS	3 (100%)	0 (0%)	0 (0%)	1
2.2 Teaching Input – WHOLE CLASS	2 (66.7%)	1 (33.3%)	0 (0%)	0.67
2.3 Guide Student Practice – GROUP/PAIR WORK (Tiered by process through group/pair assignments)	3 (100%)	0 (0%)	0 (0%)	1
2.4 Debriefing – WHOLE CLASS	3 (100%)	0 (0%)	0 (0%)	1

Items	Experts' Opinions			IOC
	Appropriate (1)	Not sure (0)	Not Appropriate (-1)	
2.5 Independent Practice – INDIVIDUAL WORK (Tiered by content and by product through individual assignments)	3 (100%)	0 (0%)	0 (0%)	1
2.6 Conclusion	3 (100%)	0 (0%)	0 (0%)	1
Grand Mean Score of IOC				0.97

Note: N = 3

Table 3.2 (Continued)

Based on the results shown in Table 3.2, all of the elements in lesson plan 3 were acceptable because their IOC values were greater than 0.50. The grand mean score was 0.97 (IOC > 0.50), which shows that all in all the experts agreed that the lesson plan was functional. The experts had also given their written suggestions about this research instrument, which were as follows:

Expert A: The worksheets in Tier A and Tier B levels are very similar. Therefore, some clue words, given to both tiers in „Guided Student practice“, should be different.

Expert B: Pictures of houses used in the first „Guided Student Practice“ stage should be included in the last part of the lesson plan.

This lesson plan was adjusted according to the experts' written comments. First of all, a set of word banks were added to Tier A worksheets in order to make a clearer distinction between the levels of support that Tier A and Tier B give to the

students. Additionally, pictures of houses are added in the last part of lesson plan in response to Expert B's comment.

Table 3.3

The percentages indicating experts' opinions about the lesson plan (Lesson Plan8)

Items	Experts' Opinions			IOC
	Appropriate (1)	Not sure (0)	Not Appropriate (-1)	
1. Content/Process/Product				
1.1 Outcomes	3 (100%)	0 (0%)	0 (0%)	1
Instructions				
1.2 Apprentice	3 (100%)	0 (0%)	0 (0%)	1
1.3 Intermediate	3 (100%)	0 (0%)	0 (0%)	1
1.4 Advanced	3 (100%)	0 (0%)	0 (0%)	1
Assessments				
1.5 Apprentice	3 (100%)	0 (0%)	0 (0%)	1
1.6 Intermediate	3 (100%)	0 (0%)	0 (0%)	1
1.7 Advanced	3 (100%)	0 (0%)	0 (0%)	1
2. Applying Tiered Assignments to Teach Students writing				
2.1 An Anticipatory Set – WHOLE CLASS	2 (66.7%)	1 (33.3%)	0 (0%)	0.67
2.2 Teaching Input – WHOLE CLASS	3 (100%)	0 (0%)	0 (0%)	1
2.3 Guide Student Practice – GROUP/PAIR WORK (Tiered by process through group/pair assignments)	3 (100%)	0 (0%)	0 (0%)	1
2.4 Debriefing – WHOLE CLASS	3 (100%)	0 (0%)	0 (0%)	1

Items	Experts' Opinions			IOC
	Appropriate (1)	Not sure (0)	Not Appropriate (-1)	
2.5 Independent Practice – INDIVIDUAL WORK (Tiered by content and by product through individual assignments)	3 (100%)	0 (0%)	0 (0%)	1
2.6 Conclusion	3 (100%)	0 (0%)	0 (0%)	1
Grand Mean Score of IOC				0.97

Note: N = 3

Table 3.3 (Continued)

In Table 3.3, it can be seen that every element in lesson plan 8 was accepted by the experts. Each element's average IOC value was greater than 0.05. Looking at the whole lesson plan, the grand mean score is 0.97 (IOC > 0.50). This shows that the experts were satisfied with lesson plan 8. Additional written suggestions given by the experts were as follows:

Expert A: Tier A and Tier B worksheets may need to be revised in order to highlight different expectations to the writing products. Besides, key elements in narrative writing - such as, different from of tenses and time signals - should be added as well in the expected outcomes.

Expert B: There should be an extra worksheet that helps students to review possible tenses that can be used in narration. A set of superstar pictures given to the students should be provided so that people, who study this lesson plan, can understand what the activity in „Guided Student Practice“ stage was about.

This lesson plan was adjusted based on the additional suggestions the experts had given. First, expected outcomes were revised by adding the essential elements of narrative writings. An additional worksheet that aimed to review essential tenses used in narrative writing was also provided. Moreover, a set of superstar pictures was added in the back part of the lesson plan.

1.2 Writing Rubric

This research tool was adapted from REEP writing rubric (1997). This writing rubric is in analytical form, in which students' writing is originally categorized into five areas: Content and vocabulary, Organization and development, Structure, Mechanics and Voice. Each area has its scores ranging from 0 to 6. The attempt of using this rubric is to specify students' writing performance, which is varied according to each of these five writing aspects (Mansoor and Grant, 2002).

In this present study, the REEP writing rubric was used to measure students' writing ability. However, only the first four writing areas were used in evaluating students' writing. These four areas were: 1) Content and vocabulary; 2) Organization and development; 3) Structure and 4) Mechanics. As in the original writing rubric, each aspect of writing provided the scores ranging from 0 to 6, which made a total score of 24.

The last area of the original rubric, which is „Voice“, was omitted when analyzing students' writing in the present study. It was found out during the pilot phase that the aspect of „Voice“, in the original writing rubric, was quite limited in evaluating students' writing products in this study. The reason for this was that each English writing assignment - assigned by the teacher - already had its own

characteristics and purposes. Writing tasks given by the participants were partly determined by the specific use of learned content and guided structure. Thus, using „Voice“ would not have been applicable.

The rubric was employed after students had accomplished the pre-English test, post-English test and other English writing tasks based on their tier level; therefore, it was used to identify students' writing ability levels. Attached to this writing rubric, descriptions of each writing level were provided. This research tool provided the evidence of English writing ability through the assessments of all writing products in this study. Most importantly, this research tool was used to check whether a student had gradually shifted to a higher level of writing ability as a consequence from differentiated writing instruction by tiered assignments (APPENDIX B).

2. Data Collection Tools

The purpose of the data collection tools was to obtain the answers to the research questions of the present study. The tools provided both qualitative and quantitative figures so that research questions could be fulfilled. Two research instruments were used as data collection tools: English writing test, English writing tasks and interviews.

2.1 English Writing Test

The English writing test was one of the data collection tools used to evaluate how tiered assignments in differentiated instruction helped the students to write better. The English writing test employed in this study was a set of writing topics, which needed to be chosen by the students. In order to carry out the writing test, students were expected, to describe, explain, clarify, or illustrate their points through writing.

The English writing test was distributed before and after the instruction. It served therefore as a pre-test and a post-test. Since the English writing test was specifically designed for the participants of this study, the content of the test related to the topics that students learned in the class, which were: My neighbourhood, My favourite place, My favourite possession and My favourite invention.

The writing rubric was used to evaluate students' writing ability in the English writing test. The scores from pre-test and post-test were measured and compared. This research tool was deployed in order to tackle the first research question, which is: "To what extent does differentiated writing instruction by tiered assignments affect students' English writing ability?".

The English writing test, distributed to the participants of this study, is shown in the Appendix C.

Validity and Reliability of English Writing Test

The same group of experts, who evaluated the lesson plan, was also invited to validate the English writing test. These three experts, besides having their teaching

experience in EFL writing classrooms, they also have strong knowledge about test development.

The validation process concerning the main components of the test including tasks, subjects/contexts, directions and scoring system were evaluated. The evaluation form consisted of two parts: a three-rating scale for each of these four instrument components and a writing suggestion part. The Item-Objective Congruence index was deployed in the validation process (APPENDIX D). The results from the evaluation of the English writing test are reported in Table 3.4.

Table 3.4

The percentages indicating experts' opinions about the English writing test

Items	Experts' Opinions			IOC
	Appropriate (1)	Not sure (0)	Not Appropriate (-1)	
1. Tasks	3 (100%)	0 (0%)	0 (0%)	1
2. Subjects/Contexts in the Test	2 (66.7%)	1 (33.3%)	0 (0%)	0.67
3. Directions	3 (100%)	0 (0%)	0 (0%)	1
4. Scoring System	3 (100%)	0 (0%)	0 (0%)	1
Grand Mean Score of IOC				0.91

Note: N = 3

The results from the validation process show that all of the three experts were satisfied with the English writing test used in identifying participants' writing ability. Each of the components included in the test received a higher IOC value than 0.5,

which shows that every component of the English writing was appropriate and could be used to identify students' writing ability. The grand mean score of this research instrument is 0.91.

Interrater reliability was employed in order to find the consistency between two raters in scoring students' writing. Before the real evaluation began, both raters were trained to use the REEP writing rubric. Pearson Product-Moment correlation was employed in order to find the reliability of the raters in grading students' work.

After students had finished the pre-test and the post-test, the researcher and another rater independently scored the students' writing by using the REEP writing rubric. Students' writing products were evaluated by two different raters concerning the four aspects of writing. Table 3.5 presents the results of the inter-rater reliability from the scoring of students' pre-test and post-test.

Table 3.5

The results of the inter-rater reliability from the scoring of students' writing in the pre-test and the post-test

Raters	Pearson Product-Moment	
	Pre-test	Post-test
$R_1 + R_2$	0.99	0.93

As shown in Table 3.5, the results of Pearson Product-Moment in testing the reliability of the way two raters graded the students' writing, were 0.99 for the pre-

test and 0.93 for the post-test. These correlation values imply that the scores, given by the two raters, are consistent.

2.2 English Writing Tasks

English writing tasks in this study were delivered to students in the form of tiered assignments. Following the underlying principle of tiered assignments, students' readiness writing levels was used for constructing the writing tasks. The tiering method was carried out through varying all parts of writing lessons which were: content, process and product. In accordance with the purpose of this research, students were scaffolded by different levels of tiered assignments with an attempt to increase their English writing ability.

In connection with tiering by process and product, tiered assignments of this study were deployed when students completed writing tasks according to their writing ability on the Apprentice level, the Intermediate level and the Advanced level. To shine the light on tiering by content, each tiered assignment distributed to students consisted of a variety of writing topics. Students were able to choose a writing topic, which they were interested in. Each topic of writing that students had chosen also matched their existing writing ability.

There were three levels of tiered writing tasks which were: Tier A, Tier B and Tier C. These three tiered tasks were constructed with varied levels of writing. Figure 3.3 presents the characteristics of all three tiered assignments following essential English writing composition ability.

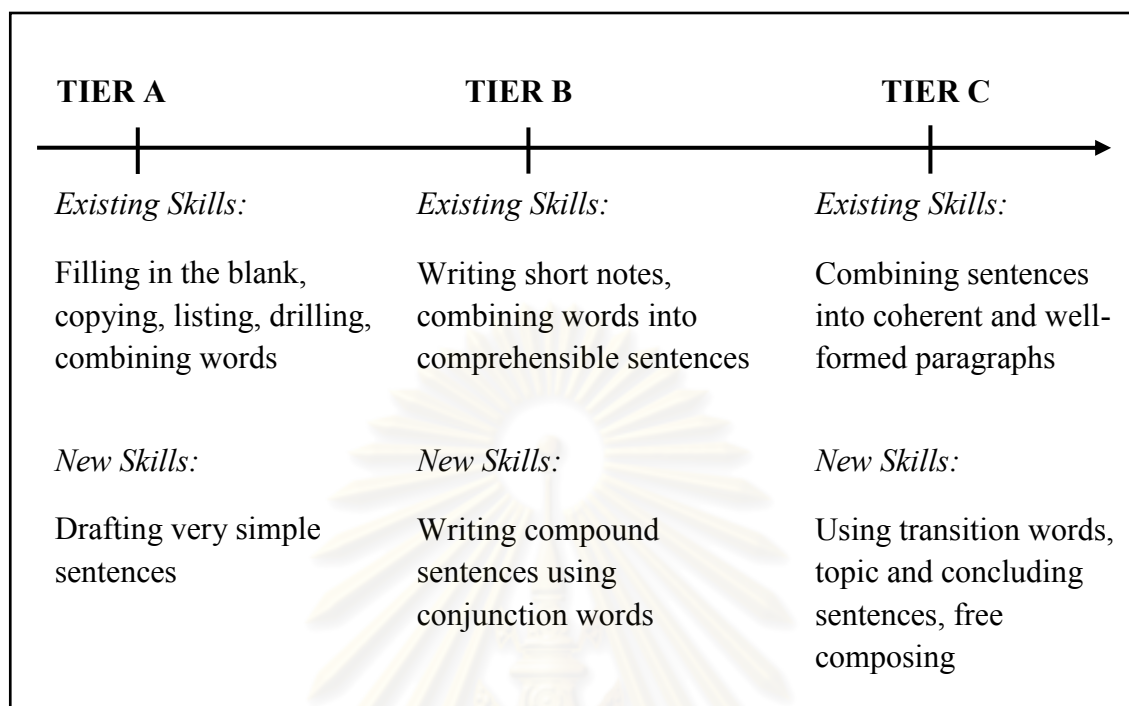


Figure 3.3 Characteristics of the Three Tiered Assignments

It can be seen from the illustration that tiered assignments distributed to the participants of this study were varied in terms of their difficulty. Each tier addressed students' existing English writing skills, so that students could successfully complete the tier within their ability levels. At the same time, each tiered task tried to promote new writing skills to the students in order to enhance their writing ability.

This came from the purpose of the study that students must be moved forward to a higher writing ability level. Students had to complete a task, which exactly reflected their current ability. They also had to perform parts of the tasks that were more advanced than what they could already do, in order to advance their ability.

To look at this in the scaffolding perspective, students worked on a specific tier in order to develop their writing skills. Primarily, students did not have equal

skills in writing. Therefore, their zones of actual development did not fall on the same point. Some students were hardly able to spell words, while some were ready to write complicated texts. Since each tier assignment in this study consisted of two elements (existing skills and new skills), students were able to work in their zone of actual development. At the same time, they were challenged by the new skills as they approached the zone of proximal development. After students had mastered the new skills, they would be on the next level of writing ability. This mirrored the new zone of actual development, which was ready to be activated in the scaffolding process.

Tier A referred to the simplest tasks, which involved filling in the blank, copying, listing, drilling, combining words, drafting very simple sentences. These tasks fell into the word-level composition stage. Students' pieces of writing were controlled by specific language structures. Students, whom this tier was given to, were on the Apprentice level. The attempt of providing Tier A tasks to the students was to make sure that the tasks matched their existing skills and at the same time, they were encouraged to start the very first step of sentence writing.

Tier B tasks included writing short notes and combining words into simple sentences. Students started combining several sentences into a paragraph. Tier B tasks were under the sentence-level composition stage. Tier C tasks referred to the most challenging level of writing tasks, because they related to sentence combining, transition words and free composing. Tier C tasks were the most advanced tasks, because students' writing had shifted from controlled language structures to communicative purposes.

The underlying assumption of this present study was that students would be able to enhance their writing skills when they received the right level of writing tasks. For this reason, English writing assignments were differentiated and were contributed to students, who had different levels of English writing ability.

This reflected the purpose of the study that students must be moved forward to a higher writing ability level. Just applying a task, which is very easy to follow, would not have been adequate to serve the purpose of the study. Therefore, students had to complete a tier level, which contained skills that exactly reflected their current ability. They also had to start learning some new skills embedded in the task, which were a little bit more difficult, in order to advance their ability.

2.3 Interviews

One week after the treatment, the participants were required to participate in the interviews (Appendix E). This stage of the study involved analyzing the effectiveness of differentiated writing instruction by tiered assignments, which provided qualitative data to the study. The aim of the interviews was to examine students' feelings about the instruction, concerning its advantages and disadvantages.

In terms of the advantages of the instruction, two frameworks relating to the field of differentiated instruction by tiered assignments were reviewed. The guidelines from these two frameworks were used to create categories of students' responses regarding the advantages of the instruction. The research had an attempt to look for what emerged from students' responses during the interviews in order to establish the disadvantages of the instruction. The review of the two instructional frameworks is provided in Table 3.6.

Table 3.6

Two instructional frameworks for creating categories of students' responses

Differentiated Management Strategies (Chapman and King, 2005)	Tiered Assignment Strategies (Tomlinson, 2001)	Categories of Students' Interview Responses in the Present Study
<ul style="list-style-type: none"> - Maintaining a learning environment that is comfortable and stimulating - Selecting and organizing instructional activities for the total group, individuals, partners, and small groups 	<ul style="list-style-type: none"> - Use a variety of resource materials at differing levels of complexity and associated with different learning modes 	<p><i>Conducive Learning Environments</i></p>
<p style="text-align: center;">-</p>	<ul style="list-style-type: none"> - Allows for reinforcement or extension of concepts and principles based on student readiness 	<p><i>Improvement on Writing in terms of Length, Accuracy and Fluency</i></p>
<ul style="list-style-type: none"> - Instilling each student's desire to learn and improve 	<p style="text-align: center;">-</p>	<p><i>Self-efficacy and Motivation in Learning Writing</i></p>
<ul style="list-style-type: none"> - Assessing students' individual needs before, during and after learning - Using the assessment data to plan strategically with the most beneficial models, techniques, and strategies 	<ul style="list-style-type: none"> - Blends assessment and instruction - Allows students to begin learning from where they are - Allows students to work with appropriately challenging tasks - Avoids work that is anxiety-producing (too hard) or boredom producing (too easy) 	<p><i>Appropriateness and Challenges of Writing Tasks</i></p>
<ul style="list-style-type: none"> - Promotes success and is therefore motivating 	<ul style="list-style-type: none"> - Be sure the task is focused on a key concept or generalization essential to the study 	<p><i>Success in Writing</i></p>

These interviews were carried out with audiotape recording. The interviewer was not the researcher herself but another teacher, who was assigned to conduct the interviews with the participants. This was to make sure that the interviewees were able to freely express their opinions without having to worry about the presence of the researcher. The interviews were conducted in Thai so that the researcher would be able to receive as many details as possible. The interviewees would be able to elaborate and clearly state what they thought about the instruction.

The following questions were opening questions asked during the interviews:

1. What do you think about the lessons you participated in?
2. Can you give your opinion about the writing tasks you completed in the class?

Validity of the Interviews

In order to validate the effectiveness of these two opening questions, the same group of experts - who evaluated the lesson plan and English writing test - were invited (Appendix F). The experts were asked to fill in the evaluation form, which contained a three-rating opinion scale and also a written suggestion part. The Item-Objective Congruence index was used to estimate their opinions.

The results from the evaluation of the interviews are reported in Table 3.7.

Table 3.7

The percentages indicating experts' opinions about the interviews

Question Items	Experts' Opinions			IOC
	Appropriate (1)	Not sure (0)	Not Appropriate (-1)	
1. What do you think about the lessons you participated in?	3 (100%)	0 (0%)	0 (0%)	1
2. Can you give your opinion about the writing tasks you completed in the class?	3 (100%)	0 (0%)	0 (0%)	1
Grand Mean Score of IOC				1

Note: N = 3

As shown in Table 3.7, the questions asked in the interviews were appropriate in obtaining students' opinions towards the instruction. The overall grand mean of the questions is 1, which proves that all of the experts were satisfied with the interview questions. Besides the quantitative number representing the opinions of the three experts, there were also suggestions for other additions, which were used for revising the questions asked in the interviews (See the list of experts in Appendix G). The experts' suggestions were as follows:

Expert A and Expert B: There should be other questions as well for targeting particular types of answers, such as "Why did you choose this topic over the others?" and "What made you do XYZ instead of ABC?", so that the researcher would receive enough back up data for supporting the research conclusions.

Expert C: The researcher should make sure that students know that they are under the condition of this teaching experiment so that the students know what they are talking about and their answers would be relevant to the study.

Reacting to Expert A and Expert B's comments, the researcher prepared a set of guideline questions for the interviewing of the students. Obviously, the researcher used the two question items, mentioned earlier at the beginning of the interviews but when the students gave their responses, the prepared guideline questions would then be asked in order to further the conversions and to elicit further information from the students.

In response to the comments given by Expert C, the researcher informed the students that they would be interviewed about the English writing lessons they had participated in. To trigger the students' awareness that they were taught with differentiated writing instruction by tiered assignments, the students were told to report their writing level at the beginning of the instruction, and the level they had been to at the end of the instruction. The students were asked about particular characteristics of this English writing class, such as; "what kind of writing assignments they performed?" and "what they felt about the different levels of assignment given to the students?".

Additional Interview Questions

Since the interviews were semi-structured, essential points to be investigated as well as questions that led to those points must be prepared. The sequence of prepared questions helped to expand what said by the interviewees (Kvale, 2008).

Most of the questions often began with “What”, “Why” and “How”. The following questions were examples of what was asked during the interviews:

1. Do you think that separating students into different levels and providing them with different types of assignments helped students to write better? Why or Why not?
2. What are your opinions about working in groups with people, who had the same level of writing ability when you studied in class?
3. How do you feel about being able to move up to a higher writing level and receive a more difficult writing task to complete?
4. How do you feel about the way you completed the post-writing test, compared to the pre-writing test. Do you see your own improvement on writing?

Testing the Reliability of Coding information

In this study Interrater reliability was used with an aim to find the consistency between two independent raters in classifying information into certain categories. Pearson Product-Moment correlation was employed here.

Table 3.8

The results of the inter-rater reliability in coding interview information

Raters	Pearson Product-Moment
	Post-test
$R_1 + R_2$	0.89

The result of Pearson Product-Moment in testing the reliability of the way two raters analyzed the interview data was 0.89. There was a high correlation in the way both raters classify interview information into categories. This shows that both raters conducted the interview analysis in a consistent way.

Pilot Study

After receiving these comments from the three experts, the researcher revised the research instruments. Then, the instruments were piloted with a group of 10 ninth-grade students, who were studying in Standard English Course, Academic Year 2010, but in another class. These instruments were English writing tests, samples of lesson plans used in the writing instruction and interview questions. Finally, the results from the pilot study were used to correct and adjust the instruments.

Regarding the samples of lesson plans, after testing them with the pilot group of students, the researcher found during the pilot phase that lesson plans should be concise so that all activities would be completed within one classroom period. Another point was that there should be a clear distinction among all of these three tiered tasks that fit students' current ability in writing.

Data Collection

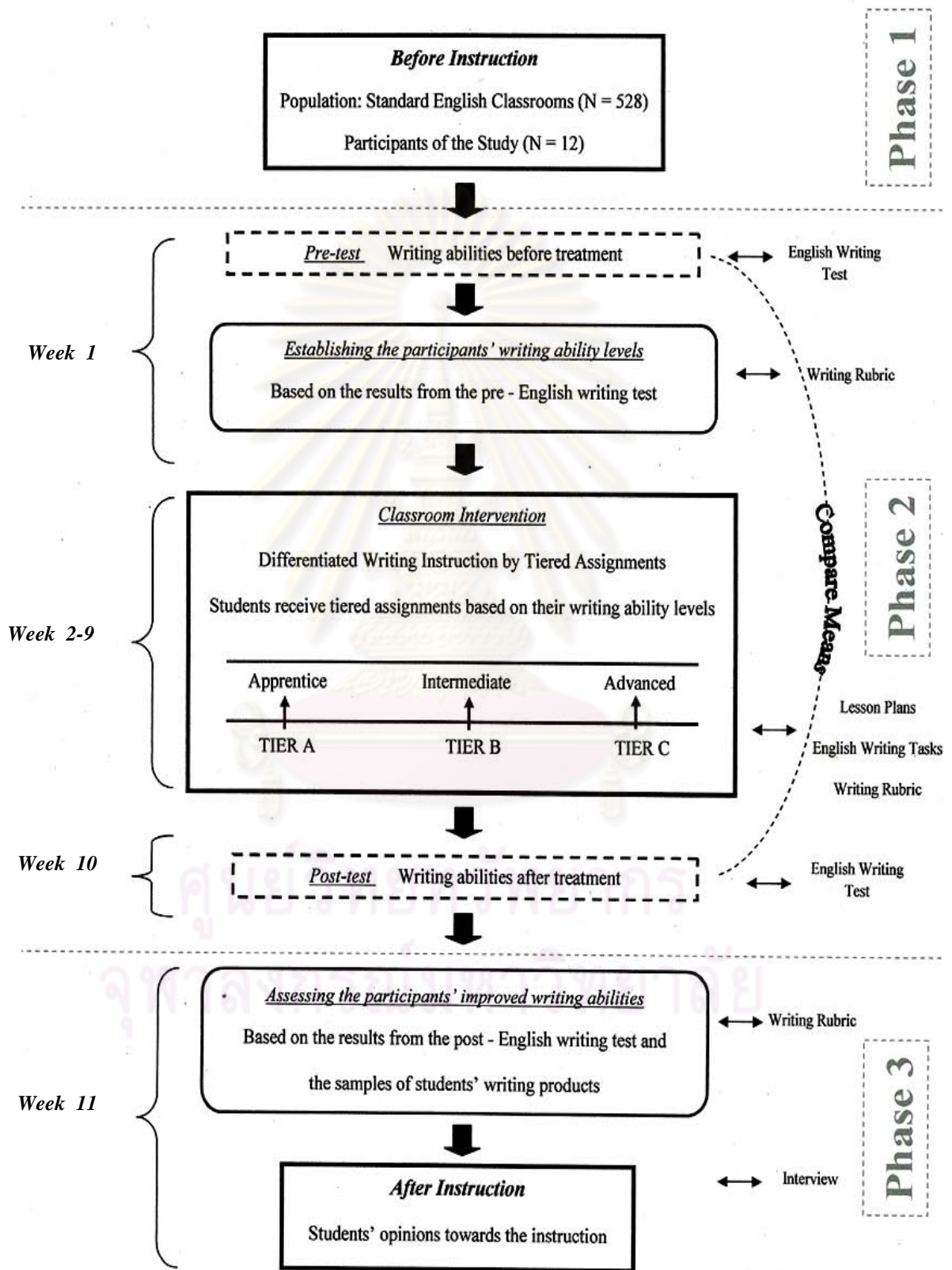


Figure 3.4 Research Design of this Study

As indicated by Figure 3.4, in order to measure the effects of differentiated writing instruction by tiered assignments on writing ability of students and their opinions towards the instruction, both quantitative and qualitative data were needed. This part of the chapter describes the data collection process.

The data collection process employed in this study was carried out in relation to the research procedures. First of all, students' entry writing ability level was investigated by using the pre-English writing test. The writing rubric was used to evaluate students' writing and to establish their writing ability levels. This part of the data collection process was carried out in week 1, in which the quantitative data was obtained.

Students received the differentiated writing instruction by tiered assignments for ten weeks. The instruction was given to students during week 2 - 9. Students were asked to perform 8 writing tasks, which were evaluated by the writing rubric. The quantitative data was gathered from the scores of their writing tasks.

After the instruction in week 10, students completed the post-English writing test. Again, the writing rubric was used to check their writing and to specify their writing levels after experiencing the instruction. The quantitative data was obtained from this part of the data collection process. The scores of students writing in the pre-test and the post-test were compared in order to measure the progress in their writing. The qualitative data was obtained from the analysis of students' writing samples. The changes of students' writing behaviors throughout the instruction, especially before and after a new level of tiered assignments was given, were discussed. The patterns of students' improvement on their writing were illustrated.

Also in the same week, students were interviewed about their opinions towards the instruction. The frequencies of key words emerging from the interviews were counted, analyzed and reported in the summary table. The interviews with the students also provided qualitative data to the study. The data collection process was completed within 12 weeks.

Data Analysis

Data analysis for research question 1

Research question 1 of this study dealt with the effects of differentiated writing instruction by tiered assignments on writing ability of students. The independent variable was differentiated writing instruction by tiered assignments. The dependent variable was the writing ability of students, which showed in the English writing tests and English writing tasks.

According to the hypothesis of the study, students' scores in post-English writing test would be higher than the pre-English writing test scores at 0.05 statistical significant level. Students' task scores, obtained from the writing rubric, would show students' improvement in their aspects of writing.

In order to investigate whether these twelve students had made some progress after the instruction, their pre-test mean scores and post-test mean scores were compared. After that, the progress in writing made by students from each level was tested. Mean scores, S.D., and Wilcoxon Matched-Pairs Signed-Rank Test were used.

The data obtained from these analyses showed the statistical significance of the improvement in the students' writing ability.

An analysis of the aspects of writings of each individual student was also carried out. The writing rubric was used as a guideline for analyzing each aspect of writing. The description of students' writing is provided in this thesis in order to illustrate their writing characteristics. The participants' writing samples were taken from the English writing tests and English writing tasks in order to illustrate aspects of writing that gradually changed during the instruction. Based on the writing analysis, it was expected that the results would indicate that students with different writing levels would all show improvement in one or more aspects of writing. The aspect of writing that each separate student improved in was the means of moving this student to a higher writing level.

Data analysis for research question 2

Research question 2 focused on students' opinions towards differentiated writing instruction by tiered assignment. The independent variable was differentiated writing instruction by tiered assignments. The dependent variable was students' opinions towards the instruction. The content analysis was used in order to obtain the answers to this research question.

For this study, the hypothesis was drawn that students would find differentiated writing instruction by tiered assignments have a lot of advantages. (Students were satisfied with the instruction. Students found the instruction useful and helpful for them to write better because they had conducted writing tasks that were not too difficult or too easy for them). Qualitative data was obtained from the

content analysis of the interviews. In order to complete the analysis process, the interviews were transcribed. Relevant keywords, phrases or sentences were put into categories they belonged.

As mentioned earlier, the interview categories in this study were based on two main characteristics: advantages and disadvantages. To construct categories of instruction's advantages, the researcher had reviewed two instructional framework relating to differentiated management strategies (Chapman and King, 2005) and tiered assignments strategies (Tomlinson, 2001). There were five categories relating to the advantages of the instruction. Two categories concerning the disadvantages of the instruction emerged from the interviews. The samples of key statements that belonged to each of these categories are presented in Table 3.9.

Table 3.9

Categories of the Interview findings and example key statements

Categories of the Interview Findings	Example Key Statements
Advantages	
Conducive Learning Environments Supportive classroom atmospheres, manageable learning activities, and a caring teacher.	<ul style="list-style-type: none"> - การทำงานกลุ่มเป็นไปได้ง่าย เพราะทุกคนมีความสามารถเท่ากัน / Working in group is easier because everybody had the same ability level. - คุณครูให้ความสนใจกับนักเรียนทุกคนที่อยู่ในชั้นเรียน / The teachers paid attention to every student in class.

Categories of the Interview Findings	Example Key Statements
	<ul style="list-style-type: none"> - นักเรียนที่มีความสามารถทางภาษาอังกฤษแตกต่างกันสามารถเรียนร่วมกันได้ ไม่มีใครถูกมองข้าม / Students, who had different English ability levels, were able to study together. No one was neglected. - การสอนเขียนวิธีนี้ดีกว่าวิธีการอื่น ๆ ที่นักเรียนเคยเจอมา / This method of teaching English writing was better than the other teaching methods that students had experienced. - คุณครูมีสื่อการสอนที่น่าสนใจ / This method of teaching English writing was better than the other teaching methods that students had experienced. - ห้องเรียนสนุกสนาน นักเรียนไม่เบื่อและมีความกระตือรือร้นในการเรียน / The class was fun. The students were not bored. Students were enthusiastic in learning.
<p>Improvement on Writing in terms of Length, Accuracy and Fluency</p> <p>The improvement of students' writing concerning ideas, content, linguistic elements and organization.</p>	<ul style="list-style-type: none"> - นักเรียนได้นำสิ่งที่เรียนรู้จากห้องเรียนมาใช้ในการทำงานเขียนเดี่ยว / Students used what they learned in class to complete their individual writing tasks. - นักเรียนได้ฝึกการเขียนภาษาอังกฤษจากการทำงานเดี่ยว ช่วยทำให้เขียนได้ดีขึ้น / Students had opportunities to practice English writing from individual tasks, which helped them to write better. - นักเรียนพัฒนาในเรื่องของ คำศัพท์ grammar การสะกดคำ การแต่งประโยค การใช้เครื่องหมาย / Students improved in the aspects of vocabulary, grammar, spelling, sentence combining, punctuation. - นักเรียนสามารถเขียนได้มากขึ้นกว่าเดิม / Students were able to write more than before. - นักเรียนสามารถรวบรวมความคิดได้เร็วขึ้นเวลาเขียน / Students were able to formulate ideas faster when they write. - นักเรียนสามารถเขียนได้มีระบบมากขึ้น / Students were able to write more systematically.

Table 3.9 (Continued)

Categories of the Interview Findings	Example Key Statements
<p>Self-efficacy and Motivation in Learning Writing</p> <p>Students' realization in their current writing level. Students' will to keep on improving their writing in order to write better or to achieve a higher level of writing ability.</p>	<ul style="list-style-type: none"> - นักเรียนรับรู้ความสามารถของตนเองในด้านการเขียน / Students acknowledged their writing ability. - นักเรียนพยายามที่จะทำงานเขียนให้สำเร็จลุล่วงตามเป้าหมายที่คาดหวัง / Students made an effort in order to finish writing assignments that met their expectations. - นักเรียนมีแรงจูงใจที่จะเขียนให้ดีขึ้น เพื่อที่จะได้ไปอยู่ level ที่สูงขึ้น / Students were motivated to produce a good writing product so that they would move up to a higher writing level. - นักเรียนประทับใจผลงานของตัวเองให้ออกมาดี เพราะว่าไม่อยากถูกจัดไว้ในระดับต่ำกว่าเดิม / Students maintained the good quality of their writing products because they did not want to move down to a lower writing level. - นักเรียนพยายามปรับปรุงงานเขียนของตนเองให้ดีขึ้นเรื่อย ๆ / Students kept on improving their writing to make it better.
<p>Appropriateness and Challenges of Writing Tasks</p> <p>Tasks that were interesting and not too complicated or too complex for the students</p>	<ul style="list-style-type: none"> - งานที่ได้รับตรงกับระดับความสามารถของนักเรียนทำให้เขียนงานได้ดีขึ้น / The assigned work was appropriate for students' levels which made them write better. - งานที่ได้รับไม่ยากไม่ง่ายจนเกินไป / The assigned work was not too difficult or too complex. - บทเรียนเปิดโอกาสให้นักเรียนได้เขียนเริ่มจากสิ่งง่าย ๆ ไปถึงสิ่งที่ยากขึ้น / the lessons allowed the students to start working on easy writing tasks, and then move on to more difficult tasks. - นักเรียนได้ทำงานเขียนในหัวข้อที่เหมาะสมและน่าสนใจ / The students were able to work on the topics that were appropriate and interesting.

Table 3.9 (Continued)

Categories of the Interview Findings	Example Key Statements
<p>Success in Writing</p> <p>Students' capability to write, as well as their skills that were improved over the instruction period.</p>	<ul style="list-style-type: none"> - นักเรียนสามารถทำงานเขียนได้ด้วยตนเอง / Students were able to perform a writing task on their own. - ทักษะการเขียนของนักเรียนพัฒนาขึ้น / Students' writing skills improved. - นักเรียนประสบความสำเร็จในการทำงานเขียนที่ได้รับมอบหมาย / Students successfully completed the assigned tasks.
Disadvantages	
<p>Extensive Workload</p> <p>The amount of work that the students were asked to complete within the time provided.</p>	<ul style="list-style-type: none"> - งานเขียนที่ได้รับมีปริมาณมาก / A fair amount of assigned writing tasks. - นักเรียนต้องทำงานที่ยากขึ้นเมื่อถูกเลื่อนไปอยู่ระดับที่สูงขึ้น / Students had to complete a more difficult task when they moved to a higher writing level. - นักเรียนต้องทำงานให้ตรงกับเวลาที่จำกัด / Students had to work within the limited amount of time.
<p>Lack of Assistance from More Capable Peers</p> <p>The difficulty that students found when they tried to complete a certain writing task.</p>	<ul style="list-style-type: none"> - งานเขียนที่ได้รับมอบหมายยากเกินไป / The assigned work was too difficult. - ไม่สามารถทำงานเขียนได้สำเร็จเพราะนักเรียนในกลุ่มมีความสามารถพอ ๆ กัน / Not being able to finish a certain writing task because the students in the same group had the same level of writing ability.

Table 3.9 (Continued)

Key phrases were examined from the interview transcripts and were put in categories they belonged, using the guidelines provided in Table 3.9. For each category, the key phrases were counted and reported by using frequency and percentage.

The summary of the instruments used for collecting the data is presented in table 3.10.

Table 3.10

Summary of research questions, instruments, validity and reliability checks, time of distribution and methods of analysis reliability checks, time of distribution and methods of analysis

Research Question	Instrument	Validity and Reliability Check	Time of Distribution	Method of Analysis
RQ.1 To what extent does differentiated writing instruction by tiered assignments affect writing comprehension of students?	English Writing Tasks	- Three experts validate the instrument: Appropriate learning outcomes, instructions and assessments; Implication of tiered assignments to teach writing	During Experiment	- Descriptive statistics
	English Writing Test	- Three experts validate the instrument: Appropriate tasks, subjects or contexts used in writing test, directions, scoring system - Pilot test	Before and after the experiment	- Descriptive statistics - Writing analysis -Inter-rater reliability

Research Question	Instrument	Validity and Reliability Check	Time of Distribution	Method of Analysis
RQ.1 To what extent does differentiated writing instruction by tiered assignments affect writing comprehension of students?	Writing Rubric	- Pilot test	Before, during and after the experiment	- Descriptive statistics - Writing analysis -Inter-rater reliability
RQ.2 What are students' opinions towards differentiated writing instruction by tiered assignments	Interviews	- Three experts validate the interview questions - Pilot test	After the experiment	-Content analysis -Inter-rater reliability

Table 3.10 (Continued)

Summary

This study aimed to investigate the effects of differentiated writing instruction by tiered assignments on the writing ability of ninth grade students and their opinions towards the instruction. After the ten weeks of the instruction, students' writing scores from the pre-test and the post-test were compared in order to observe their improvement in writing. Students' opinions were investigated using the interviews. The research methodology presented in this chapter led to the findings, which will be presented in the next chapter.

CHAPTER IV

FINDINGS

This chapter presents the results of the present study concerning the effect of differentiated writing instruction by tiered assignments on students' writing ability and students' opinions towards the activities in their writing lessons based on tiered assignments. In this thesis section, the findings are presented in two parts regarding the research questions which are:

Part 1: The analysis of the effects of differentiated writing instruction by tiered assignments on students' writing ability

This part of the findings relates to the first research question, which called for the analysis of how differentiated instruction by tiered assignments can improve the writing ability of the twelve participants. Quantitative results obtained from the comparison of the participants' pre-test scores and post-test scores are provided in order to show the impact of the instruction on improving participants' writing ability.

Part 2: The analysis of students' opinions towards activities employed in differentiated writing instruction by tiered assignments

The second part of the findings had to do with the second research question, which attempted to investigate participants' opinions towards writing activities they carried out in the tiered assignment fashion. Qualitative results obtained from the interviews with the participants were reported in order to find the conclusion to students' opinions towards assignments deployed in this writing instruction.

Part 1: The analysis of the effects of differentiated writing instruction by tiered assignments on students' writing ability

Research question 1: To what extent does differentiated writing instruction by tiered assignments affect writing ability of students?

The research instruments, deployed to answer this research question, were the English writing test (as a pre-test and a post-test) and English writing tasks. The writing rubric (REEP, 1997) was used to evaluate every writing product made by the students. This analytical writing rubric focused on four different aspects of writing which are: 1) Content and vocabulary; 2) Organization and development; 3) Structures and 4) Mechanics. The score ranges from 0-6 for each writing aspect. In total for each writing product, the students could gain a minimum score of 0 and a maximum score of 24.

With regard to the overall writing scores obtained from the writing rubric. Students' writing level was identified based on how much overall score they received from a certain writing task. To be specific, if students received the scores ranging from 0 to 7, they were categorized into the Apprentice level. The writing scores from 8 to 16 proved that students were in the Intermediate level. Students who gained the scores varied from 17 – 24, were considered to be in the Advanced level.

In order to analyze the effects of differentiated writing instruction by tiered assignments on students' writing ability, a comparison analysis of overall pre-test mean scores and post-test mean scores of all twelve participants was carried out. The

details of the analysis of the effects of differentiated writing instruction by tiered assignments are presented as follows:

The comparison of the overall pre-test scores and post-test scores of all twelve participants

This part of the comparison analysis attempted to identify whether students' pre-test mean scores were different from their post-test mean scores at the significant level of 0.05. The descriptive statistics, namely the minimum and maximum scores, mean scores and standard deviations, are employed. The Wilcoxon matched-pairs signed rank test was used to determine the difference between students' mean scores before and after the instruction.

Table 4.1 presents the descriptive statistics of the overall English test scores of all twelve students. The table shows the minimum and maximum values of the test scores, the mean scores, as well as the standard deviations.

Table 4.1

Descriptive statistics of the overall English test scores of all twelve students

English Writing Test	N	Minimum	Maximum	Mean scores	S.D.
Pre-test	12	0	20	12.25	6.717
Post-test	12	9	21	16.75	3.494

The English writing test, employed in this study, contained the total score of 24. Based on the Table 4.1, the mean score of the pre-test is 12.25 (S.D. = 6.717),

with the minimum score of 0 and the maximum score of 20. The mean score of the post-test is 16.75 (S.D. = 3.494), with the minimum score of 9 and the maximum score of 21.

The differences between the pre-test mean score and the post-test mean scores in the English writing test is shown as follows:

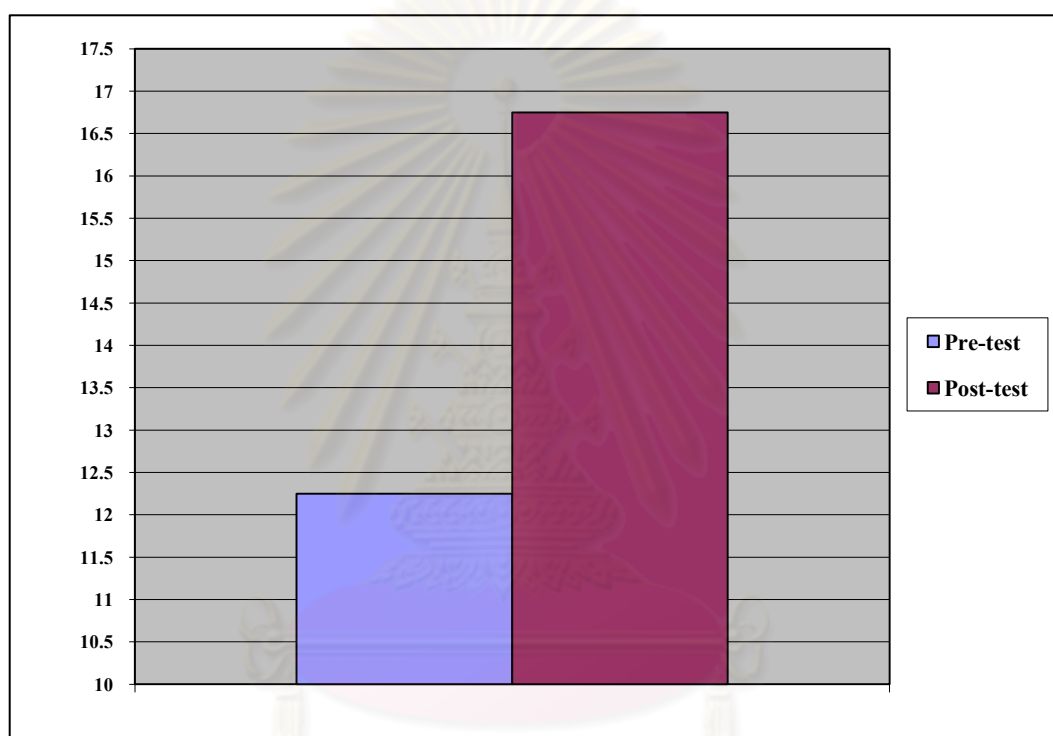


Figure 4.1 The Comparison of the Pre-test and the Post-test Mean Scores in English Writing Test

The effects of differentiated writing instruction by tiered assignments were measured by The Wilcoxon Matched-Pairs Sign-Rank Test. This statistical method was employed in analyzing differences between the pre-test and the post-test mean scores. As there were only 12 participants in this study, it was appropriate to use non-parametric test in performing the comparison analysis between two mean scores received by the same groups of participants (Larson-Hall, J. 2010).

Table 4.2

The differences between the overall pre-test and post-test scores in the English

Writing Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Post-test Scores – Pre-test Scores	Negative Ranks	1 ^a	2.00	2.00
	Positive Ranks	9 ^b	5.89	53.00
	Ties	2 ^c		
Total		12		

a. Post-test Scores < Pre-test Scores

b. Post-test Scores > Pre-test Scores

c. Pre-test Scores = Post-test Scores

Test Statistics^b

	Post-test Scores – Pre-test Scores
Z	-2.603 ^a
Asymp. Sig. (2-tailed)	.009

* $p < 0.05$

a. Based on positive ranks

b. Wilcoxon Signed Ranks Test

Table 4.2 shows the differences between the pre-test scores and the post-test scores in the English writing test. From Table 4.2, it can be seen that there is only one student, who receives lower post-test score than the pre-test score. Nine students receive higher post-test scores than their pre-test scores. Two students have the same scores in the pre-test and the post-test. The table shows that the pre-test scores and

the post-test scores are significantly different at 0.05 level ($p < 0.05$). The effect size of differentiated writing instruction by tiered assignment on students' writing ability was 0.26.

To conclude this, the post-test scores obtained from the English writing test were significantly higher than the pre-test scores. As a consequence, the first hypothesis was accepted. This led to the conclusion that students' writing ability improved after they had participated in differentiated writing instruction by tiered assignments.

Additional Findings from the analysis of the effects of differentiated writing instruction by tiered assignments on students' writing ability

A comparison of the overall pre-test scores and post-test scores of all twelve participants, who came from different writing ability levels

This additional analysis attempted to identify how much progress students from each level had made as well as to compare the success in writing of the students from different ability levels. Within each writing ability level, Wilcoxon Matched-Pairs Signed Rank Test was used to compare students' overall pre-test and post-test scores.

Table 4.3 reports the descriptive statistics of the overall pre-test mean scores and post-test mean scores of students, who came from different writing ability levels. The table shows the minimum and maximum values of the test scores, the mean scores, as well as the standard deviations.

Table 4.3

Descriptive statistics of the overall English test scores of all students, who came from different writing ability levels.

Writing Ability Level	English Writing Test	Minimum	Maximum	Mean scores	S.D.
Apprentice (N = 4)	Pre-test	0	7	4.25	3.096
	Post-test	9	15	13.00	2.708
Intermediate (N = 4)	Pre-test	11	15	13.25	1.708
	Post-test	16	21	18.50	2.082
Advanced (N = 4)	Pre-test	18	20	19.25	.957
	Post-test	16	21	18.75	2.217

Focusing only on the Apprentice level, the mean score of the pre-test is 4.25 (S.D. = 3.096), with the minimum score of 0 and the maximum score of 7. The mean score of the post test is 13.00 (S.D. = 2.708), with the minimum score of 9 and the maximum score of 15.

Concerning the overall mean scores of participants on the Intermediate level, the mean score of the pre-test is 13.25 (S.D. = 1.708). The minimum and the maximum scores of the pre-test are 11 and 15 respectively. Students on this level received the post-test mean score of 18.50 (S.D. = 2.082). The minimum and the maximum scores of the post-test are 16 and 21 in the same order.

For the writing test scores of students in the Advanced level, the results reveals that their pre-test mean score is 19.25 (S.D. = .957), with the minimum score of 18 and the maximum score of 20. Their post-test mean score is 18.75 (S.D. = 2.217), with the minimum score of 16 and the maximum score of 21.

The following table reports the results of the comparison analyses concerning students' overall pre-test and post-test scores in each writing ability level. Wilcoxon Matched-Pairs Signed Rank Test is employed in the process of analyzes.

Table 4.4

The differences between the overall pre-test and post-test scores in the English Writing Test of participants, who came from different writing ability levels

		Ranks			
		N	Mean Rank	Sum of Ranks	
Apprentice	Post-test Scores – Pre-test Scores	Negative Ranks	0 ^a	.00	.00
		Positive Ranks	4 ^b	2.50	10.00
		Ties	0 ^c		
		Total	4		
Intermediate	Post-test Scores – Pre-test Scores	Negative Ranks	0 ^a	.00	.00
		Positive Ranks	4 ^b	2.50	10.00
		Ties	0 ^c		
		Total	4		
Advanced	Post-test Scores – Pre-test Scores	Negative Ranks	1 ^a	2.00	2.00
		Positive Ranks	1 ^b	1.00	1.00
		Ties	2 ^c		
		Total	4		

a. Post-test Scores < Pre-test Scores

b. Post-test Scores > Pre-test Scores

c. Pre-test Scores = Post-test Scores

Test Statistics^b

		Post-test Scores – Pre-test Scores
Apprentice	Z	-1.826 ^a
	Asymp. Sig. (2-tailed)	.068
Intermediate	Z	-1.841 ^a
	Asymp. Sig. (2-tailed)	.066
Advanced	Z	-.447 ^a
	Asymp. Sig. (2-tailed)	.655

a. Based on positive ranks

b. Wilcoxon Signed Ranks Test

Table 4.4 shows that all of the students on the Apprentice level and on the Intermediate level received higher post-test scores than their pre-test scores. On the advanced level, one student received lower post-test score than the pre-test score. Two students had the same scores in the pre-test and the post-test. There was only one student, who received higher post-test score than the pre-test score. However, it showed in the table that the pre-test scores and the post-test scores are not significantly different at 0.05 level ($p > 0.05$).

Focusing on all of these twelve students – without concerning the levels they came from - the result showed that their writing ability before and after the instruction was significantly different. However, when looking closely at each writing ability level (4 students on each level), it revealed that there was no significant improvement on their writing ability. Because the results of these two analyses were contrasting, it raised the question whether each of these twelve students had really made progress on their writing. Thus, it was essential to take a closer look at the writing behaviors of these twelve students.

The next part of the additional findings represents the analysis of writing development of each individual participant.

The analysis of the writing development of each individual participant

This part of the analysis was carried out with the aim to specify writing development made by each individual student throughout the instruction. The analyses of students' pre-test and post-test writing deal with the overall writing scores and the scores of the four writing aspects. Qualitatively, students' pre-test and post-test writing samples are discussed in order to show their significant improvement, using the descriptions provided in the rubric.

The analysis section for each individual student therefore consists of: 1) The Student's overall writing improvement throughout the instruction; 2) The Student's pre-test and the post-test scores concerning the four writing aspects; 3) The Student's pre-test and post-test writing analysis.

The results from the qualitative analysis of each student's writing development are presented with Student AP1 first, followed by Student AP2, Student AP3, Student AP4, Student IN1, Student IN2, Student IN3, Student IN4, Student AD1, Student AD2, Student AD3 and Student AD4 respectively.

STUDENT AP1

At the beginning of the instruction, Student AP1 belonged on the Apprentice level. In the middle of the instruction, he was moved up to the Intermediate level. He stayed in the Intermediate level till the end of the instruction. Figure 4.2 presents Student AP1's overall improvement on his writing.

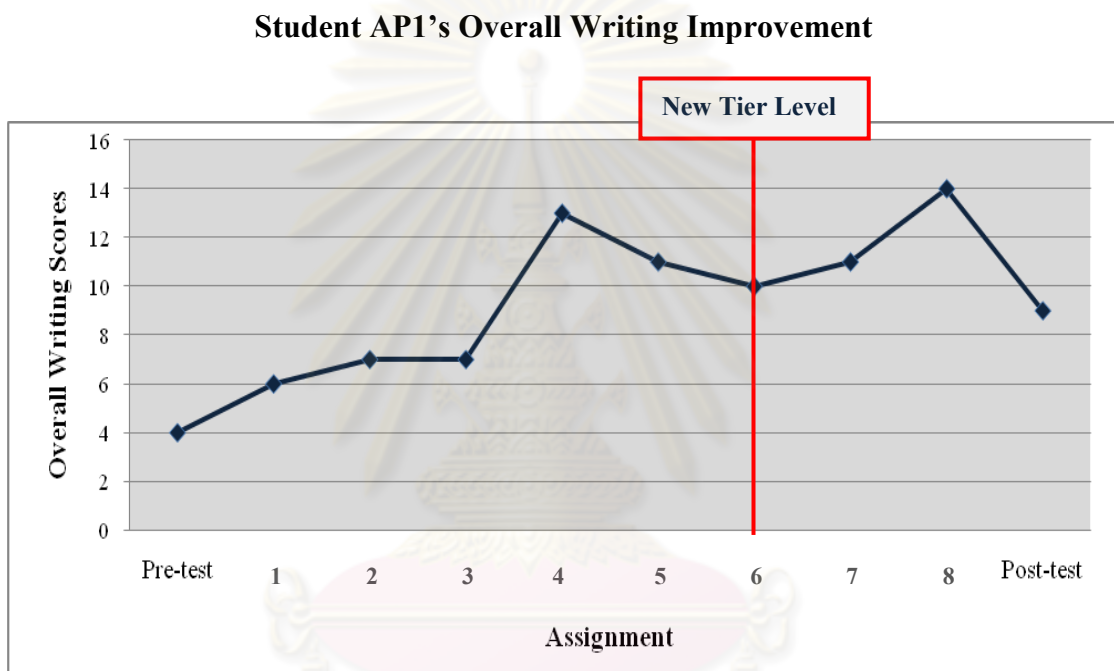


Figure 4.2 Student AP1's overall writing improvement

Student AP1's score from the pre-English writing test was 4 out of 24. He gradually improved his writing during the first three weeks of the instruction. He made major improvements over assignments 4 and 5 (week 4, 5). Therefore, he was given a new tier level of written assignments in week 6. Student AP1 showed a new range of writing improvement from assignment 7 to assignment 8. He received the score 9 from the post-English writing test.

Student AP1's Pre-test and Post-test Scores Concerning the Four Writing Aspects

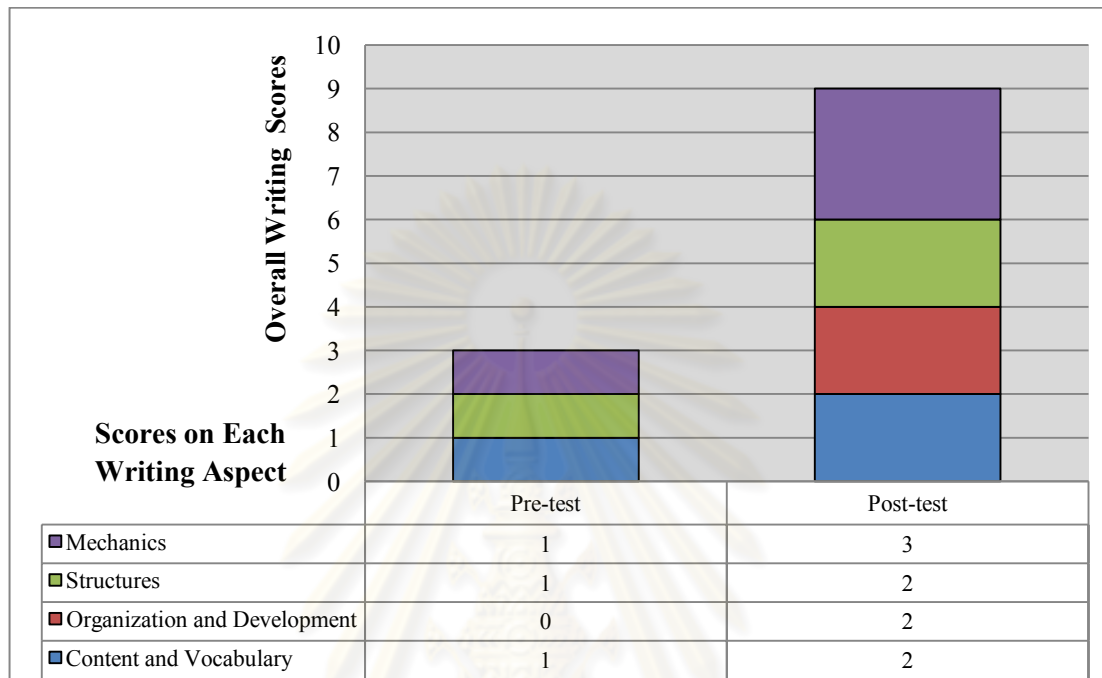


Figure 4.3 Student AP1's pre-test and post-test scores concerning the four writing aspects

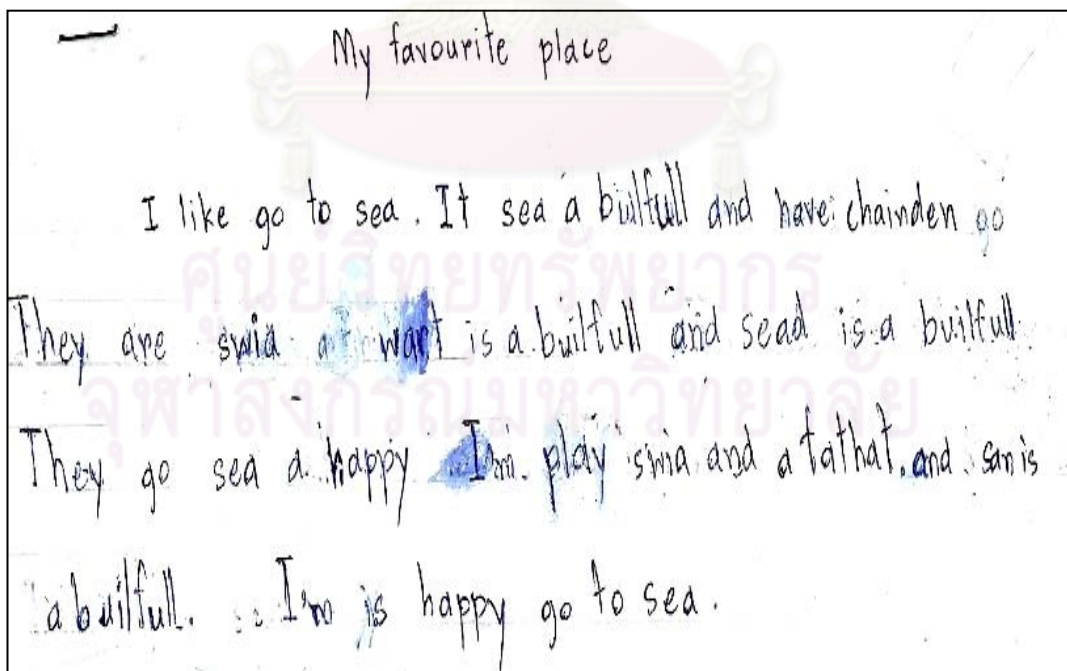
The figure above presents Student AP1's pre-test and post-test scores, considering the four writing aspects. Observed from his pre-test writing results, Student AP1 received low scores in almost all writing aspects. Student AP1 received 0 point in the aspect of organization and development. He received 1 point in each of these aspects: content and vocabulary, structures and mechanics.

In the post-test, Student AP1 showed progress on his writing in every writing aspect. The student received the score of 2 in each of these aspects: content and vocabulary, organization and development as well as structures. Student AP1 received 3 points in the aspect of mechanics.

Student AP1's Pre-test and Post-test Writing Analysis

Throughout the instruction, Student AP1 performed in total 10 writing assignments, including the pre-test and the post-test. The analysis of his writing characteristics as well as the improvement he has made was done in relation to the four writing aspects in the writing rubric. In this section, Student AP1's pre-test and post-test writing products are described. Both of these writing products were written under the same topic "My Favourite Place". Student AP1 did the pre-test when he was on the Apprentice level. He had been moved to the Intermediate level when he wrote the post-test.

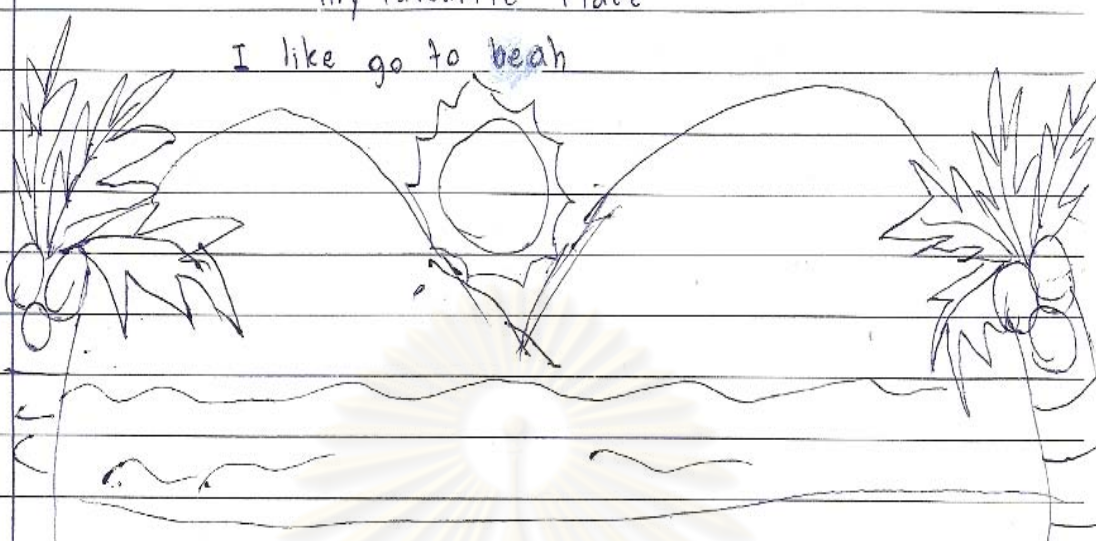
In this section, the analyses of the two writing products of pre-test and post-test are carried out according to the writing rubric descriptors. The details of the analyses are provided as follows:



Writing Sample 4.1: Student AP1's Pre-test, "My Favourite Place"

My favourite Place

I like go to beach



I like go to beach because see is beautiful. The beach have a sun and tree and mouten. I think chaidens like go to beach because it is a beautiful. I like play ball and beach father. at beach have chaidens is a swim very. father and mother like a swim very. San is a beach beautiful very. and wather see is a beautiful. I think chaidens is a happy very and my family is a happy very at go to the beach. I have new friends at in beach. I think in beach have fishes Big. I look on the sky is a beautiful and My family and I go to the house.

Writing Sample 4.2: Student AP1's Post-test, "My Favourite Place"

Table 4.5

Student AP1's Pre-test and Post-test Writing Analysis based on the Writing Rubric

Writing Aspects	Pre-test	Post-test
Content and Vocabulary	<ul style="list-style-type: none"> - Little comprehensible information - Limited Word choice, repetitious 	<ul style="list-style-type: none"> - Address part of the task with some details - Irrelevant information - Frequent vocabulary errors in terms in terms of usage and function
Organization and Development	<ul style="list-style-type: none"> - No Comprehensible Information 	<ul style="list-style-type: none"> - Thought pattern can be difficult to follow - Ideas not connected not logical
Structures	<ul style="list-style-type: none"> - Serious and frequent grammatical errors - Mostly fragments - Patterned structures 	<ul style="list-style-type: none"> - Frequent grammatical errors - Meaning obscured - Sentence structure repetitive
Mechanics	<ul style="list-style-type: none"> - Lack of mechanics - Hand writing obscured meaning 	<ul style="list-style-type: none"> - Frequent errors of punctuation and capitalization - Occasional spelling errors that distract from meaning

Emerging Features

- **Employment of adjectives and nouns in descriptive elements of the writing**

Concerning Student AP1's ability to employ vocabulary in delivering his messages to the reader, what was significantly different from the pre-test was that

Student AP1 employed more descriptive elements in her post-test writing. This could be observed from the way he described characteristics of the beach in both pre-test and post-test. In his post-test, he used a greater number of adjectives and nouns, compared to the pre-test, for example when he wrote *“The beach have a sun and tree and mouten.”*; and when he wrote *“I thik in beach have fishs Big.”*.

- **Development of the story in written descriptions**

Student AP1 gained 0 point in his pre-test – which means that no comprehensible information can be found in his writing regarding the aspect of organization and development. However in the post-test, he was able to show some development of the story in his writing. In the first sentence, he wrote *“I like go to beach becace see is beautiful.”* in order to introduce his story. Then he explained about activities he and his family did at the beach. His writing ended with *“My family and I go to the houes.”*.

- **Production of longer sentences**

A lot of syntax errors were found in both of his works. However, it could be observed that the sentences in the post-test were longer than the pre-test as Student AP1 had used more words in his writing. The conjunction word *“and”* appeared several times in his writing as the student used this word to connect words and clauses in certain sentences. His post-test contained less fragments compared to what was found in the pre-test.

- **Improvement of handwriting and punctuation**

The important characteristics of the post-test compared to the pre-test were that: Student AP1 showed an improvement on his handwriting, which made his post-test become easier to comprehend; The student demonstrated his awareness that one sentence should contain one idea; Every one of his sentences in the post-test ended with a comma.



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STUDENT AP2

Student AP2 started on the Apprentice level. She was moved up to the Intermediate almost at the end of the instruction but showed dramatic progress in her writing when considering her low starting point. Figure 4.4 presents Student AP2's overall improvement on her writing.

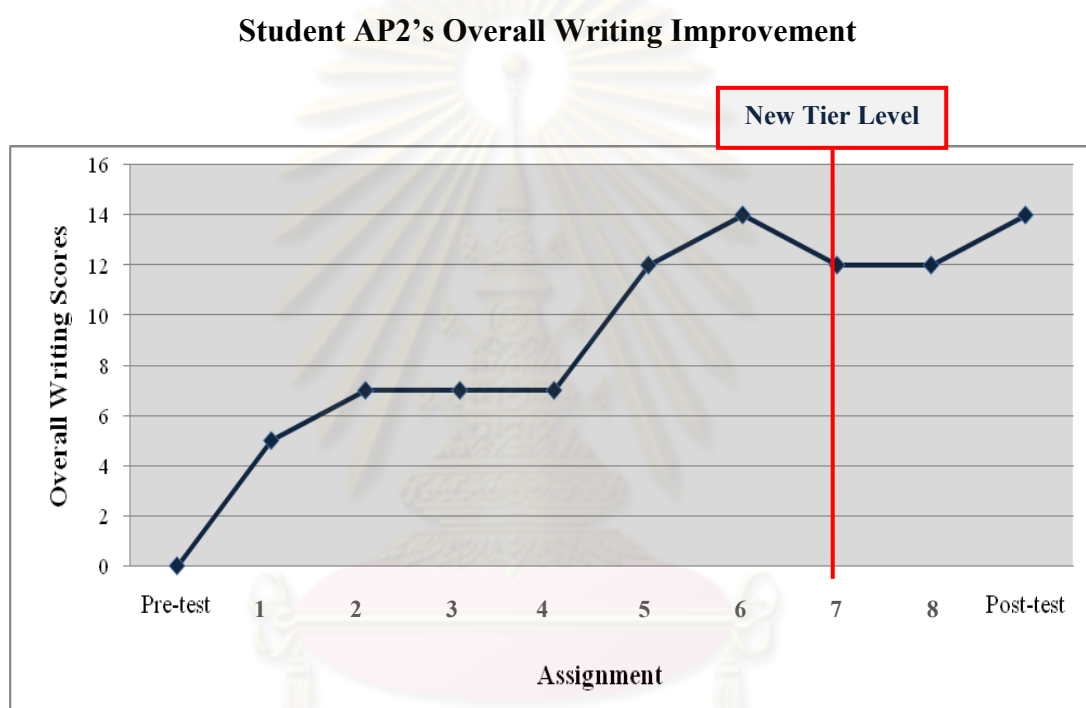


Figure 4.4 Student AP2's overall writing improvement

Student AP2 received the score of 0 in the pre-English writing test and started working on Tier A tasks at the beginning of the instruction. She needed around four weeks of exposure to the instruction, before her progression in writing picked up speed in assignments 5 and 6 (week 5, 6). Finally, she was assigned to work on Tier B tasks in week 7. Student AP2, after receiving a new tier level of writing assignments, still maintained her much higher scores in new level. Her score in the post-English test was 14.

Student AP2's Pre-test and Post-test Scores Concerning the Four Writing Aspects

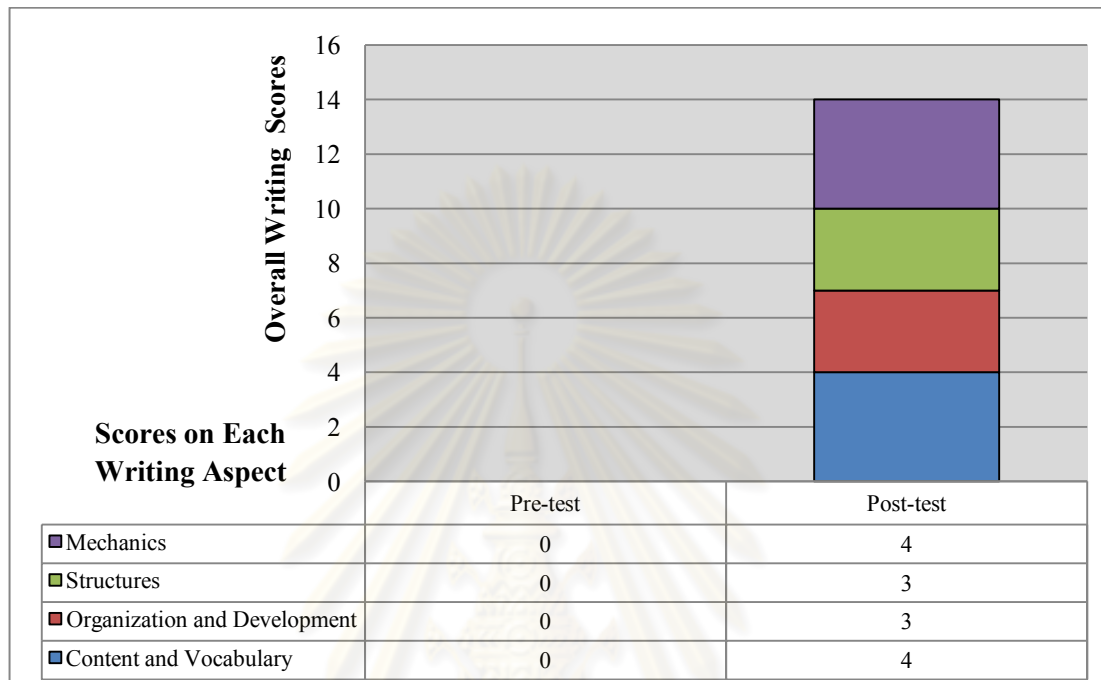


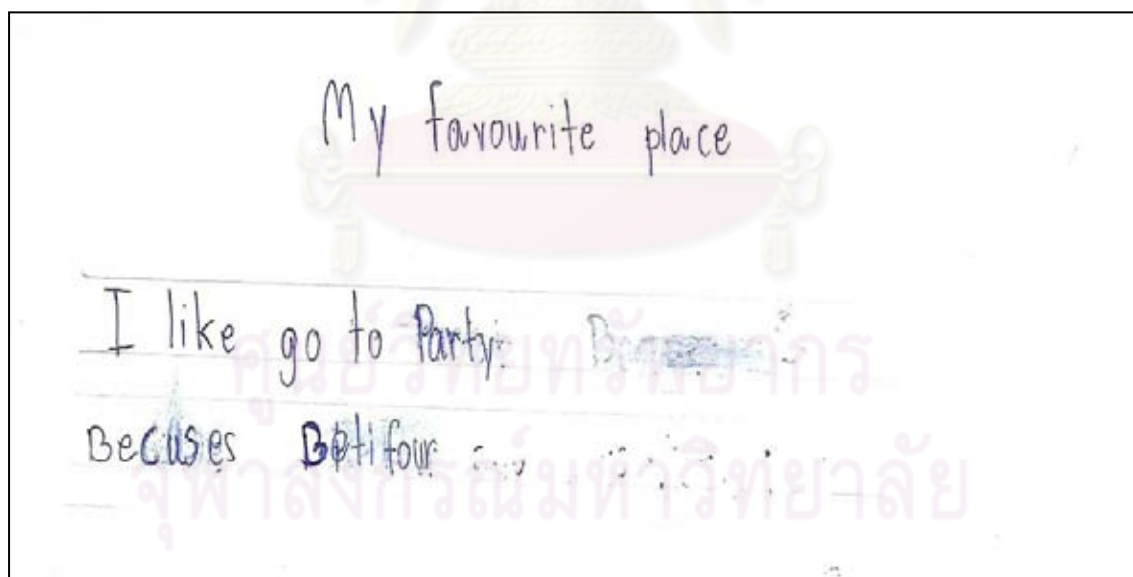
Figure 4.5 Student AP2's pre-test and post-test scores concerning the four writing aspects

Figure 4.5 reports Student AP2's pre-test and post-test scores by looking at the four writing aspects. In her pre-test, Student AP2 received 0 score in every writing aspect. Shown in the post-test, the student made a big progress in all aspects of writing. In her post-test, Student AP2 received 4 points in the aspects of content and vocabulary, and also mechanics. The students gained 3 points in the area of organization and development, as well as in structures.

Student AP2's Pre-test and Post-test Writing Analysis

Student AP2 completed 10 writing assignments in total: one pre-test, one post-test and eight writing assignments. The analysis of her writing improvement regarding the four writing aspects is done by using the criteria of the writing rubric. In this section, two samples of Student AP2's writing products are discussed. The first writing sample is taken from the pre-test; the other is taken from the post-test. These two pieces of writing were chosen in order to illustrate how large her improvement in writing from before till after the instruction was. Both writing samples were written under the same topic, "My Favourite Place".

In this section, the analysis of the two samples of her writing is provided as follows:



Writing Sample 4.3: Student AP2's Pre-test, "My Favourite Place"

My favourite Place

I like go to the beach, Because beach beautiful;
 I and sister like walk the beach, We like sit at the best,
 I see fish and crab, sister like swimming, but I can not swim,
 I and family like go to picnic at the beach.
 I happy go to the beach with family in free time,

Writing Sample 4.4: Student AP2's Post-test, "My Favourite Place"

Table 4.6

Student AP2's Pre-test and Post-test Writing Analysis based on the Writing Rubric

Writing Aspects	Pre-test	Post-test
Content and Vocabulary	No Comprehensible Information	- Address part of the task with some length - Begins to vary vocabulary choice - Occasional vocabulary errors but meaning not obscured
Organization and Development		- Insufficient amount of details - Trouble sequencing - Indicate paragraphing
Structures		- Restricts to basic structural patterns - Correct usage of conjunctions - Go outside of model
Mechanics		- Use periods and capitals with some errors - Mostly conventional spelling

Emerging Features

- **Construction of content with simple and meaningful words**

It is obvious that in her pre-test, the student was struggling when conveying her messages in writing. A significant change could be seen from her post-test, when Student AP2 described what she and her family did at the beach. She was able to use simple and meaningful words, such as “*beautiful*”, “*swimming*”, “*picnic*” and “*free time*”.

- **Development of the story, early stage of paragraphing**

Student AP2 gained 0 point in his pre-test – which means that no comprehensible information can be found in her writing concerning the aspect of organization and development. However, in her post-test, the student provided appropriate details to her writing. Her work indicated an early stage of paragraphing as she wrote in the first sentence *“I like go to the beach. Because beach beautiful.”*; and ended her story by concluding that *“I happy go to the beach wich family in free time.”*. According to the rubric descriptors, this range of score indicated that the student still had problems sequencing her ideas in writing.

- **Emergence of basic sentence structures**

Different from the pre-test, Student AP2 showed a significant progress on her writing in the post-test. She showed her ability to use basic structural patterns, such as; simple present tense and subject-verb agreement. Student AP2 was able to use simple conjunctions, which could be seen from sentences like *“I like go to the beach. Because beach beautiful.”* and *“sister like swimming. But I can not swim.”*.

- **Conventional spelling, consistency in the use of capitals and periods**

In her post-test Student AP2 was able to employ periods and capitals in her writing. She mostly used conventional spelling, *even though*; some mistakes could still be observed such as the words *“bost”* (boat), *“can not”* (cannot) and *“wich”* (which) . The two spelling mistakes found in her pre-test (*“Becuses”* and *“Betifour”*), were corrected this time.

STUDENT AP3

At the beginning of the instruction, Student AP3 was on the Apprentice level. She showed an early progress in writing. As a result of this, she was moved up to the Intermediate level. Student AP3 stayed in the Intermediate level till the end of the instruction. Figure 4.6 presents the overall writing improvement of Student AP3.

Student AP3's Overall Writing Improvement

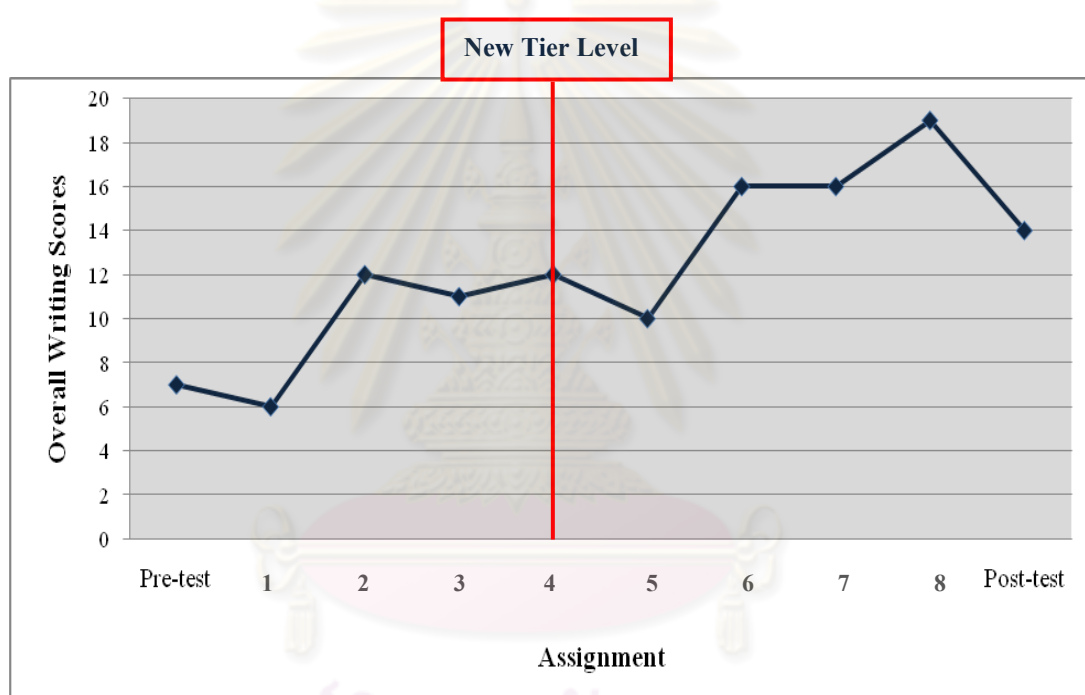


Figure 4.6 Student AP3's overall writing improvement

In the present study, students - whose scores ranged between 0-7 - were described as Apprentice writers. Student AP3's writing score from the pre-test was 7; she was thus included in the Apprentice level group. Since her score was already at the upper edge of the Apprentice level, it was easy for her to be moved up to the new level (Intermediate) early in the instruction. The new level of tiered assignments (Tier B) was given to her in week 4. Her score decreased a bit in assignment 5, however;

Student AP3 managed to speed up her performance again in assignments 6, 7 and 8. She maintained her level until the last week of the instruction. Her post-test score was 14 out of 24.

Student AP3's Pre-test and Post-test Scores Concerning the Four Writing Aspects

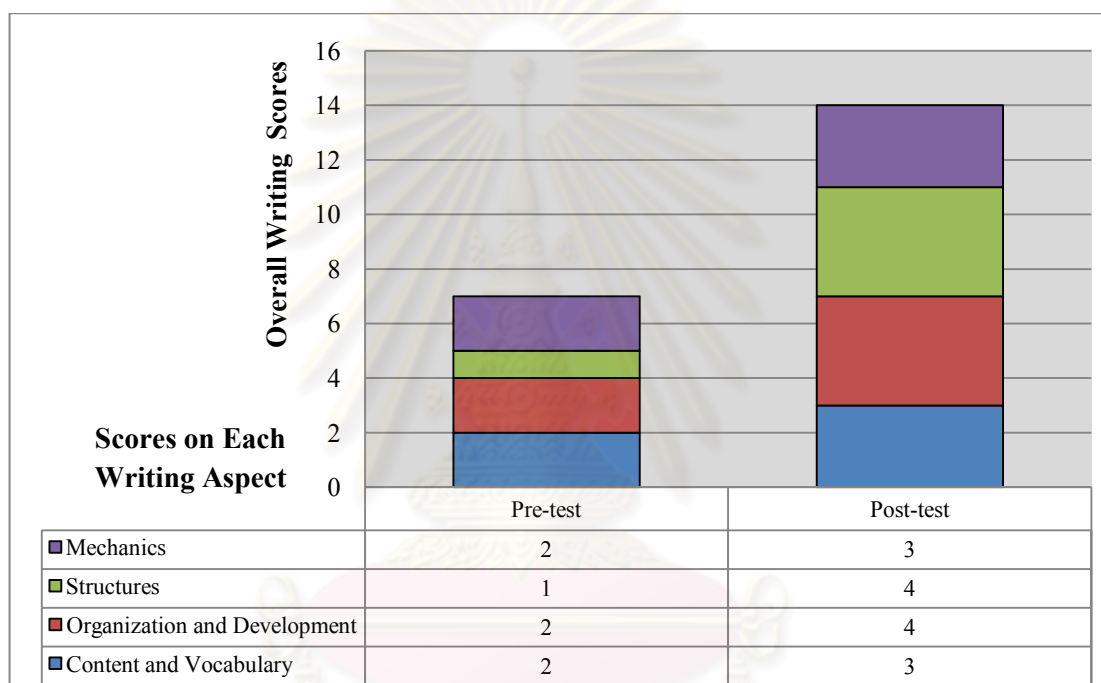


Figure 4.7 Student AP3's pre-test and post-test scores concerning the four writing aspects

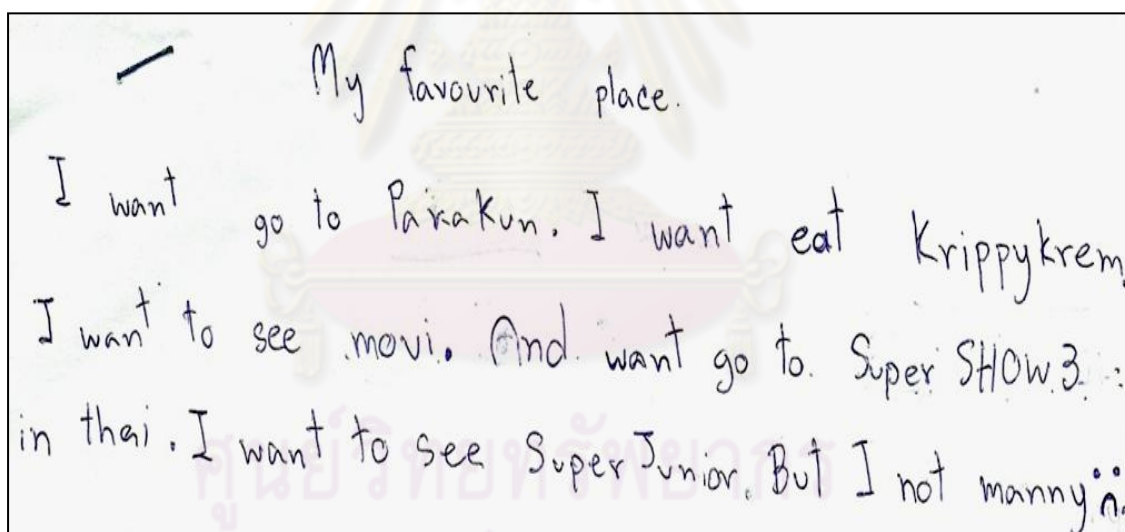
The above figure presents Student AP3's pre-test and post-test scores concerning the four writing aspects. In her pre-test, Student AP3 gained the score of 2 in the aspects of content and vocabulary, organization and development as well as mechanics. The student received 1 point in the aspect of structure.

Concerning the scores in the post-test, Student AP3 received 3 points in the aspects of content and vocabulary, as well as in mechanics. Her post-test score in the aspects of organization and development, and also in structures was 3.

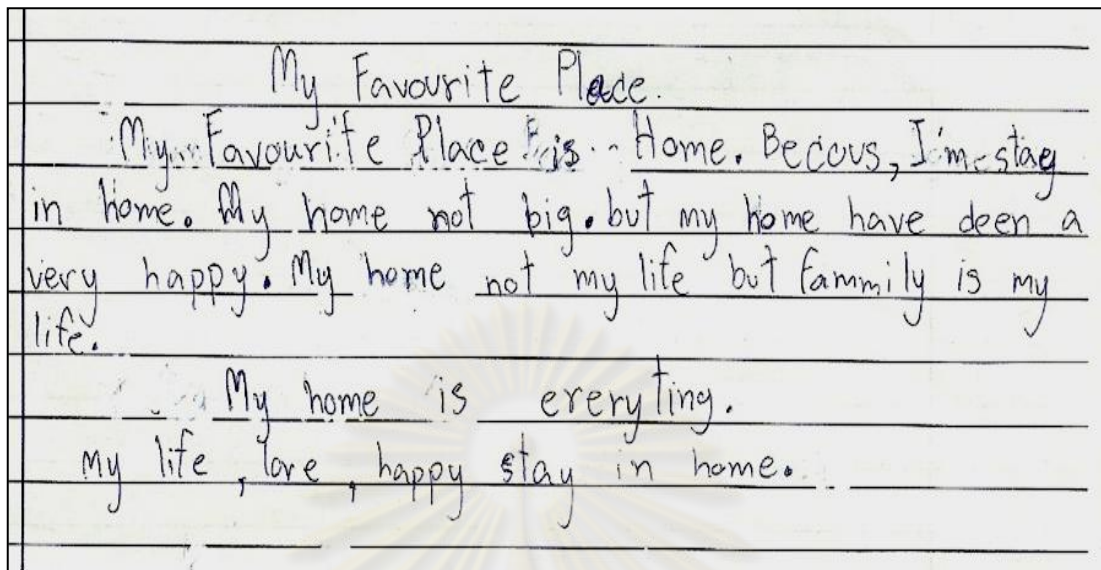
Student AP3's Pre-test and Post-test Writing Analysis

Altogether, there were 10 pieces of writing produced by Student AP3 throughout the instruction. Student AP3's pre-test and post-test writing were analyzed. Both of these writing products were written under the same topic "My Favourite Place".

The analysis of the two writing samples of her writing is provided here:



Writing Sample 4.5: Student AP3's Pre-test, "My Favourite Place"



Writing Sample 4.6: Student AP3's Post-test, "My Favourite Place"

Table 4.7

Student AP3's Pre-test and Post-test Writing Analysis based on the Writing Rubric

Writing Aspects	Pre-test	Post-test
Content and Vocabulary	<ul style="list-style-type: none"> - Address part of the task with some details - Irrelevant information - Frequent vocabulary errors in terms in terms of usage and function 	<ul style="list-style-type: none"> - Address part of the task with some substance - Limited Vocabulary Choice - Occasional vocabulary errors but meaning not obscured

Writing Aspects	Pre-test	Post-test
Organization and Development	<ul style="list-style-type: none"> - Thought pattern can be difficult to follow - Ideas not connected not logical 	<ul style="list-style-type: none"> - Use details for support or illustration but development of ideas is inconsistent - Some ideas maybe well developed while others are weak - Indicate paragraphs
Structures	<ul style="list-style-type: none"> - Serious and frequent grammatical errors - Mostly fragments - Very few patterned structures - Inconsistent use of capitalization 	<ul style="list-style-type: none"> - Has some control of basic structures - Attempts to construct compound and complex sentences
Mechanics	<ul style="list-style-type: none"> - Serious and frequent grammatical errors - Mostly fragments - Very few patterned structures - Inconsistent use of capitalization 	<ul style="list-style-type: none"> - Use periods and capitals with some errors - Use commas with compound and complex sentences - Mostly conventional spelling

Table 4.7 (Continued)

Emerging Features

- **Employment of details fitting for the description**

It is important to notice that in her pre writing, Student AP3 mentioned only names of places in order to complete her sentences that mostly began with “*I want to go.....*” or “*I want to see....*”, but in her post-test, Student AP 3 gave more details to her work with information explaining why her house was in her favourite place. This made it clear for the reader that even though her house was not big - it was full of happiness.

- **Development of ideas**

In her pre-test, Student AP3 only named her favourite places in chunks without connection between these places. For example when she wrote, “*I want go to Para Kun. I want eat Krippykrem. I want to see movi. And want go to Super SHOW 3 in thai.....*”.

The student showed an improvement on writing in the post-test as it indicates the first stage of paragraphing. Her writing contained development of ideas as she began her writing with “*My Favourite Place is Home.*”. The student gave further explanation why it was her favourite place, “*Becuus, I’m stay in home... but my Home have deen a very happy.*”. The student rounded up her writing with “*My home is ereryting. My life, love, happy stay in home.*”.

- **Construction of compound and complex sentences**

Found in her pre-test, there were very few correct simple sentences. These sentences were repetitious and started with “*I want to....*”. In her post-test Student

AP3 showed an attempt to construct compound and complex sentences by using conjunctions. For example she wrote, *“My Favourite Place is Home. Becous, I’m stay in home. My home not big. but my home have deen a very happy.”*. Some mistakes were still found in her work which could distract the reader’s comprehension of her messages, such as the word *“Becous”* (because) or *“deen”* (been).

- **Employment of commas when connecting ideas in compound and complex sentences**

Observed in Student AP3’s pre-test writing, there was some inconsistent use of capitalization. In her post-test, she tried to use commas with her compound and complex sentences. Although there were still some errors with periods and commas, the major part of her work was still understandable. Besides, her spelling became more correct compared to the pre-test.

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STUDENT AP4

Student AP4 was originally categorized as Apprentice writer. In weeks 3 and 4, she showed a higher progress in English writing. As a result, she was moved up to the intermediate level in week 5. Student AP4 was on the Intermediate level and received Tier B tasks till the end of the instruction. Figure 4.8 presents the overall writing improvement Student AP4.

Student AP4's Overall Writing Improvement

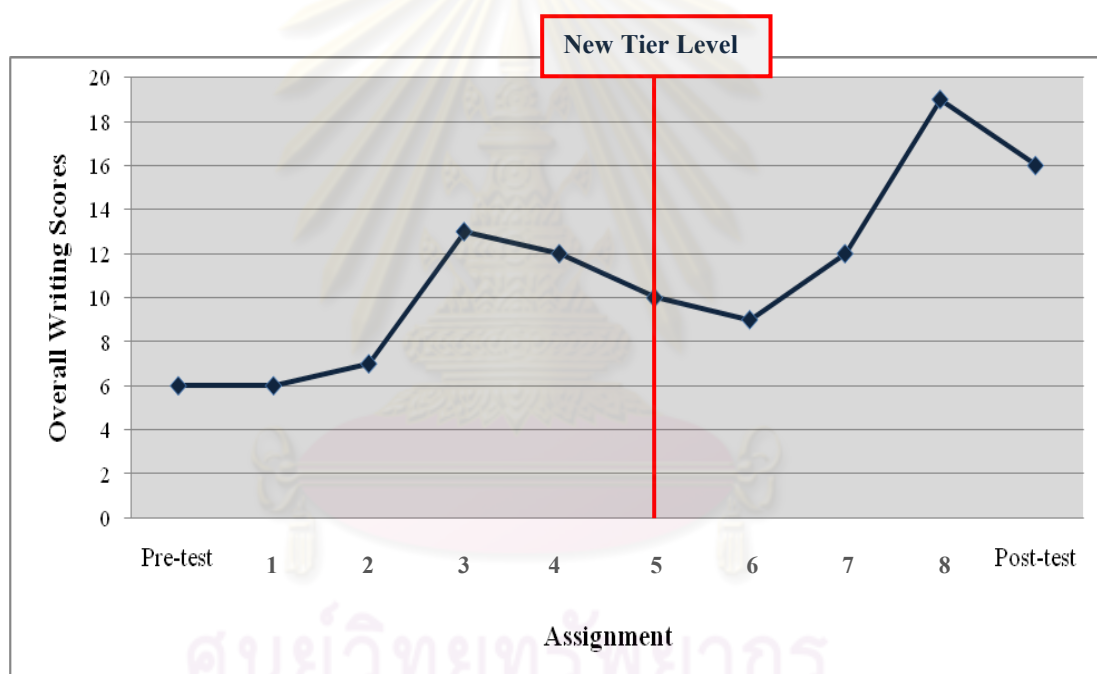


Figure 4.8 Student AP4's overall writing improvement

Student AP4's writing score from the pre-test was 6. She was put in the group on Apprentice level. In the first four weeks of the instruction, she made a gradual progress in her writing. She proved that her writing skills were on the higher level in assignments 3 and 4. A new level of tiered tasks (Tier B for Intermediate writers) was then assigned to her in week 5. Student AP4's scores dropped a little in assignments

5 and 6. However, she tried to increase her achievement in writing again in assignments 7 and 8. She stayed on the Intermediate level until the last week of the instruction. Her post-test score was 16 out of 24, which was very close to the Advanced level.

Student AP4's Pre-test and Post-test Scores Concerning the Four Writing Aspects

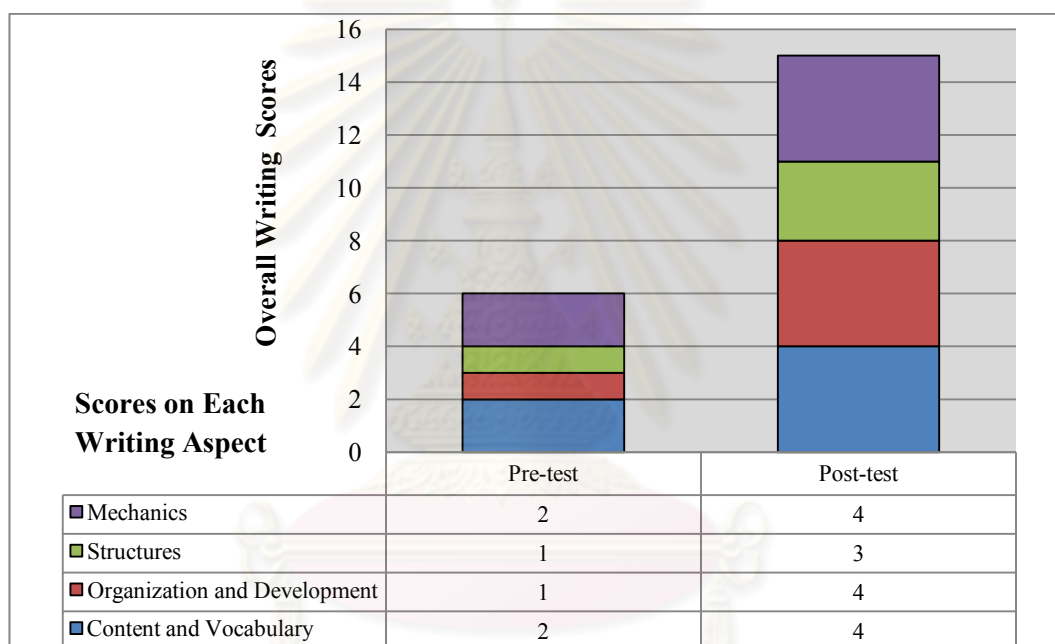


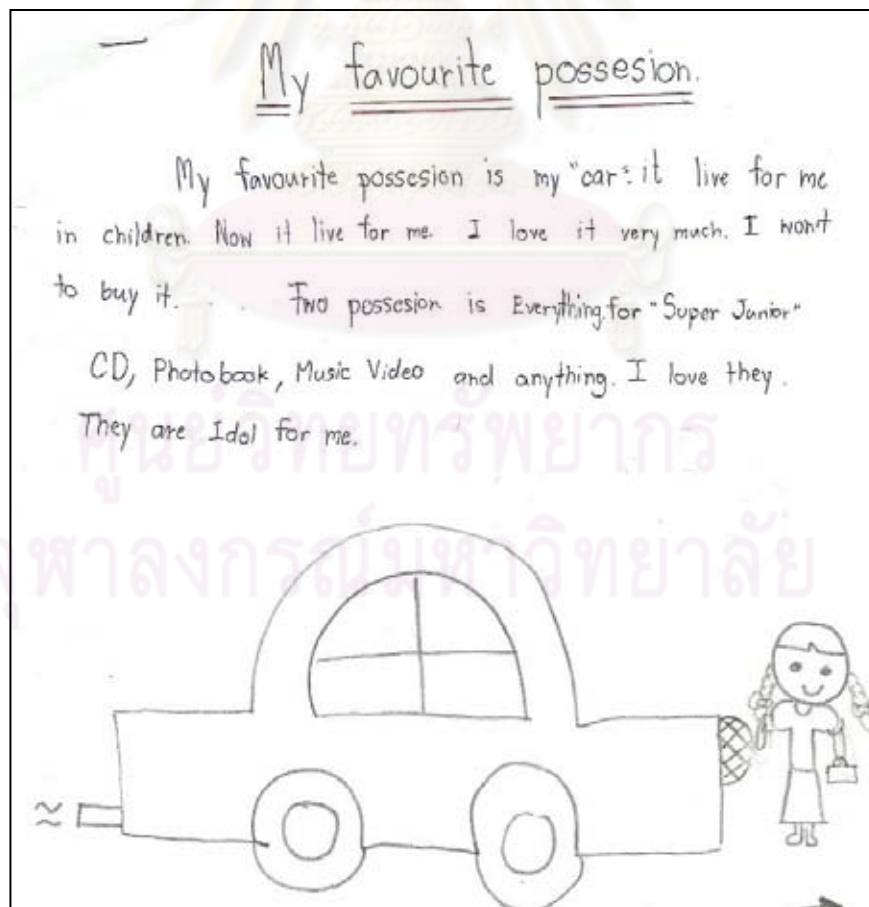
Figure 4.9 Student AP4's pre-test and post-test scores concerning the four writing aspects

This figure reports Student AP4's writing results in the pre-test and post-test, concerning the four aspects of writing. In her pre-test, Student AP4 gained the score of 2 in the aspects of content and vocabulary, as well as mechanics. She received 1 point in the aspects of organization and development, as well as structures.

Concerning her post-test scores, Student AP4 received 4 points in each of these three aspects: content and vocabulary, organization and development, as well as mechanics. Her post-test score in the aspects of structures was 3.

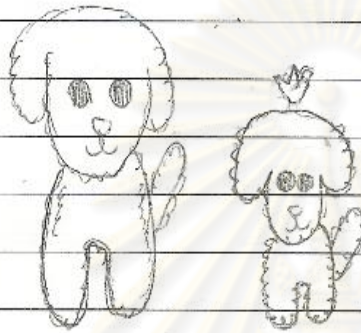
Student AP4's Pre-test and Post-test Writing Analysis

Student AP4 performed in total 10 writing assignment: a pre-test, a post-test and another eight writing assignments. Students AP4's pre-test and post-test were analyzed. Both of these pieces of work were written under the topic, "My Favourite Possession". Student AP4 wrote the pre-test when she was still on the apprentice level. She finished the post-test when she had already moved up to the Intermediate level. The analysis of the two writing products of Student AP4 is provided here:



Writing Sample 4.7: Student AP4's Pre-test, "My Favourite Possession"

MY Favourite Possession.



Haneul, Ha young (한얼-하영)

My favourite possession is Haneul-Ha young is not possession. But they are pet. They are twin dog. They are is very pretty. Haneul is my brother for Ha young. Ha young is my sister for Haneul. Someday they're run around the house. After that, they're dirty and dark. Ha-neul Ha-young is my best friends for me and my brother. My family have loved Haneul, Ha-young very much. At lunch I call they to eat lunch. they will better run to me. They're lovely but they're dirty(??). I love they vary much.

Writing Sample 4.8: Student AP4's Post-test, "My Favourite Possession"

Table 4.8*Student AP4's Pre-test and Post-test Writing Analysis based on the Writing Rubric*

Writing Aspects	Pre-test	Post-test
Content and Vocabulary	<ul style="list-style-type: none"> - Address part of the task with some substance - Limited Vocabulary Choice - Occasional vocabulary errors but meaning not obscured 	<ul style="list-style-type: none"> - Address part of the task with some length - Begins to vary vocabulary choice - Occasional vocabulary errors but meaning not obscured
Organization and Development	<ul style="list-style-type: none"> - Weak and incoherent 	<ul style="list-style-type: none"> - Use details for support or illustration, but development of ideas is inconsistent - Some ideas maybe well developed while others are weak - Indicate paragraphs
Structures	<ul style="list-style-type: none"> - Serious and frequent grammatical errors - Mostly fragments - Contains 2-3 phrases or Simple pattern structures 	<ul style="list-style-type: none"> - Restricted to basic structural patterns - Correct usage of conjunctions - Go outside of model
Mechanics	<ul style="list-style-type: none"> - Inconsistent use of punctuation - Spelling may distract from meaning - Invented spelling 	<ul style="list-style-type: none"> - Use periods and capitals with some errors - Use commas with compound and complex sentences - Mostly conventional spelling

Emerging Features

- **Reduction of subject matter while increasing the amount of details**

Different from her pre-test – in which two subject matters were being discussed without sufficient amount of details - Student AP4's post-test dealt with one subject matter with a fair amount of relevant details. However in her post-test, the student explained what her dogs looked like and what their roles in the family were. The student provided descriptive elements to her study using adjectives, such as; *“lovely”* and *“pretty”*.

- **Development of storyline employing time signal words**

What was lacking in her pre-test was the connection between Student AP4's favourite possessions - “a car” and “A collection of Super Junior” - and the reasons why she liked them. In her post-test, the student developed a story by stating what her favourite possessions were and providing extra supports. Student AP4 had attempted the use of time signal words in her post-test, for example when she wrote *“After that, they're dirty and dark.”* And *“At lunch I call them to eat lunch.”*. However, errors in using these signal words could still be found.

- **Construction of longer sentences**

It is essential to note that both of Student AP4 works contained many mistakes regarding the use of pronouns, for example; *“I love them very much.”*. Despite the overall linguistic errors found in her post-test, Student AP4's sentences in the post-test had become longer and more comprehensible to the reader. The student

was restricted to basic structural patterns, such as simple present tense and subject-verb agreement while she tried to write compound sentences using conjunction words.

- **Consistent use of capitals and periods, attempting use of commas to connect ideas**

There were frequent capital errors found in Student AP4's pre-test. Her pre-test contained inconsistent use of capitalization. However in her last piece of writing, Student AP4's use capitalization became more consistent. The student tried to use commas in her compound sentences. She also used commas in connecting words.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

Table 4.9

Analysis Overview: Students on the Apprentice Level

Students	English Writing Test Scores	Changes in Writing Ability Levels	Changes in Writing Ability Levels	Emerging Features
TAP1	Pre-test: 4 Post-test: 9	Apprentice ↓ Intermediate (in Week 6)	Before	<ul style="list-style-type: none"> - Employment of adjectives and nouns in descriptive elements of the writing - Development of the story in written descriptions - Production of longer sentences - Improvement of handwriting and punctuation
			After	
AP2	Pre-test: 0 Post-test: 14	Apprentice ↓ Intermediate (in Week 7)	Before	<ul style="list-style-type: none"> - Construction of content with simple and meaningful words - Development of the story, early stage of paragraphing - Emergence of basic sentence structures - Conventional spelling, consistency in the use of capitals and periods
			After	
AP3	Pre-test: 7 Post-test: 14	Apprentice ↓ Intermediate (in Week 4)	Before	<ul style="list-style-type: none"> - Employment of details fitting for the description - Employment of details fitting for the description - Construction of compound and complex sentences - Employment of commas when connecting ideas in compound and complex sentences
			After	
AP4	Pre-test: 6 Post-test: 15	Apprentice ↓ Intermediate (in Week 5)	Before	<ul style="list-style-type: none"> - Reduction of subject matter while increasing the amount of details - Development of storyline employing time signal words - Construction of longer sentences - Consistent use of capitals and periods, attempting use of commas to connect ideas
			After	

STUDENT IN1

Student IN1 was in the Intermediate level at the beginning of the instruction. He was moved up to the Advanced level around the middle of the instruction and stayed on the Advanced level until the end of the instruction. Figure 4.10 presents Student IN1's overall improvement on his writing.

Student IN1's Overall Writing Improvement

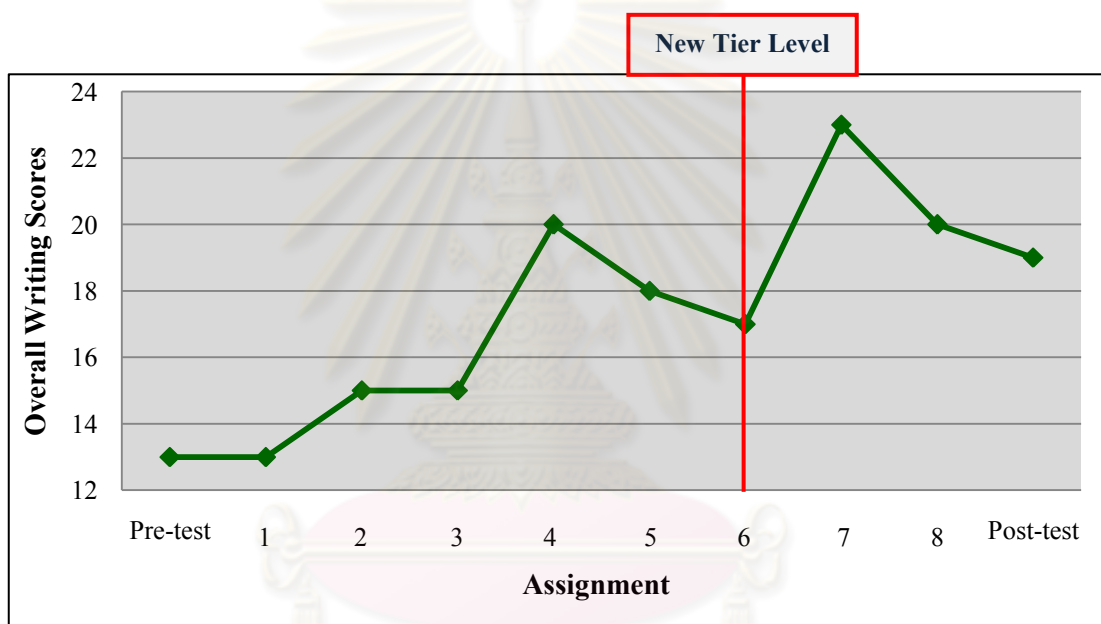


Figure 4.10 Student IN1's overall writing improvement

Student IN1 scored 13 in the English writing pre-test. He was, therefore; categorized into the Intermediate level and was assigned to work on Tier B tasks. It took him three weeks of exposure to the instruction, before he could make some steady progress in assignments 4 and 5. Since week 6, he was assigned to work on Tier C tasks. Student IN1's score had dropped slightly in assignment 6, however; he managed to pick up speed again in assignment 7 but decreased again a bit assignment 8. His score in the post-English test was 19.

Student IN1's Pre-test and Post-test Scores Concerning the Four Writing Aspects

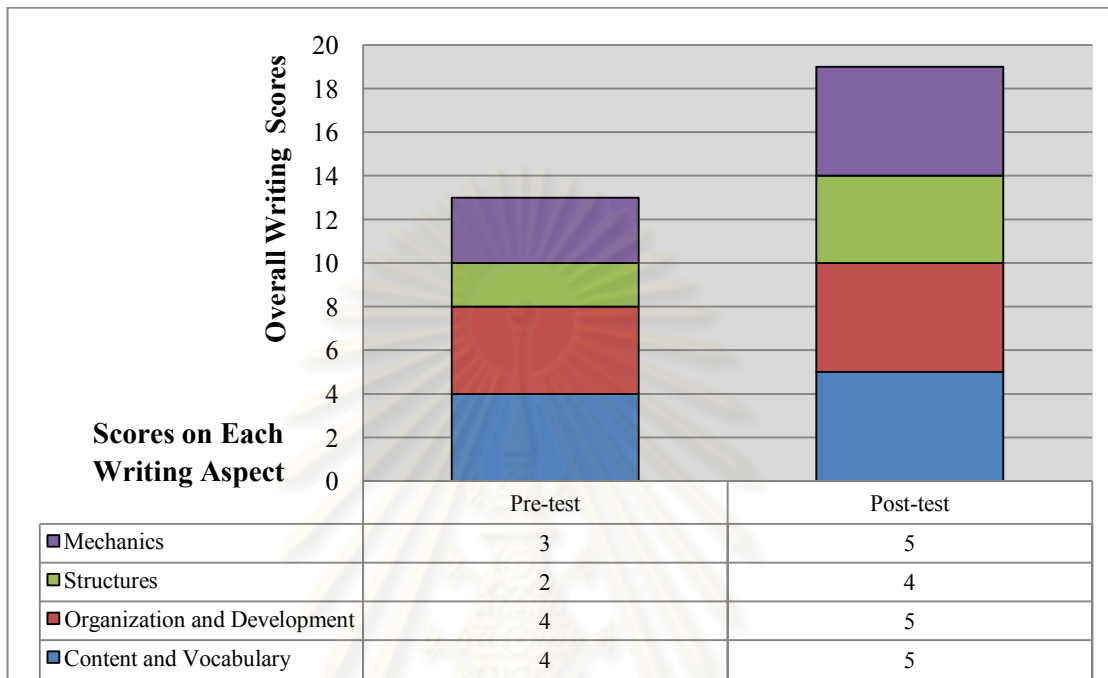


Figure 4.11 Student IN1's pre-test and post-test scores concerning the four writing aspects

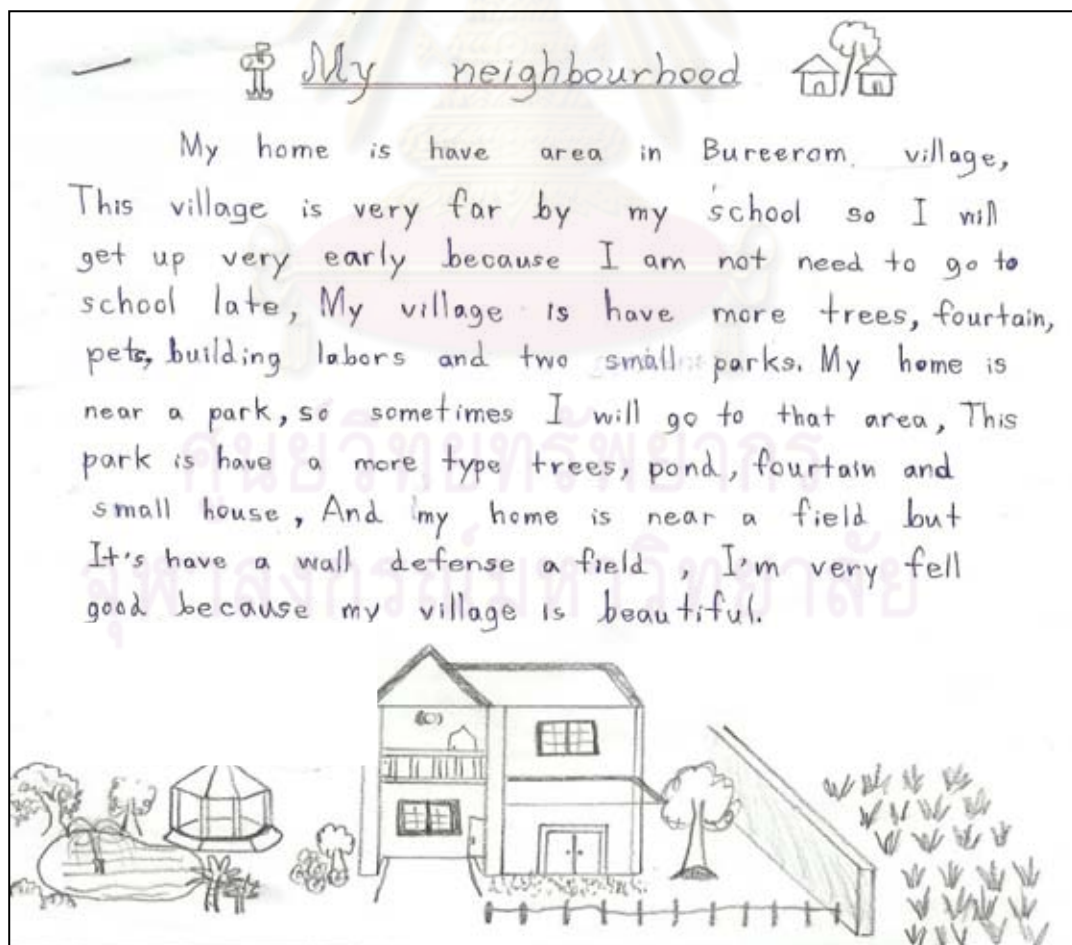
Figure 4.11 shows Student IN1's pre-test and post-test scores by looking at the four writing aspects. In the pre-test, Student IN1 received 4 score in the aspects of content and vocabulary, and also organization and development. Student IN1's pre-test score in the aspect of structure was 2; and 3 in the aspect of mechanics.

In his the post-test, Student IN1 showed his progress in all aspects of writing. He received 5 points in each of these three writing aspects, which are: content and vocabulary, organization and development, as well as mechanics. The students gained 4 points in the area of structures.

Student IN1's Pre-test and Post-test Writing Analysis

Student IN1 completed 10 writing assignments in total: one pre-test, one post-test and eight writing assignments. The writing rubric was used in order to investigate the pattern of his writing improvement throughout the eight weeks of learning. In this section, two writing products made by Student IN1 were discussed. These two pieces of writing were Student IN1's pre-test and post-test. The analysis is used to illustrate how great his improvement in writing from the beginning of the instruction till later period of the instruction was.

The analysis of the two samples of Student IN1's writing is provided as follows:



Writing Sample 4.9: Student IN1's Pre-test, "My Neighbourhood"

My neighbourhood

My home is very far by school. Because distance between my home and my school is more than 10 km. My neighbourhood is very happy because there is far from city. My village is next to Safari world. But now I don't have more time for go to Safari world. But between Safari world and my village are have small market. My mother is go to market usually. My home is set in my village. Near my home is have small park. In the park is have pond. That pond is bigger than my home. Next to my home is field. If I go out of my home, turn left, turn right at minmart and turn right again at fountain and go along street 200 m. I will meet the swimming pool. I has gone to that every Saturday and Sunday. My home is have many thing around my home.

Writing Sample 4.10: Student IN1's Post-test, "My Neighbourhood"

Table 4.10*Student INI's Pre-test and Post-test Writing Analysis based on the Writing Rubric*

Writing Aspects	Pre-test	Post-test
Content and Vocabulary	<ul style="list-style-type: none"> - Address part of the task with some length - Begins to vary vocabulary choice - Occasional vocabulary errors but meaning not obscured 	<ul style="list-style-type: none"> - Effectively address the task - Extensive amount of information - Varied vocabulary choice and usage although may have some errors
Organization and Development	<ul style="list-style-type: none"> - Use details for support or illustration, but development of ideas is inconsistent - Some ideas maybe well developed while others are weak - Indicate paragraphs 	<ul style="list-style-type: none"> - Can write a paragraph with main idea and supporting details - Attempt to write more than one paragraph and may exhibit rudimentary essay structures
Structures	<ul style="list-style-type: none"> - Frequent grammatical errors - Meaning obscured - Sentence structure repetitive 	<ul style="list-style-type: none"> - Has some control of basic structures - Attempts to construct compound and complex sentences
Mechanics	<ul style="list-style-type: none"> - Frequent errors of punctuation and capitalization 	<ul style="list-style-type: none"> - Use periods, commas, and capitals - Most conventional spelling

Emerging Features

- **Improvement in length and descriptive writing styles**

It is essential to observe that both of Student IN1's works were rich in descriptive elements. However his post-test writing was of a greater length than the pre-test. His post-test also contained descriptions that provided the sense of directions and of features, for instance *“My home is set in my village. Near my home is have small park. In the park is have pond. That pond is bigger than my home. Next to my home is field....”*.

- **Beginning of multi – paragraph writing**

Looking at his pre-test, it could be assumed that Student IN1 was already able to use details to support or illustrate his points in writing at the beginning of the instruction. However in his post-test, Student IN1 showed that he was now able to write a paragraph with a main idea and supporting details. He tried to write more than one paragraph by mentioning a couple places around his house and expanding on each place. However, his writing was not well-organized enough to be called „multi-paragraph“ writing with a clear development.

- **Construction of compound and complex sentences**

Different from what was found in the pre-test, Student IN1 began to write compound or complex sentences in his post-test. Most importantly, Student IN1 also employed the use of transition words in his writing in order to connect his thought through writing, such as *“but”* and *“because”*.

- **Employment of commas and periods in proper places**

Obviously shown in his pre-test, Student IN1 could not identify the difference between use of commas and full stops. He used commas to connect all the sentences, for example “*My home is have area in Bureerom village, This village is very far by my school so I will get up very early because I am not need to go to school late, My village is have more trees, fountain, pts, building labors and two small parks, ...*”. In his post-test, Student IN1



STUDENT IN2

Student IN2 was on the Intermediate level at the beginning of the instruction. It took her seven weeks before she was moved up to the Advanced level. Student IN2 stayed in the Advanced level till the end of the instruction.

Student IN2's Overall Writing Improvement

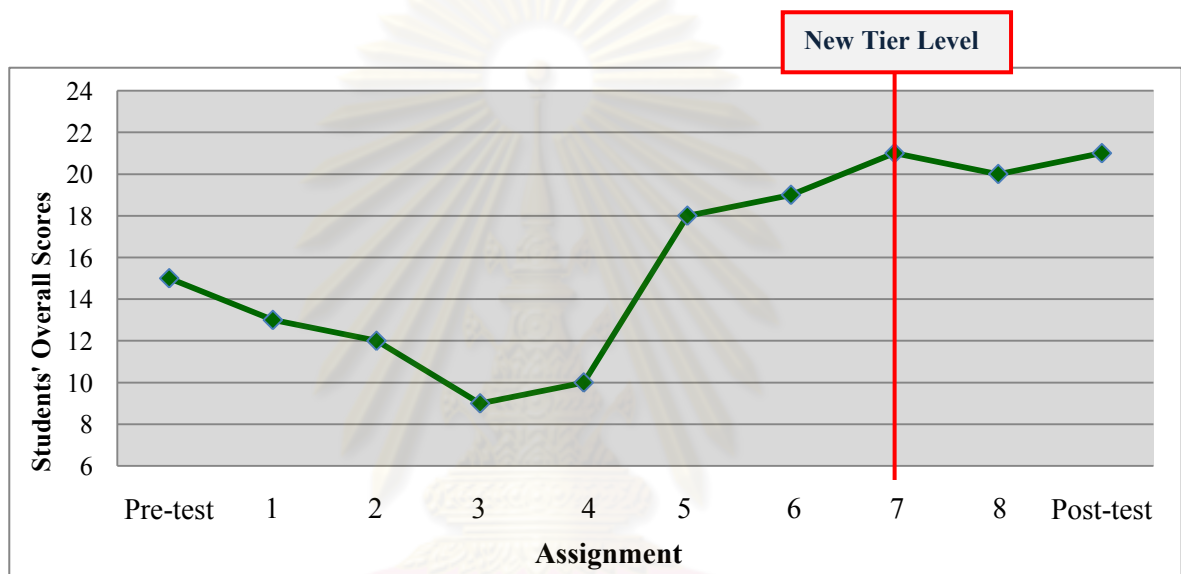


Figure 4.12 Student IN2's overall writing improvement

Student IN2's writing score from the pre-test was 15; she was included in the Intermediate level group. There was an unstable pattern of her writing movement throughout the first seven weeks of the instruction. However, her scores in assignments 5 and 6 were good enough to move her to a higher writing ability level, the Advanced level. The new level of tiered assignments (Tier C) was given to her in week 7, which was almost at the end of the instruction. Student IN2 maintained her writing ability really well, after receiving a new level of tiered assignments, which was more difficult than what she used to work on. Her score in assignment 8 was the

highest, compared to the scores she received before from previous assignments.

Student IN2's score in the post-test was 21.

Student IN2's Pre-test and Post-test Scores Concerning the Four Writing Aspects

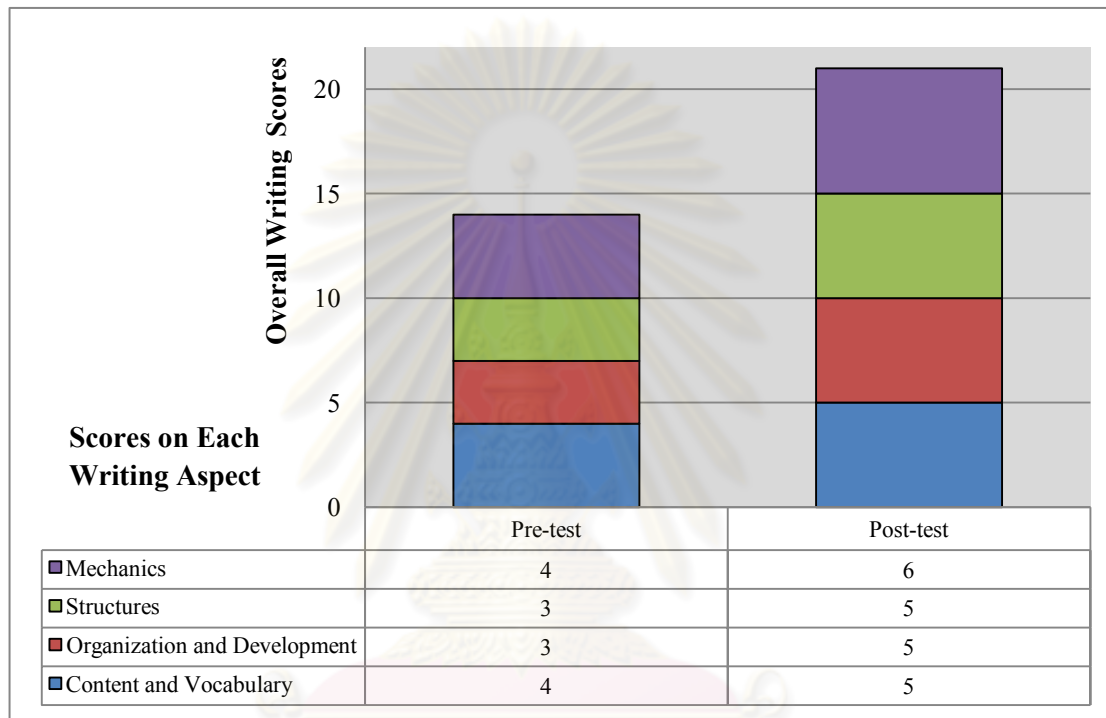


Figure 4.13 Student IN2's pre-test and post-test scores concerning the four writing aspects

The figure above reports Student IN2's pre-test and post-test scores concerning the four writing aspects. In the pre-test, Student IN1 received 4 score in the aspects of content and vocabulary, and also mechanics. Student IN1 scored 3 points in the aspects of organization and development, as well as structures.

In the post-test, Student IN2 showed her improvement in all aspects of writing. She received 5 points in each of these three writing aspects: content and

vocabulary, organization and development, as well as mechanics. The students gained 6 points in the area of structures.

Student IN2's Pre-test and Post-test Writing Analysis

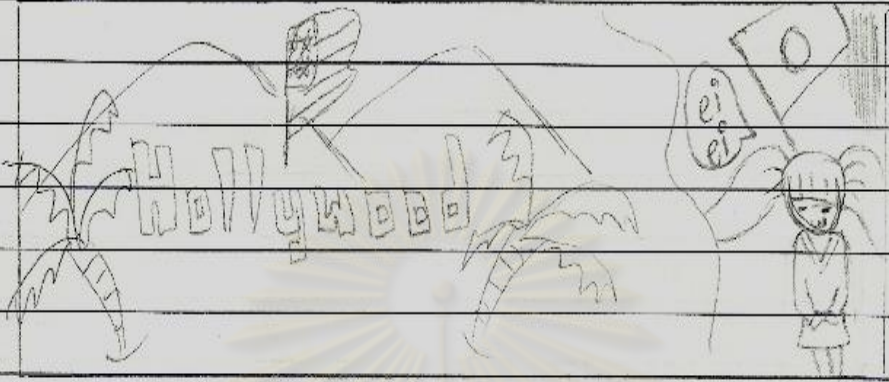
In total, there were 10 pieces of writing produced by Student IN2 throughout the instruction. Student IN2 completed the pre-test while she was still on the Intermediate level. The pos-test was written when Student IN2 was already moved up to the Advanced level. Both samples were written under the same topic, "My Favourite Place".

The analysis of Student IN2's two writing samples is provided here:



Writing Sample 4.11: Student IN2's Pre-test, "My Favourite Place"

My Favourite Place



every
group
when I grow up I promise great
high-grad

My Favourite Place

I want to go to America. I have never go to America. I can see America from TV. and Internet. I like it because I think It's more beautiful than Japan. But I think Japan is so lovely. Well, If I go to America. Frist, I must go to N.Y. !!! Oris. I must don't remember go to LA If I go to LA. I can see superstar (*o*) in Hollywood. when I see superstar I must take a photo with her and him. I think everyone want to go to America. It's my dream since I was young. I like movie and song America. If I go to America. It' make re feel in movie. I like it. finally, when I grow up I promise myself, I must go to America. I promise! --*

I Like America.

Writing Sample 4.12: Student IN2's Post-test, "My Favourite Place"

Table 4.11*Student IN2's Pre-test and Post-test Writing Analysis based on the Writing Rubric*

Writing Aspects	Pre-test	Post-test
Content and Vocabulary	<ul style="list-style-type: none"> - Address part of the task with some length - Begins to vary vocabulary choice - Occasional vocabulary errors but meaning not obscured 	<ul style="list-style-type: none"> - Effectively address the task - Extensive amount of information - Varied vocabulary choice and usage although may have some errors
Organization and Development	<ul style="list-style-type: none"> - Limited in appropriate details - Insufficient amount of details - Trouble sequencing - Indicate paragraphing 	<ul style="list-style-type: none"> - Can write a paragraph with main idea and supporting details - Attempt to write more than one paragraph and may exhibit rudimentary essay structure
Structures	<ul style="list-style-type: none"> - Restricts to basic structural patterns - Correct usage of conjunctions - Go outside of model 	<ul style="list-style-type: none"> - Attempt to use a variety of structural patterns with some errors - Use correct verb tenses - Make errors in complex structure
Mechanics	<ul style="list-style-type: none"> - Use periods and capitals with some errors - Use commas with compound and complex sentences - Mostly conventional spelling 	<ul style="list-style-type: none"> - Appropriate mechanical and spelling convention

Emerging Features

- **Production of longer and more detailed writing**

Both pre-test and post-test were written under the same theme, which had to do with the reasons why Student IN2 wanted to go to America. However, her post-test contained more sentences with more details compared to the pre-test. The student employed a great variation of vocabulary in her post-test.

- **Employment of transition words in development of paragraphs**

Concerning the aspect of organization and development in writing, Student IN 2 had trouble sequencing her ideas in her pre-test writing. However, she already showed an early sign of paragraphing in her pre-test. With regards to her post-test result, it could be claimed that Student IN2 was finally able to write a paragraph with a main idea and supporting details.

The significant difference of Student IN2's pre-test and post-test was her use of transition words in development of paragraphs. Student IN2 employed transition words in connecting her ideas. For example when she wrote "*First, I must go to N.Y....*" and "*Finally, when I grow up I promise myself, I must go to America.*". The student gave a promise to herself that she would definitely go to America.

- **Variation of structural patterns**

Students IN2 mostly used simple sentence in her pre-test writing. However, in the post-test, Student IN2 showed a higher ability in constructing compound and complex sentences, as well as the ability to varyate structural patterns in *writing*. However, the student made frequent mistakes in using complex forms of verbs. For

example, she wrote “*I had never go to America.*”, “*I must don’t remember go to LA.*” and “*I think everyone want to go to America.*”. Student IN2” score in the post-test was 5.

- **Appropriateness in the used punctuation**

Compared to her pre-test, Student IN2’s post-test writing contained more appropriate use of punctuation. The student also used exclamation marks - when she wanted to put her feelings into her words - such as when she wrote; “*...I promise myself, I must go to America. I promise!...*”. However in both pieces of writing, there were certain drawings, which should not have been added in the work such as; “555+”, “^^+”, “(*0*)” and “;:’”.

STUDEN IN3

At the beginning of the instruction - when the pre-test was distributed to the students - Student IN3 completed the test and received the score of 11. She was on the Intermediate level and showed an early progress in writing. Sometimes, Student IN3 showed progress in her writing, however; she stayed in the same level till the end of the instruction. Figure 4.14 presents the overall writing improvement Student IN3.

Student IN3's Overall Writing Improvement

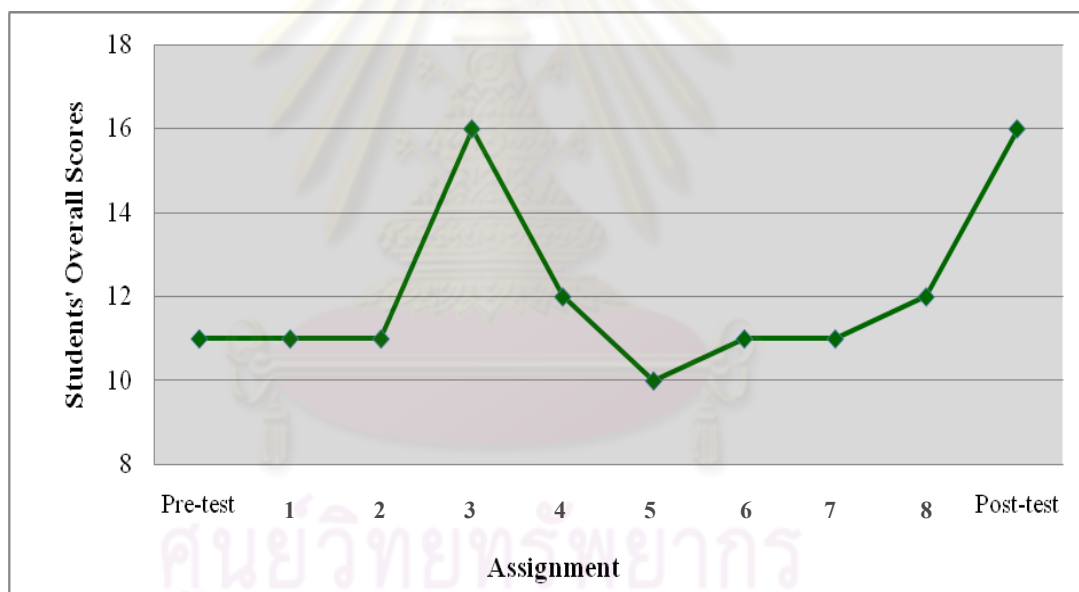


Figure 4.14 Student IN3's overall writing improvement

Student IN3's score in the pre-test was 11. Based on her pre-test result, Student IN3 was described as Intermediate writer. In the first two weeks of the instruction, Student IN3 received the same scores in assignments 1 and 2. Her score then climbed up to 16 points in assignment 3.

Student IN3's pattern of writing improvement was very unsteady. In the middle of the instruction, her scores dropped down again in assignments 4 and 5. Student IN3 made some progress in writing during weeks 6 to 8 but it was not so significant a progress that she changed level. However at the end of the instruction, Student IN3's score had gone up again. She received a score of 16 from the post-English writing test.

Student IN3's Pre-test and Post-test Scores Concerning the Four Writing Aspects

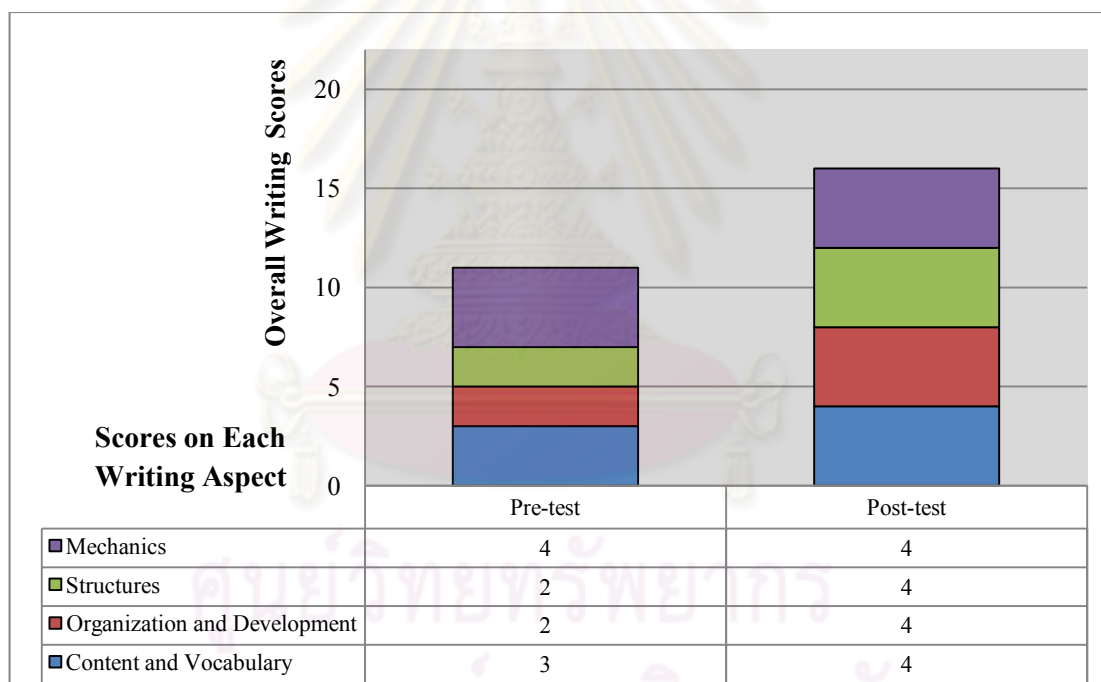


Figure 4.15 Student IN3's pre-test and post-test scores concerning the four writing aspects

Student IN3's pre-test and post-test scores concerning the four writing aspects are presented in the figure above. Focusing only on the pre-test, Student IN3 received 3 points in the aspects of content and vocabulary. She gained 2 points in the aspects

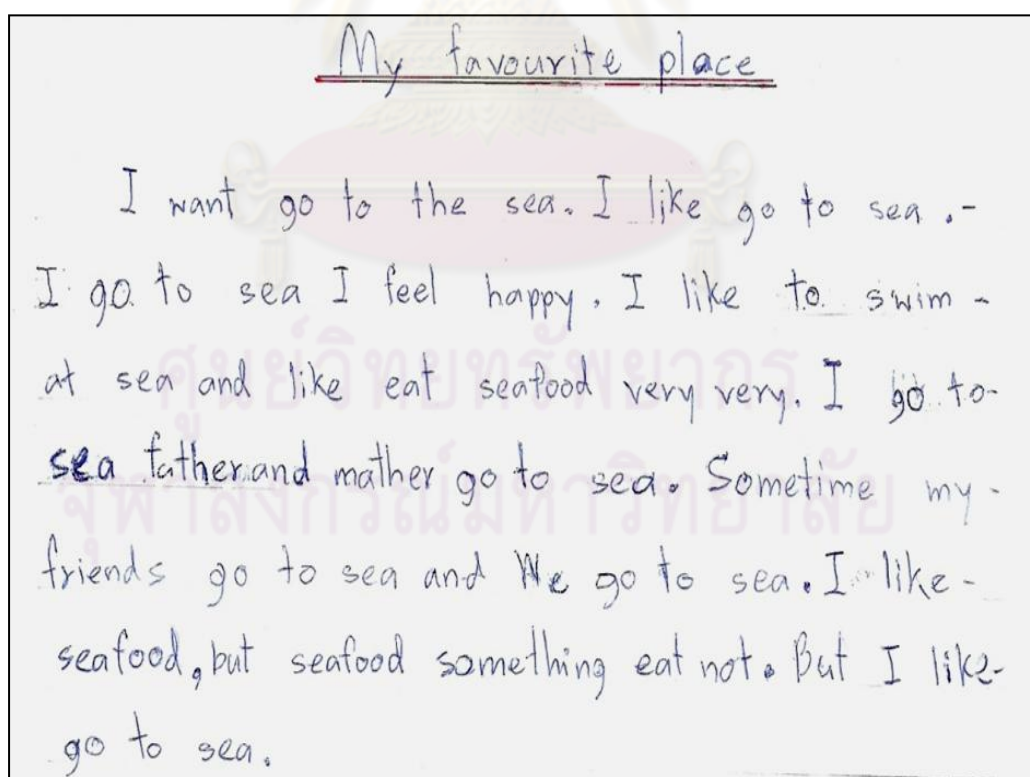
of organization and development, and also structures. Student IN3 scored 4 points in the aspects of mechanics.

In the post-test, Student IN3 received the same score in each of the four writing aspects, which was 4 points.

Student IN3's Pre-test and Post-test Writing Analysis

Student IN3, in total, performed ten pieces of writing throughout the whole instruction. Her writing products from the pre-test and the post-test were analyzed regarding the four aspects of writing. Both of these writing products were written under the same topic, "My Favourite Place".

The analysis of Student IN3's two writing samples is provided here:



Writing Sample 4.13: Student IN3's Pre-test, "My Favourite Place"

My Favourite Place

I want to go to Pattaya. I think that Pattaya beach more beautiful than every beach. Because Pattaya is clean-beach and sand beautiful. I have like played wathersea. I like eater seafood than every food. Because I think that seafood very yummy than very food. I like go to sitting read a book at the beach. I am go to Pattaya with mother and father and grandmother, grandfather. We are to go to Pattaya beach in holiday. I am go to the Pattaya beach - feel good and relax. My family like to go to the beach. Sometime at Pattaya beach I will see the sea. I think that see the sea help feel relax very much. At time go home I feel sad, because I am favourite is The Pattaya beach - forever.

Writing Sample 4.14: Student IN3's Post-test, "My Favourite Place"

Table 4.12

Student IN3's Pre-test and Post-test Writing Analysis based on the Writing Rubric

Writing Aspects	Pre-test	Post-test
Content and Vocabulary	<ul style="list-style-type: none"> - Address part of the task with some substance - Limited Vocabulary Choice - Occasional vocabulary errors but meaning not obscured 	

Writing Aspects	Pre-test	Post-test
Organization and Development	<ul style="list-style-type: none"> - Thought pattern can be difficult to follow - Ideas not connected not logical 	<ul style="list-style-type: none"> - Can write a paragraph with main idea and supporting details - Attempt to write more than one paragraph and may exhibit rudimentary essay structure
Structures	<ul style="list-style-type: none"> - Frequent grammatical errors - Meaning obscured - Sentence structure repetitive 	<ul style="list-style-type: none"> - Attempt to use a variety of structural patterns with some errors - Use correct verb tenses - Make errors in complex structure
Mechanics	<ul style="list-style-type: none"> - Use periods and capitals with some errors - Use commas with compound and complex sentences - Mostly conventional spelling 	<ul style="list-style-type: none"> - Use commas with compound and complex sentences - Mostly conventional spelling

Table 4.12 (Continued)

Emerging Features

- **Attention to the personal perspective in the material**

In her post-test, Student IN3 described her feelings when she was at the beach with her family and how she felt when she had to go home; this showed that the students tried to convey personal feelings to the reader through writing. This trait of writing was not found in her pre-test. The examples of these sentences were:

“Because I think that – seafood very yummy than very food.” and “I think that – see the sea help feel relax very much. At time go home I . feel sad, Because I am favourite is The Pattaya beach – forever.”

- **Production of paragraph like structures with a topic sentence and a concluding sentence**

In her pre-test, Student IN3 seemed to have troubles sequencing her ideas. The last sentence in her pre-test - *“But I like go to sea”* - was not fitting as an ending of the story because it simply was a repetition of the topic sentence, *“I want go to the sea.”*

In her post-test, Student IN3 showed an improvement on her writing. Her writing indicated paragraphs with a topic sentence, *“I want to go to Pattaya.”* - and a concluding sentence, *“At time go home I - feel sad, Because I am favourite is The Pattaya beach - forever.”*

- **Employment of transition words**

In the post-test Student IN3 was able to use the verbs „want „ and „like“ correctly. For example in her pre-test - she wrote *“I want go to the sea. I like go to sea.”*, while in her post-test - she wrote *“I want to go to Pattaya.”* And *“My family like to go to the beach.”*. To compare Student IN3’s writing in the pre-test and the post-test, it could be seen the student was able to use transition words in her writing in order to show a contrast, as well as cause and effect. For instance when she wrote, *“I think that Pattaya beach more beautiful than every beach. Because Pattaya is clean – beach and sad beautiful.”*

STUDENT IN4

Student IN4 was in the Intermediate level at the beginning of the instruction. She was moved up to the Advanced level in the middle of the instruction and stayed on this level until the end of the instruction. The following figure presents the overall improvement on Student IN4's writing.

Student IN4's Overall Writing Improvement

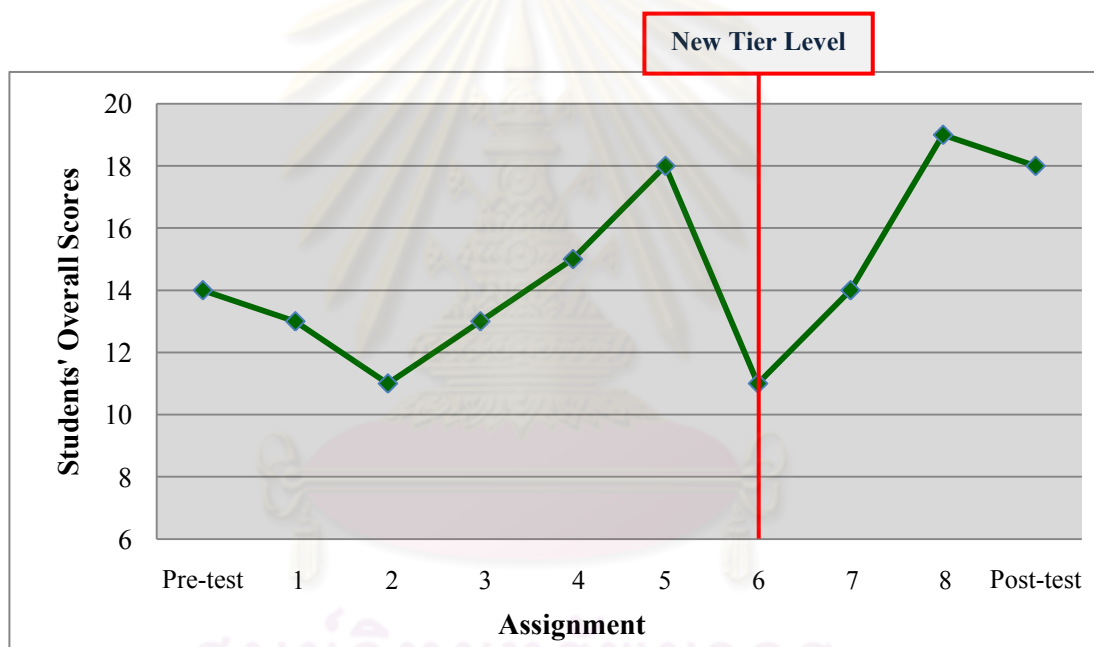


Figure 4.16 Student IN4's overall writing improvement

Student IN4 scored 14 in her pre-test. Thus, she was categorized into Intermediate level and was assigned to work on Tier B tasks. It took her two weeks get used to working on tiered assignments, before she could make a solid improvement in assignments 3, 4 and 5. Since week 6, she was assigned to work on Tier C tasks. Her score in assignment 7 had dropped vastly down to 11. However;

Student IN4 was successfully able to make a new range of improvement again in assignments 8 and 9. Student IN4's score in the post-English test was 18.

Student IN4's Pre-test and Post-test Scores Concerning the Four Writing Aspects

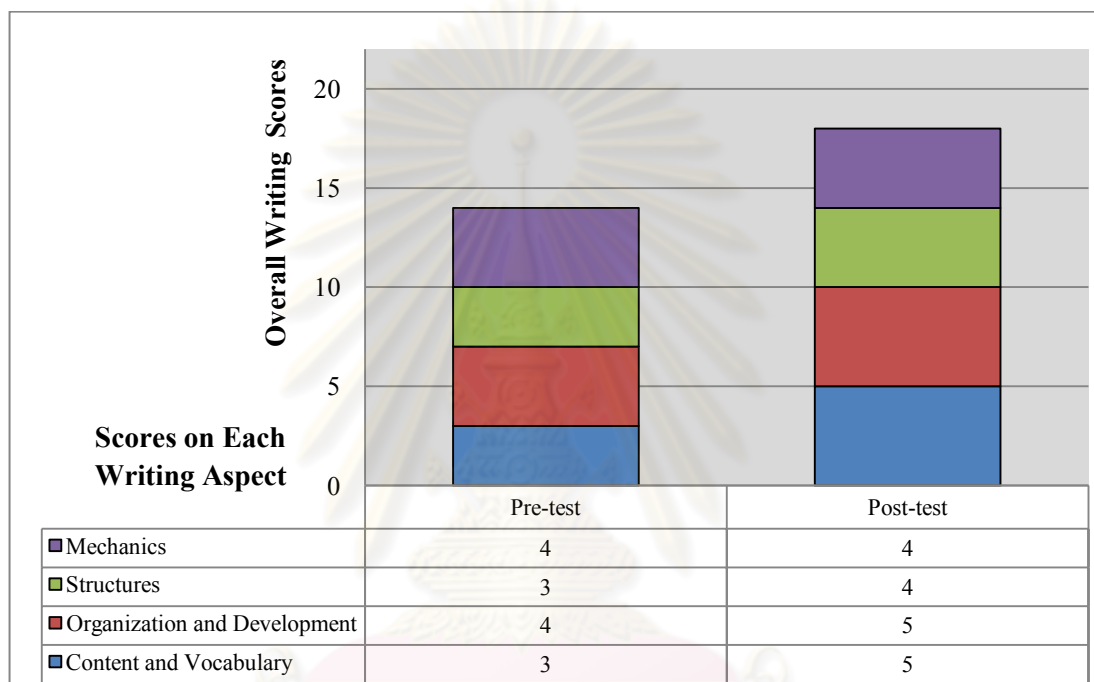


Figure 4.17 Student IN4's pre-test and post-test scores concerning the four writing aspects

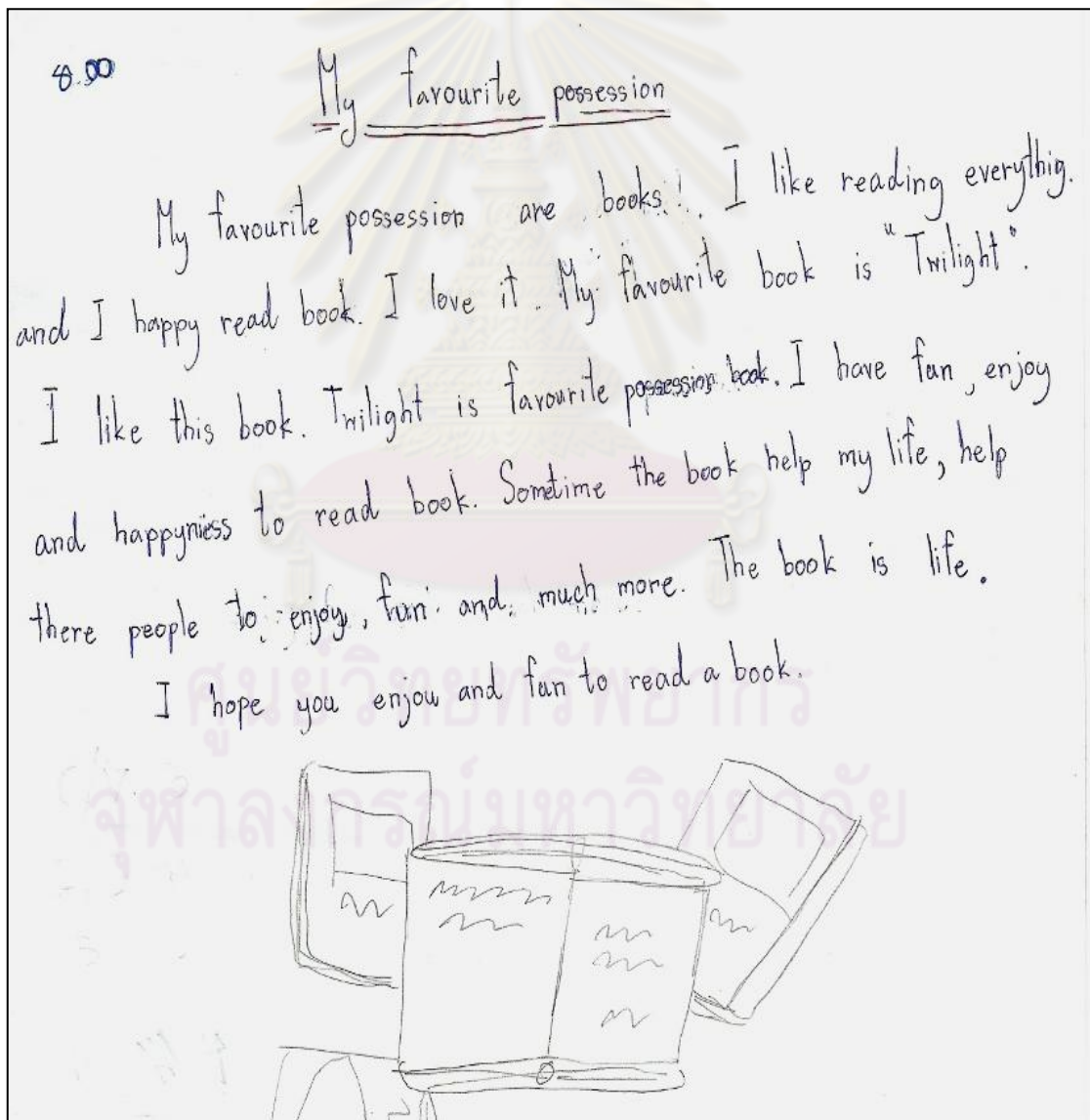
Student IN4's pre-test and post-test scores concerning the four writing aspects are presented in Figure 4.17. Focusing only on the pre-test, Student IN4 received 3 points in the aspects of content and vocabulary, as well as structures. She gained 4 points in the aspects of organization and development, and also mechanics.

In the post-test, Student IN4 received the score of 5 in the aspects of content and vocabulary, and also organization and development. She gained 4 points in the aspects of structures and mechanics.

Student IN4's Pre-test and Post-test Writing Analysis

During the 8 weeks of instruction, Student IN4 had completed 8 English writing assignments in total. In this section, Student IN4's pre-test and post-test writing products were analyzed. Both of these writing products had the same topic, which was "My Favourite Possession".

The analysis of Student IN4's writing samples is provided here:



Writing Sample 4.15: Student IN4's Pre-test, "My Favourite Possession"

My favourite Possession!

My favourite Possession is "Twilight book". I have Twilight book since 2009. This books are funny, roman, comandy and much more. It's the best seller for 2006 and make movie. I have loved "Twilight" so much. Movie or book, It's great. I think Robert Pattison is perfect as Edward Cullen. I have both - the book. After, I'm watching movie "New moon". I have loved the book "Twilight" more than other book. But, I'm like other books as "The Devil wares prada", "Sookie Stekhouse serie" and other book. The book is the worlds because everymoment everytime save in the books. Only you open the book everystory everymoment have in a books. Knowlage in a book, Entertriament in the book Happy and sad in a books. The book is my best friend alound the world like - it. So you walk in book store. both some book and read it. You so happy from book.

"I hope you enjoy with a book. If you can read"

- Only you read -

Writing Sample 4.16: Student IN4's Post-test, "My Favourite Possession"

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Table 4.13

Student IN4's Pre-test and Post-test Writing Analysis based on the Writing Rubric

Writing Aspects	Pre-test	Post-test
Content and Vocabulary	<ul style="list-style-type: none"> - Address part of the task with some substance - Limited Vocabulary Choice - Occasional vocabulary errors but meaning not obscured 	<ul style="list-style-type: none"> - Effectively address the task - Extensive amount of information - Varied vocabulary choice and usage although may have some errors
Organization and Development	<ul style="list-style-type: none"> - Use details for support or illustration, but development of ideas is inconsistent - Some ideas maybe well developed while others are weak - Indicate paragraphs 	<ul style="list-style-type: none"> - Write a paragraph with main idea and supporting details - Attempt to write more than one paragraph and may exhibit rudimentary essay structure
Structures	<ul style="list-style-type: none"> - Restricted to basic structural patterns - Correct use of conjunctions - Go outside the model 	<ul style="list-style-type: none"> - Has some control of basic structures - Attempts to construct compound and complex sentences
Mechanics	<ul style="list-style-type: none"> - Use periods and capitals - Use commas with compound and complex sentences - Mostly conventional spelling 	

Emerging Features

- **Development of information level**

A fair progression on her writing regarding the area of content and vocabulary could be seen in her writing. In the post-test, more details about Student IN4's favourite possession are given, compared to the pre-test. Not only did she talk about her favourite possession, which as a collection of Twilight series, Student IN4 also mentioned about benefits of books in general.

- **Development of a story with a topic sentence and a concluding sentence**

It is essential to note that Student IN4 had been struggling in sequencing her ideas in the pre-test, while in the post-test she became more fluent in developing the story. Student IN4 could now write a paragraph with a main idea and supporting details. The student realized the importance of concluding sentences in given reader good impressions. In the post-test she wrote, *"I hope you enjoy with a book. If you can read – Only you read –"*. She also attempted to structure her writing in more than one paragraph.

- **Employment of transition words**

In the post-test, Student IN4 had attempted to construct compound and complex sentences by using conjunction words, even though she still made some errors. An example of this could be seen, when she wrote *"Only you open the book everystory everymoment have in a books. Knowlage in a book, Entertrainment in the book Happy and sad in a books."*

Table 4.14

Analysis Overview: Students on the Intermediate Level

Students	English Writing Test Scores	Changes in Writing Ability Levels	Changes in Writing Ability Levels	Emerging Features
IN1	Pre-test: 13 Post-test: 19	Intermediate ↓ Advanced (in Week 6)	Before Address part of the task with some length / Begins to vary vocabulary choice / Occasional vocabulary errors but meaning not obscured / Use details for support or illustration, but development of ideas is inconsistent / Some ideas maybe well developed while others are weak / Indicate paragraphs / Frequent grammatical errors / Meaning obscured / Sentence structure repetitive / Frequent errors of punctuation and capitalization	-Improvement in length and descriptive writing styles -Beginnings of multi-paragraph writing -Construction of compound and complex sentences -Employment of commas and periods in proper places
			After Effectively address the task / Extensive amount of information / Varied vocabulary choice and usage although may have some errors / Can write a paragraph with main idea and supporting details / Attempt to write more than one paragraph and may exhibit rudimentary essay structure / Has some control of basic structures / Attempts to construct compound and complex sentences / Use periods, commas, and capitals / Most conventional spelling	
IN2	Pre-test: 15 Post-test: 21	Intermediate ↓ Advanced (in Week 7)	Before Address part of the task with some length / Begins to vary vocabulary choice / Occasional vocabulary errors but meaning not obscured / Limited in appropriate details / Insufficient amount of details / Trouble sequencing / Indicate paragraphing / Restricted to basic structural patterns / Correct usage of conjunctions / Go outside of model / Use periods and capitals with some errors / Use commas with compound and complex sentences / Mostly conventional spelling	-Production of longer and more detailed writing -Employment of transition words in development of paragraphs -Variation of structural patterns -Appropriateness in the used punctuation
			After Effectively address the task / Extensive amount of information / Varied vocabulary choice and usage although may have some errors / Can write a paragraph with main idea and supporting details / Attempt to write more than one paragraph and may exhibit rudimentary essay structure / Attempt to use a variety of structural patterns with some errors / Use correct verb tenses / Make errors in complex structure / Appropriate mechanical and spelling convention	
IN3	Pre-test: 11 Post-test: 16	-	Before Address part of the task with some substance / Limited Vocabulary Choice / Occasional vocabulary errors but meaning not obscured / Thought pattern can be difficult to follow / Ideas not connected not logical / Frequent grammatical errors / Meaning obscured / Sentence structure repetitive / Use periods and capitals with some errors / Use commas with compound and complex sentences / Mostly conventional spelling	- Attention to the personal perspective in the material -Production of paragraph-like structures with a topic sentence and a concluding sentence -Employment of transition words
			After Address part of the task with some length / Begins to vary vocabulary choice / Occasional vocabulary errors but meaning not obscured / Can write a paragraph with main idea and supporting details / Attempt to write more than one paragraph and may exhibit rudimentary essay structure / Attempt to use a variety of structural patterns with some errors / Use correct verb tenses / Make errors in complex structure / Use commas with compound and complex sentences / Mostly conventional spelling	
IN4	Pre-test: 14 Post-test: 18	Intermediate ↓ Advanced (in Week 6)	Before Address part of the task with some substance / Limited Vocabulary Choice / Occasional vocabulary errors but meaning not obscured / Use details for support or illustration, but development of ideas is inconsistent / Some ideas maybe well developed while others are weak / Indicate paragraphs / Restricted to basic structural patterns / Correct usage of conjunctions / Go outside of model / Use periods and capitals / Use commas with compound and complex sentences / Mostly conventional spelling	-Development of information level -Development of a story with a topic sentence and a concluding sentence -Employment of transition words
			After Effectively address the task / Extensive amount of information / Varied vocabulary choice and usage although may have some errors / write a paragraph with main idea and supporting details / Attempt to write more than one paragraph and may exhibit rudimentary essay structure / Has some control of basic structures / Attempts to construct compound and complex sentences / Use periods and capitals / Use commas with compound and complex sentences / Mostly conventional spelling	



STUDENT AD1

Student AD1 was categorized as an Advanced writer. She stayed on the Advanced level throughout the instruction. Figure 4.18 presents the overall writing improvement Student AP4.

Student AD1's Overall Writing Improvement

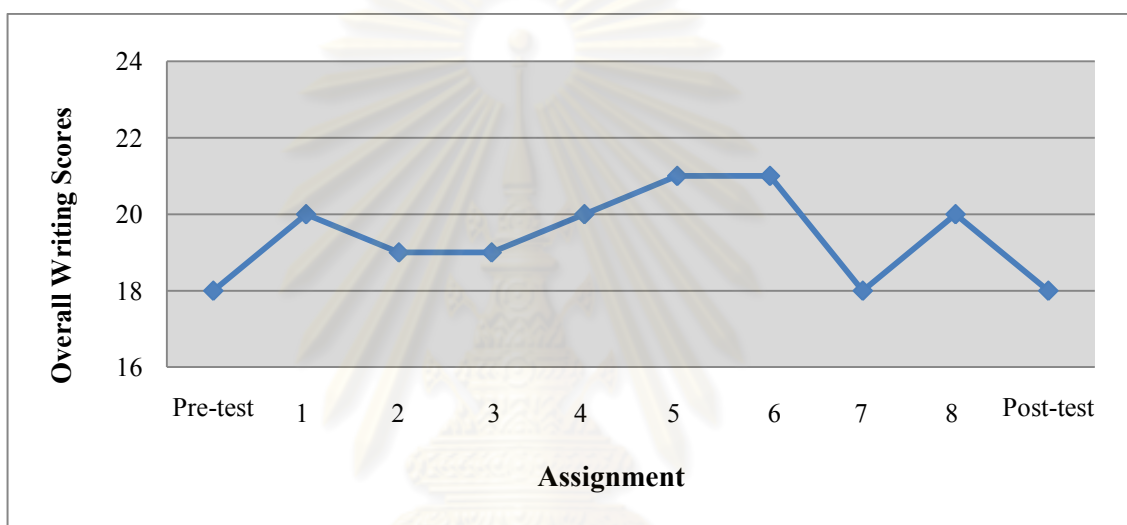


Figure 4.18 Student AD1's overall writing improvement

Student AD1's writing score from the pre-test was 18. She was put into the Advanced level group. In the first five weeks of the instruction, she managed to maintain her scores in the same level. Student AD1's scores dropped a fair bit in assignment 7, however; the decrease of her score was temporary. Her writing scores increased again in assignment 8. Her post-test score was 18. To conclude this, both her pre-test score and post-test score were the same (18 points out of 24).

Student AD1's Pre-test and Post-test Scores Concerning the Four Writing Aspects

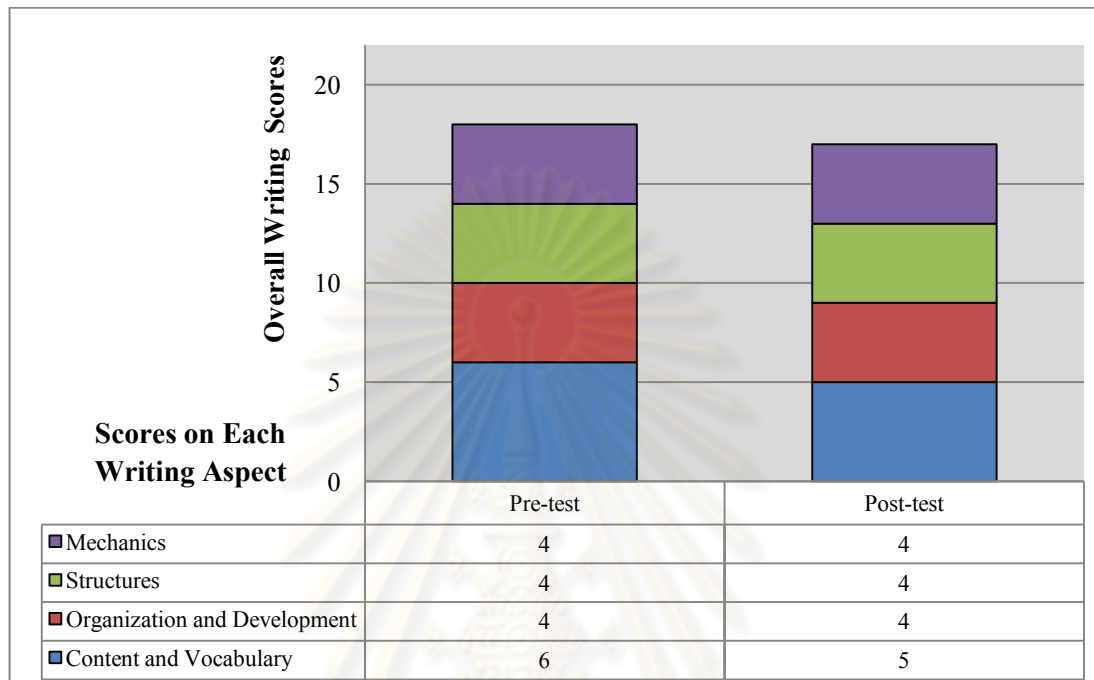


Figure 4.19 Student AD1's pre-test and post-test scores concerning the four writing aspects

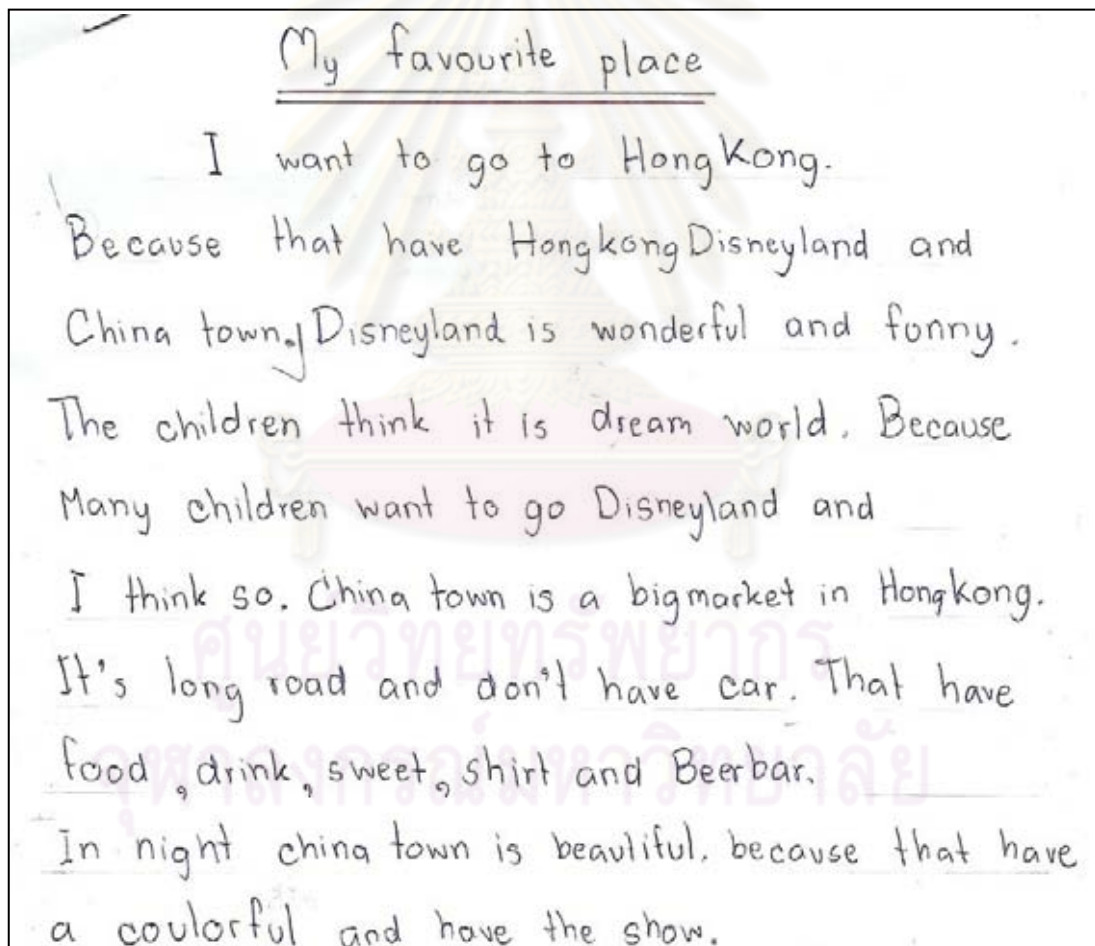
Figure 4.19 presents Student AD1's pre-test and post-test scores concerning the four writing aspects. Focusing only on the pre-test, Student AD1 received 6 points in the aspects of content and vocabulary. She gained 4 points in the remaining three aspects which were: organization and development, structures and mechanics.

In the post-test, Student AD1 received the score of 5 in the aspects of content and vocabulary. Her score in the three writing aspects mentioned earlier still remained the same.

Student AD1's Pre-test and Post-test Writing Analysis

Student AD1 performed 10 writing assignments, including the pre-test and the post-test, in total. Her writing characteristics, regarding the four aspect of writing were discussed by using the writing rubric as a guideline. In this section, Student AD1's pre-test and post-test writing products were analyzed. Both of these writing products had the same topic, which was "My Favourite Place".

The analysis of Student AD1's writing samples is provided here:



Writing Sample 4.17: Student AD1's Pre-test, "My Favourite Place"

The place where I like to go

The place where I like to go to Pattaya. I like to go to pattaya because Pattaya is beautiful city and crowded with tourists. Pattaya is many seas and islands. The sea in pattaya is beautiful. Many people want to go to Pattaya and me too. Pattaya has many players. Banana boat is the best player because It's very fun and exciting. When I go to there I get to play first. Canoe is the better player because It's very tired but It make me strong. Pattaya city is crowded with bars and restaurant. In the bar look awesome for many people because It's very dark and have many beer. Food shop in pattaya is very expensive for thai people but It's cheap for tourists. Hotels in pattaya is expensive too because Many tourists want to live long time.

Writing Sample 4.18: Student AD1's Post-test, "My Favourite Place"

Table 4.15

Student AD1's Pre-test and Post-test Writing Analysis based on the Writing Rubric

Writing Aspects	Pre-test	Post-test
Content and Vocabulary	<ul style="list-style-type: none"> - Effectively address the task with substantive amount of information - Varied and effective vocabulary choice and usage 	<ul style="list-style-type: none"> - Effectively address the task - Extensive amount of information - Varied vocabulary choice and usage although may have some errors

Writing Aspects	Pre-test	Post-test
Organization and Development	- Use details for support or illustration, but development of ideas is inconsistent - Some ideas maybe well developed while others are weak - Indicate paragraphs	
Structures	- Has some control of basic structures - Attempts to construct compound and complex sentences	
Mechanics	- Use periods and capitals with some errors - Use commas with compound and complex sentences - Mostly conventional spelling	

Table 4.15 (Continued)

Emerging Features

- **Evolvement of expressive style**

Different from the pre-test, Student AD1 employed expressive word choice in her post-test, which gave the readers a clear picture of what Pattaya looked like. Examples of post-test sentences that contained Student AD1's effective use of words were "...Pattaya is beautiful city and crowded with tourists...." and "Pattaya has many players. Banana boat is the best player because It's very fun and exciting."

- **Effective way of constructing and connecting sentences**

Compared to her pre-test, Student AD1 showed an improvement in constructing sentences in her post-test. Obviously, her sentences contained more words. These sentences were also strung together in logical and meaningful ways.

STUDENT AD2

Student AD2 was a student on the Advanced level. She stayed on this level until the end of the instruction. Figure 4.20 presents the overall writing improvement Student AD2.

Student AD2's Overall Writing Improvement

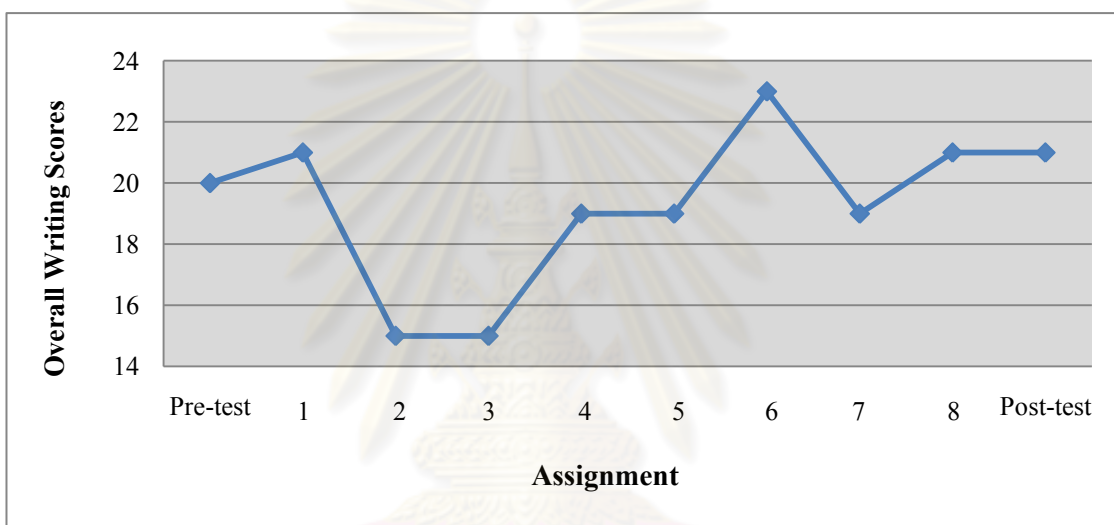


Figure 4.20 Student AD2's overall writing improvement

Student AD2's writing score from the pre-test was 20. She was categorized into the Advanced level group. After the first week of the instruction, her scores in writing had gone down in assignments 1 and 2. However, she managed to bring up the quality of her writing to the same level where she was before. There were a lot of ups and downs in Student AD2's scores through the instruction. Her post-test score was 21.

**Student AD2's Pre-test and Post-test Scores Concerning the Four
Writing Aspects**

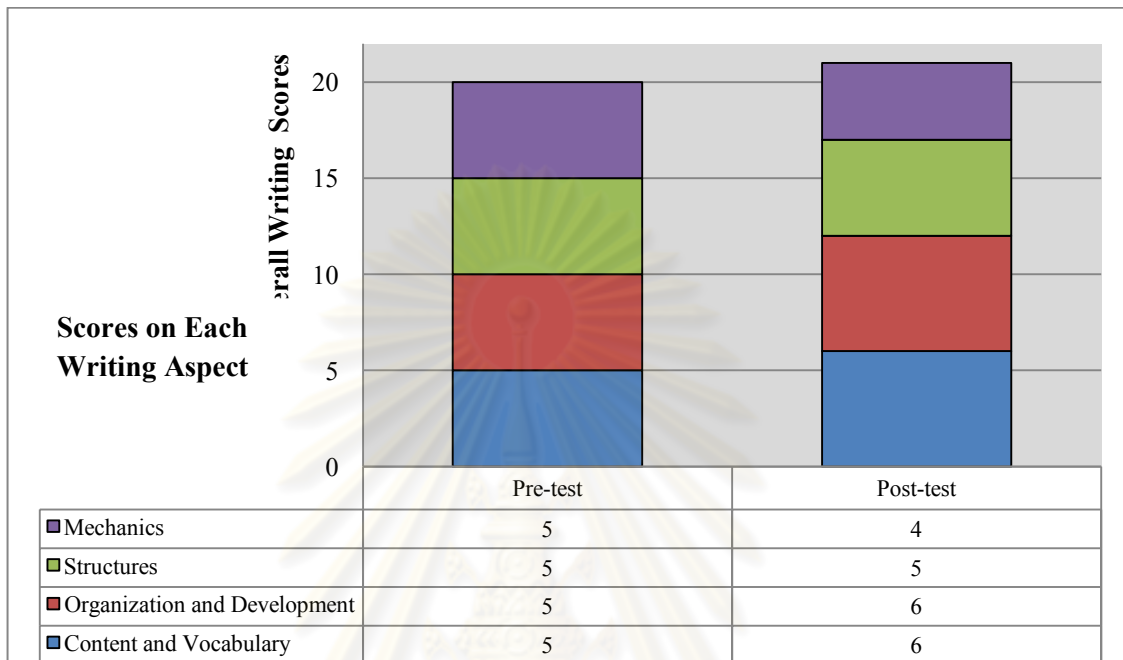
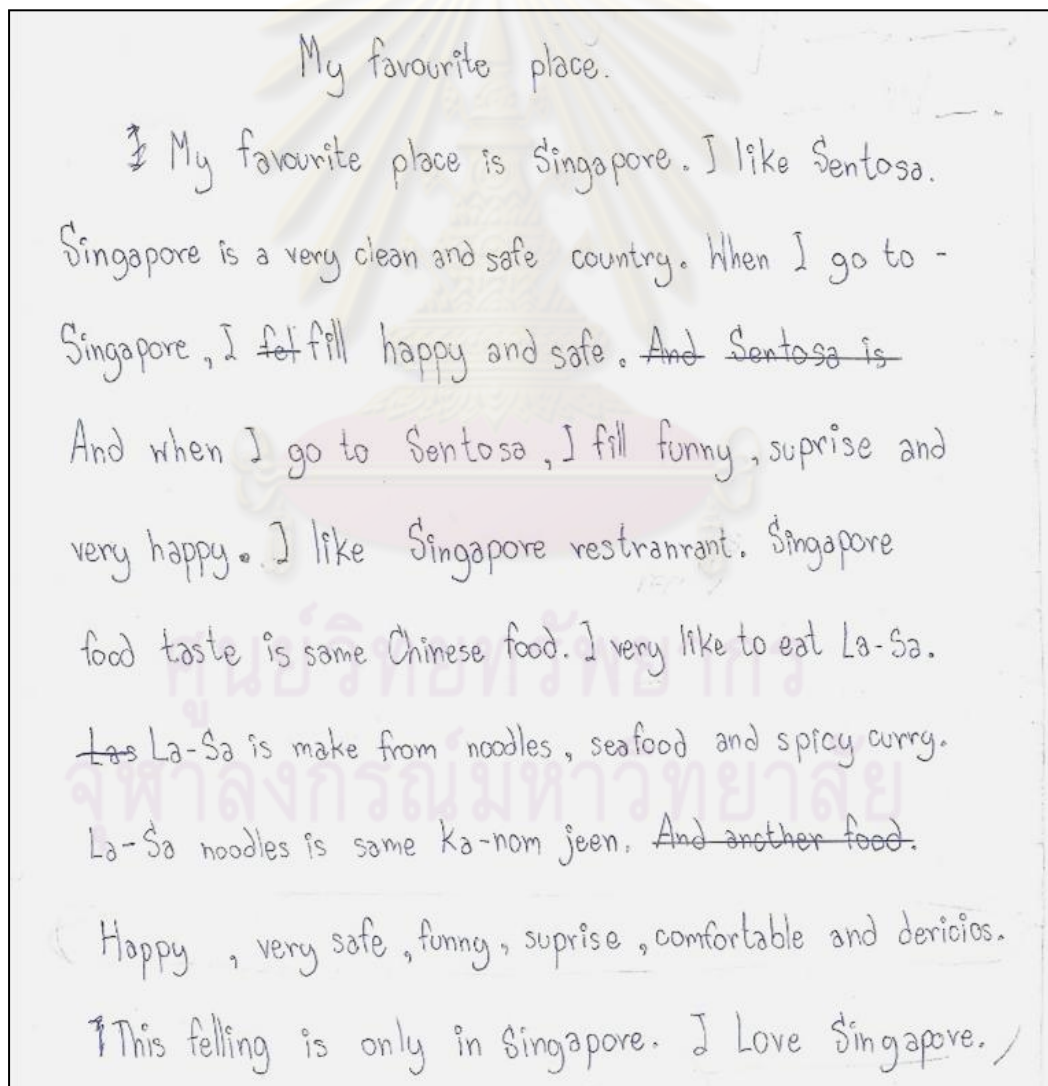


Figure 4.21 Student AD2's pre-test and post-test scores concerning the four writing aspects

The above figure presents Student AD2's pre-test and post-test scores concerning the four aspects of writing. Focusing only on the pre-test, Student AD2 received 5 points in all writing aspects. In the post-test, Student AD2 received a score of 6 in the aspects of organization and development. She gained 5 points in the aspect of structures, and 4 points in the aspect of mechanics.

Student AD2's Pre-test and Post-test Writing Analysis

Student AD2 performed altogether ten writing assignments, including the pre-test and the post-test. Her writing characteristics, concerning the four writing aspects were discussed by using the writing rubric as a guideline. Two pieces of her writing were analyzed in this section: one from the pre-test and the other from the post-test. These two pieces of work were written under the same topic, "My Favourite Place". The analysis of Student AD2's work is provided here:



Writing Sample 4.19: Student AD2's Pre-test, "My Favourite Place"

My favourite place

My favourite place is Shang Hai, because
Shang Hai have many colourful building.

In night time every day, ^{All} Shang Hai building
^{All} and towns will open all light. There're towns look

so bright and so surprise for me! That's time,

many people are take photo quicky. Because they

want to see the amazing view of building near the

long river for along times, and weather is not

so good because, is very cold and windy. It's

not easy to take a photo! lol~

And a last one to make me love

Shang Hai is 'food'. I am a thin girl, but

I ~~very~~ love to eat somuch! All of food I can
 eat, Shang Hai food & too, I can eat and I
 like them somuch.

But I like to eat a special one food call
 'Siav long Pao'. It's not sell only in Shang Hai,
 Bangkok
 in Thailand have sell it too but the taste in Shang-
 Hai is better than Bangkok.

Siav long Pao look like Sa La Pao, but inside
 that have pork soup, and bread outside is thin
 than Sa La Pao. ~~There~~ And ^{deep} eat it with soy sauce,
 Umm... Yummy taste!

I want to come back to Shang Hai, I want to
 take photo again, want to eat Siav long Pao again...
 See you agin Shang Hai, I love you!!

Writing Sample 4.20: Student AD2's Post-test, "My Favourite Place"

Table 4.16*Student AD2's Pre-test and Post-test Writing Analysis based on the Writing Rubric*

Writing Aspects	Pre-test	Post-test
Content and Vocabulary	<ul style="list-style-type: none"> - Effectively address the task - Extensive amount of information - Varied vocabulary choice and usage although may have some errors 	<ul style="list-style-type: none"> - Effectively address the task with substantive amount of information - Varied and effective vocabulary choice and usage
Organization and Development	<ul style="list-style-type: none"> - Can write a paragraph with main idea and supporting details - Attempt to write more than one paragraph and may exhibit rudimentary essay structure 	<ul style="list-style-type: none"> - Multi-paragraph with clear introduction, development of ideas and conclusions - Ideas are connected sequentially and logically - Appropriate supporting details
Structures	<ul style="list-style-type: none"> - Attempt to use a variety of structural patterns with some errors - Use correct verb tenses - Make errors in complex structure 	
Mechanics	<ul style="list-style-type: none"> - Use periods, commas and capitals - Mostly conventional spelling 	<ul style="list-style-type: none"> - Use periods and capitals with some errors - Use commas with compound and complex sentences - Mostly conventional spelling

Emerging Features

- **Substantial and detailed information with developed vocabulary**

Looking at Student AD2's writing in the aspect of content and vocabulary, it could be seen that the student was able to effectively address the task with extensive amount of information already at the beginning of the instruction. Student AD2's post-test was written in multi-paragraph form. The student employed a rich word choice, which was good at giving the reader imaginary and sensory input.

- **Creation of multiple paragraphs displaying diverse writing characteristics, and set in a personal perspective**

Compared to the pre-test - where Student AD2 wrote about her favourite fun-park and foods in Singapore in a logical sequence, the details presented in her post-test were quite extensive. Through her awareness that one paragraph should deliver only single main idea, each of her paragraph written in the post-test contained defined subject matter and presented individual writing characteristics.

In the first paragraph, Student AD2 talked about buildings in Shang Hai in a narrative style, embedded with humor. Then, in the next paragraph, she talked about food in Shang Hai, and again her humor was shown in the writing. The student compared the tastes of "Siav Long Pao", she could find in Shang Hai and in Bangkok using comparative writing style. Her fourth paragraph showed descriptive writing characteristic when she explained the ingredients of "Siav Long Pao".

One more important characteristics of her post-test writing, which had not been found in the pre-test, was that Student AD2 attempted to convey messages to the readers based on her own feelings. In her post-test, Student AD2 added her voice to the writing by showing her personal perspective.



ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

STUDENT AD3

Student AD3 was categorized into the Advanced level. She stayed on this level until the end of the instruction. Figure 4.22 presents the overall writing improvement Student AD3.

Student AD3's Overall Writing Improvement

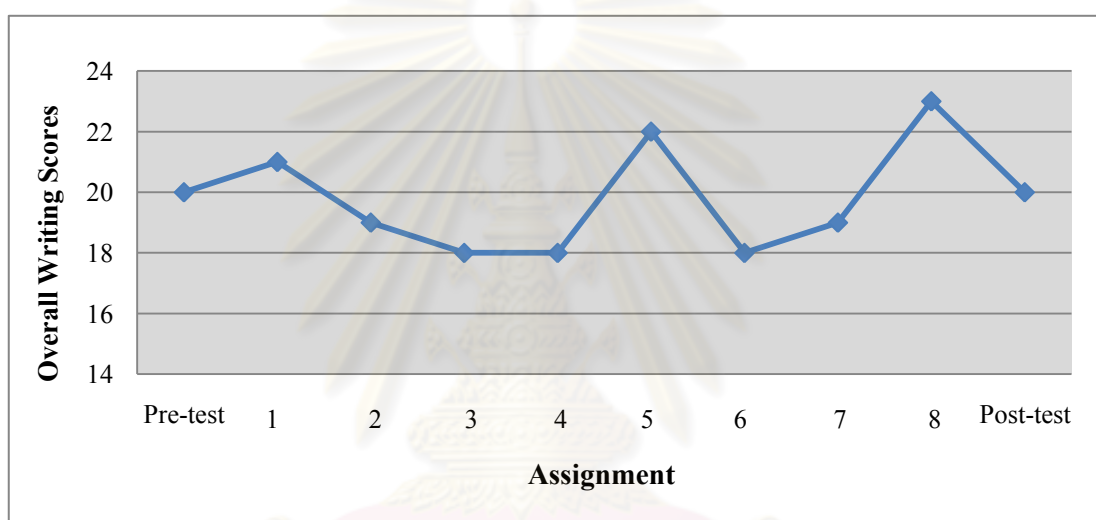


Figure 4.22 Student AD3's overall writing improvement

Student AD3 scored 20 in the pre-English writing test. She was described as an Advanced writer. After the first week of the instruction, her scores in writing had gone down in assignments 1, 2, 3 and 4. She showed her writing progress again in assignment 5. There were a lot of ups and downs in Student AD3's scores through the instruction. Her post-test score was 20. Her pre-test and post-test scores were the same (20 points out of 24).

Student AD3's Pre-test and Post-test Scores Concerning the Four Writing Aspects

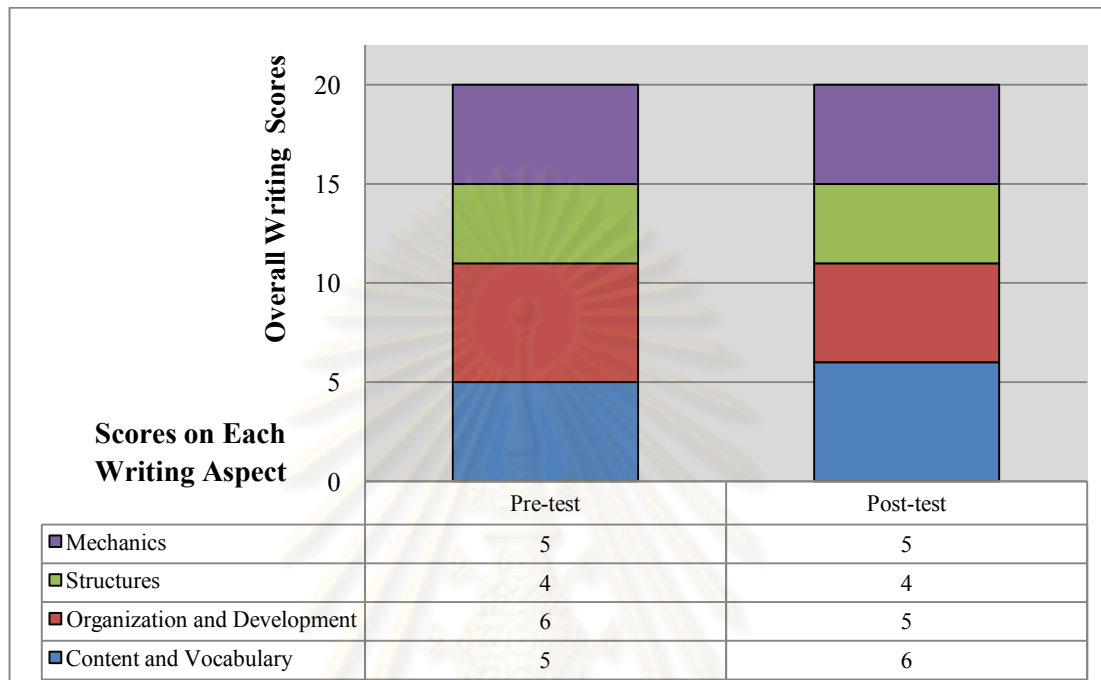


Figure 4.23 Student AD3's pre-test and post-test scores concerning the four writing aspects

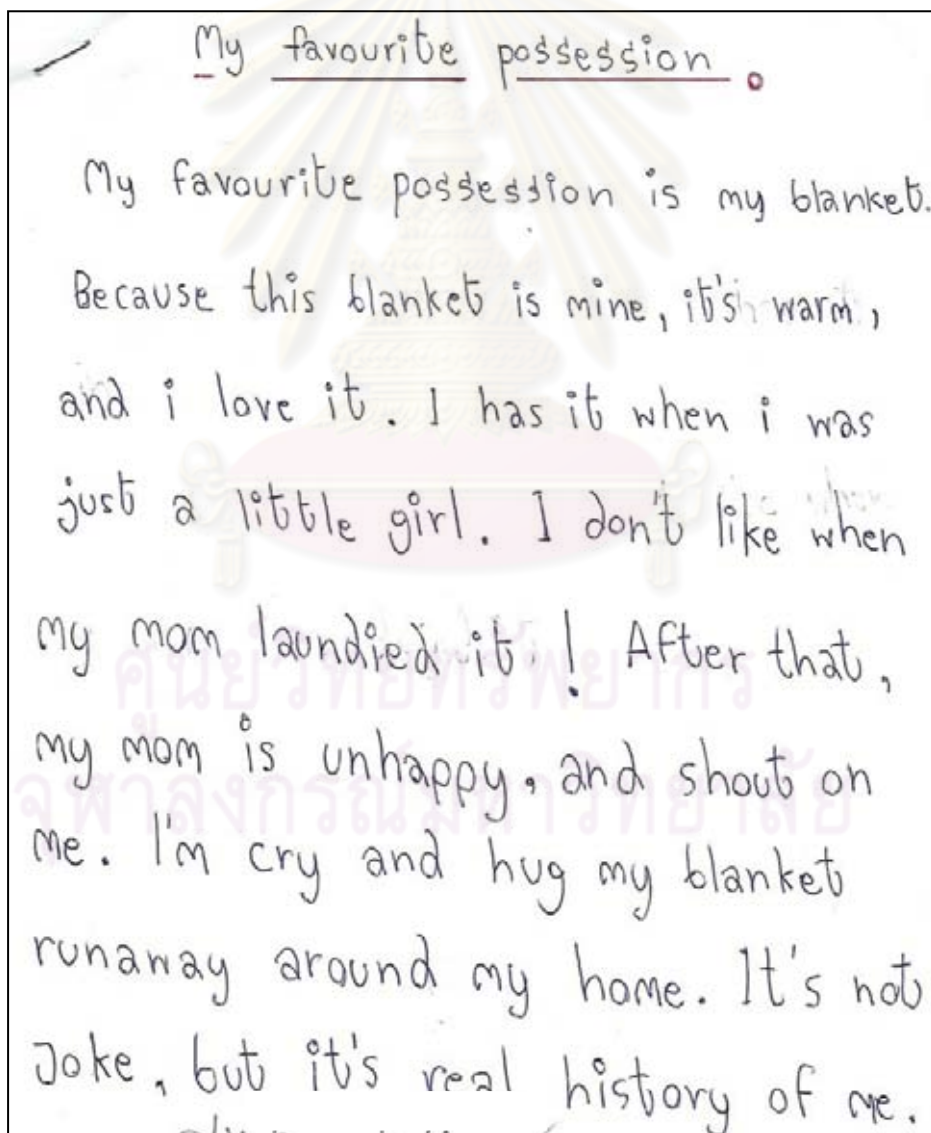
Figure 4.23 reports Student AD3's pre-test and post-test scores concerning the four writing aspects. Concerning only on the pre-test results, Student AD3 received 6 points in the aspect of content and vocabulary. She received a score of 5 in the aspects of organization and development, as well as mechanics. Student AD3's score in the aspect of structures was 4 points.

In the post-test, Student AD3 received a score of 5 in the aspects of content and vocabulary, as well as mechanics. She gained 6 points in the aspect of organization and development, and 4 points in the aspect of structures.

Student AD3's Pre-test and Post-test Writing Analysis

In total, Student AD3 performed 10 writing assignments, including the pre-test and the post-test. Her writing characteristics, regarding the four aspect of writing were discussed by using the writing rubric as a guideline. In this section, Student AD3's pre-test and post-test writing products were analyzed. Both of these writing products had the same topic, which was "My Favourite Possession".

The analysis of Student AD3's writing products is provided here:



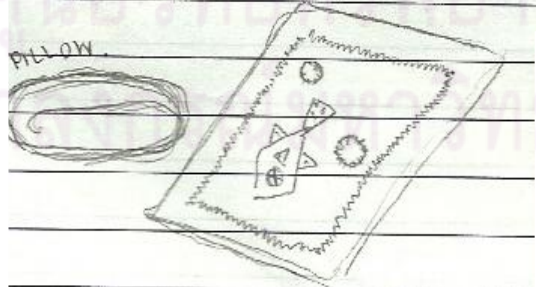
Writing Sample 4.21: Student AD3's Pre-test "My Favourite Possession"

My Favorite Possession
(ของที่ชอบรัก) ♥

I love my blanket. I have it for 11 years I it so long time. I have it longer than telephone. I remember when I go to anywhere I take it together. Then I'm smelling it when I slept. It's so joke. I have ever laundried it. My mother smile. hahaha I have never fixed it. Now it's broken!

It's breaker than the teletubbies doll. When my - mother angry me, she hidden my blanket! I'm cry ~ My mother want to see me change the blanket. Because this blanket is old. But I can't. I love it. I don't desert it!! my blanketttt ~

Now. It's still with me. I have laundried it lately. But last weekend I don't do it. 'Cause I'm lazier than today. I request my mother to laundry it but she said "You can do it by yourself". Then I thought I'm not wrong. I can do it by myself. I'm smile and ready to laundry my blanket.. Good job!! :))



Writing Sample 4.22: Student AD3's Post-test, "My Favourite Possession"

Table 4.17*Student AD3's Pre-test and Post-test Writing Analysis based on the Writing Rubric*

Writing Aspects	Pre-test	Post-test
Content and Vocabulary	<ul style="list-style-type: none"> - Effectively address the task - Extensive amount of information - Varied vocabulary choice and usage although may have some errors 	<ul style="list-style-type: none"> - Effectively address the task with substantive amount of information - Varied and effective vocabulary choice and usage - Can write a paragraph with main idea and supporting details
Organization and Development	<ul style="list-style-type: none"> - Multi-paragraph with clear introduction, development of ideas and conclusions - Ideas are connected sequentially and logically - appropriate supporting details 	<ul style="list-style-type: none"> - Attempt to write more than one paragraph and may exhibit rudimentary essay structure
Structures	<ul style="list-style-type: none"> - Has some control of basic structures - Attempts to construct compound and complex sentences 	
Mechanics	<ul style="list-style-type: none"> - Use periods, commas and capitals - Mostly conventional spelling 	

Emerging Features

- **Frequency in the use of vocabulary**

Compared to the pre-test, Student AD3's choice of vocabulary had become more complex in the post-test. The student employed complex words that were not taught in the class, such as; "*desert*" and "*request*". The student showed fluency in picking the right words to convey her messages.



STUDENT AD4

Student AD4 was on the Advanced level. She received Tier C tasks until the end of the instruction. However, the result from the post-test test showed that her ability after the instruction went down to the Intermediate level. Figure 4.24 presents the overall writing improvement Student AD4.

Student AD4's Overall Writing Improvement

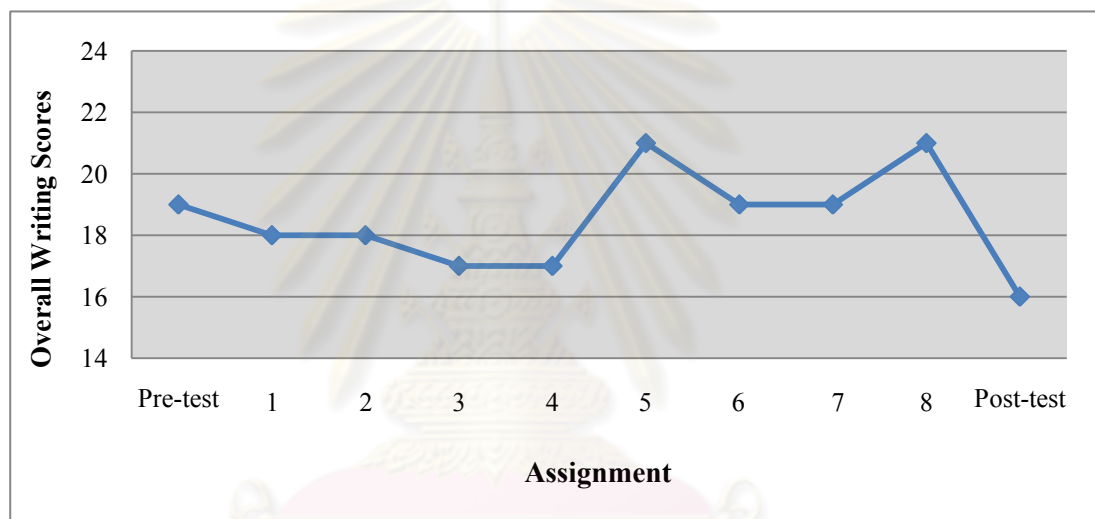


Figure 4.24 Student AD4's overall writing improvement

Student AD4 received the score of 19 in her pre-test. Considering the score she received from the test, she was categorized in the Advanced level. Her writing scores in the first four weeks had gradually decreased. However, she showed a new progress in her writing again in assignment 5. Student AD4's score in assignments 6 and 7 were quite stable. Her score had gone up a little in assignment 8, before it went down to the Intermediate level in the post-test.

**Student AD4's Pre-test and Post-test Scores Concerning the Four
Writing Aspects**

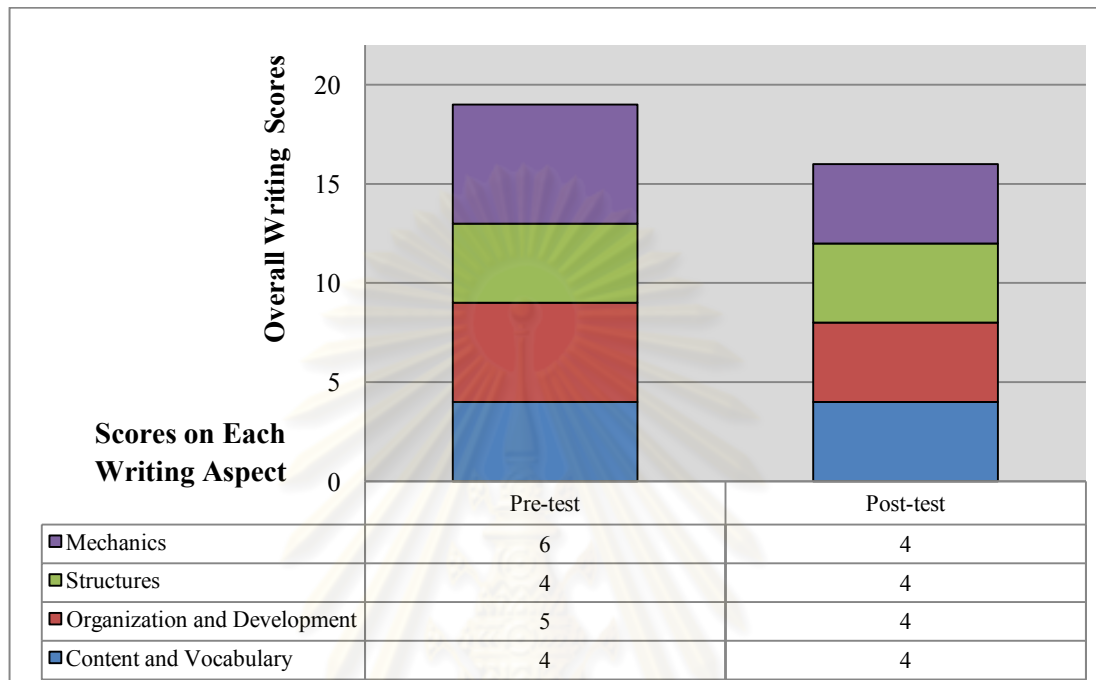


Figure 4.25 Student AD4's pre-test and post-test scores concerning the four writing aspects

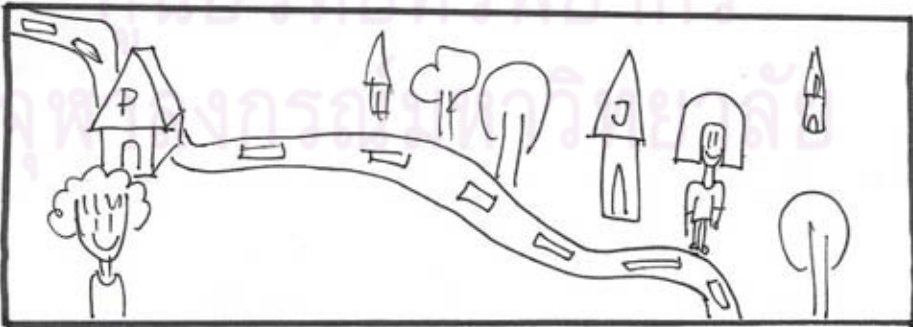
The figure above presents Student AD4's pre-test and post-test scores concerning the four writing aspects. Focusing on the pre-test results, Student AD4 received 5 points in the aspect of content and vocabulary. She received a score of 4 in the aspects of organization and development, as well as structures. Her score in the aspect of mechanics was 6. It can be seen from the figure that Student AD4 received the same score, which was 4, in every aspect of writing.

Student AD4's Pre-test and Post-test Writing Analysis

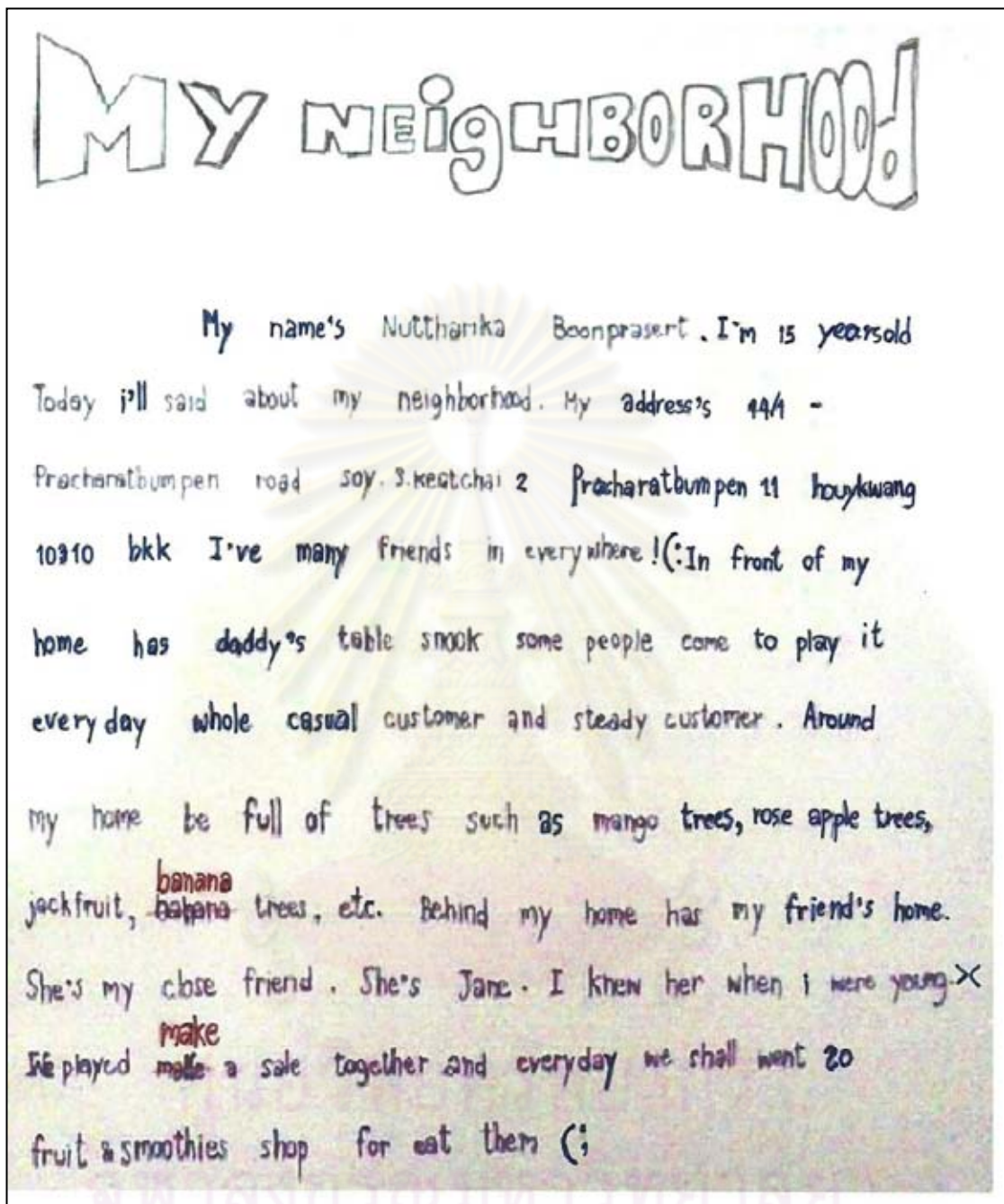
There were in total 10 pieces of writing, including both pre-test and post-test, that that Student AD4 had submitted. The writing progress that Student AD4 had made was discussed according to the four aspects of writing. In this section, two pieces of Student AD4's writing were analyzed; one piece from the pre-test, the other from the post-test. The analysis of the Student AD4's writing work is provided here:

♥ MY NEIGHBOURHOOD

...I'm staying at PRACHARADBUMPHEN 11 SOY.SOR.KRADCHAI 2 HOAY-KWANG BANGKOK 10310. I have many neighbour around my home. I have close friend. My Close friend is a girl. She's leave in house opposite with my house. I played with her last week. She's name JANE. Jane and I know together when we young. Jane's my first friend in my life. Nowaday I'm trying to make friends, because I wanna have many friends and now I have many friends in every where and every time. I'm not alone. I loved my neighbour.



Writing Sample 4.23: Student AD4's Pre-test, "My Neighbourhood"



Writing Sample 4.24: Student AD4's Post-test, "My Neighbourhood"

Table 4.18*Student AD4's Pre-test and Post-test Writing Analysis based on the Writing Rubric*

Writing Aspects	Pre-test	Post-test
Content and Vocabulary	<ul style="list-style-type: none"> - Address part of the task with some length - Begins to vary vocabulary choice - Occasional vocabulary errors but meaning not obscured 	<ul style="list-style-type: none"> - Address part of the task with some length - Begins to vary vocabulary choice - Occasional vocabulary errors but meaning not obscured
Organization and Development	<ul style="list-style-type: none"> - Can write a paragraph with main idea and supporting details - Attempt to write more than one paragraph and may exhibit rudimentary essay structure 	<ul style="list-style-type: none"> - Use details for support or illustration, but development of ideas is inconsistent - Some ideas maybe well developed while others are weak - Indicate paragraphs
Structures	<ul style="list-style-type: none"> - Has some control of basic structures - Attempts compound and complex sentences - Errors occasionally distract from meaning 	
Mechanics	<ul style="list-style-type: none"> - Appropriate mechanical and spelling conventions 	<ul style="list-style-type: none"> - Use periods and capitals with some errors - May use commas with compound and complex sentences - Mostly conventional spelling

Table 4.19

Analysis Overview: Students on the Advanced Level

Students	English Writing Test Scores	Changes in Writing Ability Levels	Changes in Writing Ability Levels	Emerging Features
IN1	Pre-test: 13 Post-test: 19	Intermediate ↓ Advanced (in Week 6)	Before	<ul style="list-style-type: none"> - Improvement in length and descriptive writing styles - Beginnings of multi-paragraph writing - Construction of compound and complex sentences - Employment of commas and periods in proper places
			After	
IN2	Pre-test: 15 Post-test: 21	Intermediate ↓ Advanced (in Week 7)	Before	<ul style="list-style-type: none"> - Production of longer and more detailed writing - Employment of transition words in development of paragraphs - Variation of structural patterns - Appropriateness in the used punctuation
			After	
IN3	Pre-test: 11 Post-test: 16	-	Before	<ul style="list-style-type: none"> - Attention to the personal perspective in the material - Production of paragraph-like structures with a topic sentence and a concluding sentence - Employment of transition words
			After	
IN4	Pre-test: 14 Post-test: 18	Intermediate ↓ Advanced (in Week 6)	Before	<ul style="list-style-type: none"> - Development of information level - Development of a story with a topic sentence and a concluding sentence - Employment of transition words
			After	

Part 2: Analysis of students' opinions towards differentiated writing instruction by tiered assignments

Research question 2: What are students' opinions towards differentiated writing instruction by tiered assignments?

Semi-structured interviews were used in order to elicit students' opinions towards the instruction. Conducted after the instructions, the interviews required the students to express what they thought about the instruction. Moreover, they needed to describe their opinions about the writing tasks they had completed, how they felt about their own writing products and overall classroom atmosphere.

There were twelve interviewees and one interviewer. The interviewer was not the researcher herself but an English teacher in the same school, who was assigned to ask the students questions during the interview sessions. The purpose of this was to make students comfortable in giving the answers without worrying about the researcher's feelings and about the effects of their answers on their grades. The interview with each participant took around 10-20 minutes. The interviews were done in Thai in order to elicit as much information as possible from the students. Before the analysis was done, the data obtained from the interviews were translated into English.

To analyze students' opinions towards differentiated writing instruction by tiered assignments, the interviews were transcribed. Then, the interview transcriptions were scanned for key words, phrases or sentences, indicating to which categories they belonged. To summarize the results of the interviews, for each

category those key terms were counted and reported by using frequency and percentage.

Of the students' opinions towards the instruction, two major aspects were reported: Advantages and Limitations. Table 4.20 presents the opinions of the participants towards differentiated writing instruction by tiered assignments

Table 4.20

Participants' opinions towards differentiated writing instruction by tiered assignments

Students' Opinions	Pre-test	
	Frequencies of Key words in the answers (N =160)	%
Advantages		
Appropriateness and Challenges of Writing Tasks	38	23.75
Improvement on Writing in terms of Length, Accuracy and Fluency	31	19.38
Conducive Learning Environments	30	18.75
Self-efficacy and Motivation in Learning Writing	29	18.12
Success in Writing	25	15.63
Limitations		
Extensive Workload	5	3.12
Lack of assistance from more capable peers	2	1.25

There were twelve students, who participated in the interviews

N = Frequencies of the key words appearing in the interviews

The Table 4.20 reports the summary of the students' opinions obtained from the interviews. It can be observed from the table that differentiated writing instruction by tiered assignments received the highest percentage in providing appropriateness and challenges to writing tasks (23.75%). Additionally, students reported that the activities they did in the class helped them to improve their writing in terms of length, accuracy and fluency (19.38%). Differentiated writing instruction by tiered assignments, as said by the students, provided with conducive learning environments (18.75%). Student's self-efficacy and motivation in learning English writing were enhanced through the instruction (18.12%), All in all, differentiated writing instruction by tiered assignments was confirmed to enhance students' success in writing (15.63%).

The limitations of the instruction were also reported. There were two main aspects that emerged from the interviews with the students: Extensive workload and lack of assistance from more capable peers. A number of students said that the tiered assignments they received created an extra amount of work (3.12%). Another limitation occurred when students were not able to solve problems in the tiered writing tasks, because they worked with classmates who possessed the same level of writing skills (1.25%).

Advantages

Appropriateness and Challenges of Writing Tasks

Students expressed during the interviews that the writing activities, in which they participated in the class, were appropriate for them. First, students described that they were assigned to work on something that was not too complex or too simple for them. They felt that the work criteria set by the teacher were appropriate for them. Moreover, students explained that being able to move to a higher writing ability level was quite a challenge because it would show that they had made a progress in their learning.

Besides, students also suggested that the writing materials as well as the writing topics, provided by the teacher, were very interesting for them. They students could connect the writing topics they did in classrooms to the real life usage. Students felt that, while they were completing the tasks, they had a lot of fun and they could use a lot of their imagination to create writing products, although some tasks were difficult.

1. “หนูคงจะพัฒนาเรื่องการเขียนไม่ได้ถ้างานมันยากตั้งแต่แรกอะค่ะ หนูคิดว่างานที่หนูได้รับมันก็เหมาะสมกับตัวหนูดี หนูหมายถึง... หนูสามารถพัฒนาการเขียนของตัวเองได้ เพราะงานมันไม่ยากจนเกินไปอะค่ะ ไม่งั้นหนูคงเอือมไม่ถึง” [Student IN2]

“I would not have been able to improve my writing if the work had been too difficult at the beginning. I think the assignments I received were appropriate for me. I mean...I could improve my writing because the tasks were not too difficult, not out of my reach.”

2. “ผมชอบบทเรียนมาก ๆ เพราะว่าผมได้ฝึกใช้ภาษาอังกฤษจากการเขียน ผมชอบที่นักเรียนได้มี โอกาสทำงานที่ง่าย ๆ ก่อนแล้วก็เริ่มยากขึ้น ยากขึ้นเรื่อย ๆ แบบนี้ก็ท้าทายดีครับ” [Student AP1]

“I like the lessons very much because I could practice English through writing. I like it that all students were able to work on something difficult at the very beginning and gradually had more and more difficult work to compete. I think it was challenging.”

3. “ผมคิดว่างานที่คุณครูสั่งมันไม่ยากไม่ง่ายเกินไป หัวข้อที่ครูบอกให้เขียนก็มีประโยชน์ น่าสนใจ ตัวอย่าง เช่นที่ให้เขียนเกี่ยวกับวันวาเลนไทน์ หรือเขียนถึงคนที่เรารัก ผมคิดว่ามันเหมาะสมกับวัยรุ่น ทำให้รู้สึก อยากเขียน” [Student IN1]

“I think the work that the teacher assigned us was not too difficult or too easy. The topics that the teacher assigned us to write about were useful and interesting. For example, about the Valentine’s topic or to write about someone I love. I think they were appropriate for teenagers. It made me enjoy writing.”

Improvement on Writing in terms of Length, Accuracy and Fluency

Differentiated writing instruction by tiered assignments provided the students with extra knowledge about the English language. There were certain language elements, that students reported to have improved on, which were: vocabulary, grammar, punctuations and capitalization. The students informed that they had learned a lot of vocabulary by working with other classmates during the Guided Student Practice. It was also said by the students that the presentations given by their classmates were a good source for learning language structures.

Almost all of the students reported that they have learned the language through individual writing tasks, for which they had to make a large effort. Students could relate the concept - that the teacher introduced in class - to their individual writing. Students confirmed that tiered assignments helped them to write longer passages than before. This came from the criteria that the teacher had set for each piece of writing. Students said that they had to complete the work according to the teacher's criteria in terms of length. Some students said that they wanted to go beyond the teacher's expectations. The students also reported that they could formulate their ideas faster than before. For examples of students' opinions, see below:

1. “ได้เรียนรู้เยอะมากคะ มากกว่าครูคนอื่นที่เรียนมา หนูต้องนั่งทบทวนคำศัพท์ที่ใช้ในบทเรียน เวลาเขียนหนูก็สามารถพัฒนาการเขียนได้ ได้เป็นย่อหน้าเลย แทนที่จะเขียนได้แต่ประโยคอย่างเดียว หนูชอบภาษาอังกฤษมากขึ้นทำให้หนูกระตือรือร้นมากขึ้นในการเรียน หนูเข้าใจในภาษามากขึ้นกว่าเดิมเยอะคะ”
[Student AP2]

“I have learned a lot, more than what I learned before with other teachers. I had to review lots of vocabulary I learned from other lessons. I have made a big progress in writing, now I can write in a form of paragraph, not just in separate sentences. I like English more than before and I have become more enthusiastic about learning. Now I understand English better than before.”

2. “หนูได้เรียนเกี่ยวกับการแต่งประโยค วิธีการใช้คำศัพท์ให้ถูกต้อง รูปแบบต่าง ๆ ของคำศัพท์ และการสะกดคำ หนูรู้สึกว่าการเขียนมันง่ายขึ้นสำหรับหนูเพราะว่าหนูรู้อุปกรณ์พื้นฐาน หนูสามารถคิดรวบรวม idea ต่าง ๆ ได้เร็วขึ้น เวลาที่หนูเขียน หนูคิดว่า grammar ของหนูดีขึ้นด้วย” [Student AP4]

“I have learned how to construct sentences, how to use vocabulary correctly, different forms of verbs and spelling. Writing is easier for me now because I know basic sentences and I can think of several ideas faster when I write. I think my grammar is also better.”

3. “อืม ... สำหรับหนูนะ หนูคิดว่าหนูพัฒนาสูงสุดในเรื่องของ grammar นี้แหละ ช่วงหลัง ๆ มา หนูเขียนมากขึ้น และหนูก็พยายามเขียนจาก grammar ที่เรียนแล้วเอา idea ตัวเอง กับคำศัพท์มาแทรกเข้าไปในโครงสร้างประโยคละ” [Student IN2]

“Umm.. for me, I think that I have made the most progress in terms of grammar. I have written English more than before. I tried to write from the grammar points I learned in class. Then I tried to embed my ideas and vocabulary into the sentence structures.”

Conducive Learning Environments

Students had strong positive attitudes towards the classroom atmospheres, the learning activities and the teacher, where differentiated writing instruction by tiered assignments was employed. Students experienced a supportive learning environment while they were working with other students, who had comparable writing levels. Students said that they received a fair amount of work including the work that they carried out with other classmates and the work that they carried out alone.

Students had the impression that every student was being treated equally with this teaching method because their different levels of writing ability were being addressed. Students felt that everybody in class was able to catch up with the lessons

without being left behind. Moreover, students had the impression that the teacher paid attention to every individual student. They appreciated that the teacher was concerned about their ability when assigning them tasks, which they had not felt from other teachers before. The students insisted that the learning experience they had in class was different from what they had experienced in previous English classes.

Examples of students' opinions are provided here:

1. “การทำงานเป็นไปได้ง่ายเพราะทุกคนมีความสามารถที่เท่ากัน ช่วยกันอธิบายได้ง่ายมากขึ้น ไม่ต้องไปเป็นห่วงคนอื่นที่เข้าใจยากกว่าเรา มีความทัดเทียมเท่ากัน แล้วก็ไม่ต้องแข่งกันเรียนกับพวกที่เก่งกว่าเรา ทำให้เวลาเรียนมีความสุขมากขึ้น” [Student IN4]

“It was very easy for us to work together because everybody in the group had the same level of writing ability. It was also very easy for us to explain to each other about the work because we did not need to worry about others with more difficulty to understand the lessons. It was fair for us to work together. We did not have to compete with people, who were smarter than us. This made our learning time much enjoyable.”

2. “หนูรู้สึกว่เพื่อนที่ทำงานด้วยกันกับหนูเค้าเก่งกว่าหนูตั้งเยอะ ถึงแม้ว่าครูจะบอกว่าพวกเราอยู่ level เดียวกัน แต่มันก็ไม่ใช่ข้อเสียอะ หนูเรียนรู้จากเพื่อนๆ เยอะมาก โดยเฉพาะคำศัพท์ หนูก็พยายามช่วยทุกคนทำงานนะ” [Student AD3]

“I felt that the people - whom I work with - were better than me, even though we were told that we were on the same writing level. However, that was not a bad thing. I learned a lot from them, especially new vocabulary. I tried to help them as much as possible!”

3. “หนูคิดว่าสิ่งที่หนูเรียนกับครูไฉมันแตกต่างจากที่ครูคนอื่นสอนมาก ๆ ครูไฉเค้าจะให้พวกหนูทำกิจกรรมแล้วก็ให้ฝึกเขียนเยอะมาก ๆ ถ้าเป็นคลาสอื่น ๆ ครูจะไม่ค่อยสนใจนักเรียนแต่ละคน แล้วพวกเราก็มักจะเรียนจากหนังสือ ไม่มีโอกาสได้เขียนเลข ครูไฉแบ่งพวกเราออกเป็นกลุ่ม ๆ หนูว่าครูเค้าใส่ใจในพวกเราดี”

[Student IN3]

“I think that the things I learned with Kru Oh were different from what I learned from other teachers. Kru Oh let us do a lot of activities and we had a lot of opportunities to practice writing. In other classes, the teachers did not pay much attention to each individual student; we only learned from books – no opportunities to write. Kru Oh separated us in groups, I think she took very good care of us.”

Self-Efficacy and Motivation in Learning Writing

Differentiated writing instruction by tiered assignments encouraged students“ to trust their own writing ability and motivated students to keep on improving their writing. By identifying students“ entry writing levels, students acknowledged their current writing ability. Providing students with the right tasks, which were not too difficult or too easy for the students, helped them to successfully complete the tasks within their own ability. The students felt obliged to maintain their writing skills or even try to write better in order to move to a higher level of writing ability.

According to the students, being able to complete the given tasks was considered a success in writing. Also true for the students; being able to move to a higher level gave them a great sense of achievement. The following statements taken

from the interview transcriptions provide examples of students' responses in terms of self-efficacy and motivation in learning emerging during the instruction.

1. “พวกเรามีแรงกระตุ้นอยากทำงานออกมาให้ดีดี เพราะว่าพวกเราอยากเลื่อนไปอยู่ชั้นที่สูงขึ้น หนูเองก็คิดว่าหนูมีความกระตือรือร้นที่จะเรียนคำศัพท์ใหม่ ๆ เพราะอยากเอามันมาแต่งประโยคใหม่ ๆ ”

[Student AP4]

“We were motivated to create good writing work because we wanted to move up to a higher level. For me, I think I became very enthusiastic about learning new words because I wanted to use them to form new sentences.”

2. “ถ้าเราเขียนออกมาดี คะแนนเราก็จะสูง แล้วเราก็จะไปอยู่ level ที่สูงขึ้น นอกจากจะมีความภาคภูมิใจในตัวเอง เราก็ยังได้ความรู้เพิ่มขึ้นด้วย” [Student IN3]

“If we created good work, we would then get higher scores. We would be moved up to a higher level. Not only would we be proud of ourselves, but we would also gain more knowledge.”

3. “ในความคิดของหนูนะ การที่ครูแบ่งพวกเราออกเป็นระดับต่าง ๆ ก็ดีมาก ๆ ค่ะ ทำให้หนูรู้ว่าหนูยืนอยู่จุดไหน และหนูก็รู้ว่าหนูเขียนได้เท่าไหน และต้องปรับปรุงเรื่องอะไรเพื่อที่จะได้ไปอยู่ระดับที่สูงกว่าเดิม หนูพยายามเขียนหลาย ๆ แบบค่ะ หนูจะได้คะแนนเพิ่มขึ้น หนูไม่อยากตกไปอยู่ระดับการเขียนที่ต่ำกว่าเดิม”

[Student AD1]

“In my point of view, categorizing students into different levels was very good. This made me know my current level. I knew how well I could write and what I should improve on in order to go to a higher level. I tried to perform different styles of writing so that I could gain extra points. I did not want to be moved down to the lower writing level.”

Success in Writing

It is observed from the students' responses during the interviews that a great number of students insisted that their writing skills were improved during and after experiencing the instruction. The fact that students worked on tasks that mirrored their current skills and at the same time encouraged them to write something more complex, helped them being able to complete the tasks and learn something new from them.

Furthermore, students reported that the group/pair tiered assignments – which they carried out in class - really gave them a good understanding of the introduced writing concept before performing their individual writing. As a result of this, students successfully completed each specific task alone. Examples of students' opinions are provided as follows:

1. “การสอนแบบนี้ช่วยให้เขียนดีขึ้น เพราะ แบ่งเป็น level A, B และ C ช่วยให้บุคคลที่อยู่ในกลุ่มนั้นๆ เขียนตามความถนัดของตนเอง รู้ความสามารถในการเขียน แล้วเมื่อนักเรียนได้ทำสิ่งที่ตัวเองรู้อยู่แล้วก็จะทำให้เกิดความเคยชินในการเขียนแล้วก็จะเขียนดีขึ้นเรื่อยๆ แล้วยังสามารถพัฒนาการเขียนที่เป็นอยู่จากง่ายก็เพิ่มเป็นยาก ดังนั้นก็เท่ากับพัฒนาในการเขียนได้อยู่ตลอดเวลาไม่ว่าจะอยู่กลุ่มไหน หนูเชื่อว่าการให้งานเขียนตาม level A, B และ C แล้วให้งานที่มีความยากง่ายต่างกันจะสามารถทำให้นักเรียนทำงานเขียนได้ดีขึ้น”
[Student IN4]

“This teaching method helped students to write better because there was a division of students' writing levels: A, B and C. It helped the students to write according to their proficiency, their knowledge and their ability. When students worked on something that they already knew, they would become familiar with writing and they would write better and better. Students could also start working on

something more difficult so that they could always improve their writing, no matter what level they were on. I believe that dividing students into levels A, B and C – then giving them different levels of work helped students to write better.”

2. “ผมภูมิใจมาก ๆ เพราะที่ผมทำงานทุกชิ้นด้วยตัวเองและไม่ได้ไปขอให้ใครมาช่วยทำให้ ผมพอใจกับงานที่เขียนออกมาเพราะว่าผมต้องฝึกเยอะมากกว่าจะเขียนออกมาได้” [Student IN1]

“I am very proud because I did every work by myself and I did not ask anybody to write for me. I am satisfied with my writing results because I have worked very hard on it.”

3. “แม้ว่างานบางชิ้นมันจะยากไปสำหรับหนูแล้วผลที่เขียนออกมามันอาจจะไม่ดีนัก แต่หนูก็เชื่อว่า หนูก็ได้เรียนรู้บางสิ่งบางอย่างจากมันบ้าง หนูคิดว่าหนูรู้สึกที่หนูสบายใจมากขึ้นเวลาเขียน แล้วหนูก็ไม่กลัวการเขียนภาษาอังกฤษแล้ว” [Student AP3]

“Even though some assignments did seem difficult and the results were not excellent, I am sure that I learned something from them. I think I have become more comfortable in writing than before. I am not scared of writing in English anymore.”

Limitations

Extensive Workload

To successfully deploy tiered writing assignments in classrooms, students must be able to complete work within a given period of time. In this study, students were expected to perform a writing task once a week. Some students said that the workload was one of the drawbacks of this study. Students in the Advanced level had

to perform longer writing assignments than students in the other groups. Students reported that in order for them to write longer paragraphs, they needed more time to think. Some examples of students' responses regarding the extensive workload of this instruction are shown here:

1. “ตอนที่ได้อเลื่อนขึ้นมาเป็น level ที่สูงกว่าเดิม หนูก็รู้สึก happy มาก ๆ แต่ ณ จุด ๆ หนึ่ง หนูรู้สึกเหนื่อยและเริ่มไม่อยากเขียน เพราะว่ามันเยอะกว่าที่หนูเคยได้รับตอนที่หนูอยู่ level เก่า” [Student IN2]

“When I was moved to the higher level, I was very happy at first. However at one point, I felt very tired and I did not want to write. I felt that the work that I did in the new level was much more than what I used to do, when I was in the previous level.”

2. “ยังไงก็ตาม หนูคิดว่านักเรียนที่อยู่ level C ได้งานเยอะเกินไป เวลาทำงานนักเรียนทุกคนทำงาน นักเรียนมีระยะเวลาทำงานเท่ากัน นักเรียนต้องส่งวันเดียวกัน แต่ในความเป็นจริง มันไม่เหมือนกันสำหรับนักเรียนทุกคน ตัวอย่างเช่น เปรียบเทียบงานของนักเรียน level A กับ level C เป็นที่แน่นอนอยู่แล้วว่านักเรียน level C ได้งานที่ยากกว่าและต้องใช้เวลาในการทำงานนานกว่า นั่นคือเหตุผลที่ทำให้นักเรียน level C ส่งงานช้ากว่านักเรียน level อื่น ๆ” [Student AD2]

“Somehow, I felt that level C students had too much work to do. When working, every student had the same amount of time to complete the work. They all had the same deadline. But in reality, it was not the same for all students. For example - compare the amount of work that the students on level A and the students on level C received – it was obvious that level C students received more difficult work than level A students. They needed more time to complete the work. That was why students on level C submitted their work later than students on another level.”

Lack of Assistance from More Capable Peers

Students described during the interviews that some problems concerning the writing occurred while they were working in pairs or in groups. When they needed to complete the tasks that were more complex than what they used to, they had nobody to consult about it, because everybody in their work team had the same level of ability. The peer assistance was not enough to solve emerging problems during the „Guided Student Practice“ stage. See the excerpts below, taken from the interviews:

1. “ยังงี้ก็ตาม มีบางครั้งที่พวกเราไม่เข้าใจตอนทำกิจกรรมเขียน เราไม่รู้ว่าจะทำยังไงเพราะว่าทุกคนก็อยู่ระดับเดียวกัน ทุกคนก็ไม่เข้าใจพอ ๆ กัน ทำให้งานมันยากและหาคำตอบไม่ได้” [Student AP4]

“However, there were some times that we did not understand the writing activity and we did not know how to complete it because we all had the same level of knowledge and we did not understand it. It was very difficult for us and we could not find the answers.”

In conclusion, differentiated writing instruction by tiered assignments brought appropriateness and challenges to the writing tasks, which led to improvement on writing in terms of length, accuracy and fluency. The instruction provided students with conducive learning environments. It could enhance students’ self-efficacy and motivation in learning writing. Students had success in writing by engaging in the instruction. However, this writing instruction was found to have disadvantages such as an extensive workload and lack of assistance from more capable peers.

Summary

This chapter reports the findings of the study concerning the effects of differentiated writing instruction by tiered assignments on students' writing ability and students' opinions towards the instruction.

To measure the effects of differentiated writing instruction by tiered assignments on students' writing ability, Wilcoxon Matched-Pairs Signed-Rank statistical performance was employed in order to compare the mean scores from the pre-test and the post-test. The finding showed a significant difference between students' pre-test and post-test mean scores. Concerning the overall scores of all the twelve students, the post-test mean score was significantly higher than the pretest mean score. Thus, the first research hypothesis of this study (Students' scores in the post-English writing test will be higher than the pre-English writing test at 0.05 significant level) is accepted.

Concerning students' opinions towards the activities in tiered assignment fashion, the analysis of the interviews shows that students reported that the instruction provided the students with appropriate and challenging tasks. Students' writing was improved in terms of length, accuracy and fluency. The lessons were carried out in conducive learning environments, which enhanced students' self-efficacy and motivation to learn writing. The students had success in their writing. Besides the advantages of the instruction that the students reported, some disadvantages were also found from the analysis of the interviews. Students reported that they had problems with the extensive workload and the lack of assistance from more capable peers. Considering all the responses from the students, most of

students' opinions concerned advantages of the instruction. As a result of this, the second hypothesis (Students were satisfied with the instruction. Students found the instruction useful and helpful in making them better at writing because they had conducted writing tasks that were not too difficult or too easy for them). was also accepted.

Considering the findings of this study, it can be concluded that differentiated writing instruction by tiered assignments is an effective teaching method in enhancing students' writing ability by addressing all students, who study in the same classroom. The next chapter of this thesis provides the readers with the summary of the study, the discussions of the findings, pedagogical implications and recommendations for future research.



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CHAPTER V

SUMMARY, DISCUSSION AND RECOMMENDATIONS

This section of the thesis contains six main parts. In the first part, the summary of the present study is presented. The second part shows the research findings of the study. The third part entails the discussion of the research findings. The limitations of this study are discussed in the fourth part. The pedagogical implications obtained from the findings of this study are introduced in the fifth part. The sixth and last part contains recommendations for future studies.

Summary

This study aimed to investigate the effects of differentiated writing instruction on the writing ability of ninth-grade students and to explore their opinions about the lessons based on tiered assignments. In order to measure the effects of this teaching writing method, one-group pretest-posttest, quasi experimental design was deployed.

The teaching experiment was conducted with 12 participants from a mixed-ability class. The research took place in Standard English III subject, Triamudomsuksapattanakarn Ratchada School, Second Semester, Academic Year 2010. Out of these twelve participants, four came from the Apprentice level, another four from the Intermediate level and the remaining four from the Advanced level. These twelve participants had participated in the lessons, where differentiated writing instruction by tiered assignments was the main approach.

The quantitative data drawn from the comparison of the pre-test and post-test results was used to evaluate the effectiveness of differentiated writing instruction by tiered assignments, when aiming to improve students' writing ability. Following the rubric as a guideline, changes in students' writing behaviors as they moved to another level was discussed. The students' opinions towards the instruction were also discussed, using the results from the interviews.

The study was carried out in three phases. The first phase involved the preparation of the differentiated writing instruction tiered assignments. The second phase concerned the implementation of the instruction. The third phase entailed the evaluation of the instruction employed in teaching English writing.

The first phase of the research procedure was the preparation of the differentiated writing instruction by tiered assignments. In this phase, the population and the samples were identified. Grounded theories, previous studies and other relevant documents were reviewed. The information obtained from the review of the literature was gathered and synthesized into the conceptual framework, which was used for the construction of lesson plans and other research instruments. All of the instruments that had been designed were validated and pilot tested. The revisions of these research instruments took place to ensure that they could be effectively used to gather research data.

After the first phase of the research procedure had been carried out, attention was given to the second phase, which related to the implementation of differentiated writing instruction by tiered assignments (Week 1). Before the instruction began, students were asked to complete the pre-English writing test. The writing rubric was

used for scoring students' writing in the pre-test and concerned four different aspects of writing: Content and vocabulary, Organization and development, Structures and Mechanics. Based on the scores students received from the pre-test, their current writing ability levels were finally established. In this research, there were three levels of writing ability: Apprentice, Intermediate and Advanced.

During the instruction (Week 2-9), the students performed a writing task every week. The tasks that the students carried out matched their writing ability. To be specific, students in the Apprentice level received Tier A tasks, which encouraged them to start writing simple sentences. Students in the Intermediate level worked on Tier B tasks, which helped them to write compound or complex sentences using transition words. Students in the third level, the Advanced level, completed Tier C tasks in order to be able to construct coherent paragraphs with a topic sentence, a concluding sentence and an appropriate use of transition words. Throughout the eight weeks, the writing rubric was used to evaluate every writing product students had made.

Students' scores based on the writing rubric were used to observe their progress. These scores were also used to decide whether students were moving to a higher level of writing ability or not. During the instruction, those of the twelve students who had shown progress twice consecutively would be assigned to work on a higher level of tiered tasks. Students, who did not show signs of progress, still received the same tiered level of writing assignments.

After the eight weeks of instruction, the improvement of their writing ability was measured (Week 10). Students were asked to complete the post-English writing

test. This stage of the procedure was carried out in order to examine whether students had made progress after experiencing the lessons with differentiated writing instruction by tiered assignments.

The third phase of the instruction dealt with the evaluation of the implementation of differentiated writing instruction by tiered assignments. Students' scores from the pre-test and the post-test were compared by means of an arithmetic mean and Wilcoxon Matched-Pairs Signed-Rank Test. This quantitative analysis was carried out to see the overall progress of students' writing ability. The answer to the first research question, "To what extent does differentiated writing instruction by tiered assignments affect the writing ability of students?" was obtained from this stage of the evaluation phase.

With the intention to find consistency in scoring students' writing in all writing products, inter-rater reliability was used. The results revealed a correlation between the scores given by the researcher and another rater, which were 00.99 and 00.93. This confirmed that the scoring of students' writing from both raters was consistent.

Also in the evaluation process, all of these twelve students were interviewed about their opinions towards the instruction. The qualitative data, obtained from the content analysis of the interviews, was used to answer the second research question, "What are students' opinions about the activities in their writing lessons based on tiered assignments?" Inter-rater reliability was employed in order to find consistency in the ways two raters classified students' responses into categories. The

correlation value was 00.89, which confirms that the researcher and another rater analyze the interview data in a consistent way.

Findings

The summary of the findings is presented in two main aspects: 1) Students' English writing ability and 2) Students opinions towards the instruction.

1. Students' English Writing Ability

With regards to the first research question, "To what extent does differentiated writing instruction by tiered assignments affect the writing ability of students?", the findings showed that all twelve students' overall post-test scores in their writing test were higher than the pre-test scores significant at 0.05 level. This confirms that differentiated writing instruction by tiered assignments successfully enhanced the writing ability of ninth-grade students.

Additionally, further analyses were carried out in order to investigate the improvement on writing that students on each level had made. Within the same writing ability level, students' overall pre-test scores were compared to the post-test scores. The results revealed that there was no significant difference between students' pre-test and post-test scores when looking at each separate writing level ($p > 0.05$).

Since the analyses mentioned above (looking at all twelve participants and looking at students from three separate levels) revealed contrasting results, the researcher trusted that it was essential to look closely at each student to explore what individual progress they had made. Students' pre-test and post-test writing samples

were taken to be analyzed concerning the four writing areas, which are: Content and vocabulary, Organization and development, Structures and Mechanics. The results revealed that each individual student, no matter what level they came from – had different characteristic of significant writing improvement.

2. Students' Opinions towards the Instruction

Concerning the second research question, “What are students’ opinions towards differentiated writing instruction by tiered assignments?” the interviews were conducted with the intention to elicit students’ opinions towards the instruction. From the interviews, students’ responses were categorized into two major aspects: The advantages and the disadvantages of the instruction.

In terms of the advantages, the students informed that differentiated writing instruction by tiered assignments gave them the opportunities to work on writing tasks that were appropriate, useful and challenging. The students felt that working with other classmates, who had the same level of writing ability, provided them with a conducive environment, where students felt comfortable about learning. Students had the impression that the teacher paid attention to each individual student.

All students informed that they had learned a lot about the English language during the instruction. Many of them insisted that they now can write more English than before; they can formulate their ideas faster and they are better at combining all language elements in order to produce a piece of writing. The students said this method of teaching writing promoted self-efficacy and motivation for them to learn writing. The students explained that the divisions of writing levels helped them to know their current writing ability. The students reported that they tried harder in

order to reach the higher writing level. Moreover, students insisted that differentiated writing instruction by tiered assignment has also brought them success in writing.

On the other hand, students reported that differentiated writing instruction also had its disadvantages, which were the extensive workload and lack of assistance from more capable peers. In terms of the workload, students reported that they sometimes had problems finishing the given tasks. They felt that they had to complete a difficult task in too limited a period. Concerning the lack of assistance from more capable peers, students explained that they sometimes were faced with problems during group or pair assignments, and could not figure out solutions with the classmates they worked with as they all had the same writing ability level.

To conclude, the two research hypotheses of this study were accepted. To be exact, students received significantly higher scores in the post-English writing test than in the pre-English writing test, after experiencing differentiated writing instruction by tiered assignments. Moreover, the interview results revealed that students' opinions mostly concerned advantages of the instruction.

Discussion

Differentiated instruction and tiered assignments are regarded as beneficial teaching methods, which concern differences among all students and attempt to improve their learning from their current level of knowledge and skills (Tomlinson 2001, Chapman and King, 2005; Pierce and Adams, 2005; Richards and Omdal, 2007). The writing instruction, which was delivered to the participants of this study,

was constructed based on grounded theories of differentiated instruction, tiered assignments and writing assessments. The lessons, in which the students participated, paid attention to the varied writing ability of the students and appropriate levels of given writing assignments. It was found out that differentiated writing instruction by tiered assignments was an effective teaching method for enhancing students' writing ability by addressing their existing writing skills.

There were two objectives in this research: 1) To explore the effects of differentiated writing instruction by tiered assignments on students' writing ability, and 2) To investigate students' opinions towards differentiated writing instruction by tiered assignments. Therefore, the findings of this study, which are discussed here, concern two major aspects: students' English writing ability and students' opinions towards differentiated writing instruction by tiered assignments. Each aspect consists of several sub-topics, which are raised in the discussion of the research findings.

1. Students' English Writing Ability

The Overall Writing Ability of All Twelve Students

Based on the findings of this study, the overall post-test mean scores of all twelve students in English writing test were significantly higher than their pre-test mean scores ($p < 0.05$). The findings revealed that the overall writing ability of these twelve students had improved after experiencing the differentiated writing instruction by tiered assignments.

Also in the present study, the analyses of the pre-test and post-test writing of all twelve students, concerning the four aspects of writing - Content and vocabulary, Organization and development, Structures, and Mechanics – were also carried out. The findings revealed that every student made a significant progress in least on one writing aspect.

With regards to the interview results, the students reported differentiated writing instruction by tiered assignments could enhance their writing ability. Based on the students' responses, dividing students into different writing levels and offering them with different types of assignments allowed every individual student to learn in their own pace and make the most out of the lessons.

To support the findings mentioned above, the researcher would like to draw a conclusion from the grounded theories of differentiation and tiered assignment, in relation to the zone of proximal development in sociocultural learning theory.

According to Tomlinson (2001), and Chapman and King (2005), differentiation is a teachers' responsibility in adjusting the instruction to meet the various needs of all students in mixed ability classrooms and to ensure the improvement in the educational outcomes. Tiered assignments are one of the strategies in differentiated instruction that involves making a range of assignments to match different groups of learners (Pierce and Adams, 2005; Richards and Omdal, 2007).

In this study, students were categorized into three levels of writing ability: Apprentice, Intermediate and Advanced. They were provided with a range of three tiered assignments which are: Tier A (for Apprentice level), Tier B (for Intermediate

level) and Tier C (for Advanced level). Students were able to work according to their own writing ability on tasks that reflected both the skills that they already possessed and the new skills being introduced in order to advance their writing ability. Thus, the results of the present study revealed that the students were able to improve their writing after receiving the instruction.

To look at this in the zone of proximal development perspective (ZPD) in Vygotsky's sociocultural theory of learning, the implementation of this study reflected the scaffolding process, in which students were offered a range of assignments that addressed their current skills and at the same time attempted to promote a new concept the students needed to master. Once the students experienced a connection between the existing skills and the new skills being introduced, they would move on a higher ability level. This scaffolding process gave the importance to the teacher, who played a major role in creating supportive learning environment and providing the right level of assignments to the students (Subban, 2006; Hall, Strangman and Meyer, 2009).

Concerning the findings of the study as well as the support from grounded theories of differentiated instruction, tiered assignments as well as zone of proximal development, it could be concluded that the progress the students made on their writing ability resulted from differentiated writing instruction by tiered assignments. Thus, this instructional approach is beneficial for students' improvement in writing.

Insignificant Writing Improvement of the Advanced Students

When looking at the differences between the pre-test scores and the post-test scores of students, who came from different writing ability levels, it could be seen that all students on the Apprentice level and the Intermediate level received higher post-test scores than the pre-test scores. While only one student on the advanced level gained higher post-test scores than the pre-test scores. One student on this level received lower post-test score than the pre-test score; the remaining two students' post-test scores were equal to their pre-test scores. The S.D. value of their post-test mean score was quite high and it can be assumed that it was affected by one student, whose post-test score was isolated from the mean by significantly lower post-test score than the pre-test score.

Concerning the results of individual student's pre-test and post-test writing analyses, it was revealed that most Apprentice and Intermediate writers showed their significant writing improvement on one or more writing aspects discussed as emerging features. Advanced students, although having showed a certain progress on their writing, did not show a lot of significant writing improvement that could be seen through emerging features.

With regards to the results from the additional analyses mentioned above, it could be claimed that the implementation of tiered assignments in this present study was quite effective with students on the Apprentice level and the Intermediate level. On the other hand, it is less effective with students on the Advanced level. These findings led to the same conclusion as what Richards and Omdal found in their study

that advanced students showed the least improvement on their achievement in learning through tiered instruction.

As suggested by Richards and Omdal (2007), advanced students were often accustomed to receiving good grades without having to try hard on certain subjects. Students were used to low expectations, where their success often came with a small amount of effort (Tomlinson, 2001). Because of the nature of tiered assignments – requiring students to keep on making progress in learning - advanced students had problems with managing time and adjusting themselves to the new learning system, which expects continuous improvement from the students.

The interviews with students from the Advanced level also showed that they were struggling with having to meet the teacher's expectation in this present study. The student expressed in their opinions that the amount of work was too much for them. Often, they could not finish the work on time. The students admitted that they frequently finished the work in the last moment in order to catch up with the schedule.

2. Students' Opinions towards Differentiated Writing Instruction by Tiered Assignments

The interviews were conducted in order to elicit students' opinions towards the activities they carried out in differentiated writing instruction by tiered assignments. The students reported their opinions towards the instruction in two main areas: advantages and disadvantages of the instruction.

Students reported five advantages in the instruction: 1) Appropriateness and challenges of writing tasks; 2) Conducive learning environments; 3) Improvement on writing in terms of length, accuracy and fluency; 4) Self-efficacy and motivation in learning writing; and 5) Success in writing. Two disadvantages of the instruction were also pointed out by the students: 1) Extensive workload; and 2) Lack of assistance from more capable peers

As reported by the students, both advantages and disadvantages were found during the implementation of differentiated writing instruction by tiered assignments. Therefore, the researcher would discuss these two main aspects - advantages and disadvantages - in relation to the characteristics of differentiated writing instruction by tiered assignments employed in this present study.

Division of Students' Writing Ability Levels

Students described that differentiated writing instruction by tiered assignments promoted self-efficacy and motivation for them to learn writing. Establishing students' writing levels enabled students to acknowledge their current writing ability. According to Brown (2007), self-efficacy refers to the belief in one's own ability to successfully perform a certain activity. Motivation is concerned with one's expectation of success. This expectation drives a person to put their efforts in approaching certain goals.

During the interviews, most of the students reported that the division of students' levels encouraged students to recognize their existing ability and motivated them to keep on improving their writing. The students said that they had the urge to

put more effort into their work, so that they could be moved to a higher writing level. The reward that they would then receive was a sense of achievement.

Chapman and King (2005) have stated in their work that self-efficacy and motivation play an important role in students' learning development. The excerpt from the interview is consistent with Chapman and King's principle that *"If the student believes it is possible to reach the expected level of mastery, he or she will try. However, if the student feels inadequate, he or she will exhibit little or no effort."* According to these two experts in the field of differentiation, it is therefore crucial for teachers to design tasks, which students can successfully carry out.

Suggestions from Richards and Omdal (2007) also supported that the division of students' ability level makes students know what they are already able to do. The students perceive that they will be able to acquire new information by connecting it to the knowledge or skills that they already possess.

Tiered Writing Materials

The students mentioned in the interviews that the tiered writing materials were appropriate, interesting and challenging for them. This is to say that the writing tasks the students performed were not too easy or too difficult for their writing ability. The students said during the interviews that that tasks allowed all students to start working on something that was easy and gradually have more and more difficult tasks to complete, which was challenging.

As stated earlier, the construction of tiered writing assignments was based on the idea that students had to establish a connection between their existing knowledge

with the new introduced concept. In order for the students to move from their current writing level to a higher level, the students needed a certain level of assistance (Bodrova and Leong, 1998; Subban, 2006; Monroe, 2008). In this study, the assistance given to students was in the form of tiered assignments, which allowed the students to study under the same concept through different types of materials.

As reported by the students, the tiered assignment materials given to them were appropriate in terms of difficulty level. Many students confirmed that they could successfully complete the given assignments because those assignments were not too difficult for them. Based on the interview results, appropriate and challenging tasks led to writing improvement in terms of length, accuracy and fluency, as well as final success in writing. The students also described that they had learned how to construct sentences, how to write a coherent paragraph with a topic and a concluding sentence, as well as how to combine other language elements into writing, such as; tenses, vocabulary and mechanics. The students also claimed that the topics they wrote about were interesting and meaningful for their real-life usage.

The students' responses supported the statement given by Richards and Omdal (2007) that tiering of lessons allowed students to learn according to their own rate by gradually building up the knowledge from their existing background. Chapman and King (2008) also pointed out that the lessons - which were adjusted according to students' prior knowledge and which were changed to introduce students to the new subject matter - would prevent students getting bored with the learned lessons and getting frustrated that the tasks were too difficult.

Based on the interview results and the suggestions from the leading experts in the field of differentiated writing instruction by tiered assignments, it was proved that this instructional method in teaching writing could enhance students' writing ability through tasks that were best fitting for the students.

Manageable Classroom

Differentiated writing instruction by tiered assignments was successfully employed in a ninth-grade English writing classroom in this present study. Based on the interview results, the students suggested that this method of teaching writing provided conducive learning environments. The students had positive opinions towards the teacher, supportive classroom atmosphere, as well as learning activities.

First of all, the students had the impression that the teacher was concerned about every student, no matter what writing ability level he/she came from. Students insisted that they were being treated equally by the teacher. Moreover, the students informed that they felt comfortable working with classmates, who had the same writing levels. They felt that they could learn more from these classmates than from other classmates with different abilities.

The students informed that an appropriate level of tasks helped every individual student to catch up with the lesson. All of the students insisted that what they experienced during the instruction was completely different from other classes they had been in.

A parallel support to this finding was drawn from Richards and Omdal's study (2007), when they mentioned the characteristics of differentiated instruction

and tiered assignments in classrooms that all students must be encouraged to maintain their level of achievement and to make an effort in achieving higher level of success. Effective differentiation classrooms should allow the students to work in a flexible way. Students can work cooperatively in groups or pairs. Students must also be independent in order to perform individual assignments successfully.

In conclusion, the experiment in this study was done in a mixed-ability English classroom, where all students had different background in English. To make the classroom manageable for differentiated writing instruction by tiered assignments, the researcher provided students with varied levels of tasks that matched students' writing ability. The aim of this was to provide both support and challenges to the students in completing their tasks. According to Williams (2002) students with low-background in English writing should be encouraged to learn writing by providing all kind of extra support. On the other hand, students with high-background should be provided with challenges in the assignments.

Students' Perceived Disadvantages of the Instruction

As already mentioned, there were two disadvantages stemming from the implementation of differentiated writing instruction by tiered assignments: extensive workload and lack of assistance from more capable peers.

According to the interviews, the students informed that tiered assignments provided them with extra work, which caused an extensive workload. In the interviews, the students reported that the amount of work was so large that the students were not able to complete it on time. Often, the students postponed the submitting date because they needed some time to brainstorm ideas before started

working the given assignments. As the students thus finished the work in the last moment, their writing often contained a lot of writing mistakes and disorganized content, which inherently gave them a low writing score.

One of the causes of this problem was the nature of tiered assignments, which requires students to perform a given task regularly. In classrooms, where tiered assignments are used, students' improvement can be observed from students' scores. If students do not submit their work, the teacher lacks the evidence to confirm that students' ability has been improved.

Second, this problem related to students' familiarity with traditional teaching style, where student's varied educational background is not the main focus. The students, who received the tiered assignments, were unaccustomed to performing writing tasks every week in order to prove their progress in writing. Students therefore had difficulty with managing the time given to complete the given tasks.

The other issue being raised as a limitation of differentiated writing instruction was the lack of assistance from more capable peers in writing. Students reported during the interviews that sometimes they were not able to effectively finish the given tasks because they worked with classmates, who had the same level of writing ability. The students suggested that since everybody had the same knowledge in writing, they were not able to solve the problems emerging in certain writing assignments.

Considering the difficulty that the students were faced with when they tried to solve language problems during writing, it can be claimed that the students had such difficulty because they were involving in the process of learning new skills, which

were embedded in every writing tasks. When the students acquired new concepts through problem-solving tasks; their learning process would take place (Brown, 2007). The goal of differentiated writing instruction by tiered assignments in enhancing students' writing ability from the current level therefore was achieved.

Limitations of the Study

Although this study has successfully reached its objectives, some limitations were also found:

First of all, this study was carried out in a short period of time (8 weeks of instruction). In order to target a larger scope of data and to gain more perspectives on the effects of differentiated writing instruction by tiered assignments, this instruction should be delivered to students for an extensive length of time. A longitudinal study should definitely be conducted.

The second limitation relates to the nature of differentiated writing instruction by tiered assignments, which generally requires a lot of self-discipline in the students. According to the principle of tiered assignments, students will be able to receive a new tiered level of assignments, if their performance is proven to be better. However, it was found during the instruction that some of the students had trouble with handing in their individual work on the submission dates. As a result of this, it was difficult for the researcher to observe their progress in writing on a regular basis.

As a last remark, this study was conducted with twelve ninth-grade students, who enrolled in Standard English III course, Second semester, Academic year 2010

at Traimudomsuksapattanakarn Ratchada School. Therefore, the reader must be aware that the findings of this study cannot automatically be generalized onto other population groups that do not share the characteristics of the participants in this study.

Pedagogical Implications

The findings of the present study lead to the pedagogical implications of differentiated writing instruction by tiered assignments in actual writing classrooms. Teachers and other educators, who would like to employ this method of teaching writing in classrooms, may consider the suggestions given below:

First of all, teachers should explore students' current writing ability levels. In order to specify the students' writing levels, teachers should use an English writing test together with a writing rubric. The writing rubric employed in assessing students' writing can be both in analytical form and holistic form, depending on the purpose of the individual teacher. Teachers can also conduct a needs analysis before drafting a long-range plan, so that the writing topics given to the students will match their interests.

Second, teachers have to design lessons plans and English writing tasks that support tiered assignments in differentiation classrooms. Teachers may use the results from a conducted needs analysis to construct the lessons or to create writing topics. Note that it is essential for the teachers to create effective lesson plans, which include learning outcomes, instruction plans and also assessment plans for different levels of

writing. The writing materials must be prepared and differentiated according to levels of complexity. The teachers must be careful that the lesson plans are concise and the writing tasks are suitable for students in each level.

Third, teachers must deliver the differentiated writing instruction by tiered assignments to students. The teachers have to follow the instructional process written in the lesson plans. The teachers must keep in mind that the lessons must be interesting, useful and enjoyable for the students. When students are carrying out tiered lessons in groups or pairs, teachers must be good conductors in the classrooms by making sure that students, who have different levels of writing, are able to work on the assigned tasks together in class, within the provided time. The teacher should observe every group work and provide extra support when needed. The teachers should also make sure that students are able to work with the given materials during the individual writing.

Fourth, teachers must evaluate all students' work and provide relevant feedback to students' writing. It is important that teachers always keep track of students' scores obtained from each writing product so that they can ensure that all students have submitted required work. Moreover, a systematic record of students' scores will help the individual teacher to observe the students' progress in writing. The teacher should also collect all of the assignments submitted by the students in order to collect evidences of their writing.

Fifth, when teachers notice that certain students have shown improvement on their writing, they should decide whether students should be moved to the next writing level or not. To ensure that the increase of students' scores really comes from

the improvement of their writing ability, the teacher examines two consecutive written pieces of work given by the students. If both of them gain the same scores, which fall on the new writing level, then the higher level of tiered assignments should be given to the students. The teacher should give students, who do not show an improvement, the same level of tiered tasks.

It is necessary for teachers to regularly report to students what scores they receive on specific assignments. This is confirmed by the interviewees' statements expressing that when the students knew their current level, they would try to work as hard as possible in order to reach a new level of writing. This benefit of tiered assignments keeps students motivated in learning writing. The goal of differentiated writing instruction by tiered assignments will therefore be pursued.

It is very important to note that teachers should always make it clear for students that they are being taught with the method that is different from what they are used to. The students must be told that this method of teaching writing called "differentiated writing instruction by tiered assignments" expects every student to maintain the quality of their writing, and at the same time it expects them to try to develop certain skills or strategies so that their writing will be improved.

Recommendations for Future Research

As mentioned earlier, differentiated instruction and tiered assignments are effective teaching philosophies, which mainly address differences amongst learners. These two instructional terms are found in several educational anecdotes and even in national curriculums. However, the implication of differentiated instruction and tiered assignments in the research relating to the field of foreign language writing teaching is still hard to find. Differentiated writing instruction by tiered assignments can be investigated further in the future according to these given recommendations:

1. A longitudinal study of differentiated writing instruction by tiered assignments. The future research applying this instruction should be conducted over a long period of time in order to confirm its effects on improving students' writing ability. The time-series research design can be used to observe patterns of students' long-term progress in writing. With this, the value of differentiated writing instruction by tiered assignments in enhancing students' writing skills will be expanded.

2. A replication of the study that involves the effects of differentiated writing instruction on students writing and how students use their strategies in conducting tiered assignments. The writing strategies are expected to be a tool to help students to conduct their writing individually. The future research might aim to observe how students construct their work and how they can correct their own papers within the given level of tiered tasks. This will reduce the responsibility of the teacher because the students can use the strategies to direct their own learning. As a result, the teacher

will possibly have more time to focus on the improvement of students' writing ability level.

3. A study on differentiated writing instruction by tiered assignments regarding students' learning preferences and/or students' interests. The tiered assignments in this study were created considering students' readiness levels in English writing, which was one of the three options to differentiate tasks proposed by Tomlinson (2001). Therefore, the future research may replicate the grounded method of this study, tiered by „readiness levels“ with other areas of differences amongst students, such as the ones mentioned earlier. This will increase the amount of research focusing on differentiation by tiered assignments in foreign language classrooms.

4. A replication of this study by focusing on other language skills, namely listening, speaking and reading. The effects of differentiated instruction by tiered assignments on these skills as well as the opinions of the students towards the instruction can still be investigated.

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APPENDICES

ศูนย์วิทยทรัพยากร
จุฬาลงกรณ์มหาวิทยาลัย

APPENDIX A Lesson Plans and Evaluation Forms (Lesson Plans 1, 3, 8)

Lesson Plan 1

Class: M.3

Lesson: 4 Do you know where it is?

Time: 110 minutes (Period 1, 2)

Academic Year: 2553

Standard and Indicators: 1.2 (4), 1.3 (1), 3.1 (1)

Objective: Students will be able to write a description of a place

Focused Content: Useful vocabulary: Places
town, city, country, beach, mountain, etc.
Useful Adjectives: clean, dirty, crowded, expensive, etc.
Grammar: Adjectives
Use: To describe characteristics or features.

Form:

adjective + noun

Ex: Bangkok is a very *crowded* city.

Subject + to be (not) + adjective

Ex: *This place is very dirty.*

Content/Process/Product:

	Content (Independent Practice)	Process (Guided Student Practice)	Product (Independent Practice)
<i>Apprentice</i>	Students choose to write about the place where they like to go to.	Students will be given a picture of a place. Students <u>will put adjectives and nouns in blanks in order to complete sentences. The students will then start making up their own sentences.</u>	Students will be able to describe a place by using 1-3 adjectives. Students must write in simple sentences. The work should contain 20-30 words.
<i>Intermediate</i>		Students will be given a picture of a place. Students <u>will put adjectives and nouns in blanks in order to complete given compound sentences. Students will have to make up their own sentences by using transition words.</u>	Students will be able to describe a place by using 4-6 adjectives. Students must write in compound sentences using conjunction words. The work should contain around 31-40 words.
<i>Advanced</i>		Students will be given a picture of a place. <u>Students will combine adjectives and nouns to make up a paragraph. Students will receive explicit instruction of how to write a topic sentence.</u>	Students will be able to describe a place by using more than 6 adjectives. Students must write in a paragraph with a topic sentence and a concluding sentence. The work should contain more than 40 words.

Types of Writing: Description

Materials: - Whiteboard - Word charts
- Pictures - Worksheets

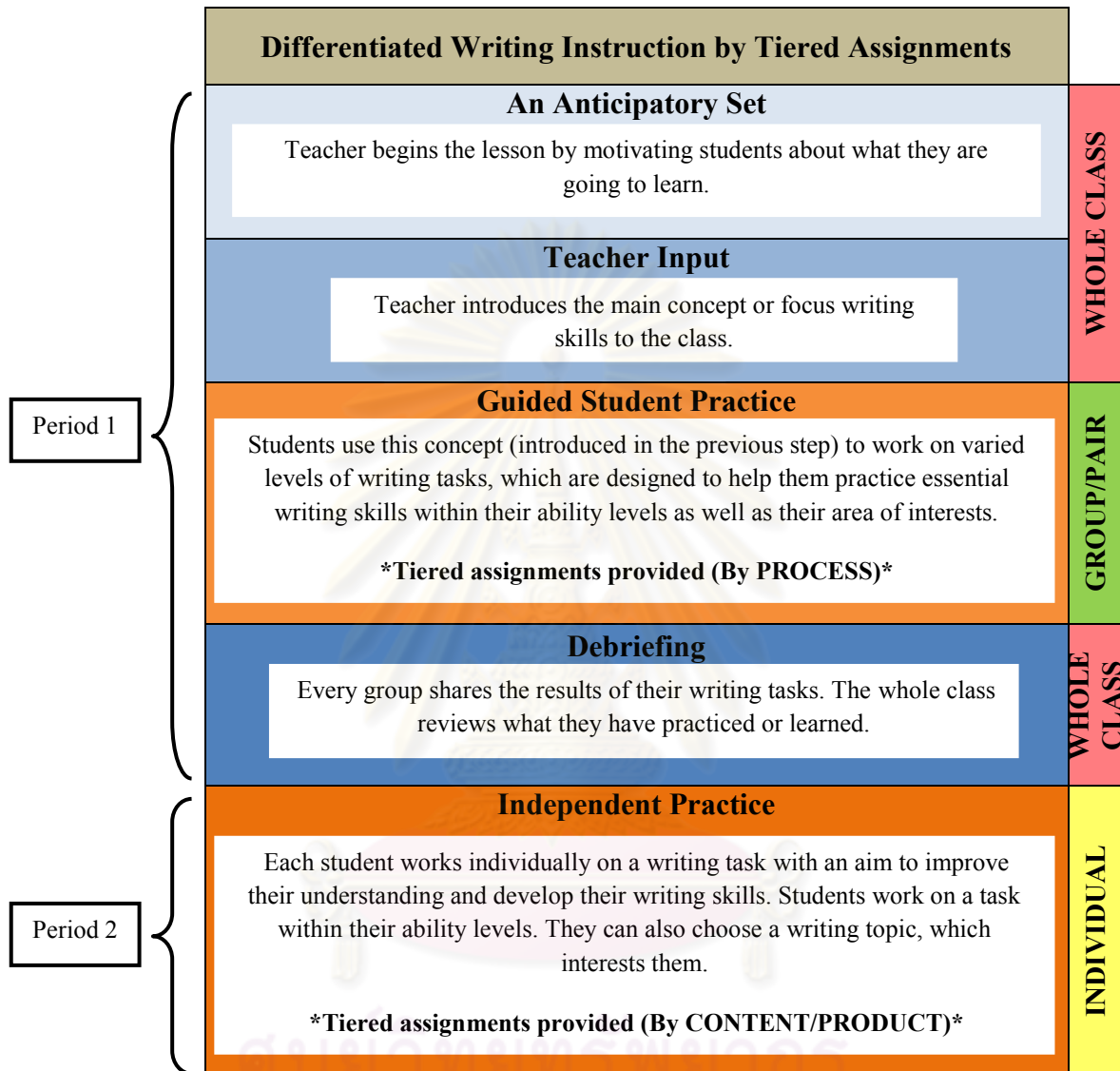
Evaluation:

The students can correctly and effectively write in order to describe characteristics of places. With this they can effectively identify the names of places. Moreover, they can also improvise with correct adjectives during the writing process. In order to write a description of a place, students should be able to employ the use of to be with a combination of adjectives, so that their writing descriptions can be understood. Since this lesson is constructed by using **differentiated instruction by tiered assignments**, students are required to work on the assignments, which are suitable for their levels.. They should also be able to share their background knowledge and ideas with the class. The writing rubric will be used to assess students' writing products.

Rubric Scoring Table:

R	CONTENT/VOCABULARY	ORGANIZATION & DEVELOPMENT	STRUCTURE	MECHANICS
0	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information
1	<ul style="list-style-type: none"> little comprehensible information may not address question limited word choice, repetitious 	<ul style="list-style-type: none"> weak, incoherent 	<ul style="list-style-type: none"> serious and frequent grammatical errors mostly fragments 2-3 phrases/simple patterned sentences 	<ul style="list-style-type: none"> lack of mechanics handwriting and/or spelling obscure meaning
2	<ul style="list-style-type: none"> addresses part of the task (some but little substance) or copies from the model irrelevant information frequent vocabulary errors of function, choice, & usage with meaning obscured 	<ul style="list-style-type: none"> thought pattern can be difficult to follow, ideas not connected, not logical 	<ul style="list-style-type: none"> frequent grammatical errors meaning obscured sentence structure repetitive (or copies from model) 	<ul style="list-style-type: none"> frequent errors inconsistent use of punctuation spelling may distract from meaning invented spelling
3	<ul style="list-style-type: none"> addresses at least part of the with some substance limited vocabulary choice occasional vocabulary errors but meaning not obscured 	<ul style="list-style-type: none"> limited in appropriate details-insufficient amount of detail or irrelevant information trouble sequencing may indicate paragraphing 	<ul style="list-style-type: none"> restricted to basic structural patterns (<i>simple present, subject-verb</i>), has some errors correct usage of adverbials (<i>because clause</i>) and conjunctions (<i>and/or/but</i>) goes outside of model 	<ul style="list-style-type: none"> some punctuation and capitalization though frequent errors occasional spelling errors that distract from meaning
4	<ul style="list-style-type: none"> addresses the task at some length begins to vary vocabulary choice occasional vocabulary errors but meaning not obscured 	<ul style="list-style-type: none"> uses details for support or illustration (reasons, contrasts), but development of ideas is inconsistent. Some ideas may be well developed while others are weak. indicates paragraphs 	<ul style="list-style-type: none"> has some control of basic structures (<i>simple present/ simple past</i>) attempts compound sentences (e.g., with <i>and, or, but, so</i>) some complex sentences (e.g. with <i>when, after, before, while, because, if</i>) errors occasionally distract from meaning 	<ul style="list-style-type: none"> uses periods and capitals with some errors may use commas with compound and complex sentences mostly conventional spelling
5	<ul style="list-style-type: none"> effectively addresses the task extensive amount of information varied vocabulary choice and usage although may have some errors 	<ul style="list-style-type: none"> can write a paragraph with main idea and supporting details attempts more than one paragraph and may exhibit rudimentary essay structure (into, body, conclusion) 	<ul style="list-style-type: none"> attempts a variety of structural patterns some errors uses correct verb tenses makes errors in complex structures (<i>passive, conditional, present perfect</i>) 	<ul style="list-style-type: none"> uses periods, commas, and capitals most conventional spelling
6	<ul style="list-style-type: none"> effectively addresses the task substantive amount of information varied and effective vocabulary choice and usage 	<ul style="list-style-type: none"> multi-paragraph with clear introduction, development of ideas, and conclusions ideas are connected (sequentially & logically) appropriate supporting details 	<ul style="list-style-type: none"> syntactic variety well-formed sentences few or no grammatical errors (<i>verb tense markers, comparative and/or superlative</i>) 	<ul style="list-style-type: none"> appropriate mechanical and spelling conventions

Procedure Overview:



3. Guided Student Writing– GROUP/PAIR WORK (*Tiered by Process)

Purpose in process	Activities		Time	Learning outcome
	Teacher	Students		
<p>- To provide varied levels of writing tasks, which are designed to help them practice focused writing skills.</p> <p>- To activate Ss to do their given task according to their writing ability level. The discussion in groups is preferable.</p> <p>- To provide Ss with the opportunity to practice using vocabulary relating to places and adjectives.</p>	<p>-T divides Ss into groups based on their writing ability, which are: apprentice level, intermediate level and advanced level.</p> <p>- T provides Ss with different levels of tiered tasks to students. Each level of tiered tasks contains some writing sub-topics for students to choose.</p>	<p>- Ss come to an agreement in their group about which topic they would want to work on.</p>	20 minutes	<p>-Ss can employ correct use of adjectives and vocabulary about places in writing the instruction.</p> <p>-Ss effectively carry out a task, which matches their writing level.</p> <p>-Ss show their fluency and correct pronunciation in terms of intonation and rhythm.</p> <p>-Ss effectively perform their roles and share knowledge, opinions and skills with the team in order to complete the task within the time provided.</p>
	<p>Apprentice writers - TIER A Intermediate writers - TIER B Advanced writers - TIER C</p>			
	<p>TIER A – Putting adjectives in nouns in blanks, copying model sentences to describe a place in a picture.</p> <p>TIER B – Putting adjectives and nouns in blanks, starting writing compound sentences to describe a place using transition words.</p> <p>TIER C – Combining adjectives and nouns to make up a paragraph with a topic sentence and a concluding sentence to describe a place.</p>		Document 1	
	<p>- In this stage, T gives Ss support, where it is needed.</p>			
	<p>“Now students, you are going to work on different types of tasks. Each task has different levels of difficulty but they all have the same aim, which is for you to describe a place in a picture through writing.” / “You will have to apply what you have learned about adjectives in writing. You can select a place that you would like to describe.”</p>			

4. Post-task – WHOLE CLASS

Purpose in process	Activities		Time	Learning outcome
	Teacher	Students		
<p>- To evaluate Ss' success in the activity.</p> <p>-Ss make a presentation of their task products.</p> <p>-For students from every group to share the results of and to make a conclusion about what they have practiced.</p>	<p>- T invites Ss to present their product in front of the class.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>“Students, now you are going to present your group work. Please read your description of a place out loud, so that everybody can hear it.”</p> </div> <p>- T monitors the presentations and provides some comments.</p>	<p>- Ss give a presentation of their writing task in front of the class.</p> <p>-Ss observe another group's presentation and give oral feedback.</p>	15 minutes	-Ss can successfully provide a description of a place by using correct and relevant adjectives.

5. Independent Practice – INDIVIDUAL (*Tiered by Content and Product*)

Purpose in process	Activities		Time	Learning outcome
	Teacher	Students		
<p>- To point out the essential language used in describing characteristics of places.</p> <p>- To provide each student with an opportunity to self-select a writing task that matches with their interests.</p> <p>- To enable Ss to gain further understanding and enhance their ability to write a description by working independently on the task.</p>	<p>- T requires Ss to work individually on a final task. Again T provides Ss three tier tasks, which require different levels of writing ability.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Apprentice writers - TIER A Intermediate writers - TIER B Advanced writers - TIER C</p> </div>	<p>- Ss work on an assigned level by choosing a writing sub-topic that is interesting for them.</p>	45 minutes	- Ss can write a description of places by using correct and relevant adjectives.
<p>TIER A – Drawing and describing a place, where Ss like to go to in simple sentences. Ss must use 1-3 adjectives in their description. The work should contain 20-30 words.</p> <p>TIER B – Drawing and describing a place, where Ss like to go to in compound sentences. Ss must use around 4-5 adjectives in their description. The work should contain 31- 40 words.</p> <p>TIER C – Drawing and describing a place, where Ss like to go to in a coherent paragraph with a topic sentence and a concluding sentence. Ss must use more than 5 adjectives in their description. The work should contain more than 40 words.</p>				
Document 2				

6. Conclusion

Purpose in process	Activities		Time	Learning outcome
	Teacher	Students		
- To wrap up what Ss have learned in the class and how they can apply the knowledge they have gained in real life usage.	- T and Ss share what they have learned from the lesson. -T and Ss brainstorm where they can use this lesson in their real lives.	- Ss share the ideas.	10 minutes	- Ss can reflect on what they have learned and what problems they had in the lesson.
<div style="border: 1px solid black; padding: 5px;"> <p>“Class, can you tell me what you are able to do now from what you have learned in the lesson?”</p> <p>“Can you tell me when and where you can write English descriptions?”</p> </div>				



 ศูนย์วิทยทรัพยากร
 จุฬาลงกรณ์มหาวิทยาลัย

Choose one of the following pictures to describe:



Jatujak Market



Wat Arun/The temple



The country



Bangkok/The town



The beach



The waterfall/The mountain

Study the picture you have chosen.

TIER A – Apprentice



[[Example of chosen picture]]

Wat Arun/The temple

From the picture, make a list of adjectives and nouns.

Adjectives

Nouns

enormous

peaceful

pagoda

scenery

Choose adjectives and nouns from your list and put them in the blanks.
You can also start writing your own sentences in the space provided.

The _____ is _____.

Noun

Adjective

The _____ and _____ are _____.

Noun

Noun

Adjective

I can see a very _____ in the picture.

Adjective

Noun

This place has _____ and _____.

Adjective

Noun

Noun

Study the picture you have chosen.

TIER B – Intermediate



[Example of chosen picture]

Wat Arun/The temple

From the picture, make a list of adjectives and nouns.

Adjectives

Nouns

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Show the details of the picture by using the adjectives and the nouns you have listed. Write simple sentences to describe this place.

1. The _____ is _____ and _____.
2. I like _____ because it has _____.
3. _____ is _____ but it is not _____.
4. _____
5. _____
6. _____
7. _____
8. _____

Draw and write about a place that you like to go to

If you are... An Apprentice writer → Describe this town by using 1-3 adjectives.
Write in simple sentences. (20-30 words)

An Intermediate writer → Describe this town by using 4 – 5 adjectives.
Write in compound sentences using
conjunction words, such as; and, or, so,
because, but, etc. (31-40 words)

An Advanced writer → Describe this town by using more than 5
adjectives. Write in a paragraph with a topic
sentence and a concluding sentence (more than
40 words)



Handwriting practice area with horizontal lines. Faint Thai text is visible in the background: ศูนย์วิทยุทัพบก and จุฬาลงกรณ์มหาวิทยาลัย.



Evaluation Form (For Lesson Plan 1)

Guidelines for evaluation

Please put a tick (✓) in the rating box (1, 0,-1) the score to which the items appropriate according to your opinion. Please also specify comments for each item.

1 means the item is appropriate

0 means not sure

-1 means the item is not appropriate.

Part 1: Content / Process / Products

Content / Process / Products	1	0	-1	Comments
<p>Content (Independent Practice)</p> <p>Students choose to write about the place where they like to go to.</p>				
<p>Process (Guided Student Practice)</p> <p>1. Apprentice Students will be given a picture of a place. Students will put adjectives and nouns in blanks in order to complete sentences. The students will then start making up their own sentences.</p>				
<p>2. Intermediate Students will be given a picture of a place. Students will put adjectives and nouns in blanks in order to complete given compound sentences. Students will have to make up their own sentences by using transition words.</p>				
<p>3. Advanced Students will be given a picture of a place. Students will combine adjectives and nouns to make up a paragraph. Students will receive explicit instruction of how to write a topic sentence.</p>				

Outcomes/Instructions/Assessments	1	0	-1	Comments
<p>Product (Independent Practice)</p> <p>1. <i>Apprentice</i> Students will be able to describe a place by using 1-3 adjectives. Students must write in simple sentences. The work should contain 20-30 words.</p>				
<p>2. <i>Intermediate</i> Students will be able to describe a place by using 4-6 adjectives. Students must write in compound sentences using conjunction words. The work should contain around 31-40 words.</p>				
<p>3. <i>Advanced</i> Students will be able to describe a place by using more than 6 adjectives. Students must write in a paragraph with a topic sentence and a concluding sentence. The work should contain more than 40 words.</p>				

- Is the **content** in this lesson plan appropriate?
 Yes No
- Is the **process** in this lesson plan appropriate?
 Yes No
- Is the **product** in this lesson plan appropriate?
 Yes No

Additional comments / Recommendation:

Part 2: Applying tiered assignments to teach students writing

Procedures	1	0	-1	Comments
1. An Anticipatory Set – WHOLE CLASS				
2. Teacher Input – WHOLE CLASS				
3. Guide Student Practice – GROUP/PAIR WORK *Tiered by process through group/pair assignments*				
4. Debriefing – WHOLE CLASS				
5. Independent Practice – INDIVIDUAL WORK *Tiered by content and by product through individual assignments*				
6. Conclusion – WHOLE CLASS				

- Is it appropriate to apply tiered assignments to teach students writing?

_____ Yes _____ No

Additional comments / Recommendation:

- Is the overall of lesson plan 1 appropriate?

_____ Yes _____ No

Additional comments / Recommendation:

Lesson Plan 3

Class: M.3

Lesson: 4 Do you know where it is?

Time: 110 minutes (Period 5, 6)

Academic Year: 2553

Standard and Indicators: 1.1 (4), 1.2 (1), 1.3 (3), 3.1 (1)

Objective: Students will be able to compare different places in writing.

Focused Concepts: Useful vocabulary: Places

city, country, beach, mountain, facility etc.

Useful Adjectives: clean, dirty, crowded, high, low, etc.

Grammar: Comparative and Superlative Forms of Adjectives

Use: - Comparative is used to compare one thing with other things. (We use „than“ after comparative.)

- Superlative is used to compare one thing with its whole group. (We often put „the“ before a superlative adjective.)

Form: - Short adjectives

ADJECTIVE	COMPARATIVE	SUPERLATIVE	
old tall	older taller	oldest tallest	most adjectives: + -er, -est
late nice	later nicer	latest nicest	adjectives ending in -e: + -r, -st
fat big thin	fatter bigger thinner	fattest biggest thinnest	one vowel + one consonant: double consonant
happy	happier	happiest	change y into i

- Long adjectives (with 2 syllables not ending in -y, with 3 or more syllables)

ADJECTIVE	COMPARATIVE	SUPERLATIVE	
comfortable unique	more comfortable more unique	most comfortable most unique	more, most + adjective

- Irregular adjectives

ADJECTIVE	COMPARATIVE	SUPERLATIVE
good bad far old	better worse further/farther older/elder	best worst furthers/farthest oldest/eldest
little much/many	less more	least most

Types of Writing: Comparison

Content/Process/Product:

	Content (Independent Practice)	Process (Guided Student Practice)	Product (Independent Practice)
Apprentice	Students choose to write about a place, where they would like to live. Students compare this place to other places in order to show the reasons for why they have chosen this place.	- Students sit in different groups and study a set of pictures showing places in a country. Students <u>put adjectives and nouns in blanks in order to complete sentences.</u> - Students go back to their level groups and share information. Working with people in the same level, students compare several places and <u>fill in comparative and superlative adjectives in the blanks.</u> The students will then <u>start making up their own simple sentences</u> to describe places in the pictures.	Students will be able to compare different places in simple sentences, by using 1-2 comparatives and 1-2 superlatives.
Intermediate		- Students sit in different groups and study a set of pictures showing places in a country. Students <u>put adjectives and nouns in blanks in order to complete given compound sentences.</u> - Students go back to their level groups and share information. Working with people in the same level, students compare several places and fill in comparative and superlative adjectives in the blanks. The students <u>combine adjectives and nouns to make up compound sentences.</u> Students use <u>transition words to connect their ideas through writing.</u>	Students will be able to compare different places in compound sentences, by using 3 comparatives and 3 superlatives.
Advanced		- Students sit in different groups and study a set of pictures showing places in a country. Students <u>write a short description of places they see in the pictures.</u> - Students go back to their level groups and share information. Working with people in the same level, students <u>use relevant and correct adjectives and nouns to make up a paragraph.</u> Students will receive <u>explicit instruction of how to write a topic sentence.</u>	Students will be able to compare different places in a paragraph, by using 4 comparatives and 4 superlatives.

Materials: - Whiteboard - Word charts
 - Pictures - Worksheets

Evaluation:

The students can correctly and effectively write in order to compare characteristics of different places. With this they can effectively identify the names of and objects found in these places. Moreover, they can also improvise with correct adjectives during the writing process. In order to write a description of a place, students should be able to employ the use of comparative and superlative forms of adjectives, so that their written descriptions can be understood. Since this lesson is constructed by using **differentiated instruction by tiered assignments**, students are required to work on assignments, which are suitable for their levels. They should also be able to share their background knowledge and ideas with the class. The writing rubric will be used to assess students' writing products.


Rubric Scoring Table:

R	CONTENT/VOCABULARY	ORGANIZATION & DEVELOPMENT	STRUCTURE	MECHANICS
0	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information
1	<ul style="list-style-type: none"> little comprehensible information may not address question limited word choice, repetitious 	<ul style="list-style-type: none"> weak, incoherent 	<ul style="list-style-type: none"> serious and frequent grammatical errors mostly fragments 2-3 phrases/simple patterned sentences 	<ul style="list-style-type: none"> lack of mechanics handwriting and/or spelling obscure meaning
2	<ul style="list-style-type: none"> addresses part of the task (some but little substance) or copies from the model irrelevant information frequent vocabulary errors of function, choice, & usage with meaning obscured 	<ul style="list-style-type: none"> thought pattern can be difficult to follow, ideas not connected, not logical 	<ul style="list-style-type: none"> frequent grammatical errors meaning obscured sentence structure repetitive (or copies from model) 	<ul style="list-style-type: none"> frequent errors inconsistent use of punctuation spelling may distract from meaning invented spelling
3	<ul style="list-style-type: none"> addresses at least part of the with some substance limited vocabulary choice occasional vocabulary errors but meaning not obscured 	<ul style="list-style-type: none"> limited in appropriate details-insufficient amount of detail or irrelevant information trouble sequencing may indicate paragraphing 	<ul style="list-style-type: none"> restricted to basic structural patterns (<i>simple present, subject-verb</i>), has some errors correct usage of adverbials (<i>because clause</i>) and conjunctions (<i>and/or/but</i>) goes outside of model 	<ul style="list-style-type: none"> some punctuation and capitalization though frequent errors occasional spelling errors that distract from meaning
4	<ul style="list-style-type: none"> addresses the task at some length begins to vary vocabulary choice occasional vocabulary errors but meaning not obscured 	<ul style="list-style-type: none"> uses details for support or illustration (reasons, contrasts), but development of ideas is inconsistent. Some ideas may be well developed while others are weak. indicates paragraphs 	<ul style="list-style-type: none"> has some control of basic structures (<i>simple present/ simple past</i>) attempts compound sentences (e.g. with <i>and, or, but, so</i>) some complex sentences (e.g. with <i>when, after, before, while, because, if</i>) errors occasionally distract from meaning 	<ul style="list-style-type: none"> uses periods and capitals with some errors may use commas with compound and complex sentences mostly conventional spelling
5	<ul style="list-style-type: none"> effectively addresses the task extensive amount of information varied vocabulary choice and usage although may have some errors 	<ul style="list-style-type: none"> can write a paragraph with main idea and supporting details attempts more than one paragraph and may exhibit rudimentary essay structure (into, body, conclusion) 	<ul style="list-style-type: none"> attempts a variety of structural patterns some errors uses correct verb tenses makes errors in complex structures (<i>passive, conditional, present perfect</i>) 	<ul style="list-style-type: none"> uses periods, commas, and capitals most conventional spelling
6	<ul style="list-style-type: none"> effectively addresses the task substantive amount of information varied and effective vocabulary choice and usage 	<ul style="list-style-type: none"> multi-paragraph with clear introduction, development of ideas, and conclusions ideas are connected (sequentially & logically) appropriate supporting details 	<ul style="list-style-type: none"> syntactic variety well-formed sentences few or no grammatical errors (<i>verb tense markers, comparative and/or superlative</i>) 	<ul style="list-style-type: none"> appropriate mechanical and spelling conventions

Procedure Overview:

		Differentiated Writing Instruction by Tiered Assignments	
Period 5		<p>An Anticipatory Set</p> <p>Teacher begins the lesson by motivating students about what they are going to learn.</p>	WHOLE CLASS
		<p>Teacher Input</p> <p>Teacher introduces the main concept or focus writing skills to the class.</p>	
		<p>Guided Student Practice</p> <p>Students use this concept (introduced in the previous step) to work on varied levels of writing tasks, which are designed to help them practice essential writing skills within their ability levels as well as their area of interests.</p> <p>*Tiered assignments provided (By PROCES)*</p>	GROUP/PAIR
		<p>Teacher Input</p> <p>Teacher introduces the main concept or focus writing skills to the class.</p>	
Period 6		<p>Guided Student Practice</p> <p>Students use this concept (introduced in the previous step) to work on varied levels of writing tasks, which are designed to help them practice essential writing skills within their ability levels as well as their area of interests.</p> <p>*Tiered assignments provided (By PROCESS)*</p>	GROUP/PAIR
		<p>Debriefing</p> <p>Every group shares the results of their writing tasks. The whole class reviews what they have practiced or learned</p>	
		<p>Independent Practice</p> <p>Each student works individually on a writing task with an aim to improve their understanding and develop their writing skills. Students work on a task within their ability levels. They can also choose a writing topic, which interests them.</p> <p>*Tiered assignments provided (By CONTENT/PRODUCT)*</p>	INDIVIDUAL

1. An Anticipatory Set – WHOLE CLASS

Purpose in process	Activities		Time	Learning outcome
	Teacher	Students		
<p>-To motivate Ss to get interested in the lesson and understand the highlight of today's lesson.</p> <p>-To activate Ss' background knowledge that corresponds to the lesson.</p> <p>- To check Ss' prior knowledge and experience according to the lesson.</p>	<p>-T shows Ss pictures of different places and asks Ss to describe briefly what they see and how they feel about these places in the pictures.</p>  <p>“Students, can you tell me what you see in these pictures?”</p> <p>“What do you think about each of these places?”</p>	<p>-Ss get to understand the concept of the lesson.</p> <p>- Ss look at the pictures, share ideas and answer questions.</p>	5 minutes	<p>-Ss can consider and identify the concept of this lesson introduced by T.</p> <p>-Ss can effectively share their background knowledge according to the lesson.</p>

2. Teacher Input – WHOLE CLASS

Purpose in process	Activities		Time	Learning outcome
	Teacher	Students		
<p>-To develop Ss' understanding of and ability to use adjectives during the activities in the lesson.</p> <p>- To prime Ss with useful vocabulary and key language structure.</p>	<p>- T writes down the names of these places on the board: Netherlands, New Mexico, Greece and North America.</p> <p>- T asks Ss what they can see in the pictures and writes the words on the board.</p> <p>- T divides Ss into different groups (according to the given places). T distributes worksheets to Ss according to their tiered levels.</p>	<p>- Ss answer T.</p>	10 minutes	<p>-Ss can identify the meanings of useful words used in the lesson.</p> <p>-Ss can employ correct use of vocabulary and adjectives in describing the pictures.</p>

3. Guided Student Writing– GROUP/PAIR WORK (*Tiered by Process*)

Purpose in process	Activities		Time	Learning outcome
	Teacher	Students		
<p>- To provide varied levels of writing tasks, which are designed to help them practice focused writing skills.</p> <p>- To activate Ss to do their given task according to their writing ability level.</p> <p>- To provide Ss with the opportunity to practice using vocabulary relating to places and adjectives.</p>	<p>- Within a specific group T provides Ss with different levels of tiered tasks to students.</p>	<p>- Ss discuss about the given pictures and complete the worksheets.</p>	15 minutes	<p>-Ss can employ correct use of adjectives and vocabulary about places in writing.</p> <p>-Ss effectively carry out a task, which matches their writing level.</p> <p>-Ss effectively perform their roles and share knowledge, opinions and skills with the team in order to complete the task within the time provided.</p>
	<p>Apprentice writers - TIER A Intermediate writer - TIER B Advanced writer - TIER C</p> <p>TIER A – Putting adjectives in blanks, copying model sentences to describe a place in a picture. TIER B – Putting adjectives in blanks, starting writing compound sentences to describe a place in a picture TIER C – Writing a short paragraph to describe a place in a picture.</p> <p>Document 1</p>			

4. Teacher Input – WHOLE CLASS

Purpose in process	Activities		Time	Learning outcome
	Teacher	Students		
<p>- To introduce Ss' key language focus.</p> <p>-To develop Ss' understanding of and ability to use adjectives during the activities in the lesson.</p> <p>- To prime Ss with useful vocabulary and key language structure.</p>	<p>- T asks Ss to share their work results.</p> <p>- T explains how adjectives can be used to compare things.</p>	<p>- Ss share their information with other classmates.</p>	20 minutes	<p>-Ss can identify the meanings of useful words used in the lesson.</p> <p>-Ss can identify how to write sentences using comparative and superlative forms of adjectives.</p>
	<p>“Students, adjectives can be used to describe things as well as to compare things.”</p> <p>“You are now going to use the information from the previous worksheets in comparing different places.</p>			

5. Guided Student Writing– GROUP/PAIR WORK (*Tiered by Process*)

Purpose in process	Activities		Time	Learning outcome
	Teacher	Students		
<p>- To provide varied levels of writing tasks, which are designed to help them practice focused writing skills.</p> <p>- To activate Ss in their given task according to their writing ability level.</p> <p>- To provide Ss with the opportunity to practice using vocabulary relating to places, as well as the comparative and superlative forms of adjectives.</p>	<p>- Within a specific group T provides Ss with different levels of tiered tasks to students.</p> <p>- In this stage, T gives Ss support, where it is needed.</p> <p>Apprentice writers - TIER A Intermediate writers - TIER B Advanced writers - TIER C</p> <p>TIER A – Putting adjectives in blanks, copying model sentences to describe a place in a picture.</p> <p>TIER B – Putting adjectives in blanks, starting writing compound sentences to describe a place in a picture, using transition words to connect their ideas</p> <p>TIER C – Writing a short paragraph to describe a place in a picture, writing a topic sentence in at the beginning of a paragraph.</p>	<p>- Ss are back to their home groups.</p> <p>- Each group member shared the information they brought with them from the previous working groups.</p>	15 minutes	<p>-Ss can employ correct use of comparative and superlative adjectives in writing.</p> <p>-Ss effectively carry out a task, which matches their writing level.</p> <p>-Ss effectively perform their roles and share knowledge, opinions and skills with the team in order to complete the task within the time provided.</p>

Document 2

6. Debriefing – WHOLE CLASS

Purpose in process	Activities		Time	Learning outcome
	Teacher	Students		
<p>- To evaluate Ss' success in the activity.</p> <p>-Ss make a presentation of their task products.</p> <p>-For students from every group to share the results of and to make a conclusion about what they have practiced.</p>	<p>- T invites Ss to present their product in front of the class.</p> <p>“Students, now you are going to present your group work. Please read your description of a place out loud, so that everybody can hear it.”</p> <p>- T monitors the presentations and provides some comments.</p>	<p>- Ss give a presentation of their writing task in front of the class.</p>	10 minutes	<p>-Ss can successfully compare different places by using relevant and correct forms of adjectives.</p>

7. Independent Practice – INDIVIDUAL (*Tiered by Content and Product*)

Purpose in process	Activities		Time	Learning Outcome				
	Teacher	Students						
<p>- To point out the essential language used in describing characteristics of places.</p> <p>- To provide each student with an opportunity to self-select a writing task that matches with their interests.</p> <p>- To enable Ss to gain further understanding and enhance their ability to write a description by working independently on the task.</p>	<p>- T requires Ss to work individually on a final task. Again T provides Ss three tier tasks, which require different levels of writing ability.</p>	<p>- Ss work on an assigned level</p>	20 minutes	<p>- Ss can write a description of places by using relevant and correct forms of adjectives.</p>				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Apprentice writers</td> <td style="width: 50%; padding: 5px;">- TIER A</td> </tr> <tr> <td style="padding: 5px;">Intermediate writers</td> <td style="padding: 5px;">- TIER B</td> </tr> <tr> <td style="padding: 5px;">Advanced writers</td> <td style="padding: 5px;">- TIER C</td> </tr> </table>				Apprentice writers	- TIER A	Intermediate writers	- TIER B
Apprentice writers	- TIER A							
Intermediate writers	- TIER B							
Advanced writers	- TIER C							
		<p>TIER A – Describing the town, where they would like to live in by using 1-2 comparatives and 1-2 superlatives. Ss write in simple sentences.</p> <p>TIER B – Describing the town, where they would like to live in by using 3 comparatives and 3 superlatives. Ss write in compound sentences using conjunction words to connect ideas.</p> <p>TIER C – Describing the town, where they would like to live in by using 4 comparatives and 4 superlatives. Ss write in a simple paragraph with a topic sentence.</p>						
		<p>- To complete this assignment, Ss use the information of the town models created in the previous class.</p>	Document 3					

8. Conclusion

Purpose in process	Activities		Time	Learning outcome
	Teacher	Students		
<p>- To wrap up what Ss have learned in the class and how they can apply the knowledge they have gained in real life usage.</p>	<p>- T and Ss share what they have learned from the lesson.</p>	<p>- Ss share the ideas.</p>	5 minutes	<p>- Ss can reflect on what they have learned and what problems they had in the lesson.</p>
	<p>-T and Ss brainstorm where they can use this lesson in their real lives.</p>			
		<p>“Class, can you tell me what you are able to do now from what you have learned in the lesson?”</p> <p>“Can you tell me when and where you can use comparative and superlative forms of adjectives?”</p>		

TIER A – APPRENTICE

ANSWER THE FOLLOWING QUESTIONS:



1. Where is this place?

- Holland
 Greece
 New Mexico
 North America

2. What does this place look like?

It looks _____ and _____.

It does not look _____.

3. What do these houses look like?

The houses look _____, _____ and _____.

These houses have _____.

4. What do the people, who live in these houses, look like?

The people look _____, _____ and _____.

They wear _____.

5. What would it feel like to live in this place?

It would feel _____, _____ and _____.

6. Why is this place special?

Because it has _____.

Word Bank

- special (adj.) = พิเศษ
- wooden (adj.) = ทำจากไม้
- colorful (adj.) = มีสีสัน
- special (adj.) = พิเศษ
- unique (adj.) = เป็นเอกลักษณ์
- circular (adj.) = เป็นวงกลม
- freezing (adj.) = หนาวเย็น
- comfortable (adj.) = สบาย
- relaxed (adj.) = รู้สึกผ่อนคลาย
- cheerful (adj.) = ร่าเริง
- strong (adj.) = แข็งแรง
- safe (adj.) = ปลอดภัย, รู้สึกปลอดภัย
- shape (n.) = รูปร่าง, รูปทรง
- style (n.) = ลักษณะ, รูปแบบ
- roof (n.) = หลังคา

TIER B – INTERMEDIATE

ANSWER THE FOLLOWING QUESTIONS.



1. Where is this place?

2. What does this place look like?

It looks _____ and _____ **but** it does not look _____.

3. What do these houses look like?

The houses look _____, _____ and _____.

These houses are not _____ and _____ because they have

_____ and _____.

4. What do the people, who live in these houses, look like?

The people look _____, _____ and _____.

They wear _____ and _____.

5. What would it feel like to live in this place?

It would feel _____, _____ and _____.

6. Why is this place special?

Because it has _____ and _____.

TIER C – ADVANCED

Briefly describe the pictures. If you do not know what to write about, use guided questions in the box below.

Where is this place?	What does this place look like?
What do these houses look like?	Why is this place special?
What do the people, who live in these houses, look like?	
What would it feel like to live in this place?	



Blank writing area with horizontal lines for text.

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TIER A – APPRENTICE

COMPARE THESE FOUR TYPES OF HOUSES

1. _____ is as _____ as _____.
 (N.) (Positive Adj.) (N.)

2. _____ is as _____ as _____.

3. _____ is not as _____ as _____.

4. _____ is _____ than _____.
 (N.) (Comparative Adj.) (N.)

5. _____ is _____ than _____.

6. _____ is not _____ than _____.

7. _____ and _____ are _____ than
 _____.

8. _____ and _____ are not _____
 than _____.

9. _____ is the _____.
 (N.) (Superlative Adj.)

10. _____ is not the _____.

TIER B – INTERMEDIATE

COMPARE THESE FOUR TYPES OF HOUSES

1. _____ is as _____ as _____.
 (N.) (Positive Adj.) (N.)
2. _____ is as _____ as _____.
3. _____ is not as _____ as _____.
4. _____ is as _____ as _____ *but*
 it is not as _____ as _____.
5. _____ is as _____ as _____ *because*
 (N.) (Positive Adj.) (N.)
 they both have _____
 (Adj.) (N.)
6. _____ is _____ than _____.
 (N.) (Comparative Adj.) (N.)
7. _____ is _____ than _____.
8. _____ is not _____ than _____.
9. _____ is _____ than _____
but it is not _____ *than* _____.
10. _____ is the _____.
 (N.) (Superlative Adj.)
11. _____ is the _____ *because it has*

Choose one town. Describe why you want to live in this place by comparing it with other towns. Follow the given criteria provided below:

If you are... **An Apprentice writer** → Describe this town by using 1-2 comparatives and 1-2 superlatives. Write in simple sentences.

An Intermediate writer → Describe this town by using 3 comparatives and 3 superlatives. Write in compound sentences using conjunction words, such as; and, or, so, because, but, etc.

An Advanced writer → Describe this town by using 4 comparatives and 4 superlatives. Write in a paragraph with a topic sentence.



My favourite town model is

I want to live there because

Evaluation Form for Lesson Plan 3

Guidelines for evaluation

Please put a tick (✓) in the rating box (1, 0,-1) the score to which the items appropriate according to your opinion. Please also specify comments for each item.

- 1 means the item is appropriate
 0 means not sure
 -1 means the item is not appropriate.

Part 1: Content/Process/Products

Content/Process/Products	1	0	-1	Comments
<p>Content (Independent Practice)</p> <p>Students choose to write about a place, where they would like to live in. Students compare this place to other places in order to show their reasons why they have chosen this place.</p>				
<p>Process (Guided Student Practice)</p> <p>1. Apprentice</p> <p>- Students sit in different groups and study a set of pictures showing places in one country. Students <u>put adjectives and nouns in blanks in order to complete sentences.</u></p> <p>- Students go back to their level groups and share information. Working with people in the same level, students compare several places and <u>fill in comparative and superlative adjectives in the blanks.</u> The students will then <u>start making up their own simple sentences</u> to describe places in the pictures.</p>				

Content/Process/Products	1	0	-1	Comments
<p>2. Intermediate</p> <p>- Students sit in different groups and study a set of pictures showing places in one country. Students <u>put adjectives and nouns in blanks in order to complete given compound sentences.</u></p> <p>- Students go back to their level groups and share information. Working with people in the same level, students compare several places and fill in comparative and superlative adjectives in the blanks. The students <u>combine adjectives and nouns to make up compound sentences. Students use transition words to connect their ideas through writing.</u></p>				
<p>3. Advanced</p> <p>- Students sit in different groups and study a set of pictures showing places in one country. Students <u>write a short description of places they see in the pictures.</u></p> <p>- Students go back to their level groups and share information. Working with people in the same level, students <u>use relevant and correct adjectives and nouns to make up a paragraph. Students will receive explicit instruction of how to write a topic sentence.</u></p>				
<p>Product (Independent Practice)</p> <p>1. Apprentice Students will be able to compare different places in simple sentences, by using 1-2 comparatives and 1-2 superlatives.</p>				
<p>2. Intermediate Students will be able to compare different places in compound sentences, by using 3 comparatives and 3 superlatives.</p>				
<p>3. Advanced Students will be given a picture of a place. Students will combine adjectives and nouns to make up a paragraph. Students will receive explicit instruction of how to write a topic sentence.</p>				

- Is the **content** in this lesson plan appropriate?

_____ Yes _____ No

- Is the **process** in this lesson plan appropriate?

_____ Yes _____ No

- Is the **product** in this lesson plan appropriate?

_____ Yes _____ No

Additional comments / Recommendation:

Part 2: Applying tiered assignments to teach students writing

Procedures	1	0	-1	Comments
1. An Anticipatory Set – WHOLE CLASS				
2. Teacher Input – WHOLE CLASS				
3. Guide Student Practice – GROUP/PAIR WORK *Tiered by process through group/pair assignments*				
4. Debriefing – WHOLE CLASS				
5. Independent Practice – INDIVIDUAL WORK *Tiered by content and by product through individual assignments*				
6. Conclusion – WHOLE CLASS				

- Is it appropriate to apply tiered assignments to teach students writing?

_____ Yes _____ No

Additional comments / Recommendation:

- Is the overall of lesson plan 3 appropriate?

_____ Yes _____ No

Additional comments / Recommendation:

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Lesson Plan 8

Class: M.3

Lesson: Since when?

Time: 110 minutes (Period 15, 16)

Academic Year: 2553

Standards and Indicators: 1.2 (1), 1.3 (1), 1.3 (3)

Objective: Students will be able to write about themselves as an adult by narrating their life experiences

Focused Concepts: Useful vocabulary: invention, life style, experience, career, financial status, activity

Useful grammar: Present Perfect Tense

Use: - Telling past action or event that has some connection with the present

Forms: S + V.3

AFFIRMATIVE	NEGATIVE	QUESTION
I have worked. He has worked. etc.	I have not worked. He has not worked. etc.	Have I worked? Has he worked? etc.

Use: - Telling that something has *ever* or *never* happened before

Forms: I have *never* seen a ghost.

Have you *ever* seen a ghost?

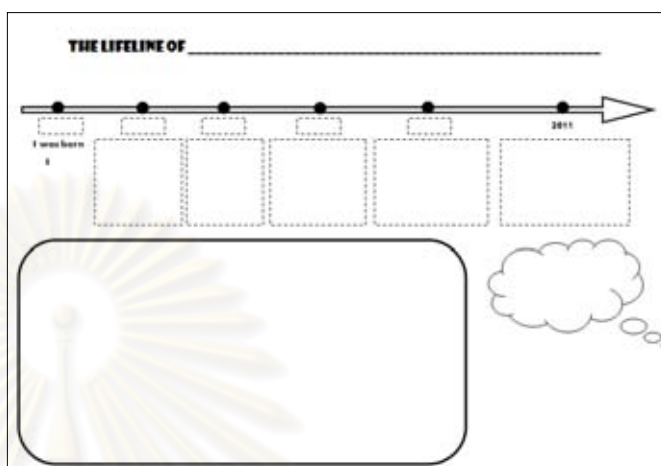
Use: - Telling how long something has been going on

Forms: - We use *since* when we mention the beginning of the period (Ex: Monday, July).

- We use *for* when we mention the length of the period (Ex: three days, two months).

Types of Writing: Narration

- Background Knowledge:**
- Using transition words in order to show sequence of events
 - The uses of „Present simple“, „Present continuous“, „Past simple“ and „Future simple“



(Worksheet from the previous lesson)

Content/Process/Product:

	Content (Independent Practice)	Process (Guided Student Practice)	Product (Independent Practice)
Apprentice	Students choose to write about themselves as adults. Students describe about their life experience, as well as their look, career, job, family status and financial status.	- Students sit in groups. Students give a description of one superstar for their classmates to guess who he/she is. The students try to narrate this superstar's life experience by <u>putting words in blanks in order to complete sentences</u> . <u>Students will have to make up their own simple sentences as well.</u>	Students will be able to narrate their experiences as an adult in simple sentences. The work should contain 20-30 words. Students will be able to use at least one tense in their work.
Intermediate		- Students sit in groups. Students give a description of one superstar for their classmates to guess who he/she is. The students try to narrate this superstar's life experience by <u>putting words in blanks in order to complete given compound sentences</u> . <u>Students will have to make up their own sentences by using transition words.</u>	Students will be able to narrate as an adult in compound sentences using conjunction words. The work should contain 31-40 words. Students will be able to use at one to two tenses in their work correctly and effectively.
Advanced		- Students sit in groups. Students give a description of one superstar for their classmates to guess who he/she is. The students <u>try to narrate this superstar's life experience in a paragraph form</u> . <u>Students will receive explicit instruction of how to write a coherent paragraph with a topic sentence, a concluding sentence and transition words showing time signals.</u>	Students will be able to narrate their experiences as an adult in a coherent paragraph with a topic sentence and a concluding sentence. The work should contain more than 40 words. Students must be able to use more than two tenses in their work correctly and effectively.

Materials: - Whiteboard - Word charts
- Pictures - Worksheets

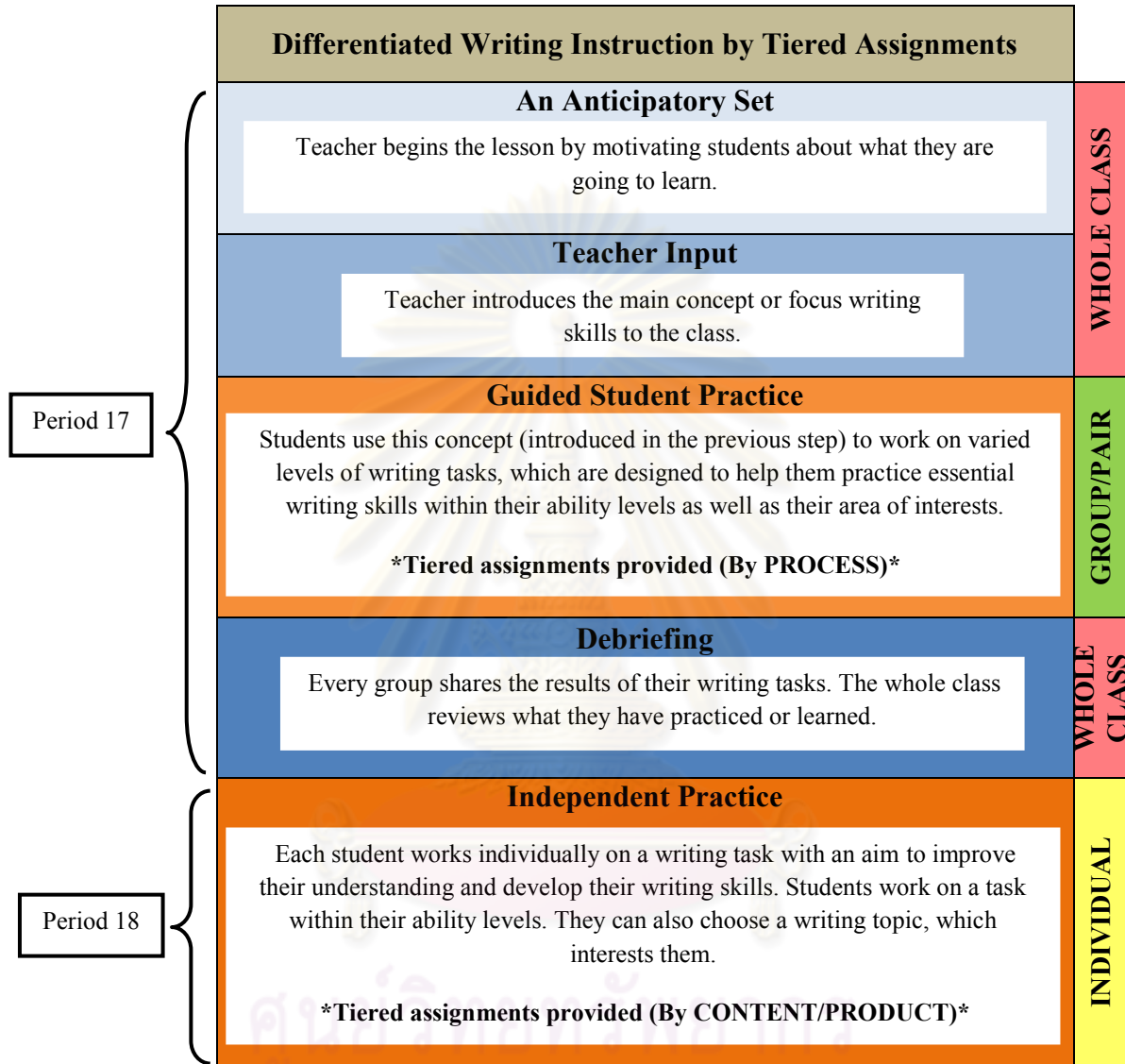
Evaluation:

The students can correctly and effectively write about themselves as an adult by narrating their life experience. With this they can effectively employ the use of present perfect tense as well as other appropriate tenses in their work. In order to narrate their life experience, students should be able to employ a correct form of verbs so that so that their writing can be understood. Moreover, they can also improvise with appropriate vocabulary in their work. Since this lesson is constructed by using **differentiated instruction by tiered assignments**, students are required to work on the assignments, which are suitable for their levels. They should also be able to share their background knowledge and ideas with the class. The writing rubric will be used to assess students' writing products.


Rubric Scoring Table:

R	CONTENT/VOCABULARY	ORGANIZATION & DEVELOPMENT	STRUCTURE	MECHANICS
0	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information
1	<ul style="list-style-type: none"> little comprehensible information may not address question limited word choice, repetitious 	<ul style="list-style-type: none"> weak, incoherent 	<ul style="list-style-type: none"> serious and frequent grammatical errors mostly fragments 2-3 phrases/simple patterned sentences 	<ul style="list-style-type: none"> lack of mechanics handwriting and/or spelling obscure meaning
2	<ul style="list-style-type: none"> addresses part of the task (some but little substance) or copies from the model irrelevant information frequent vocabulary errors of function, choice, & usage with meaning obscured 	<ul style="list-style-type: none"> thought pattern can be difficult to follow, ideas not connected, not logical 	<ul style="list-style-type: none"> frequent grammatical errors meaning obscured sentence structure repetitive (or copies from model) 	<ul style="list-style-type: none"> frequent errors inconsistent use of punctuation spelling may distract from meaning invented spelling
3	<ul style="list-style-type: none"> addresses at least part of the with some substance limited vocabulary choice occasional vocabulary errors but meaning not obscured 	<ul style="list-style-type: none"> limited in appropriate details-insufficient amount of detail or irrelevant information trouble sequencing may indicate paragraphing 	<ul style="list-style-type: none"> restricted to basic structural patterns (<i>simple present, subject-verb</i>), has some errors correct usage of adverbials (<i>because clause</i>) and conjunctions (<i>and/or/but</i>) goes outside of model 	<ul style="list-style-type: none"> some punctuation and capitalization though frequent errors occasional spelling errors that distract from meaning
4	<ul style="list-style-type: none"> addresses the task at some length begins to vary vocabulary choice occasional vocabulary errors but meaning not obscured 	<ul style="list-style-type: none"> uses details for support or illustration (reasons, contrasts), but development of ideas is inconsistent. Some ideas may be well developed while others are weak. indicates paragraphs 	<ul style="list-style-type: none"> has some control of basic structures (<i>simple present/ simple past</i>) attempts compound sentences (e.g., with <i>and, or, but, so</i>) some complex sentences (e.g. with <i>when, after, before, while, because, if</i>) errors occasionally distract from meaning 	<ul style="list-style-type: none"> uses periods and capitals with some errors may use commas with compound and complex sentences mostly conventional spelling
5	<ul style="list-style-type: none"> effectively addresses the task extensive amount of information varied vocabulary choice and usage although may have some errors 	<ul style="list-style-type: none"> can write a paragraph with main idea and supporting details attempts more than one paragraph and may exhibit rudimentary essay structure (into, body, conclusion) 	<ul style="list-style-type: none"> attempts a variety of structural patterns some errors uses correct verb tenses makes errors in complex structures (<i>passive, conditional, present perfect</i>) 	<ul style="list-style-type: none"> uses periods, commas, and capitals most conventional spelling
6	<ul style="list-style-type: none"> effectively addresses the task substantive amount of information varied and effective vocabulary choice and usage 	<ul style="list-style-type: none"> multi-paragraph with clear introduction, development of ideas, and conclusions ideas are connected (sequentially & logically) appropriate supporting details 	<ul style="list-style-type: none"> syntactic variety well-formed sentences few or no grammatical errors (<i>verb tense markers, comparative and/or superlative</i>) 	<ul style="list-style-type: none"> appropriate mechanical and spelling conventions

Procedure Overview:



1. An Anticipatory Set – WHOLE CLASS

Purpose in process	Activities		Time	Learning outcome
	Teacher	Students		
<p>-To motivate Ss to get interested in the lesson and understand the highlight of today's lesson.</p> <p>-To activate Ss' background knowledge that corresponds to the lesson.</p> <p>- To check Ss' prior knowledge and experience according to the lesson.</p>	<p>-T reads a narrative passage describing the life of one female superstar. T asks Ss to make a guess as to who she is.</p> <p>“I am 25 years old. I have been in a show business for 4 years already. A lot of people say that I am fashionable. I have spent a lot of money on my clothes. I have played piano since I was 4 years old. My songs have become very popular among teenagers in these past four years.”</p> <p>- After students made their guesses. T shows a picture of that female super star.</p>	<p>-Ss get to understand the concept of the lesson.</p> <p>- Ss listen to T and make a</p>	5 minutes	<p>-Ss can consider and identify the concept of this lesson introduced by T.</p> <p>-Ss can effectively share their background knowledge according to the lesson.</p>
				

2. Teacher Input – WHOLE CLASS

Purpose in process	Activities		Time	Learning outcome
	Teacher	Students		
<p>-To review and develop Ss' understanding of and ability to use present perfect tense in narrative writing.</p> <p>- To prime Ss with useful vocabulary and key language structure.</p>	<p>- T shows the message she just read to the class.</p> <p>- T encourages choral or individual repetition of the description in order to review the concept of present perfect tense.</p> <p>- T explains how a person's life experience can be written by using several tenses. T informs SS that they will focus mostly on present perfect tense</p>	<p>- Ss repeat after T</p>	15 minutes	<p>-Ss can identify the meanings of useful words used in the lesson.</p> <p>-Ss can employ correct use of present perfect tense describing the pictures.</p>

Purpose in process	Activities		Time	Learning outcome
	Teacher	Students		
	<p>when they want to talk about things that happened in the past but are still relevant to the present.</p> <p>- To review Ss' understanding about the use of several tenses in describing one's life experience. T gives Ss a worksheet. The whole class reviews it together</p>	<p>- Ss complete the given worksheet</p> <p style="text-align: center;">Document 1</p>		

3. Guided Student Writing– GROUP/PAIR WORK (*Tiered by Process)

Purpose in process	Activities		Time	Learning outcome
	Teacher	Students		
<p>- To provide varied levels of writing tasks, which are designed to help Ss practice focused writing skills based on their current writing levels.</p> <p>- To provide Ss with the opportunity to practice using vocabulary relating to the lesson and to practice using present perfect tense in narrating life experience of a person.</p>	<p>- Within a specific group T provides Ss with different levels of tiered tasks to students.</p> <p style="text-align: center;">Apprentice writers - TIER A Intermediate writers - TIER B Advanced writers - TIER C</p> <p style="text-align: center;">TIER A – Putting words and correct forms of verbs in blanks, copying model sentences to narrate a superstar's life experience TIER B – Putting words and corrects forms of verbs in blanks, starting writing compound sentences to describe a superstar's life experience TIER C – Writing a paragraph with a topic sentence and a concluding sentence to describe a superstar's life experience.</p> <p style="text-align: center;">Document 2</p>	<p>- Ss discuss about the given picture and complete the worksheet.</p>	10 minutes	<p>-Ss can employ correct use of present perfect tense when they narrate a person's life experience.</p> <p>-Ss effectively carry out a task, which matches their writing level.</p>
	<p>- In this stage, T gives Ss support, where it is needed.</p>			

4. Debriefing – WHOLE CLASS

Purpose in process	Activities		Time	Learning outcome
	Teacher	Students		
<p>- To evaluate Ss' success in the activity.</p> <p>-Ss make a presentation of their task products.</p> <p>-Students from each group read their narrative work describing a superstar's life experience.</p>	<p>- T invites Ss to present their writing products.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>“Students, now you are going to work in groups. I will give each group a picture of one superstar. You will try to write about him/her using appropriate tenses. Make sure that you can use present perfect tense when you want to talk about things that he/she have done. After that we will go group by group, you will read your definition out loud and let your classmates guess which superstar you are talking about.”</p> </div> <p>- T monitors the presentations and provides some comments.</p>	<p>- Ss give a presentation of their writing task in front of the class.</p> <p>- The whole class follows the instruction.</p>	20 minutes	-Ss can successfully narrate a superstar's life experience using present perfect tense

5. Independent Practice – INDIVIDUAL (*Tiered by Content and Product*)

Purpose in process	Activities		Time	Learning Outcome
	Teacher	Students		
<p>- To enable Ss to gain further understanding and enhance their ability to write a by working on the task independently.</p>	<p>- T requires Ss to work individually on a final task. Again T provides Ss three tier tasks, which require different levels of writing ability.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Apprentice writers - TIER A Intermediate writers - TIER B Advanced writers - TIER C</p> </div>	<p>- Ss work on an assigned level.</p>	40 minutes	- Ss can write about themselves as adults by narrating their life experiences.
<p>TIER A – Students will be able to narrate their experiences as adults in simple sentences. The work should contain 20-30 words. Students will be able to use at least one tense in their work.</p> <p>TIER B – Students will be able to narrate their experiences as adults in compound sentences using conjunction words. The work should contain 31-40 words. Students will be able to use at one to two tenses in their work correctly and effectively.</p> <p>TIER C – Students will be able to narrate their experiences as adults in a coherent paragraph with a topic sentence and a concluding sentence. The work should contain more than 40 words. Students will be able to use more than two tenses in their work correctly and effectively.</p>				
				Document 3

6. Conclusion

Purpose in process	Activities		Time	Learning outcome
	Teacher	Students		
- To wrap up what Ss have learned in the class and how they can apply the knowledge they have gained in real life usage.	- T and Ss share what they have learned from the lesson. -T and Ss brainstorm where they can use this lesson in their real lives.	- Ss share the ideas.	10 minutes	- Ss can reflect on what they have learned and what problems they had in the lesson.
	<div style="border: 1px solid black; padding: 5px;"> <p>“Class, can you tell me what you are able to do now from what you have learned in the lesson?”</p> <p>“Can you tell me when and where you can use present perfect tense?”</p> </div>			

TIER A – Apprentice

Decide whether each of these sentences is correct ✓ or incorrect ✗

Write a new sentence if you think it is incorrect.

1. He has handsome. ✗ He is handsome.

2. He has been an actor and a singer. ✓

3. He has curly hair.

4. Everybody loves him.

5. She has become an actress in Work Point Company.

6. She has recently just act in a movie.

7. I have been an actor since I was young.

8. I have in an MV. With Som.

9. I have been the most popular and the sexiest superstar.

10. I have play in several movies.

11. He is a Thai boy. He has been popular in Korea.

12. He has been a model for 2 year.

13. He has just started playing in a soap-opera.

14. I have my own perfume brand.

15. I am freak and special. Many people have tell me that I am crazy

16. I am a Thai superstar.

17. I have sung with Jintala.

Meaning Check

Actor n. นักแสดงชาย

Actress n. นักแสดงหญิง

Company n. บริษัท

Several adj. มากมาย

Recently adv. ไม่นานมานี้

Soap-opera n. ละคร

Freak adj. แปลกประหลาด



TIER B – Intermediate

Decide whether each of these sentences is correct ✓ or incorrect ✗

Write a new sentence if you think it is incorrect.

1. He has handsome but his voice is not good. ✗ He is handsome but his voice is not good.
2. He has been an actor and a singer. ✓
3. He has curly but long hair.
4. Everybody loves him because he is sexy.
5. She has become an actress in Work Point Company because she is funny.
6. She has recently just act in a movie.
7. I have been an actor since I was young.
8. I have in an MV. With Som.
9. I have been the most popular and the sexiest superstar.
10. I have play in several movies.
11. He is a Thai boy and he has been popular in Korea.
12. He has been a model for 2 year.
13. He has just started playing in a soap-opera.
14. I have written my own songs. I also have my own perfume brand.
15. I am freak and special. Many people have tell me that I am crazy
16. I am a Thai superstar.
17. I have sung with Jintala.



TIER C – Advanced

Decide whether each of these sentences is correct ✓ or incorrect ✗

Write a new sentence if you think it is incorrect.



This superstar is called Pe Arak. He ~~has~~^{is} very handsome. ✗
 He has curly ~~but~~^{and} long hair. He has been an actor and ✗
 a singer. Pe is a perfect actor but he cannot sing very well. ✓
 His voice has not so good but everybody loves his songs.

_____ .

She is an actor since she was young. Many people have said that she is the sexiest American woman.



She has has six children but she loves kids very much. Angelina Jolie has played in several movies. She is a very talented actor because she can play several roles. Many people admire her!

_____ . She is a good performer because



she can sing and dance very well. She has wrote several songs and those songs have been so popular. What make her famous are her clothes! She dresses in a very unique style. _____ .

Tier A**Robert Pattinson**

- American
- Actor / Musician (Piano and Guitar) / Producer
- 24 Years old.

- Example picture -

Complete some of these sentences to narrate your superstar's life experiences. Then let your classmates guess whom you are talking about.

- He is _____ years old.
- He has _____ and _____.
- He is _____.
- He has _____ for _____ years.
- He has _____ since _____.
- He _____ in _____.
- _____.
- _____.

Tier B



Robert Pattinson

- American
- Actor / Musician (Piano and Guitar) / Producer
- 24 Years old.

- Example picture -

Complete some of these sentences to narrate your superstar's life experiences. Then let your classmates guess whom you are talking about.

- He is _____ years old.
- He is _____ because he has _____.
- He has _____ for _____ years.
- He has _____ since _____.
- He _____ in _____.
- At the same time he _____.
- He also _____ and then he _____.
- After that, he _____.
- _____.
- _____.

Myself as Adult

Write about themselves as an adult by narrating their life experiences. Draw a picture of yourself in the iPad. Follow the given criteria provided below:

If you are... **An Apprentice writer** → Narrate your experiences as an adult in simple sentences. The work should contain 20-30 words

An Intermediate writer → Narrate your experiences as an adult in compound sentences using conjunction words. The work should contain 31-40 words

An Advanced writer → Narrate your experiences as an adult in a coherent paragraph with a topic sentence and a concluding sentence. The work should contain more than 40 words

Age:

Look:

Career/Job:

Hobbies:

Family Status:

Financial Status:

Experience:



Evaluation Form for Lesson Plan 8

Guidelines for evaluation

Please put a tick (✓) in the rating box (1, 0,-1) the score to which the items appropriate according to your opinion. Please also specify comments for each item.

1 means the item is appropriate

0 means not sure

-1 means the item is not appropriate.

Part 1: Content/Process/Products

Content/Process/Products	1	0	-1	Comments
<p>Content (Independent Practice)</p> <p>Students choose to write about themselves as an adult. Students describe about their life experience, as well as their look, career, job, family status and financial status.</p>				
<p>Process (Guided Student Practice)</p> <p>1. <i>Apprentice</i> Students sit in groups. Students give a description of one superstar for their classmates to guess who he/she is. The students try to narrate this superstar's life experience by <u>putting words in blanks in order to complete sentences. Students will have to make up their own simple sentences as well.</u></p>				
<p>2. <i>Intermediate</i> Students sit in groups. Students give a description of one superstar for their classmates to guess who he/she is. The students try to narrate this superstar's life experience by <u>putting words in blanks in order to complete given compound sentences. Students will have to make up their own sentences by using transition words.</u></p>				

Content/Process/Products	1	0	-1	Comments
<p>3. Advanced Students sit in groups. Students give a description of one superstar for their classmates to guess who he/she is. The students <u>try to narrate this superstar's life experience in a paragraph form.</u> <u>Students will receive explicit instruction of how to write a coherent paragraph with a topic sentence, a concluding sentence and transition words showing time signals.</u></p>				
<p>Product (Independent Practice)</p> <p>1. Apprentice - Students will be able to narrate their experiences as an adult in simple sentences. The work should contain 20-30 words. Students will be able to use at least one tense in their work.</p>				
<p>2. Intermediate - Students will be able to narrate as an adult in compound sentences using conjunction words. The work should contain 31-40 words. Students will be able to use one to two tenses in their work correctly and effectively.</p>				
<p>3. Advanced - Students will be able to narrate their experiences as an adult in a coherent paragraph with a topic sentence and a concluding sentence. The work should contain more than 40 words. Students will be able to use at least two tenses in their work correctly and effectively.</p>				

- Is the **content** in this lesson plan appropriate?

_____ Yes _____ No

- Is the **process** in this lesson plan appropriate?

_____ Yes _____ No

- Is the **product** in this lesson plan appropriate?

_____ Yes _____ No

Additional comments / Recommendation:

Part 2: Applying tiered assignments to teach students writing

Procedures	1	0	-1	Comments
1. An Anticipatory Set – WHOLE CLASS				
2. Teacher Input – WHOLE CLASS				
3. Guide Student Practice – GROUP/PAIR WORK *Tiered by process through group/pair assignments*				
4. Debriefing – WHOLE CLASS				
5. Independent Practice – INDIVIDUAL WORK *Tiered by content and by product through individual assignments*				
6. Conclusion – WHOLE CLASS				

- Is it appropriate to apply tiered assignments to teach students writing?

_____ Yes _____ No

Additional comments / Recommendation:

- Is the overall of lesson plan 8 appropriate?

_____ Yes _____ No

Additional comments / Recommendation:



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APPENDIX B Writing Rubric

R	CONTENT/VOCABULARY	ORGANIZATION & DEVELOPMENT	STRUCTURE	MECHANICS
0	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information 	<ul style="list-style-type: none"> no writing no comprehensible information
1	<ul style="list-style-type: none"> little comprehensible information may not address question limited word choice, repetitious 	<ul style="list-style-type: none"> weak, incoherent 	<ul style="list-style-type: none"> serious and frequent grammatical errors mostly fragments 2-3 phrases/simple patterned sentences 	<ul style="list-style-type: none"> lack of mechanics handwriting and/or spelling obscure meaning
2	<ul style="list-style-type: none"> addresses part of the task (some but little substance) or copies from the model irrelevant information frequent vocabulary errors of function, choice, & usage with meaning obscured 	<ul style="list-style-type: none"> thought pattern can be difficult to follow, ideas not connected, not logical 	<ul style="list-style-type: none"> frequent grammatical errors meaning obscured sentence structure repetitive (or copies from model) 	<ul style="list-style-type: none"> frequent errors inconsistent use of punctuation spelling may distract from meaning invented spelling
3	<ul style="list-style-type: none"> addresses at least part of the with some substance limited vocabulary choice occasional vocabulary errors but meaning not obscured 	<ul style="list-style-type: none"> limited in appropriate details- insufficient amount of detail or irrelevant information trouble sequencing may indicate paragraphing 	<ul style="list-style-type: none"> restricted to basic structural patterns (<i>simple present, subject-verb</i>), has some errors correct usage of adverbials (<i>because</i>) and conjunctions (<i>clause</i>) and conjunctions (<i>and/or/but</i>) goes outside of model 	<ul style="list-style-type: none"> some punctuation and capitalization though frequent errors occasional spelling errors that distract from meaning
4	<ul style="list-style-type: none"> addresses the task at some length begins to vary vocabulary choice occasional vocabulary errors but meaning not obscured 	<ul style="list-style-type: none"> uses details for support or illustration (reasons, contrasts), but development of ideas is inconsistent. Some ideas may be well developed while others are weak. indicates paragraphs 	<ul style="list-style-type: none"> has some control of basic structures (<i>simple present/ simple past</i>) attempts compound sentences (e.g., with <i>and, or, but, so</i>) some complex sentences (e.g. with <i>when, after, before, while, because, if</i>) errors occasionally distract from meaning 	<ul style="list-style-type: none"> uses periods and capitals with some errors may use commas with compound and complex sentences mostly conventional spelling
5	<ul style="list-style-type: none"> effectively addresses the task extensive amount of information varied vocabulary choice and usage although may have some errors 	<ul style="list-style-type: none"> can write a paragraph with main idea and supporting details attempts more than one paragraph and may exhibit rudimentary essay structure (into, body, conclusion) 	<ul style="list-style-type: none"> attempts a variety of structural patterns some errors uses correct verb tenses makes errors in complex structures (<i>passive, conditional, present perfect</i>) 	<ul style="list-style-type: none"> uses periods, commas, and capitals most conventional spelling
6	<ul style="list-style-type: none"> effectively addresses the task substantive amount of information varied and effective vocabulary choice and usage 	<ul style="list-style-type: none"> multi-paragraph with clear introduction, development of ideas, and conclusions ideas are connected (sequentially & logically) appropriate supporting details 	<ul style="list-style-type: none"> syntactic variety well-formed sentences few or no grammatical errors (<i>verb tense markers, comparative and/or superlative</i>) 	<ul style="list-style-type: none"> appropriate mechanical and spelling conventions

Range of scores, obtained from the writing rubric, for specifying participants' writing ability levels and the descriptions of each writing ability level:

Scores	Writing Ability Levels	Writing Descriptions
0-7	Apprentice	<p>Students, who are in the apprentice level, are able to write in separate words or short phrases. Students' writing does not contain any correct sentences yet. The work contains limited word choice. The work has short length so the ideas presented are weak and difficult to follow. Students make frequent mistakes regarding capitalization, punctuation and spelling, which misrepresent the meanings.</p> <p>Referring back to the writing rubric, in terms of:</p> <p><i>Content/Vocabulary:</i> Students in this level will receive a score that ranges between 0-2.</p> <p><i>Organization and Development:</i> Students in this level will receive a score that ranges between 0-2.</p> <p><i>Structure:</i> Students in this level will receive a score that ranges between 0-1.</p> <p><i>Mechanics:</i> Students in this level will receive a score that ranges between 0-2.</p>
8-16	Intermediate	<p>Students, who are in the intermediate level, are able to write in the form of short messages or simple notes. Students show the ability to write a paragraph. Students begin to vary their word choice in order to provide details in their writing. Students show the control over basic structure (subject-verb agreement, tenses and transitions) and mechanics (capitalization, punctuation and spelling).</p> <p>Referring back to the writing rubric, in terms of:</p> <p><i>Content/Vocabulary:</i> Students in this level will receive a score that ranges between 3-4.</p> <p><i>Organization and Development:</i> Students in this level will receive a score that ranges between 1-4.</p> <p><i>Structure:</i> Students in this level will receive a score that ranges between 2-4.</p> <p><i>Mechanics:</i> Students in this level will receive a score that ranges between 2-4.</p>

Scores	Writing Ability Levels	Writing Descriptions
17-24	Advanced	<p>Students, who are in the advanced level, are able to connect sentences (2-5 sentences) into a paragraph. Students are able show cohesion of ideas and meanings by providing a topic sentence, ideas and a single conclusion. Students' writing combines several sentence patterns. Appropriate mechanics can be observed.</p> <p>Referring back to the writing rubric, in terms of:</p> <p><i>Content/Vocabulary:</i> Students in this level will receive a score that ranges between 5-6.</p> <p><i>Organization and Development:</i> Students in this level will receive a score that ranges between 4-6.</p> <p><i>Structure:</i> Students in this level will receive a score that ranges between 4-6.</p> <p><i>Mechanics:</i> Students in this level will receive a score that ranges between 4-6.</p>

APPENDIX C English Writing Test

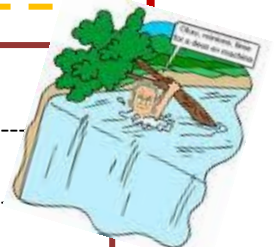
Follow the two steps below to complete the English Writing Test:

Step 1: Choose the topic that you would like to write about. Tick (✓) in the box next to it.

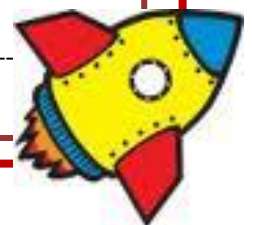
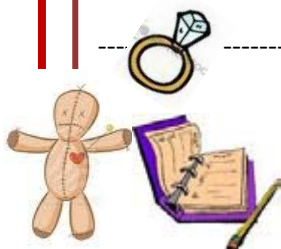
- | | |
|--|---|
| <input type="checkbox"/> My neighbourhood | <input type="checkbox"/> My favourite place |
| <input type="checkbox"/> My favourite possession | <input type="checkbox"/> My favourite invention |

Step 2: Draw and write about the topic you have chosen.





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APPENDIX D

Evaluation Form for the English Writing Test

Guidelines for evaluation

Please put a tick (✓) in the rating box (1, 0,-1) the score to which the items appropriate according to your opinion. Please also specify comments for each item.

1 means the item is appropriate

0 means not sure

-1 means the item is not appropriate.

Item	1	0	-1	Comments
1. Tasks				
2. Subjects/Contexts used in writing test				
3. Directions				
4. Scoring system				

Additional comments / Recommendation:

APPENDIX E

Interviews

The questions below here will be asked in the interviews to investigate students' opinions towards activities in differentiated writing instruction by tiered assignments of Ninth Grade Students at Triamudomsuksapattanakarn Ratchada School.

- 1. What do you think about the lessons you participated in?**
- 2. Can you give your opinions about the writing tasks you completed in the class?**



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APPENDIX F

Evaluation Form for the Interviews

Guidelines for evaluation

Please put a tick (✓) in the rating box (1, 0,-1) the score to which the items appropriate according to your opinion. Please also specify comments for each item.

1 means the item is appropriate

0 means not sure

-1 means the item is not appropriate.

Item	1	0	-1	Comments
1. What do you think about the lessons you participated in?				
2. Can you give your opinions about the writing tasks you completed in the class?				

Additional comments / Recommendation:

APPENDIX G

List of Experts Validating Instruments

A. Experts validating lesson plan, English writing test and interview schemes

1. Maneerat Tarnpichprasert, Ph.D.

Faculty of Education, Chulalongkorn University

2. Mr.Sakol Suethanapornkul

Chulalongkorn University Language Institute, Chulalongkorn University

3. Ms.Tudsanaree Aonsuk;

Department of Foreign Language Teaching, Triamudomsuksapattanakarn

Ratchda School

B. Inter rater reliability

1. Mr. Oyvind Gyldmark

Københavns Fængslers Skole

2. Mr. Taveewat Sumpattayanont

Foreign Language Department, Samsenwittayalai School,

BIOGRAPHY

Chonticha Amkham was born on the 15th January 1986 in Bangkok, Thailand. In 2004, she received a bachelor education scholarship (5 year course), offered by the Thai Ministry of Education. In 2008, she graduated a Bachelor with first class honours in Education, majoring in Advanced-English, Chulalongkorn University. She continued her Master's degree in Teaching English as a Foreign Language at the Faculty of Education, Chulalongkorn University in the year 2008, with a Tuition Fee Scholarship provided by Graduate School, Chulalongkorn University. At the present, she teaches English at Triamudomsuksapattanakarn Ratchada School, Bangkok.



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