

การพัฒนากระบวนการเรียนการสอนโดยใช้การสอนแบบอิงกลยุทธ์ รูปแบบวงจรการเรียนรู้  
และการให้ข้อมูลย้อนกลับแบบมีปฏิสัมพันธ์เพื่อเสริมสร้างความสามารถการเขียนอนุเจต  
ของนิสิตปริญญาบัณฑิตวิชาเอกภาษาอังกฤษ

พันตรี ราชน มีศรี

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรดุษฎีบัณฑิต  
สาขาวิชาหลักสูตรและการสอน ภาควิชาหลักสูตร การสอนและเทคโนโลยีการศึกษา  
คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย  
ปีการศึกษา 2551  
ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

A DEVELOPMENT OF THE INSTRUCTIONAL PROCESS  
BASED ON STRATEGIES-BASED INSTRUCTION,  
LEARNING CYCLE MODEL AND INTERACTIONAL FEEDBACK  
TO ENHANCE PARAGRAPH WRITING ABILITY  
OF UNDERGRADUATE ENGLISH MAJORS

Major Ra-shane Meesri

A Dissertation Submitted in Partial Fulfillment of the Requirements  
for the Degree of Doctor of Philosophy Program in Curriculum and Instruction  
Department of Curriculum, Instruction and Educational Technology  
Faculty of Education  
Chulalongkorn University  
Academic Year 2008  
Copyright of Chulalongkorn University

**Thesis Title** A DEVELOPMENT OF THE INSTRUCTIONAL PROCESS  
BASED ON STRATEGIES-BASED INSTRUCTION,  
LEARNING CYCLE MODEL AND INTERACTIONAL  
FEEDBACK TO ENHANCE PARAGRAPH WRITING  
ABILITY OF UNDERGRADUATE ENGLISH MAJORS

**By** Major Ra-shane Meesri

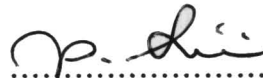
**Field of Study** Curriculum and Instruction

**Thesis Principal Advisor** Associate Professor Sumalee Chinokul, Ph.D.

**Thesis Co-advisor** Associate Professor Pimpan Dachakupt, Ph.D.

---

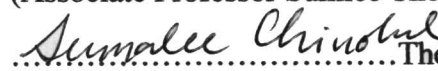
Accepted by the Faculty of Education, Chulalongkorn University in Partial  
Fulfillment of the Requirements for the Doctoral Degree

  
.....Dean of the Faculty of Education  
(Associate Professor Pruet Siribanpitak, Ph.D.)

**THESIS COMMITTEE**

  
.....Chairperson

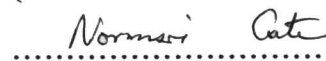
(Associate Professor Sumlee Thongthew, Ph.D.)

  
.....Thesis Principal Advisor

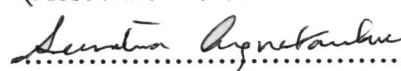
(Associate Professor Sumalee Chinokul, Ph.D.)

  
.....Thesis Co-advisor

(Associate Professor Pimpan Dachakupt, Ph.D.)

  
.....Member

(Associate Professor Normsri Cate, Ph.D.)

  
.....Member

(Associate Professor Sumitra Angwatanakul, Ph.D.)

พันตรี ราชน มีศรี : การพัฒนากระบวนการเรียนการสอนโดยใช้การสอนแบบอิงกลยุทธ์ รูปแบบวงจรการเรียนรู้ และการให้ข้อมูลย้อนกลับแบบมีปฏิสัมพันธ์เพื่อเสริมสร้างความสามารถการเขียนอนุเลข ของนิสิตปริญญาบัณฑิตวิชาเอกภาษาอังกฤษ (A DEVELOPMENT OF THE INSTRUCTIONAL PROCESS BASED ON STRATEGIES-BASED INSTRUCTION, LEARNING CYCLE MODEL AND INTERACTIONAL FEEDBACK TO ENHANCE PARAGRAPH WRITING ABILITY OF UNDERGRADUATE ENGLISH MAJORS) อาจารย์ที่ปรึกษาวิทยานิพนธ์หลัก : รศ.ดร.สุมาลี จิโนกุล, อาจารย์ที่ปรึกษาวิทยานิพนธ์ร่วม : รศ.ดร.พิมพ์พันธ์ เศรษฐกุล, 178 หน้า.

การวิจัยครั้งนี้มีวัตถุประสงค์สองประการคือ (1) เพื่อพัฒนากระบวนการเรียนการสอนโดยใช้การสอนแบบอิงกลยุทธ์ รูปแบบวงจรการเรียนรู้ และการให้ข้อมูลย้อนกลับแบบมีปฏิสัมพันธ์เพื่อเสริมสร้างความสามารถการเขียนอนุเลข ของนิสิตปริญญาบัณฑิตวิชาเอกภาษาอังกฤษ และ (2) เพื่อประเมินประสิทธิภาพของกระบวนการดังกล่าวโดยการตรวจสอบจากผู้เชี่ยวชาญ และการทดสอบกระบวนการเรียนการสอนในห้องเรียน

การพัฒนากระบวนการเรียนการสอนมีการดำเนินการ 5 ขั้นตอน ได้แก่ (1) การศึกษาวิเคราะห์และสังเคราะห์การสอนแบบอิงกลยุทธ์ รูปแบบวงจรการเรียนรู้ และการให้ข้อมูลย้อนกลับแบบมีปฏิสัมพันธ์ที่มาจากแนวคิดคอนสตรัคทีวิสต์เชิงสังคม แนวคิดคอนสตรัคทีวิสต์ และทฤษฎีปฏิสัมพันธ์และการเรียนรู้เชิงสังคมวัฒนธรรม เพื่อสรุปเป็นสาระสำคัญของแนวคิดเหล่านี้ (2) การพัฒนาหลักการของกระบวนการเรียนการสอนจากสาระสำคัญของแนวคิด (3) การกำหนดวัตถุประสงค์และผลการเรียนรู้ที่คาดหวังจากหลักการของกระบวนการเรียนการสอน (4) การพัฒนาขั้นตอนของกระบวนการเรียนการสอนจากวัตถุประสงค์ (5) การตรวจสอบกระบวนการเรียนการสอนโดยผู้เชี่ยวชาญ และนำไปทดลองสอนเบื้องต้นแล้วปรับปรุงกระบวนการเรียนการสอนที่พัฒนาขึ้นโดยนำไปใช้กับกลุ่มตัวอย่างที่เป็นนิสิตปริญญาบัณฑิตวิชาเอกภาษาอังกฤษที่เรียนวิชาการเขียนอนุเลข ภาคฤดูร้อน ประจำปีการศึกษา 2550 ของคณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย จำนวน 30 คน นิสิตดังกล่าวได้รับการสุ่มจำแนกออกเป็น 2 กลุ่ม คือกลุ่มทดลอง 15 คนและกลุ่มควบคุม 15 คน ที่มีคะแนนความสามารถการเขียนอนุเลขภาษาอังกฤษไม่แตกต่างกันก่อนการทดลอง การทดลองใช้ระยะเวลา 5 สัปดาห์ เป็นเวลา 10 วัน ๆ ละ 3 ชั่วโมงต่อ 1 บทเรียน โดยใช้กระบวนการเรียนการสอนที่ผู้วิจัยได้พัฒนาขึ้นมากับกลุ่มทดลอง และใช้การสอนแบบประเพณีนิยม (ด้วยวิธี PPP) กับกลุ่มควบคุม หลังการทดลองได้มีการทดสอบความสามารถการเขียนอนุเลขของนิสิตทั้งสองกลุ่มเพื่อนำคะแนนมาวิเคราะห์หาค่าความแตกต่างและสรุปความคิดเห็นของกลุ่มทดลองที่มีต่อกระบวนการเรียนการสอนที่ได้พัฒนาขึ้นจากแบบสอบถามความคิดเห็น

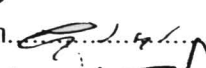
ผลการวิจัยครั้งนี้สรุปได้ดังต่อไปนี้

1. การบวนการเรียนการสอนนี้มีหลักการ 5 ประการ คือ 1) ทำทฤษฎีความคิดหรือให้เกิดความขัดแย้งทางปัญญา 2) ส่งเสริมกลยุทธ์การเรียนรู้ 3) ให้ข้อมูลย้อนกลับแบบมีปฏิสัมพันธ์ระหว่างผู้เรียนและผู้เรียน และผู้เรียนและครู 4) เพิ่มศักยภาพและความชำนาญ และ 5) แสดงชิ้นงานหรือผลงาน วัตถุประสงค์ของกระบวนการเรียนการสอน คือ เพื่อเสริมสร้างความสามารถการเขียนอนุเลขของนิสิตปริญญาบัณฑิตวิชาเอกภาษาอังกฤษ ขั้นตอนการสอนมี 6 ขั้นตอน ได้แก่ 1) เพิ่มความอยากรู้และความตระหนัก 2) ใช้โมเดลอุปนัยและนิรนัย 3) ผูกพร้อมการอธิบาย 4) วางแผนปฏิบัติอย่างประณีต 5) ฝึกเน้นเฉพาะประเด็นโดยอัตโนมัติ และ 6) ประเมินชิ้นงานและเสริมแรง

2. การประเมินการใช้กระบวนการเรียนการสอนที่พัฒนาขึ้น พบว่า 1) กลุ่มทดลองมีคะแนนเฉลี่ยความสามารถการเขียนอนุเลขสูงกว่ากลุ่มควบคุมอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 และ 2) กลุ่มทดลองมีความคิดเห็นที่ดีต่อกระบวนการเรียนการสอนโดยใช้การสอนแบบอิงกลยุทธ์ รูปแบบวงจรการเรียนรู้ และการให้ข้อมูลย้อนกลับแบบมีปฏิสัมพันธ์เพื่อเสริมสร้างความสามารถการเขียนอนุเลข

ภาควิชาหลักสูตร การสอน และเทคโนโลยีการศึกษา  
สาขาวิชาหลักสูตรและการสอน  
ปีการศึกษา 2551

ลายมือชื่อนิสิต..... 

ลายมือชื่ออาจารย์ที่ปรึกษา..... 

ลายมือชื่ออาจารย์ที่ปรึกษาร่วม..... 

##4684696327: MAJOR CURRICULUM AND INSTRUCTION

KEY WORD: STRATEGIES-BASED INSTRUCTION/LEARNING CYCLE MODEL/INTERACTIONAL FEEDBACK/ PARAGRAPH WRITING ABILITY

MAJOR RA-SHANE MEESRI: A DEVELOPMENT OF THE INSTRUCTIONAL PROCESS BASED ON STRATEGIES-BASED INSTRUCTION, LEARNING CYCLE MODEL AND INTERACTIONAL FEEDBACK TO ENHANCE PARAGRAPH WRITING ABILITY OF UNDERGRADUATE ENGLISH MAJORS . THESIS PRINCIPAL ADVISOR: ASSOC.PROF. SUMALEE CHINOKUL, Ph.D. THESIS CO-ADVISOR: ASSOC.PROF. PIMPAN DACHAKUPT, Ph.D., 170 pp.

The purposes of this research were: 1) to develop the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors, 2) to evaluate the effectiveness of the instructional process through experts' validation and by implementing such in class

The developed instructional process included five stages: (1) studying, analyzing and synthesizing the strategies-based instruction, learning cycle model and interactional feedback and their underlying theories: social constructivism, constructivism and interactionist and socio-cultural theories, (2) writing the pedagogical principles of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability, (3) specifying the objectives and expected learning outcomes, (4) developing the steps of the instructional process, (5) validating the instructional process by experts, and then try out the instructional process. The comments and suggestions from the experts and the results of try-out were used to refine the developed instructional process. This developed instructional process was implemented to the sample who were 30 students majoring in English majors and taking a paragraph writing course, summer semester, the academic year 2007, and were purposively selected as an experimental group (15 students) and a control group (15 students). Before the experiment, English paragraph writing test as a pretest was administered to both groups and the results confirmed that they were comparable. The duration of this implementation was five weeks. The experimental group and the control group obtained a 3-hour class a day for 10 days of the developed instructional process and the conventional teaching (PPP Method) to enhance paragraph writing ability respectively. After the treatment, the English paragraph writing ability test was administered in both groups in order to evaluate the differences. Furthermore, the students in the experimental group had a chance to complete the questionnaires eliciting their opinions towards the instruction process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability.

The findings of this study were as follows:

1. The developed instructional process consisted of five principles: 1) to challenge learner's thoughts or to make a cognitive conflicts, 2) to promote learning strategies among learners, 3) to share interactional feedback among peers-peers, teachers-learners, 4) to enable learners to become more proficient and skillful, 5) to show learner's work piece or production. The objective of this instructional process was to enhance paragraph writing ability of undergraduate English majors. There are six teaching steps in this instructional process: 1) raising curiosity and awareness, 2) inductive and deductive modeling, 3) practice with explanation, 4) elaborated action planning, 5) automated focused tasks, and 6) evaluation and reinforcement.

2. The results of the evaluation of the effectiveness of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability were: 1) paragraph writing ability posttest scores of the experimental group were significantly higher than those of the control group at .05 level, and 2) the data from the questionnaires showed that the students in the experimental group had positive opinions towards the developed instructional process.

Department: Curriculum, Instruction and Educational Technology  
Field of study: Curriculum and Instruction  
Academic year: 2008

Student's signature

Advisor's signature

Co-advisor's signature

*Ra-shan*  
*S. Chinokul*  
*Pimpan Dachu*

## ACKNOWLEDGEMENTS

First of all and most importantly, I would like to extend my deepest gratitude and heartfelt thanks to Associate Professor Dr. Sumalee Chinokul, my thesis principal advisor, and Associate Professor Dr. Pimpan Dachakupt, my thesis co-advisor, for their valuable time, comments, suggestions, and compassionate encouragement throughout the entire time it took me to complete this dissertation.

Next, I am greatly thankful to Associate Professor Dr. Sumlee Thongthew, Chairperson of the dissertation committee, who always gave insightful suggestions in various areas of this research. I am also grateful to all other dissertation committee members: Associate Professor Dr. Normsri Cate, and Associate Professor Dr. Sumitra Angwattanakul, who devoted their time reading my work and invariably giving priceless comments and suggestions.

Moreover, I would like to acknowledge all experts: Associate Professor Dr. Tissanakhammanee, Assistant Professor Dr. Apasara Chinwonno, Ajarn Bussaya Limtipdara, Associate Professor Supong Tungkiengsirisin, Ajarn Dr. Leechai Panyawongngam, and Ajarn Nantawan Wimanrat, who devoted their time validating the developed instruction process and research instruments and providing me with constructive guidance and advice. Furthermore, I would like to thank Ajarn Dr. Thanachart Lornklang, who was willing to be my co-rater.

I am really grateful to all my teachers and instructors at the C&I program. I also owe great debt to Professor Dr. Suwimon Wongwanich, Associate Professor Dr. Siripun Suwanmunkar, and Associate Professor Dr. Auyporn Ruengtrakul, who advised me about statistics for my dissertation, Assistant Professor Sangvorn Bijayendrayodhin, Associate Professor Payao Yindeesuk, Assistant Professor Dr. Soison Sakolrak, Mr. Tony Catto, and all my colleagues at the Foreign Language Teaching Division, and my junior friends from C&I, who gave me morale support and encouragement. I also owe my gratitude to many more people whose names are not mentioned and also Chulalongkorn University for giving me a UDC scholarship during my 3-year coursework.

Last but not least, I am very grateful to my parents, sisters, relatives and friends, for their morale support and encouragement. I am also thankful to the Faculty of Education, Chulalongkorn University, as a greatest source of teaching profession for me.

## CONTENTS

	PAGE
Abstract (In Thai).....	iv
Abstract (In English) .....	v
Acknowledgements.....	vi
Contents .....	vii
List of tables.....	xi
List of figures.....	xii
Chapter I     Introduction.....	1
Background and Significance of the Problem .....	1
Research Objectives.....	10
Research Questions .....	10
Research Hypothesis.....	11
Scope of the Study .....	12
Operational Definitions of Terms .....	12
Significance and Usefulness of the Study.....	14
Chapter II     Literature Review.....	15
Paragraph Writing Ability.....	15
Strategies-based Instruction .....	22
Learning cycle model.....	35
Interactional Feedback.....	37
Social Constructivism .....	43
Related Research.....	49
Chapter III     Research Methodology .....	54
Phase 1: The development of instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability.....	54

Stage 1: Studying, analyzing and synthesizing the pedagogical principles the of instructional process .....	55
Stage 2: Developing the pedagogical principles of The instructional process .....	56
Stage 3: Specify the expected learning outcomes and objectives....	56
Stage 4: Developing the teaching of the instructional process .....	56
Phase 2: The evaluation of the effectiveness of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability .....	57
Stage 1: Validating the instructional process.....	57
Stage 2: Implementing the instructional process .....	65
Stage 3: Analyzing the result of implementing the instructional process .....	66
Stage 4: Making a conclusion of the implementation of the instructional process .....	67
Chapter IV	
Research Findings.....	68
Phase 1: The result of the development of instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability .....	68
Phase 2: The results of the evaluation of the effectiveness of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability ...	83
Findings from the pre-test and posttest.....	83
Findings from students' opinions.....	85
Chapter V	
Summary, Discussions, and Recommendations .....	87
Summary of the study .....	87
Conclusion of research findings.....	90



Principles.....	90
Objectives .....	91
Teaching procedures .....	91
Discussion .....	94
The instructional process .....	94
The level of students' paragraph writing ability .....	98
Recommendations.....	100
Recommendations for further research.....	101
References.....	102
Appendices.....	116
Appendix A: List of experts validating the research instrument .....	117
Appendix B: Instructional process evaluation form .....	118
Appendix C: Sample lesson plan for the experimental group .....	119
Appendix D: Sample lesson plan for the control group.....	136
Appendix E: The lesson plan evaluation form.....	147
Appendix F: English paragraph writing test (pretest).....	149
Appendix G: English paragraph writing test (posttest).....	150
Appendix H: Rubric scoring of English paragraph writing .....	151
Appendix I: The Questionnaire of Eliciting Students' Opinions.....	153
Appendix J: The questionnaire evaluation form.....	155
Appendix K: The topic evaluation form .....	156
Appendix L: Checklist (identifying content and organization) .....	157
Appendix M: Guideline for checking content and organization.....	158
Appendix N: Guideline for verifying the forms.....	159
Appendix O: Descriptive statistics of the paragraph writing test ability .....	166
Appendix P: Instructional Manual .....	168
Biography.....	178

## LIST OF TABLES

Table 2.1: Holistic Scoring Rubric for Writing Assessment with ESL.....	19
Table 2.2: The ESL Composition Profile.....	21
Table 2.3: Classification of Learning Strategies.....	24
Table 2.4: The characteristic of self-monitoring strategies.....	29
Table 2.5: Categories of errors made classified by each researcher.....	33
Table 2.6: The 5E Learning Cycle Model.....	36
Table 3.1: Comparison of means of pretest between the experimental and control groups ..	44
Table 3.2: Percentage of experts' opinions on the questionnaire.....	59
Table 3.3: Topic and types of paragraph writing .....	60
Table 3.4: Contents of paragraph writing for ten lesson plans .....	61
Table 3.5: Learning activities of lesson plans for the experimental and control groups .....	63
Table 3.6: Percentage of experts' opinions on the questionnaire .....	50
Table 4.1: The percentage of the experts' opinions on the instructional process .....	81
Table 4.2: Comparison of the posttest scores between the experimental and control groups .....	83
Table 4.3: Comparison of the pretest and posttest mean scores of the experimental group..	84
Table 4.4: The $\bar{X}$ and S.D. of students' opinions towards the instructional process.....	85

**LIST OF FIGURES**

Figure 2.1: Tharp & Gallimore’s Four-Staged Model of ZPD.....	45
Figure 2.2: A conceptual framework of the research.....	53
Figure 3.1: The summary of research procedures.....	54
Figure 4.1: The result of data analysis of Phase I.....	69
Figure 4.2: The result of studying strategies-based instruction.....	70
Figure 4.3: The result of studying learning cycle model.....	72
Figure 4.4: The result of studying interactional feedback.....	73
Figure 4.5: The result of the development of the instructional process to enhance paragraph writing.....	74
Figure 4.6: The objectives of the instructional process specified from the principles.....	77
Figure 4.7: The teaching steps of the instructional process.....	79

## CHAPTER I INTRODUCTION

### **Background and Significance of the Problems**

Many people realize that English has played an essential role in the world of globalization. Although English is not the language with the largest number of native or 'first' language speakers, it has become a lingua franca, which is a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a 'second' language. There are a number of interlocking reasons for the popularity of English as a lingua franca: a colonial history, economics, travel, information exchange and popular culture (Harmer, 2001: 2-3). Currently, the era of globalization, the world has been easily accessible via the use of English as a lingua franca in such communication, and is accordingly regarded as an international language (Crystal, 1997).

In Thailand, with management of Foreign languages subject group in accordance with the basic national curriculum 2544 B.E. (2001), English and other foreign languages are categorized as a required course necessary for every student to take from P.1-M.6 (Grades 1-12). English is also considered the second priority of significance as a subject promoting a human being basis and creating potentials of thinking and working creatively in students. Every educational institution must make English a required subject for every class and an additional class for any students interested to study it in depth and with a particular purpose. English has played a crucial role in Thailand for decades of years, especially in higher education and lifelong learning since most of the textbooks are published in English (Sumitra, 1997). Currently, English is the subject mostly taught and conducted in both primary and secondary schools in Thailand. It is also a required course for all university students in Thailand, particularly first and second year students who have to take a few foundation English courses to enable them to listen, speak, read and write for their career opportunities. Among the four skills of English: listening, speaking, reading and writing, writing is the skill mostly used by those who work in government, state-enterprise and private sectors (Achara, 2001).

According to the latest updated curriculum 2550 B.E. (2007) of the Faculty of Education, Chulalongkorn University, all prospective education students should be well-equipped with a communicative competence in Thai, English and other foreign languages. The students are expected to show their ability in communication in both Thai and English more effectively. Consequently, some additional writing courses in English have been included in the major field to enhance English communicative competency of undergraduate English majors.

Among four fundamental skills of English: listening, speaking, reading and writing, writing is one of the most complex and difficult skills for ESL (English as a Second Language) and EFL (English as a Foreign Language) students since it involves the process of transferring writers' ideas to readers (Thammasarnsophol, 1991; Suwannasom, 2001). In addition, most of the writing teachers found their students' English writing ability to be unsatisfactory (Wiriyachitra, 2001; Suwannasom, 2001). A number of EFL students barely write well although they have learned English for years (Bruning, Gregory, and Royce, 1999). Another reason for students' lack of skill and confidence in writing may be that they do not have enough chance to practice this skill (Bruning, Gregory, and Royce, 1999; Suwannasorn, 2001). Although students in schools and universities have studied English and practiced a particular skill such as a writing skill for years, what they mostly study in classroom involves low-level writing ability such as making lists, copying instructions, and taking notes. Those activities do not seem to help students develop the skill, build up confidence and create motivation to write in English.

According to the National Institute of Educational Testing Service (Public Organization) , the results of the Ordinary National Educational Test (O-NET) indicated that 329,665 students of M.6 (grade 12) across the country taking English (O-NET) in 2550 B.E. had lower maximum, minimum and mean scores compared to last year (2549 B.E). The maximum score of English (O-NET) 2550 B.E. is 99.00, while the minimum is 8.00 and mean score is 30.93. Furthermore, for those who passed the Admission, the maximum score of English (O-NET) 2550 is 99.00, while the minimum score is 11.00, and mean score is 37.13. Consequently, it is likely that the statistics here points out that there are some problems about English language learning in Thailand, particularly writing, since the actual writing test is not included in the paper of the university entrance examination.

A number of research projects studied the best way to improve students' English writing ability. For the past decade, writing has been examined from the aspect of writing product. However, presently, the process of writing is more emphasized than its product. Not only the process of writing is concerned, strategies which students use are also imperative. Many researchers have investigated some writing strategies which could significantly improve students' writing and attitudes about writing. Those strategies are a conscious search of meaning, using strategies of experimentation and planning, using understanding of first language in order to develop the second language, encouraging students to plan, using revision strategies after finishing the first draft, using clarifying strategies, using focusing strategies, modeling writing strategies, giving students a schema for revision, and creating a supportive environment for writing (Bruning, Gregory and Royce, 1999; Leki, 1995; Hughey et al., 1983; Sommers, 1980).

Writing in one's own language is difficult enough. However, it is more difficult for students to write in a second language. If the weight of writer's block does not inhibit an impulse to move toward with a writing assignment, students' insecurity with the language and its particular writing culture might make them stare at the blank page with trepidation. Thus, ESL/EFL teachers have a dual challenge. Not only must they help the most reticent and timid writers overcome a potentially crippling writing phobia, but they must also instill correct and acceptable English (Cohen, 2003). Even though the writing product is an expression of one's individuality and personality, it is important to remember that writing is also a social endeavor, a way of communicating with others, informing them, persuading them, and debating with them.

As mentioned earlier, practice in writing is not an easy task. Learning the process of writing, particularly paragraph writing, which is a basic form of academic writing, is a difficult skill for students to learn and develop in EFL context like Thailand, where exposure to English is limited to a few hours per week. Students, learning English as a second language or a foreign language, struggle with many structural issues including selecting proper words, using correct grammar, generating ideas, and developing ideas about a specific writing topic. As a result, there is pressing need for writing class to help students develop their skills in using language by experiencing a whole writing process as well as knowledge of the contexts in which writing happens and the purpose of the writing. The writing ability of most students

in Southeast Asia was below standard, which was in accordance with some research papers saying that many Thai students had some English writing difficulties. (Chinnawong, 2001).

Since students have some problems in writing in English, a number of researchers and teachers in field of EFL have studied and tried many teaching methodologies expected to enhance writing ability in students. Not until the past two decades, principles of writing as a second language have been influenced by teaching writing as a first language. A focus on product is replaced by writing as a process or process-oriented writing. What is distinct between the two principles of writing is the way teachers give feedback to students. For writing as a product, teacher will give instant feedback simultaneously with the writing assessment, while writing as a process, teachers will focus on the process of writing during a writing instruction so that students have a chance to revise before teachers' assessment (Ferris and Roberts, 2001: 161-184).

To ascertain whether writing in English is a main problem of undergraduate English majors learning English in Thailand and is significant enough to be worth studying, a few background studies regarding students' most favorite skill of English were conducted with a class of 35 undergraduate English majors in the first semester of academic year 2007. It found out that 5/35 (14.28%) preferred listening, 7/35(20.00%) liked speaking, 17/37 (48.57%) fond of reading, and 4/35 (11.42%) enjoyed writing. In other words, writing is the least favorite skill of English with 4/35 (11.42%). It may imply that most students find some difficulties in their English writing. Recently, the same survey was conducted with 18 business education majors in the first semester of academic year 2008. The survey result confirmed that 100% of them found that writing was the most difficult and then it became the least favorite skill of English.

Furthermore, a preliminary study was conducted with 35 undergraduate English majors in the first semester of academic year 2006. The students were asked to write a paragraph in English about "How to become a good English learner?" The students' writings were scored by the English paragraph writing rubric scoring adapted from the ESL Composition Profile, Jacobs, 1981. Based on the data analysis, two major areas of problems found in their paragraph writing are 1) content (including organization) and 2) form (vocabulary, language use and mechanics). Since paragraph writing is a basic communication used in daily life where a writer conveys a right message to a reader (Raimes, 1983:19). Consequently, the researcher decided to investigate and develop an instructional process

based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors in particular.

In order to help ESL/EFL students to achieve writing ability successfully, feedback is one of the most inevitably important tasks to encourage the development of students' writing (Hyland, 2003). Theoretically, feedback can be defined as input from a reader to a writer with the effect of providing information of the writers for revision. In other words, it is comments, questions and suggestions a reader gives a writer to produce reader-based prose as opposed to writer-based prose. This supports the Vygotsky's zone of proximal development where skills are extended through guidance and response of others or scaffolding. Through feedback, the writer learns where he or she has misled or confused the reader by not supplying enough information, illogical organization, lack of development ideas, and inappropriate words choice or tense.

In any type of writing, providing feedback to student, whether in the form of written commentary, error correction, teacher-student conferencing, or peer discussion, has come to be recognized as one the ESL writing teacher's most important tasks, offering the kind of individualized attention that is otherwise rarely possible under normal classroom conditions. Teachers are now very conscious of the potential feedback has for helping to create a supportive teaching environment, for conveying and modeling ideas about good writing, for developing the way students talk about writing, and for mediating the relationship between students' wilder cultural and social worlds and their growing familiarity with new literacy practices (Hyland and Hyland, 2006).

Approaches to second language writing pedagogy have traditionally attributed a primary role to feedback, whether generated by the students, a peer, a computer, or a teacher and whether occurring through error correction, self-editing, peer feedback, or conference. However, the field of second language writing instruction has changed its focus from skills to process. Research into the role feedback in L2 writing reveals that there are no simple answers to questions such as which activities merit feedback, how and when to give feedback, and what the benefits of giving feedback are. Furthermore, the nature of feedback and revision, the effects of feedback on student writing, strategies for the delivery of feedback, the role of teachers' and students' beliefs and expectations are a matter of concern (Long and Robinson, 1998).



Providing feedback is an essential function of teaching (Larsen-Freeman, 2001). Language teacher should provide students with feedback regarding the correctness or appropriateness of their responses since it helps speed up the process of learning (Ellis, 1992). Survey of students' feedback preferences indicated that ESL students greatly value teacher written feedback and consistently rate it more highly than alternative forms, such as peer feedback and oral feedback in writing conference. (Leki, 1991). Consequently, the researcher has examined different perspectives of contexts and issues concerning feedback in second language writing.

Since students of English have some problems in writing in English, a number of researchers and teachers in field of English language teaching (ELT) have studied and tried many teaching methodologies expected to enhance writing ability in students. Not until the past two decades, principles in writing as a second language have been influenced by teaching writing as a first language in that writing as a product is replaced by writing as a process or process-oriented writing. What is distinct between the two principles of writing is the way teachers give feedback to students. For writing as a product, teachers will give instant feedback simultaneously with the writing assessment (Ferris & Roberts, 2001:161-184). Furthermore, teachers of writing in English who are proficient in teaching English as a foreign language must provide feedback to students' writing so that they are told about skills and knowledge needed for improving their writing (Reid, 1998:119)

Consequently, this research is aimed to develop an instructional process and to investigate an effective way to help students improve their paragraph writing skill emphasizing interactional feedback, which is the interaction between teachers and students in learning process of writing, particularly in teacher's giving feedback to students and students' receiving feedback. This is the way that teachers give their opinion or statement, in other words 'feedback', on students' paragraph writings and how the students make a response to the teacher's feedback (Lyster and Mori, 2006). The instructional process developed by the researcher was based on the constructivism, which is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generates our own "rules" and "mental models," which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences.

For the past few years, constructivism and cooperative learning has played an important part in classroom instruction, particularly in teaching of writing skill to students. Many research findings in writing and different types of feedback showed that students were confident most of teacher's feedback. Thai students who had enrolled in a course entitled "Skills in English for Graduates" stated their opinion on three types of feedback in classroom instruction: peer comment on the first draft, self-evaluation in the second, and teacher reformulation in the final draft. The conclusion was that they preferred the teacher reformulation most and thought that it was more useful than the other two types of feedback. Their preferences were evaluated in terms of arithmetic mean as follows: 4.36 = teacher's reformulation, 4.2 = self-evaluation and 4.16 = peer comment (5 = most useful, 1- least useful) (Chinnawong, 2001:27-43).

Feedback is widely seen in education as crucial for both encouraging and consolidating learning (Anderson, 1982; Brophy, 1981; Vygotsky, 1978), and this significance has also been recognized by those working in the field of second language writing. Its importance is acknowledged in process-based classrooms, where it forms a key element of the students' growing control over composing skills, and by genre-oriented teachers employing scaffolding learning techniques. This is supported by social-interactionists who see language as a rule-governed cultural activity learned in interaction with others, and believe that environmental factors are more dominant in language acquisition. Vygotsky, a psychologist and social constructivist, laid the foundation for the interactionists view of language acquisition. According to Vygotsky, social interaction plays an important role in the learning process and proposed the zone of proximal development (ZPD), where students construct the new language through socially mediated interaction (Brown, 2004). Vygotsky's social-interactionist theory was proposed about 80 years ago, and still serves as a strong foundation for the interactionists' perspective today (Ariza & Hancock, 2003).

In fact, over the past 20 years, changes in writing pedagogy and research have transformed feedback practices, with teacher comments often supplemented with peer feedback, writing workshops, conferences, and computer-delivered feedback. Summative feedback, designed to evaluate writing as a product, has generally been replaced by formative feedback that points forward to the student's future writing and the development of his or her writing processes. More widely, there is a growing awareness.

As language teaching has become more learner-focused and interactive, there has been an emphasis on helping students take more responsibility for their own language learning needs (Brown, 2004; Chamot, 2004; Oxford, 2003; Rubin & Thompson, 1994). Students are asked to self-direct the language learning process and become less dependent on the classroom teacher. Strategies-based instruction (SBI) will help students to become more aware of different learning strategies, to understand how to organize and use strategies systematically and effectively and to learn when and how to transfer the strategies to new language learning.

The goal of strategies-based instruction is to help students become more responsible for their efforts to learn and use the target language. It also aims to help them become more effective students by allowing them to individualize the language learning experience. It is hoped that the students will become more efficient in completing classroom language tasks, take more responsibility for directing their own learning outside class, and gain more confidence in their ability to learn and use the target language.

Strategies can be categorized as either language learning or language use strategies. Language learning strategies are conscious thoughts and behaviors used by students with the explicit goal of improving their knowledge and understanding of a target language. They include cognitive strategies for memorizing and manipulating target language structures, metacognitive strategies for managing and supervising strategy use, affective strategies for gauging emotional reactions to learning and for lowering anxieties, and social strategies for enhancing learning, such as cooperating with other students and seeking to interact with native speakers.

Language use strategies come into play once the language material is already accessible, even in some preliminary form. Their focus is to help students utilize the language they have already learned. Language use strategies include strategies for retrieving information about the language already stored in memory, rehearsing target language structures, and communicating in the language despite gaps in target language knowledge.

A number of research literature suggested that students will learn more and will retain that learning longer if more active methods of teaching and learning are implemented (Bonwell & Eison, 1991; Myers & Jones, 1993; Bean, 1996; Sutherland & Bonwell, 1996; Fink, 2003). Consequently, the researcher included the learning cycle model, which is an

instructional design model that defines a learning sequence based on the experiential learning philosophy of John Dewey and the experiential learning cycle model proposed by David Kolb. Attributed Roger Bybee of the Biological Science Curriculum Study (BSCS), the model presents a framework for constructivist learning theories.

Obviously, the core concepts of strategies-based instruction, learning cycle model and interactional feedback are rooted in Vygotsky's constructivism, with the underlying belief that people can learn through social activities when they fully participate in social interaction (Vygotsky, 1996:266). But the most significant bases of a social constructivist theory were laid down by Vygotsky [1896-1934], in his theory of the "Zone of Proximal Development" (ZPD). "Proximal" simply means "next". He observed that when children were tested on tasks on their own, they rarely did as well as when they were working in collaboration with an adult. It was by no means always the case that the adult was teaching them how to perform the task, but that the process of engagement with the adult enabled them to refine their thinking or their performance to make it more effective. Hence, for him, the development of language and articulation of ideas was central to learning and development (Daniels, 1996). The common-sense idea which fits most closely with this model is that of "stretching" learners.

In social constructivist classroom, students are the center of teaching and learning, and it plays a role as an active participant in collaborative small groups, emphasis on process, learning skills, self-inquirer, social and communication skills and self-directed learning. Therefore, teaching is not giving lecture and rote learning anymore (Lemberger, 1997). Teachers have to teach students how to learn, how to think critically, analytically, and creatively, and how to apply knowledge and become life-long learners, so teacher's role is a facilitator or a coach not an authorized leader.

In conclusion, from the background of the study and the statement of the problem, the researcher has attempted to propose a prospective instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors.

## Research Objectives

This research contained two main research objectives as follows:

1. to develop the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors.
2. to evaluate the effectiveness of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors.

2.1. to compare the paragraph writing ability of the students in the experimental group before and after using the instructional process

2.2. to compare the paragraph writing ability of the students in the experimental and control groups before and after using the instructional process

2.3. to study the students' opinions towards the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors.

## Research Questions

The research questions addressed in this study were as follows:

1. In what aspect did the instructional process based on strategies-based instruction, learning cycle model and interactional feedback enhance paragraph writing ability of undergraduate English majors?
2. How effective was the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors?

2.1. Did the students in the experimental group taught with the instructional process based on strategies-based instruction, learning cycle model and interactional feedback have higher scores in paragraph writing ability than those in the control group taught with the conventional method?

2.2. Were the scores in paragraph writing ability of the experimental group taught with the instructional process based on strategies-based instruction, learning cycle model and interactional feedback significantly higher after the treatment?

### **Research Hypothesis**

The researcher has been trying to explore ways to help the students with their writing difficulties, particularly paragraph writing, a basic form of academic writing. Consequently, strategies-based instruction might help them because its goal is to help the students become more responsible for their efforts to learn and use the target language. It also aims to help them become more effective students by allowing them to individualize the language learning experience. Teachers who have used this approach report their students become more efficient in completing classroom language tasks, take more responsibility for directing their own learning outside class, and gain more confidence in their ability to learn and use the target language (Cohen, 2003). Students' errors in writing reflect the student's underlying system. That is why the teachers need to develop strategies which lead students to correct their own work (Reid, 1998).

Furthermore, learning cycle model employed in this study was 5E learning cycle model, which will help the students a lot in terms of evaluation of their own learning. The learning cycle model is a research-supported method for education, particularly in science. However, the researcher believes that it can help improve the paragraph writing ability because it encourages the students to get involved in the learning process. The learning cycle model is an established planning method in science education and consistent with contemporary theories about how individuals learn (Bybee, 1989). It has five overlapping phases: engage, explore, explain, elaborate and evaluate. What is important is that evaluation should take place throughout the cycle, not within its own set phase. As seen, lots of interaction and sharing feedback between teacher and students take place in the cycle. So, interaction and feedback in the learning process are a two-way communication.

To investigate whether the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors is or not, the hypotheses were proposed as follows:

1. After treatment, the paragraph writing ability of the experimental group is significantly higher than that in the control group.
2. For the experimental group, the mean score of the posttest is significantly higher than the mean score of the pretest.

### **Scope of the Study**

#### 1. Population

The population of this study was the students who were the undergraduate students of the Faculty of Education and majoring in English at government universities in Bangkok.

#### 2. Variables

In this study, there were two types of variables as follows.

2.1. the treatment variable: the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors and conventional instruction

2.2. the dependent variable: paragraph writing ability

### **Operational Definitions of Terms**

The terminologies employed in the study were as follows:

**Paragraph Writing Ability** referred to the ability to write in English by using text structure and grammatical knowledge to convey and transfer ideas in a systematic manner and coherently among sentences in a paragraph which was composed of a topic sentence, major and minor supporting sentences, and a concluding sentence. This paragraph writing ability was measured by the English paragraph writing test designed by the researcher and scored by the English paragraph writing rubric scoring adapted from the ESL Composition Profile (Jacobs, 1981).

**Strategies-based Instruction (SBI)** referred to a learner-focused approach to language teaching that explicitly highlights the role of strategies in conducting instructional activities. Students were asked to examine the strategies used during language learning processes and they were trained to use new strategies to help them become better language learners. The strategies-based instruction might be created through social interaction where

teacher and students or students and peers scaffold, interact and co-construct knowledge. In this study strategies-based instruction were used together with learning cycle model and interactional feedback to help improve students' paragraph writing ability.

**Learning Cycle Model** referred to the learning model allowing the students to construct their own knowledge in 5 phases: engage (where the students make connection between what they know and can do); explore (where the students are exposed to hands-on activities, with guidance); explain (where the students seek conceptual clarity and cohesion); extend (where the students apply concepts in contexts to build on or extend the understanding and skill); and evaluate (where the students are given an opportunity to evaluate their own learning at every step of the cycle). These five phases were employed as teaching steps in the instructional process in this study.

**Interactional Feedback** referred to the comment, identification, clarification of students' misconceptions in content and form about their paragraph writing evaluated at every step of learning cycle model where feedback was given to the students through interaction, a two-way communication between teacher and the students, the students and the students, and the students and sources of ideas or knowledge in order to solve their problems in paragraph writing more effectively.

**Instructional Process** referred to the arrangement of learning activities systematically designed based on concepts, theories, and principles of strategies-based instruction, learning cycle model and interactional feedback which were derived from social constructivism, constructivism, interactionist and socio-cultural theories, respectively. This instructional process was designed by the researcher and validated by experts to ascertain that it could be effectively used in paragraph writing instruction to enhance students' paragraph writing ability.

**Conventional Instruction** referred to the arrangement of learning activities as generally seen in classroom at university which was not based on social constructivism. There were three teaching steps as follows: 1) presentation 2) practice 3) production. This conventional instruction is called PPP Method.



**Students** referred to the population who were the undergraduate students of the Faculty of Education of any government university in Bangkok, and taking the paragraph writing course.

### **Significance and Usefulness of the Study**

The research findings were significant and useful in the following aspects:

#### **1. Theoretical significance**

The findings of this study confirmed the effectiveness of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors. The empirical evidence showed in the development of scores gained in paragraph writing pieces of students in the experimental group. The study will also bring about the instructional process as a product of R& D (research and development) type of research and a process of creating interactional feedback that yields a paragraph writing process used as an alternative for students majoring in English to develop their paragraph writing ability.

#### **2. Pedagogical significance**

The findings of this study were the development of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors. It could be another alternative for English lecturers at a university level to conduct the English Paragraph Writing class more effectively by applying this instructional process. In addition, English teachers in schools could employ this instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability in their writing class at secondary level as well.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents the review of literature and research that are related to the present study. It covers 5 main areas.

1. Paragraph Writing Ability
2. Strategies-based Instruction
3. Learning cycle model
4. Interactional Feedback
5. Social Constructivism
6. Related research

#### **1. Paragraph Writing Ability**

##### **1.1. Definition**

Paragraph writing ability is the ability to write in English by using text structure and grammatical knowledge to convey and transfer ideas in a systematic manner and coherently among sentences in a paragraph which is composed of a topic sentence, major and minor supporting sentences, and a concluding sentence (Reid, 1998).

##### **1.2. Paragraph writing**

A paragraph is “a group of sentences or a single sentence that forms a unit” (Lunsford and Connors, 2003). When students have to compose a paragraph, they concern the length or appearance. In fact, Lunsford and Connor (2003) stated that it is not the number of sentences that construct a paragraph, but the unity and coherence of ideas among those sentences. Ultimately, strong paragraphs contain a sentence or sentences unified around one central and controlling idea.

Rosen, Leonard and Laurence (2000) suggested the elements the writers have to concentrate. Unified is an element in which all of the sentences in a single paragraph should be related to a single main idea, which is often expressed in the topic sentence of the paragraph. The second is clearly related to the thesis statement which refers to the central idea. Coherent is the third element that the sentences should be arranged in a logical manner and should follow a definite plan for development. Last, well-developed is an important element in which every idea discussed in the paragraph should be adequately explained and

supported through evidence and details that work together to explain the paragraph's controlling idea.

The paragraphs have three principal parts: a topic sentence, major and minor supporting sentences, and a concluding sentence. The topic sentence usually comes at the beginning of a paragraph that is usually the first sentence in a formal academic paragraph. Besides, the topic sentence is the most general sentence in the paragraph which means that there are not many details in the sentence, but that the sentence introduces an overall idea that the writers want to discuss later in the paragraph. The second is called "major and minor supporting sentences" because they give details to develop and support the main idea of the paragraph. The last element is the concluding sentence. It summarizes the information that has been presented in the paragraph. Also, it can restate the main idea of the paragraph using different words.

### **1.3. English writing ability**

English writing ability is not only the production of coding the messages but also producing a sequence of sentences arranged in a particular order and linked together in certain ways. To be able to write a piece of paragraph, students must be able to write connected of sentences which are grammatically and logically linked. This means students have to produce a piece of discourse which embodies correctness of form, appropriateness of style and unity of theme and topic. Similarly, Pidchamook (2003) mentioned that English writing ability is the ability in which writers can organize and put sentences fit into the purpose of them. It is thus the process of combining their thought and knowledge which interpret what writers want to say.

To sum up, English writing ability is the ability to write a paragraph in the chronological sentences in order to help the readers understand the purpose of the writers.

### **1.4. Components of English writing ability**

Many researchers say about the components of English writing ability which conclude into two mains types as follows.

#### **1.4.1. Focusing on content**

Because writers need to organize content to suit with types of essays, it is very important then to raise EFL student writers' awareness of how crucial the organization of the content is so that it would aid readers to understand the text undoubtedly.

Better writers not only have strategies for correcting local problems such as word choice, grammar, and punctuation, they also deal with overall content and meaning of their writing by adding, deleting, or reorganizing larger chunks of discourse

(Brookes & Grundy, 1990). Writers can set the main ideas of what they are talking about and then find supporting idea supported by stating the fact, giving details, or giving examples for four or five sentences in which markers or transitional words can help writers in making related sentences (Hyland, 2003). However, they have to be careful that these sentences will not go out of the main idea. Writers need to have more knowledge on presenting text so that readers are impressed and understand the text in depth. If it does not relate, it might make them so confused that they do not believe what the writers are trying to say (D'Angelo, 1980: 196).

In short, focusing on content is making every sentence connecting together to the whole one which contributes to be understandable text. Readers will not waste time with run on sentences which do not help them get the meaning clearly, also sometimes can make them misunderstand with the text.

#### **1.4.2. Focusing on form**

The standard which makes writers compose the essay correctly is accuracy of sentences consisted of vocabulary, grammar, and mechanics. Choosing the wrong form can refer to incorrect meaning or change to another implication (Pidchamook, 2003). Thus, mistakes of form are important components of learning a language. The mistakes should be corrected in order to assist students in producing the target language more accurately (Selinker, 1992; Truscott, 1996; Ferris, 1999). Vickers and Ene (2006: 109-116) agreed that the mistakes need to be revised. They studied grammatical accuracy and student autonomy in advanced writing. Their finding concluded at the end that explicit self correction seems to be effective in terms of gains in grammatical accuracy. It is important to raise students' awareness of the learning process and of the system of the target language. Although the present study does provide evidence that engaging students in an autonomous correction task allows for greater grammatical accuracy, it does not provide evidence that such as autonomous task raises student awareness of the learning process. Furthermore, Sheppard (1992) disagreed with doing error correction. He claimed that error correction is harmful because it diverts time and energy away from the more productive aspects of writing.

#### **1.5. Writing Assessment**

To evaluate the students' English writing ability, the writing assessment process is necessary to familiar with. The assessment of writing is not simply of setting exams and giving grades. However, score and evaluative feedback also contribute to the learning of individual students and to the development of an effective and responsive writing course. As a result, an understanding of assessment procedures is necessary to ensure that

teaching is having the desired impact and that students are being judged fairly (Hyland, 2003: 212).

Brown (2004: 218) pointed out that teachers consider assessing student's writing ability need to be clear about their objective or criterion. Furthermore, each objective can be assessed through a variety of tasks. Thus, assessment provides data that can be used to evaluate student progress, identify problems, suggest instructional solutions, and evaluate course effectiveness. When the teacher assesses students' actual production of written texts in a second or foreign language, three approaches have traditionally been used to rate learners' writing (Bailey, 1998: 186). However, each of the approaches is based on the scoring criteria used rather than by the stimulus material, the task posed, or the learner's response.

Scoring criteria is where the quality of each essay is judged in its own right against some external criteria, such as coherence, grammatical accuracy, contextual (Bailey, 1998: 187; Hyland, 2003: 226).

## **1.6. Writing Scoring**

The scoring of authentic assessment is always defined before the exercises and assessment procedures are developed. Two types of rating scales generally used in scoring writing are holistic and analytic scoring. Weigle (2002) described each scoring that holistic offers a general impression of a piece of writing, primarily is based on separate scales of overall writing features, and analytic judges performance traits relative to a particular task. Moreover, the explanation of each scoring are presented as follows.

### **1.6.1. Holistic scoring**

Holistic scoring uses a variety criterion to produce a single score. The specific criteria selected depends on local instructional programs and language arts objectives. The rationale for using a holistic scoring system is that the total quality of written text is more than the sum of its components. Thus, writing is viewed as an integrated whole. There are four dimensions of a holistic scoring rubric developed by ESL teachers. First, idea development/organization, it focuses of central idea with appropriate elaboration and conclusion. Second is fluency and structure which involve with the appropriateness of verb tense used with a variety of grammatical and syntactic structures. Third is word choice which uses varied and precise vocabulary appropriate for purpose. Last is mechanic which is absence of errors in spelling, capitalization, and punctuation.

Within a holistic scoring, the rater selects a score on a 1-6 holistic scale that best describes the writing sample. A student's paper does not meet every condition in each of the four dimensions but need to rate on overall consistency within one of the six levels.

Another holistic scoring rubric, developed by ESL teachers in Prince William County, Virginia, focuses on the type of writing typically found among EIL (English as an International Language) students. The teachers reviewed various scoring rubrics and reflected on actual writing samples in developing this holistic scoring system. The rubric has six levels. The criteria for which ratings are assigned fall along five dimensions: meaning, organization, use of transitions, vocabulary, and grammatical/mechanical usage. Criteria are appropriate to each level depending on the developmental nature of writing. For example, at level 1, writing may be characterized by copying from a model, using diagrams or drawing, and using single words or simple phrases. In contrast, at the highest level, students may show evidence of the complex writing that is characteristic of native English speakers, including elements of style, composition, sentence constructions, and grammar.

In reviewing this scoring and other scoring rubric, the teacher can use sample papers of his or her own students to define the levels on the rubric more precisely. Table 2.1 presents an example of holistic scoring rubric for assessing writing.

**Table 2.1**

Holistic Scoring Rubric for Writing Assessment with ESL Students (O'Malley & Pierce, 1996: 143)

Level 6	<ul style="list-style-type: none"> <li>- Conveys meaning clearly and effectively</li> <li>- Presents multi-paragraph organization, with clear introductions, development of ideas, and conclusions.</li> <li>- Shows evidence of smooth transitions</li> <li>- Uses varied, vivid, precise vocabulary consistently</li> <li>- Writes with few grammatical/mechanical errors</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>- Conveys meaning clearly</li> <li>- Presents multi-paragraph organization logically, though some parts may not be fully developed</li> <li>- Shows some evidence of effective transitions</li> <li>- Uses some evidence of effective transitions</li> <li>- Uses varied, and vivid vocabulary appropriate for audience and purpose</li> <li>- Writes with some grammatical/mechanical errors without affecting meaning</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>- Expresses ideas coherently most of the time</li> <li>- Develops a logical paragraph</li> <li>- Writes with a variety of sentence structures with a limited use of transitions</li> <li>- Chooses vocabulary that is (often) adequate to purpose</li> <li>- Writes with grammatical/mechanical errors that seldom diminish</li> </ul>

	communication
Level 3	<ul style="list-style-type: none"> <li>- Attempts to express ideas coherently</li> <li>- Begins to write a paragraph by organizing ideas</li> <li>- Writes primarily simple sentences</li> <li>- Uses high frequency vocabulary</li> <li>- Writes with grammatical/mechanical errors that sometimes diminish communication</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>- Begins to convey meaning</li> <li>- Writes simple sentences/phrases</li> <li>- Uses limited or repetitious vocabulary</li> <li>- Spells inventively</li> <li>- Uses little or no mechanics, which often diminish meaning</li> </ul>
Level 1	<ul style="list-style-type: none"> <li>- Draws pictures to convey meaning</li> <li>- Uses single words, phrases</li> <li>- Copies from a model</li> </ul>

### 1.6.2. Primary trait

A variation on holistic scoring that lends itself to classroom use is primary trait scoring. This type of scoring focuses on whether or not each paper shows evidence of the particular trait or feature teacher wants students to demonstrate in writing. The trait could be a language-based feature emphasizing any one or more of the criteria for holistic scoring indicated above, such as Idea Development/Organization or Sentence Fluency/Structure. The advantage of this approach is in focusing on specific aspects of instruction that most reflect the objectives being covered when the writing assignment is given. Alternatively the scoring could be based on a content-based feature, such as accurate content or use of concepts in the subject area. A student's paper on civil disobedience could be evaluated for 1) accurate and sufficient content, 2) comparisons of civil disobedience with at least one other approach to civil right, and 3) coherence of the overall paper. In primary trait scoring, the paper is scored only on these features, and other features of the paper are ignored.

### 1.6.3. Analytic Scoring

The third type of rating scale uses analytic scoring. Analytic scales separate the features of a composition into components that are each scored separately. The separate components are sometimes given different weights to reflect their importance in instruction. Two advantages of this type of rubric are in providing feedback to students on specific aspects of their writing and in giving teachers diagnostic information for planning instruction. Another special advantage of analytic scoring with ESL students is in providing positive feedback on components of writing on which they have progressed most rapidly. It has been heard by more than one teacher that students ask for more specific detail on scoring

than is provided in a holistic scale. Two limitations of analytic scoring are that teachers sometimes do not agree with the weights given to the separate components and that they may have to spend more time completing the scoring. Table 2.2 shows an example of analytic scoring rubric for writing assessment (Jacobs, 1981).

**Table 2.2**

The ESL Composition Profile (Jacobs, 1981)

Score	Point	Criteria
Content (30 points)	30-27	<b>EXCELLENT TO VERY GOOD:</b> knowledgeable*substantive*thorough development of thesis* relevant to assigned topic
	26-22	<b>GOOD TO AVERAGE:</b> some knowledge of subject* adequate range* limited development of thesis* mostly relevant to topic, but lacks detail
	21-17	<b>FAIR TO POOR:</b> limited knowledge of subject* little substance* inadequate development of topic
	16-13	<b>VERY POOR:</b> does not show knowledge of subject* non-substantive* not pertinent * OR not enough to evaluate
Score	Point	Criteria
Organization (20 points)	20-18	<b>EXCELLENT TO VERY GOOD:</b> fluent expression* ideas clearly stated/supported* succinct*well-organized*logical sequencing*cohesive
	17-14	<b>GOOD TO AVERAGE:</b> somewhat choppy*loosely organized but main ideas stand out*limited support* logical but incomplete sequencing
	13-10	<b>FAIR TO POOR:</b> non-fluent* ideas confused or disconnected* lacks logical sequencing and development
	9-7	<b>VERY POOR:</b> does not communicate* no organization*OR not enough to evaluate
Score	Point	Criteria
Vocabulary (20 points)	20-18	<b>EXCELLENT TO VERY GOOD:</b> sophisticated range* effective word/idiom choice and usage* word form mastery * appropriate register
	17-14	<b>GOOD TO AVERAGE:</b> adequate range* occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>
	13-10	<b>FAIR TO POOR:</b> limited range* frequent errors of word/idiom form, choice, usage* <i>meaning confused or obscured</i>
	9-7	<b>VERY POOR:</b> essentially translation* little knowledge of English vocabulary, idioms, word form* OR not enough to evaluate



Score	Point	Criteria
Language Use (25 points)	25-22	<b>EXCELLENT TO VERY GOOD:</b> effective complex constructions* few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	<b>GOOD TO AVERAGE:</b> effective but simple constructions* minor problems in complex constructions * several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	17-11	<b>FAIR TO POOR:</b> major problems in simple/complex constructions* frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions * <i>meaning confused or obscured</i>
	10-5	<b>VERY POOR:</b> virtually no mastery of sentence construction rules* dominated by errors* does not communicate* OR not enough to evaluate
Score	Point	Criteria
Mechanics (5 points)	5	<b>EXCELLENT TO VER Y GOOD:</b> demonstrates mastery of conventions* few errors of spelling, punctuation, capitalization, paragraphing
	4	<b>GOOD TO AVERAGE:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	<b>FAIR TO POOR:</b> frequent errors of spelling, punctuation, capitalization, paragraphing * poor handwriting* meaning confused or obscured
	2	<b>VERY POOR:</b> no mastery of conventions* dominated by errors of spelling, punctuation, capitalization, paragraphing* handwriting illegible* OR not enough to evaluate

## 2. Strategies-based Instruction

### 2.1. Definition

Strategies-based instruction (SBI) is a learner-centered approach to teaching that extends classroom strategy training to include both implicit and explicit integration of strategies into the course content. Students experience the advantages of systematically applying the strategies to the learning and use of the language they are studying. In addition, they have opportunities to share their preferred strategies with other students and to increase their strategy use in the typical language tasks they are asked to perform. Teachers can individualize strategy training, suggest language-specific strategies, and reinforce strategies while presenting the regular course content. In a typical SBI classroom, teachers do the following:

1. Describe, model, and give examples of potentially useful strategies
2. Elicit additional examples from students, based on students' own learning experiences
3. Lead small-group and whole-class discussions about strategies
4. Encourage students to experiment with a broad range of strategies
5. Integrate strategies into everyday class materials, explicitly and implicitly embedding them into the language tasks to provide for contextualized strategy practice (Cohen, 2003).

Teachers may conduct SBI instruction by starting with established course materials, then determining which strategies to insert and where; starting with a set of strategies they wish to focus on and design activities around them; or inserting strategies spontaneously into the lessons whenever it seems appropriate (e.g., to help students overcome problems with difficult material or to speed up the lesson).

As seen in the strategies-based instruction, the social constructivism plays a very important role in the instructional process. There is an interaction between the teacher and students, students and peers, in terms of sharing their preferred strategies with other students and receiving some new strategies from the teacher to perform new learning tasks. Consequently, the body of new knowledge about learning strategies and language learning strategies are constructed through social constructivism.

## **2.2. Learning Strategies**

Researchers mentioned the importance of learning strategies. Among these researchers, Ellis (1997) proposed that learning strategies can be behavior (for example, repeating new words aloud to help you remember them) or it can be mental (for example, using the linguistic or situational context to infer the meaning of a new word). Besides, many research studies claimed that learning strategies is specific approach or technique such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task which is used by students to enhance their own learning (Scarcella and Oxford, 1992: 63; Ellis, 1997:77; Cook, 2001:126). Thus, when students have difficult time to learn, learning strategies are employed to aid the acquisition, storage, retrieval and use of information, specific actions taken in order to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.

According to the importance of learning strategies above, many researchers attempt to discover which strategies are important for second language acquisition students. As an

example, Naiman and others (1978) investigated what people who were known to be good at learning languages had in common. They found six broad strategies shared by good language students which consisted of 1) finding a learning style that suits students 2) involving themselves in the language learning process, 3) developing an awareness of language both as system and as communication, 4) paying constant attention to expanding their language knowledge, 5) developing the second language as a separate system, and 6) taking into account the demands that second language learning imposes. Thus, strategies that involve formal practice (for example, rehearsing a new word) contribute to the development of linguistic competence whereas strategies aid the development of communicative skill. To sum up, successful students may also call on different strategies at different stages of their development.

Not only Naiman and others (1978) studied on the use of strategy, many previous researchers examined several strategies aspects used by students. Some researchers try to group ESL learning strategies in to three main types: metacognitive; cognitive; and socioaffective (Ellis, 1997; 77: O'Malley & Chamot, 1999:43; Brown, 2002:124). The details of classification of learning strategies illustrates on Table 2.3 based on O'Malley and Chamot (1999:46).

**Table 2.3**

Classification of Learning Strategies (O'Malley & Chamot, 1999:46)

Generic Strategy Classification	Representative Strategies	Definitions
Metacognitive Strategies	Selective attention	Focusing on special aspects of learning tasks, as in planning to listen for key words or phrases.
	Planning	Planning for the organization of either written or spoken discourse.
	Monitoring	Reviewing an attention to a task, Comprehension of information that should be remembered, or production while it is occurring.
	Evaluation	Checking comprehension after completion of a receptive language activity, or evaluating language

		production after it has taken place.
Cognitive Strategies	Rehearsal	Repeating the names of items or objects to be remembered.
	Organization	Grouping and classifying words, terminology, or concepts according to their semantic or Syntactic attributes.
	Inferring	Using information in text to guess meanings of new linguistic items, predict outcomes, or complete missing parts.
	Summarizing	Intermittently synthesizing what one has heard to ensure the information has been retained.
	Deducting	Applying rules to the understanding of language.
	Imagery	Using visual images (either generated or actual) to understand and remember new verbal information.
	Transfer	Using known linguistic information to facilitate a new learning task.
Generic Strategy Classification	Representative Strategies	Definitions
	Elaboration	Linking ideas contained in new information, or integrating new ideas with known information.
Social/affective	Cooperation	Working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity.
	Questioning for Clarification	Eliciting from a teacher or peer additional explanation, rephrasing, or examples.
	Self - talk	Using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

Among the three groups of learning strategies shown on Table 2.1, metacognitive strategies play the most important role in learning especially those involve in writing process.

Brown and others (1983) and Wenden (1991) inserted that metacognitive strategies are high skills that may entail planning, monitoring, or evaluating the success of learning activity. Without metacognitive approaches, students will lose direction or opportunity to plan their learning, monitor their progress, or review their accomplishments and future learning directions (O'Malley and Chamot, 1999:8).

Darasawang (2000) described further what students should do within each stage of the metacognitive strategies.

In planning stage, the students have to determine what their objectives are and decide on the meaning by which they wish to achieve. In other words, the students have to think about what to learn and why they are learning it in order to formulate the objectives and then think about how, when and where to learn.

In monitoring stage, the students try to become aware of difficulties they encounter in learning. When students monitor their learning, Self assessment goes on during the act of learning as a part of the monitoring strategy.

In evaluating stage, the students reflect on the outcomes of a particular attempt to learn or use a strategy. They focus on the results and the means by which it was achieved. Evaluation involves three mental steps: students examining the outcome of an attempt to learn, then accessing the criteria they will use to judge and then applying those criteria.

According to the explanation of Darasawang (2000), it may be assumed that metacognitive process is central to learning and performance. Planning and monitoring activities are those involved during learning until the learning occurs. Brown and others (1983) suggested that students who are in the metacognitive processes and metamemory probably plan which items to return to, how much time to spend on a single item before proceeding to the next or giving up; they potentially monitor how directly an item could be answered and how many inferences have to be made.

As a consequence of learning metacognitive strategies, teaching students to use this strategy effectively will help them to become autonomous students because they can take control of their learning (Wenden, 1991:188).

Bransford and others (1999:12) studied whether self evaluation can help students become autonomous learners. They found that a metacognitive approach to instruction has developed people's abilities to predict their performances on various tasks and to monitor their current levels of mastery and understanding. Teaching practices that use a metacognitive approach to learning focus on self assessment and reflection on what work and what need to improve. Most research on metacognition has focused on developing student

ability to monitor their learning behaviors through goal setting, record keeping, using job aids or cuing devices to check for understanding, and other strategies.

Enabling students to self monitor their learning practice is regarded as a way to help students develop knowledge through conscious control over that knowledge or to develop metacognitive awareness of knowledge and thought (Srimavin and Darasawang 2003).

### **2.3. Importance of Strategies**

Learning strategies are procedures that facilitate a learning task. Strategies are most often conscious and goal-driven, especially in the beginning stages of tackling an unfamiliar language task. Once learning strategies become familiar through repeated use, it may be used with some automaticity, but most students will, if required, be able to call the strategy to conscious awareness. Learning strategies are important in second language learning and teaching for two major reasons. First, by examining the strategies used by second language students during the language learning process, we gain insights into the metacognitive, cognitive, social, and affective processes involved in language learning. The second reason supporting research into language learning strategies is that less successful language students can be taught new strategies, thus helping them become better language students (Grenfell and Harris, 1999).

Numerous descriptive studies have addressed the goal of understanding the range and type of learning strategies used by good language students and the differences in learning strategies use between more and less effective learners. However, until relatively recently there have been fewer studies focusing on the second goal of trying to teach language learning strategies in classroom.

Learning strategies are sensitive to the learning context and to the learner's internal processing preferences. If students perceive, for example, that a task like vocabulary learning requires correct matching of a new word to its definition within a specified period of time (as in a test), they will likely to decide to use a memorization strategy. Their choice of which memorization strategy to use will depend on their understanding of their own learning processes and on which strategies have been successful in the past (Hsiao and Oxford, 2002). A different task such as being able to discuss the theme of a short story will require strategies different from memorization – such as making inferences about the author's intended meaning and applying the learner's prior knowledge about the topic. The interpretation of a language learning task is closely related to the goals advocated within each other's cultural context, for a learning strategy valued in one culture may be deemed inappropriate in another (Olivares-Cuhat, 2002; Wharton, 2000). A particular learning strategy can help a learner in a

certain context achieve learning goals that the learner deems important, whereas other learning strategies may not be useful for that learning goal.

Methods for identifying learners' strategies are conducted through various self-report procedures. Although self-report is always subject to error, no better way has yet been devised for identifying learners' mental processes and techniques for completing a learning task. Self-reports have been conducted through retrospective interviews, stimulated recall interviews, questionnaires, written diaries and journals, and think-aloud protocols concurrent with a learning task. Each of these methods has limitations, but at the present time they remain the only way to generate insights into the unobservable mental learning strategies of learners.

#### **2.4. Self-Monitoring Writing Strategies**

Self-monitoring writing strategies is the important strategy which is used to enhance learning English writing. It is thus important to understand the definition of self-monitoring writing strategies that many authors have mentioned about. Some of them are listed as follows.

Oxford (1990:161-162) stated that self-monitoring writing strategies is strategies which writers use to identify errors in understanding or producing the new language, determine which ones are important (those that cause serious confusion or offense), track the source of important error, and try to eliminate such errors. Self monitoring writing strategies does not center as much on using the language as it does on students' conscious decision to monitor that is noticing and correcting their own errors in writing skill.

Pressley and Ghatala (1990: 19) briefly have defined self-monitoring strategies from their study that was "an executive process, activating and deactivating other processes, as a function of on-line evaluation of thought processes and products as they occurred.

O'Malley and Chamot (1999:232) have defined self-monitoring writing strategies as checking the accuracy or appropriateness of written production.

Schunk (2005) mentioned that monitoring is an attention and awareness of one's actions and their outcome. It views cognitive monitoring as including dynamic metacognitive judgments of learning and metacognitive awareness (feeling of knowing) (Printrich, 2000).

According to the definition of self-monitoring and self-monitoring writing strategies explained above, the researcher defines this term in the study as the writing process where the students become aware when they encounter in learning writing. Self-monitoring writing strategies will encourage students to check critically and analytically at their writing;

to place themselves in the position of readers; and to verify and correct the sources of their dissatisfaction with the text.

### 2.5. The Characteristic of Self-monitoring Writing Strategies

In order to learn self-monitoring writing strategies, it is very essential to know the characteristic of self-monitoring writing strategies. In general, this writing strategy is focused that students should be taught to be aware of language use in both content and form in writing task. As a result, many researchers explained the characteristic of self-monitoring writing strategies as shown in Table 2.4.

**Table 2.4**

The characteristic of self-monitoring writing strategies

Researcher	The characteristic of self-monitoring writing strategies
Rubin (1981)	- correcting errors in own/other's pronunciation, vocabulary, spelling, grammar and style.
Oxford (1990)	- identifying errors in understanding or producing the new language - tracking the source of important errors, and trying to eliminate such errors - using checklists
O'Malley & Chamot (1999)	- checking the accuracy and/or appropriateness of written production while it is taking place - verifying (check whether it is true by careful examination or investigation) - correcting one's comprehension or performance in the course of a language task
Brown (2000)	- correcting one's speech for accuracy in grammar, vocabulary, or For appropriateness related to the context

According to the characteristic of self-monitoring writing strategies shown above, it may be assumed that self-monitoring writing strategies comprise of checking (the accuracy and appropriate of students' writing), verifying (checking whether the students' paragraphs are true by careful examination or investigation), and correcting (correcting errors in vocabulary and grammar, writing comprehension, and the appropriateness for the content). The explanations of these characteristics are explained as follows.



## 1. Checking

Checking is the stage where writers check the accuracy and appropriateness of students' writing. To check the compositions, writers need to know what kind of errors they are seeking. In this stage, the teacher's role is to tell student writers what they are measuring such as content, organization, language use, mechanics, and vocabulary to help students go directly to the point. The teachers may plan to test students in their compositions to measure their progress at the end of an instructional unit or to provide corrective feedback (Jacob et al., 1981). However, the current research referred this checking process to check the accuracy of the elements of paragraph and appropriate of the organization.

## 2. Verifying

Verifying is the stage where students verify whether the students' paragraphs are accurate by careful examination or investigation. There are two parts of writing which writers have to look for when they revise their compositions which are content and form.

According to content category, students who pay attention on content need to have knowledgeable, substantive, thorough development of flow of content and relevant to assigned topic. Meanwhile, organization is covered with fluent expression, ideas clearly stated/supported, succinct, well-organized, and logical sequencing, and cohesive.

Unlike content, in the form category, it is an essential part which most writers emphasize. When writers revise their work, they always have more on the language and grammar. There are many previous study investigated the errors most students made in order to help them decrease those of mistakes. Some of the researches are reviewed below.

Reid (1998) acknowledged that students' errors in writing reflect the student's underlying system. She indicated that teachers need to develop strategies which lead students to correct their own work. There are four basic causes of errors she found in her study: first-language interference, overgeneralization of English language and past tense for irregular verbs high level of difficulty of the language structure (exemplified by how relative clauses are formed in English), and production errors (which are labeled mistake).

Kubota (2001) showed her study on error correction strategies used by Japanese students during revising a writing task. She indicated that the most frequently occurring errors are particle, grammar, known Kanji, vocabulary, and missing words. However, her research focused on the three categories of errors: missing words, particles and vocabulary in which students made the most improvements when correcting their work. These three categories' results showed that checking in dictionaries and applying grammatical knowledge are the most frequently used strategies employed for the three error categories; correcting

particles has the highest success rate; forty eight percent of vocabulary errors were corrected by using dictionaries, although this strategy was not necessarily successful; checking textbook and deletion of sentences were not popular strategies, but they were highly successful when they were employed.

Lee (2004) investigated error correction in Hong Kong. The error types in error correction tasks are summarized to see what the research has to emphasize. It was found that most students use word forms incorrectly, noun ending and spelling, punctuation and verb tense, and article respectively.

Bitchener and others (2005) studied the effect of different types of corrective feedback on ESL student writing. They would see errors students made at the first draft so they could focus on in their study. They found that the greatest difficulty occurred with the use of prepositions, Followed by the past simple tense and the definite article.

Ferris (2005) stated while native-speaking students struggle with issues like punctuation rules, pronoun reference, and in formal usage in their academic writing (Weaver, 1996), ESL writers make different types of errors. Ferris (2005) found that error types which students most frequently misunderstood were syntactic errors (sentence structure, run-ons, fragments), lexical errors (word choice, word form, informal usage, idiom error, pronoun error), morphological errors (verb tense, verb form, agreement, articles, noun ending), and mechanical (punctuation, spelling) respectively.

According to error types mentioned above, they are explained by Ferris (2005) as follows.

1. Word choice includes errors in which the meaning of one word is wrong or unclear in this context. Also includes wrong verb or auxiliary, modal, preposition, or relative pronoun. It does not include spelling errors, other pronoun errors, and articles errors.
2. Verb tense includes missing or erroneous verb tense markers. Also includes modal when they clearly mark tense (world/will; can/could). It does not include mood (subjunctive/conditional) or voice (passive/ active).
3. Verb form includes a wide range of errors in formation of the verb phrase not specific to time or tense markings (e.g., ill-formed passives, conditionals, and subjunctives, misuse of modals, infinitives, gerunds).
4. Word form includes all other non-verb related errors in which the word is in the wrong lexical category for the context.

5. Subject-verb agreement includes an error in either noun or verb form leading to lack of agreement in number (singular/plural). It does not include other noun ending or verb form errors.
6. Articles include errors involving unnecessary or missing article or determiner, wrong article or determiner, wrong article or determiner or a determiner that does not agree in number with noun.
7. Noun endings include missing, unnecessary, or ill-formed plural or possessive markers.
8. Pronouns include pronouns that do not agree in number or case with referent or that have no apparent antecedent. It includes only personal pronoun reference, not relative pronouns.
9. Run-ons include run-on sentences and comma splices (two or more independent clauses with no punctuation or conjunction to separate them or separated by only commas). It does not include teacher-originated suggestions to combine or separate sentences for stylistic purposes only.
10. Fragments include either dependent (adverbial, noun, or relative) clauses standing alone as sentences or clauses missing a subject or verb.
11. Punctuation includes punctuation errors not related to run-ones, comma splices, or fragments (e.g. apostrophes, quotation marks, underlining, capitalization, commas, semicolons, colons question marks).
12. Spelling includes all errors in spelling except those coded into other specific categories (e.g. word choice, determiners, punctuation).
13. Sentence structure includes missing and unnecessary words, word order, and other hard-to-classify problems related to syntax. It does not include run-ons, fragments, or comma splices.

Accord to the errors mostly found in students' writing, Table 2.5 clearly presents the categories of errors made by students in the previous studies which are categorized by each researcher.

**Table 2.5**

Categories of errors made classified by each researcher

<b>Researcher</b>	<b>Categories of errors made</b>
Reid (1998)	- first language interference - overgeneralization of English and past tense for irregular verb - high level of difficulty of the language structure - production errors
Kubota (2001)	- most frequently errors occurred were particle, grammar, known Kanji, vocabulary, and missing words respectively
Lee (2004)	- word form, noun ending, spelling, punctuation, verb tense, and Articles were found to make more frequency error
Bitchener and others (2005)	- the greatest difficulty errors aspects are preposition, past simple tense, and articles
Ferris (2005)	- ESL writers make mistakes on syntactic errors, lexical errors, Morphological errors, and mechanical errors

In brief, errors which most students always make consist of verb tense, word choice, agreement, -ing/participles, article, preposition, punctuation, and noun. As a result, during verify on form, writers have to pay more attention to these errors.

In the current research, verifying referred to the stage where students verify the grammar error they made focusing on eight aspects: verb tense, word choice/word order, agreement, -ing/participles, article, preposition, punctuation, and noun.

### **3. Correcting**

The last characteristic of self-monitoring writing strategies apart from checking and verifying is correcting. Correcting stage is defined as correcting errors in vocabulary and grammar, writing comprehension and the appropriateness for the content. In order to correct the errors, Ferris (1999) proposed the strategies such as “ask teachers for help”, “make correction myself”, “ask a tutor for help”, and “check a dictionary”, were used by ESL students in the USA which help students make the better paragraph. Nevertheless, the majority of revisions that students make by themselves are surface-level revision

## **2.6. Benefits of Self-monitoring Writing Strategies Instruction**

After students follow the step of checking their content and organization, verifying their form, and correcting their content and form, it should be noted that they will succeed in learning writing for a long term memory because self-monitoring is an important strategies for language learning such as vocabulary, listening, and writing (O'Malley and Chamot, : 999). To support the idea of O'Malley and Chamot (1999), Nisbet and Shucksmith (1986) pointed out that monitoring distinguishes good students from poor learners. In their view, monitoring is the ability to analyze the demands of the task and to respond appropriately, that is, to recognize and manage the learning situation. Thus, monitoring can be described as being aware of what one is doing or bringing one's "mental processes under conscious scrutiny and thus more effectively under control." Additionally, O'Malley and Chamot (1999) mentioned that students who learn self-monitoring writing strategies are advised to use their own errors in the second language in order to identify their areas of weakness, to understand why they are making certain types of errors, to make use of the teacher's correction, and to evaluate the effectiveness of different kinds of practice on their learning.

## **2.7. Teaching Writing Strategies**

Teaching writing strategies is illustrated step by step to help teachers plan before teaching. Collin (1999) has proposed four steps of teaching writing strategies which many research studies recommend as the instructional process of writing as the following.

### **Step 1 Identifying strategy**

With this strategy, it referred to teaching how to look for their weaknesses in writing. For the students who have a difficult problem with writing, strategies teaching is the technique which will help students overcome their writing difficulties. The activities which the teachers might use in this strategy, for example, talking with struggling writers, asking them about how they write, what they think about while writing, and what they see as difficulties. Additionally, the teachers have to study on students' papers to learn where they are having difficulty and by observing their writing while they are composing.

### **Step 2 Modeling**

The teachers have a role to introduce strategies by modeling the strategies to the students. It referred to demonstrating in front of the class. Students are supposed to speak their thoughts while writing, calling particular attention to the strategy they are recommending for students. Sometimes the teachers ask students to share their ideas to the

writing while the teacher are writing, to copy the writing for themselves, or to compose a similar piece of writing in connection with the writing the teacher is doing.

### **Step 3 Scaffolding students' learning of the strategy**

In this step, students are expected to try to deal with the problem by teacher or peer assistance. The activity which students will be done copes with working in groups for giving varying degrees of assistance according to individual needs so that students can assist each other in the learning of strategies. Not only working in groups, teacher assistance is necessary to make sure that writers practice using the strategy being taught.

### **Step 4 Repeating practice and reinforcement**

Students in this have to work toward independent mastery of the strategy through repeated practice and reinforcement. It refers to giving students opportunities to use the strategy many times with decreasing amounts of assistance each time. The teachers have to realize that teaching a few key writing strategies well is better than teaching many of them insufficiently. Also, students then will value and master the things they do repeatedly. With this strategy, it gets back to identifying strategies worth teaching.

## **3. Learning Cycle Model**

### **3.1. Definition**

Learning cycle model is a research-supported method for education, particularly in science, based on inquiry approach, which is more focused on using and learning content as a means to develop information-processing and problem-solving skills. The system is more student-centered, with the teacher as a facilitator of learning. There is more emphasis on "how we come to know" and less on "what we know." Students are more involved in the construction of knowledge through active involvement. The more interested and engaged students are by a subject or project, the easier it will be for them to construct in-depth knowledge of it. Learning becomes almost effortless when something fascinates students and reflects their interests and goals.

### **3.2. Component of learning cycle model (5E)**

The learning cycle model has five overlapping phases: Engage, in which a student's interest is captured and the topic is established. Explore, in which the student is allowed to construct knowledge in the topic through facilitated questioning and observation. Explain, in which students are asked to explain what they have discovered, and the instructor leads a discussion of the topic to refine the students' understanding. Extend, in which students are asked to apply what they have learned in different but similar situations, and the instructor

guides the students toward the next discussion topic. Evaluate, in which the instructor observes each student's knowledge and understanding, and leads students to assess whether what they have learned is true. Evaluation should take place throughout the cycle, not within its own set phase.

This study explores the 5E Learning Cycle Model which can be seen in Figure 2.6

### Figure 2.6

The 5E Learning Cycle Model, adapted from Bybee, R.W. et al. (1989).

<i><b>Engagement</b></i>	Object, event or question used to engage students. Connections facilitated between what students know and can do.
<i><b>Exploration</b></i>	Objects and phenomena are explored. Hands-on activities, with guidance.
<i><b>Explanation</b></i>	Students explain their understanding of concepts and processes. New concepts and skills are introduced as conceptual clarity and cohesion are sought.
<i><b>Elaboration</b></i>	Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.
<i><b>Evaluation</b></i>	Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.

First used as an inquiry lesson planning model in the Science Curriculum Improvement Study (SCIS) program, a K-6 science program in the early 1970s, the early learning cycle model had 3 stages (exploration, invention, discovery). Using the learning cycle model approach, the teacher "invents" the science concept of the lesson in the 2nd stage (rather than defining it at the outset of the lesson as in the traditional approach). The introduced concept subsequently enables students to incorporate their exploration in the 3rd stage and apply it to new examples. Many examples of learning cycle models have been described in the literature (Barman, 1989; Ramsey, 1993; Osborne & Wittrock, 1983). The 5E Learning cycle model (Bybee, 1989) is used in the new BSCS science programs as well as in other texts and materials. As seen in the 5E learning cycle model, the students are encouraged and challenged to get involved in the learning activities and connect what they have learned to solve the problems. At this point, constructivism plays a very crucial role to the learning process because the students must construct their own knowledge, skills and abilities and evaluate them for performing the learning tasks.

## **4. Interactional Feedback**

### **4.1. Definition**

Interactional feedback refers to the students' misconceptions in content and form about their paragraph writing evaluated at every step of learning cycle model where feedback is given to the students through interaction between teacher and the students, the students and the students, and the students and sources of ideas or knowledge in order to solve their problems in paragraph writing more effectively.

### **4.2. Feedback in writing**

For the past few years, a number of researches on feedback in writing included a few feedback terminologies (Lyster, 2004) such as error correction, negative feedback, positive feedback, and interactional feedback (negotiation of meaning and negotiation of form).

However, those terminologies have something in common. That is interactional feedback of all kinds towards students' writing, formal or informal, oral or written, and feedback by peers, teachers, or students themselves (Shunquiang, 1985: 4-5; Freedman, 1987: 4-5, 7)

There are related theories of learning in the writing process as follows.

1. Behaviorism – positive and negative reinforces
2. Social learning – observe consequence to models
3. Cognition – check if knowledge received, check of schema revisions
4. Constructivism – check what knowledge constructed
5. Collaborative learning – compare notes with other learners

Behaviorists would engineer feedback in the form of positive and negative reinforcers for learner behaviors, with the goal of encouraging desired behavior and discouraging undesired behavior.

Social learning feedback can take the form of students having the opportunity to observe others (real or video or cartoon etc.) modeling behavior and experiencing consequences. This kind of feedback helps students decide whether or not to themselves engage in such behaviors.

Educators who have particular facts and ideas they are trying to teach provide feedback as to whether students are “getting it right.”

Constructivists want to understand what knowledge constructions are happening in the learner, although there is not an emphasis on right or wrong.



In socially constructed knowledge we want to float our ideas to others and gauge their reactions, and to hear what they are thinking to compare it to our own ideas. Sometimes peer review can be set up as well.

All in all, feedback and theories of learning are related to each other because the learning outcomes are derived from them.

There were five levels of feedback as follows.

1. Confirmation: Confirmation feedback simply informs the learner the accuracy of a response. Also known as knowledge of results (KR), this type of feedback does not provide any input on what the correct answer is, or why a response might be wrong. It is used to reinforce correct answers. Confirmation feedback is often used when automaticity is the learning goal or in the later stages of competency, after the initial acquisition of knowledge.

2. Correction: Corrective feedback informs the learner that their response was incorrect with the knowledge of the correct or desired response (KCR). The advantage of showing the learner the correct answer has been verified in some experiments with lower-ability students (Mory, 1996).

3. Explanation: Feedback that is corrective and includes relevant information about the context of the correct response is labeled explanatory. The rationale for this type of feedback is that many responses are based upon flawed beliefs, and these misconceptions require explanation. This type of feedback is most effective during the initial acquisition of knowledge.

4. Diagnosis: Diagnostic feedback attempts to explain the source of the incorrect response by comparison with common mistakes. In computer-based instruction, this necessitates knowledge of common errors in reasoning for a particular problem so that a matching function can take place. Another technique is to have the students compare responses to prototype answer.

5. Elaboration: At an additional level, elaborate feedback provides related information designed to enhance and extend the learner's knowledge acquisition. It is based upon the elaboration learning theory that promotes understanding by establishing connections between new content and prior knowledge. Elaboration is given with both correct and incorrect response

### **4.3. Importance of feedback in writing**

In teaching of writing as a product or a process, giving feedback to students' writing is very important because it affects the writing skill development in them. Students will know strong and weak points about their writing and improve it next time.

This matched with Krashen's research (1984: 11) in that feedback given during the writing process would be beneficial to students more than that given at the end. That feedback was positive to the students' quality writing because they had a chance to study pitfalls, revise and edit them. This also inspired them more to revise and edit their writing. In the end, they could become independent writers without depending on any feedback from anyone (Richards, 1974: 246; Shunquiang, 1985: 10).

In teaching of writing, teachers should check students' writing after teaching them some theories or techniques of writing and giving them writing assignments so that teachers would know if the students were capable of writing each task or not. Without giving any feedback to students' writing, the teaching of writing could not be complete.

Many teachers realized and believed that feedback in forms of revision and comment given to students was useful to students' writing. Teachers spent much time and put effort most to give feedback to students' writing at average 20-40 minutes per one writing piece (Zamel, 1985: 80; Kubota, 2001: 475-476).

As mentioned, many agreed that feedback is very important in learning. Feedback, a key element in formative assessment, was deemed as "the life-blood of learning" (Rowntree, 1987: 24). In a comprehensive review of 87 meta-analyses of studies of what affected students' achievement, Hattie (1987) concluded that the most powerful single influence was feedback. Similarly, broad review of 250 studies of formative assessment with feedback underscored the extraordinarily consistent positive effects that feedback exerted on learning compared with other interventions designed to improve learning.

### **4.4. Types of feedback**

As noted by Truscott (1996, 1999), most researchers and teachers appear to act on the presumption that error correction is helpful to students and focus instead on trying to identify the most effective mechanisms and strategies for giving error feedback. Thus, many studies of error correction in writing examine the effects of varying types of feedback on student accuracy. The most important dichotomy discussed in the literature is between direct and indirect feedback (Ferris & Hedgcock 1998).

1. Direct feedback

When a teacher provides the correct linguistic form for student (words, morpheme, phrases, rewritten sentence, deleted words or morphemes), this is referred to direct feedback.

2. Indirect feedback

If students are revising or rewriting their papers after receiving teacher feedback, they are expected merely to transcribe the teacher's suggested corrections into their texts. This is referred to indirect feedback.

If indirect feedback is the superior choice in most cases, a follow-up question is how explicit such feedback needs to be. Several studies have examined the effects of coded-feedback (in which the type of error, such as "verb tense" or "spelling," is indicated) versus uncoded-feedback (in which the instructor circles or underlines an error but leaves it to the student writer to diagnose and solve the problem). Though survey research indicates that students and instructors feel that more explicit (i.e., coded) feedback is preferable and even necessary (Ferris and Roberts 2001), the text-analytic evidence that exists on this question does not support their intuitions.

Types of teachers' corrective feedback were divided into six types spanning in an explicit-implicit spectrum (Lyster and Ranta, 1997).

1. Explicit correction
2. Recasts
3. Clarification requests
4. Metalinguistic clues
5. Elicitation
6. Repetition

At the explicit end of the spectrum is explicit correction which refers to the explicit provision of the correct form. As teachers provide the correct form, he or she clearly indicates what the student had wrote was incorrect. While the implicit end of the range is recasts – the teacher implicitly reformulates the student's utterance, minus the error – which is proved to be the most frequent type of feedback comprising over all of all feedback moves (Lyster, 2002).

What in the middle of the spectrum is a group of four international moves that, according to Lyster 1998, teachers use to push students to improve accuracy of their non-target output. The four types of feedback are as follows.

1. Clarification request

The teacher pretends that the message has not been understood and that a repetition or a reformulation is required, e.g. “Are you sure?” and “I don’t understand”.

## 2. Metalinguistic clues

The teacher provides comments or questions related to the accuracy of the student’s utterance, without explicitly providing the correct form, e.g. “Do you say ‘good’ in English?” “No, that’s not it”.

### 1. Elicitation

The teacher directly elicits correct forms from students by asking questions such as “How do we say that in English?” and “He what?”

### 2. Repetition

The teacher repeats the student’s erroneous utterance, adjusting the intonation to highlight the error, e.g. “He goed?”

These four interactional moves were later grouped in Lyster (1998) under the rubric of negotiation of form and later in Lyster (2002) the group was renamed as **prompts**. These four interactional moves have distinguished them from recasts and explicit correction in that they provide students with signals that facilitate peer-and self-repair rather than mere rephrasing of their utterances (Lyster, 1998). In other words, recasts and explicit correction already provide correct forms to the students. Thus, no further effort or analytical practice is required from the learner side.

In conclusion, the researcher is interested in two types of feedback in writing: prompts (negotiation of form) and recasts (negotiation of meaning). Prompts and recasts are considered interactional feedback by Lyster (1998).

## 4.5. How to give feedback in a writing process

Feedback procedures cannot be used indiscriminately of the problem area. There are procedures which are more suitable for feedback on vocabulary and grammar mistakes, and others which are more effective for the treatment of problems in other areas (e.g. style, organization, coverage, relevance). The feedback procedures outlined overleaf have been adapted from Tribble (1996) and White and Arndt (1991). Feedback in writing can be given as follows.

### *Feedback on vocabulary and grammar*

1. correct error directly (i.e. cross out incorrect part and write correct version).
2. underline, indicate type and refer students to a reference book (e.g. grammar book, or grammar and indicate the type on the margin).
3. underline the error and indicate the type on the margin.

4. underline the error
5. indicate the type of error (s) on the margin. The teacher needs to familiarize students with the coding system that will be used.
6. indicate the number of errors in each line on the margin.

*Feedback on other areas*

1. comments and guidance questions on the margin and/or at the end of the text.
2. teacher-learner conference: teacher and learner/pair/group collaborate as co-writer to write and/or improve specific parts of a text. Conference can take part either while a text is in class or after its completion.
3. reformulation: the teacher or learner (in the case of peer-correction) checks what a learner wants to express in a problematic part of the text and rewrites it. This technique can also take place during conferencing.
4. self/peer correction using a checklist: the teacher formulates a checklist based on the elements of good writing – the students (individually, in pairs/groups, or as a class) evaluate a text using the checklist and suggest improvements. This technique is particularly suited to exam-prep classes, as it trains the students to evaluate and improve their own writing.
5. the teacher collects problematic excerpts on a handout or overhead transparency. Students in pairs/groups or as a class (with the teachers' guidance) identify problems and suggest improvements.
6. the teacher adopts the role of the intended reader and reacts to the text in a realistic way (e.g. by 'sending' a short reply, or 'calling' the writer).

The most important aspect while giving feedback is adopting a positive attitude to student writing. While marking mechanically we may not realize that we are showing the student only his mistakes – negative points. If the student receives only negative feedback, he may easily be discouraged from trying to form complex structures and using new vocabulary. However, feedback sessions can be a beneficial experience for the student if the teacher shows the strong points as well (Gabrielatos, 1993:15-20).

Another important point to consider while giving feedback is the amount of correction on the end product. In academic writing, the end product is expected to have:

1. A wide range of vocabulary
2. Correct grammar
3. Meaningful punctuation
4. Accurate spelling

5. Varied sentence structures
6. Unity and coherence in ideas
7. Well-supported and explained major points

If the teacher tries to make comments and corrections on the final version of the student paper, the teacher would be exhausted and the student would be discouraged. One alternative can be giving feedback through the process of writing. That is, while the student is planning and organizing his ideas, the teacher can comment on the unity and coherence of ideas. Or while the student is writing his draft, the teacher can proofread for word-order, subject-verb agreement, spelling mistakes. This gradual checking can minimize the exhaustive red marks on the student paper. Another advantage of such correction is that the student sees these comments when the writing experience is still fresh in his mind.

It is advisable that feedback focuses on a limited number of elements. Giving students feedback on a large number of elements can only confuse them. What is more, limiting feedback to specific elements of writing is consistent with the view of feedback as part of the learning cycle model. There are other alternative areas of focus when giving feedback in writing (Gabrielatos, 1993) as follows.

1. spelling
2. grammar (accuracy and appropriateness)
3. vocabulary (accuracy and appropriateness)
4. natural use of language
5. linking and signposting expressions
6. layout
7. organization
8. clarity of expression
9. regard for reader (e.g. level of explicitness)
10. the area (s) which the previous lesson (s) focused on.
11. only what affects/take achievement.

## **5. Social Constructivism**

Lev Vygotsky, born in the U.S.S.R. in 1896, is responsible for the social development theory of learning. He proposed that social interaction profoundly influences cognitive development. Central to Vygotsky's theory is his belief that biological and cultural development to not occur in isolation (Driscoll, 1994).

The constructivism is primarily based on the significant theme of Vygotsky's theory (1978) which is that social interaction acts with a fundamental role in the process of cognitive development. Vygotsky proposed that social learning precedes development and development is a process that should be analyzed, instead of a product to be obtained. Vygotsky (1978) states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level: first, between people (interpsychological) and then inside the child (intrapsychological)." According to Vygotsky, the development process that begins at birth and continues until death is too complex to be defined by stages (Driscoll, 1994; Hausfather, 1996).

Vygotsky's Social Development Theory rests on two main principles: the More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD). The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO is normally thought of as being a teacher, coach, or older adult; but the MKO could also be peers, a younger person, or even computers.

The Zone of Proximal Development is the place where a student can perform a task under adult guidance or with peer collaboration that cannot be achieved alone. Vygotsky believed that this life-long process of development was dependent on social interaction and that social learning actually leads to cognitive development. This phenomenon is called the Zone of Proximal Development. Vygotsky (1978) describes it as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers". In other words, a student can perform a task under adult guidance or with peer collaboration that cannot be achieved alone. The Zone of Proximal Development bridges that gap between what is known and what can be known. Vygotsky claimed that learning occurred in this zone.

Therefore, Vygotsky focused on the connections between people and the cultural context in which they act and interact in shared experiences (Crawford, 1996). According to Vygotsky, humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. Initially, children develop these tools to serve solely as social functions; as ways to communicate needs. Vygotsky believed that the internalization of these tools led to higher thinking skills. When Vygotsky observed young children participating in egocentric speech in their preoperational stage, he viewed this egocentric

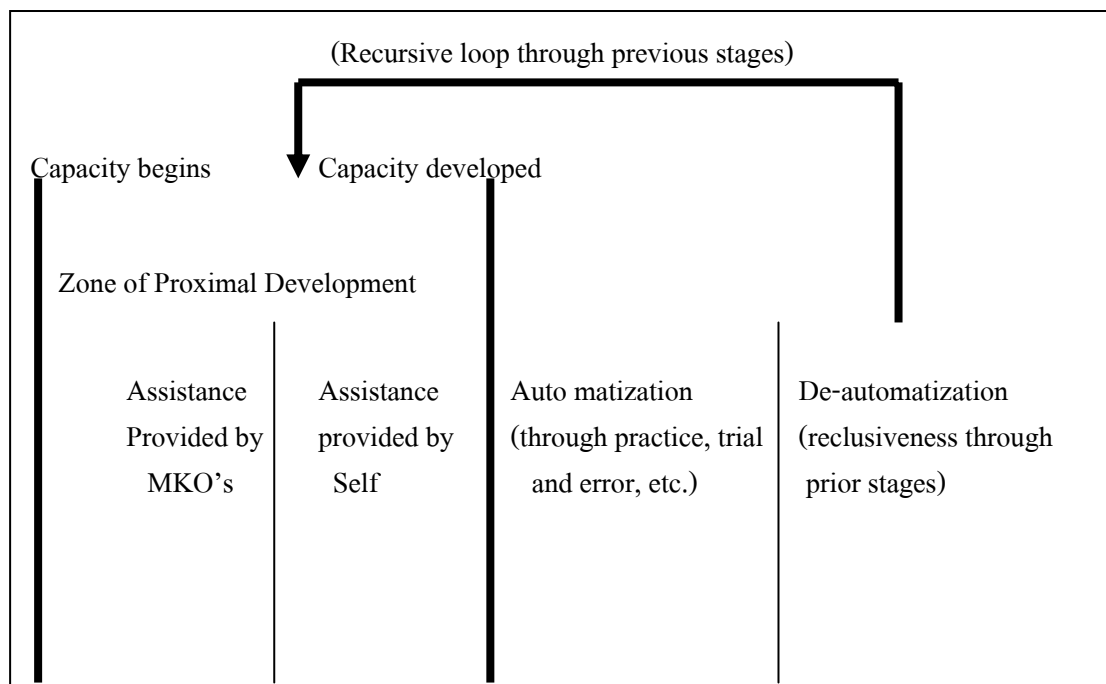
speech as a transition from social speech to internalized thoughts (Driscoll, 1994). Thus, Vygotsky believed that thought and language could not exist without each other.

### 5.1 Four-Stage Process of ZPD

Vygotsky (1978) believed that “What the child (or learner) is able to do in collaboration today, he will be able to do independently tomorrow.” Tharp and Gallimore (1988: 35) have developed a four-stage model (Figure 2.1) describing learners’ progression through their zones. The first stage begins with complete dependence on the teacher, and then the learner moves to the second stage when he begins to perform a task alone. In the third stage, the learner can perform the task easily and with complete independence. The final stage allows for return to a learning state in order to perfect the task.

**Figure 2.1**

Tharp & Gallimore’s Four-Stage Model of ZPD



#### **Stage 1: Assistance provided by more knowledgeable other (MKO's):**

Before children can function as independent agents, they must rely on adults or more capable peers for outside regulation of task performance. The amount and kind of outside regulation a child requires depend on the child’s age and the nature of the task; that is, the breadth and progression through the ZPD for the activity at hand.



**Stage 2: Assistance provided by self:**

If we look carefully at the child's statements during this transition, we see that the child has taken over the rules and responsibilities of both participants in the language-game. These responsibilities were formerly divided between the adult and child, but they have now been taken over completely by the child. The definitions of situation and the patterns of activity which formerly allowed the child to participate in the problem-solving effort on the interpsychological plane now allow him/her to carry out the task on the task on the intrapsychological plan. Thus, in Stage 2, the child carries out a task without assistance from others. This does not mean, however, that the performance isn't fully developed or automatized.

**Stage 3: Automatization through practice:**

Once all evidence of self-regulation has vanished, the child has emerged from the ZPD into the developmental stage for that task. The task execution is smooth and integrated. It has been internalized and "automatized." Assistance, from the adult or the self, is no longer needed. Indeed, "assistance" would now be disruptive. It is in this condition that instructions from others are disruptive and irritating; and it is at this stage that self-consciousness itself is detrimental to the smooth integration of all task components. This is a stage beyond self-control and social control. Performance here is no longer developing; it is already developed. Vygotsky (1978) described it as the "fruits" of development, but he also described it as "fossilized," emphasizing its fixity and distance from the social and mental forces of change.

**Stage 4: De- automatization; reclusiveness through three stage:**

The lifelong learning by an individual is made up of these same regulated ZPD sequences—from other- assistance to self-assistance—recurring over and over again for the development of new capacities. For every individual, at any point in time, there will be a mix of other- regulation, self-regulation, and automatized processes. The child who can now do many of the steps in finding a lost object might still be in the ZPD for the activities of reading, or any of the many skills and processes remaining to be developed in the immature organism.

The successful application of Vygotsky's theories requires a learning environment dedicated to these principles. Those acting as MKO's must be highly involved, must work in collaboration with their students to facilitate learning, and must be familiar with the students' individual ZPD's. This is in contrast to some traditional teaching methods which require that students simply regurgitate recited material. As discussed in Constructivist learning theory, a

more collaborative environment may encourage students to create their own meanings and apply them to learned material (Hausfather, 1996).

### **5.2 Application of the Social Development Theory to Instructional Design**

Traditionally, schools have not promoted environments in which the students play an active role in their own education as well as their peers' Vygotsky's theory, nevertheless, requires the teacher and students to play untraditional roles as they collaborate with each other. Instead of a teacher dictating his/her students in order to create meaning in ways that students can make their own (Hausfather, 1996). Learning becomes a reciprocal experience for the students and teacher.

The physical classroom, based on Vygotsky's theory, would provide clustered desks or tables and work space for peer instruction, collaboration, and small group instruction. Like the environment, the instructional design of material to be learned would be structured to promote and encourage student interaction and collaboration. Thus the classroom becomes a community of learning.

Because Vygotsky asserts that cognitive change occurs within the zone of proximal development, instruction would be designed to reach a developmental level that is just above the student's current developmental level. Vygotsky proclaims, "learning which is oriented toward developmental levels that have already been reached is ineffective from the view point of the child's overall development. It does not aim for a new stage of the developmental process but rather lags behind this process" (Vygotsky, 1978).

Appropriation is necessary for cognitive development within the zone of proximal development. Individuals participating in peer collaboration of guided teacher instruction must share the same focus in order to access the zone of proximal development. "Joint attention and shared problem solving is needed to create a process of cognitive, social, and emotional interchange" (Hausfater, 1996). Furthermore, it is essential that the partners be on different developmental levels and the higher level partner be aware of the different developmental levels and the higher level partner be aware of the lower level. If this does not occur, or if one partner dominates, the interaction is less successful (Driscoll, 1994; Hausfather, 1996).

### **5.3 Instructional Strategies and Their Implementation in Instruction**

Scaffolding and reciprocal teaching are effective strategies to access the zone of proximal development. Scaffolding requires the teacher to provide students the opportunity to extend their current skills and knowledge. The teacher must engage students' interest, simplify tasks so they are manageable, and motivate students to pursue the instructional goal.

In addition, the teacher must look for discrepancies between students' efforts and the solution, control for frustration and risk, and model an idealized version of the act (Hausfather, 1996).

Reciprocal teaching allows for the creation of a dialogue between students and teachers. This two-way communication becomes an instructional strategy by encouraging students to go beyond answering questions and engaging in the discourse (Driscoll, 1994; Hausfather, 1996). A study demonstrated the Vygotskian approach with reciprocal teaching methods in their successful program to teach reading strategies (Brown, 2002). The teacher and students alternated in taking turns in leading small group discussions on a reading. After modeling four reading strategies, students began to assume the teaching role. Results of this study showed significant gains over other instructional strategies (Driscoll, 1994; Hausfather, 1996). Cognitively Guided Instruction is another strategy to implement Vygotsky's theory. This strategy involves the teacher and students exploring math problems and then sharing their different problem solving strategies in an open dialogue (Hausfather, 1996).

#### **5.4 The Effectiveness of the Social Development Theory in Achieving Its Goals**

Vygotsky's social development theory challenges traditional teaching methods. Historically, schools have been organized around recitation teaching. The teacher disseminates knowledge to be memorized by the students, who in turn recite the information back to the teacher (Hausfather, 1996). However, the studies described above offered empirical evidence that leaning based on the social development theory facilitates cognitive development over other instructional strategies.

To sum up, a constructivist teacher creates a context for learning in which students can become engaged in interesting activities that encourage and facilitate leaning. The teacher does not simply stand by, however, and watch children explore and discover. Instead, the teacher may often guide student as they approach problems, may encourage them to work in groups to think about issues and questions, and support them with encouragement and advice as they tackle problems, adventures, and challenges that are rooted in real life situations that are both interesting to the students and satisfying in terms of the result of their work. Teachers thus facilitate cognitive growth and learning as do peers and other members of the child's community.

All classrooms in which instructional strategies compatible with Vygotsky's social constructivist approach are used do not necessarily look alike. The activities and the format can considerably vary. However, four principles are applied in any Vygotskian classroom.

1. Learning and development is a social, collaborative activity.
2. The Zone of Proximal Development can serve as a guide for curricular and lesson planning.
3. School learning should occur in a meaningful context and not be separated from learning and knowledge children develop in the “real world.”
4. Out-of –school experiences should be treated to the child’s school experience.

## **6. Related Research**

### **6.1. Language learning strategies**

Language learning strategies research began in the 1970s with the seminal work of Joan Rubin, who, like Stern (1975), suggested that a model of “the good language learner” could be constructed by looking at special strategies used by successful second language students (Rubin, 1975). Other researchers followed with descriptions of learner characteristics and strategic techniques associated with effective second and foreign language learning (Naiman, Frohlich, Stern, & Todesco, 1978, 1996; O’Malley, & Chamot, 1990). More recently, Takeuchi (2003) identified the characteristics of Japanese good language learner as one who is a mentally active learner, monitors language comprehension and production, practices communicating in the language, makes use of prior linguistic and general knowledge, uses various memorization techniques, and asks question for clarification.

Later studies comparing more and less effective language students have revealed a recurring finding that less successful students do use learning strategies, sometimes even as frequently as more successful learners, but the their strategies are used differently (Vandergrift, 1997) A recent study by Vandergrift (2003) compared the listening comprehension strategies of more-and less-skilled Canadian seventh-grade students of French. Students listened to several French texts and were prompted to think aloud during the process. The more skilled listeners used more metacognitive strategies, especially, comprehension monitoring, than did their less skilled peers. In addition, more skilled listeners engaged in questioning for clarification, whereas the less skilled used more translation. Graham (2007) investigated the attitudes toward learning French of upper English students do not seem to be aware of the potential role of learning strategies in improving their language performance.

## 6.2. Interactional feedback in writing

Interaction plays a key role in driving L2 development forward because students rely on semantically contingent speech as a primary source of positive and negative L2 data (Long, 1996). In L2 classrooms, teacher-student interaction provides propitious opportunities for reactive focus on form to occur in relatively unplanned ways that include teacher feedback that targets students' non-target outputs. Research in support of reactive focus on form suggests that it might be precisely at the moment when students have something to say that their attention can most effectively be drawn to form, rather than postponing attention to form until a subsequent language lesson (Lightbown, 1998; Long, 1991).

Observational studies of French immersion classrooms provide detailed descriptions of how teachers interact with students by using a range of questioning techniques and feedback types to draw attention to form during language arts and science lessons (Swain and Lapkin, 1998; Lyster, 1998a).

Similarly, Lightbown and Spada (1990) observed English as a second language class (ESL) teachers who tended to focus on form on the fly, without interrupting the flow of communication. Lightbown (1998) described one teacher in particular who organized her teaching "in such a way as to draw the learners' attention to errors in their interlanguage development within the context of meaningful and sustained communicative interaction" (p. 218).

Based on descriptive studies of teacher-student interaction (Lyster, 2002) feedback moves can be classified as one of three types: explicit correction, recasts, or prompts. Explicit correction and recasts supply students with target reformulations of their nontarget output. In the case of explicit correction, the teacher supplies the correct form and clearly indicates that what the student said or wrote was incorrect.

Uptake was defined by Lyster and Ranta (1997) as a student's immediate response to the teacher's feedback that "constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance" (p.49).

The notion of uptake in classroom studies provides an effective tool for identifying patterns in teacher-student interaction that include a wide range of learner responses following teacher feedback, thus allowing for an operationalizing of pushed output in classroom settings (Swain, 1985).

Lyster and Ranta (1997) classified learner uptake as (a) utterances still in need of repair or (b) utterances with repair. Repair includes (a) repetition or incorporation of the

correct forms provided in recasts and explicit correction and (b) self-or-peer-repair following prompts. Uptake that involves self-repair requires a deeper level of processing than uptake that involves repetition, and it is arguably more effective at destabilizing interlanguage forms as students are pushed to reanalyze interlanguage representations and to attend to the retrieval of alternative forms.

In the context of adult ERL, found that self-repair moves that followed prompts in the form of clarification requests were significant predictors of L2 development. Similarly, Havranek and Cesnik (2001) found repair that followed prompts to be the most effective feedback combination in a range of EFL classrooms.

Notwithstanding a growing consensus that uptake “may create the conditions for language acquisition to occur” and “may be facilitate of acquisition” (Ellis, 1999), there is an equally strong consensus that uptake alone does not constitute an instance of learning. Instead, the effect of interactional feedback and learner repair on longer term L2 development needs to be investigated in carefully designed quasi-experimental studies.

Many researchers have pointed out teacher feedback of any type is more likely to benefit student writing if it comes primarily at intermediate, rather than final, stages of the writing process – specifically, when students are allowed or even required to revise or rewrite their papers after receiving teacher feedback (Ferris 1995b, 1997; Krashen 1984; Zamel 1985).

A related question is whether students make correct revisions on papers in response to teacher feedback. The evidence on this question that exists to this point is fairly conclusive. Though there is variation across error types, individual students, and teacher feedback mechanism, student writers have generally been successful in producing more accurate revisions in response to error feedback. As already mentioned, the subjects in study were able to self-correct nearly 92 percent of the errors marked by the teacher.

In a study (Fathman and Whalley, 1990), 100 percent of the students who received grammar feedback received high grammar scores on their revisions. In Ferris’s (1997) study, 73 percent of the grammar-focused teacher comments led to successful changes in the student revisions – notable because there were verbal comments made in the text. The students made successful edits of about 80 percent of the errors marked by their teachers. Finally, in a recent study by Ferris and Roberts (2001), 53 university ESL writers who received error feedback were able to self-correct 60-64 percent of the errors marked during a 20-minute in-class editing session.

A research on error-correction to date points clearly to the overall long-term superiority of indirect feedback. In longitudinal studies by Ferris (1999), groups of students who received feedback significantly outperformed those who received direct-feedback – in fact, in all three studies, the students receiving direct feedback either made no progress at all or even regressed in some error categories.

On the other hand, Robb, Ross, and Shortreed (1986), who compared one group of students receiving direct feedback with three groups that received direct feedback at differing levels of explicitness, report no significant differences across the four treatment groups, although four groups showed improvement in accuracy.

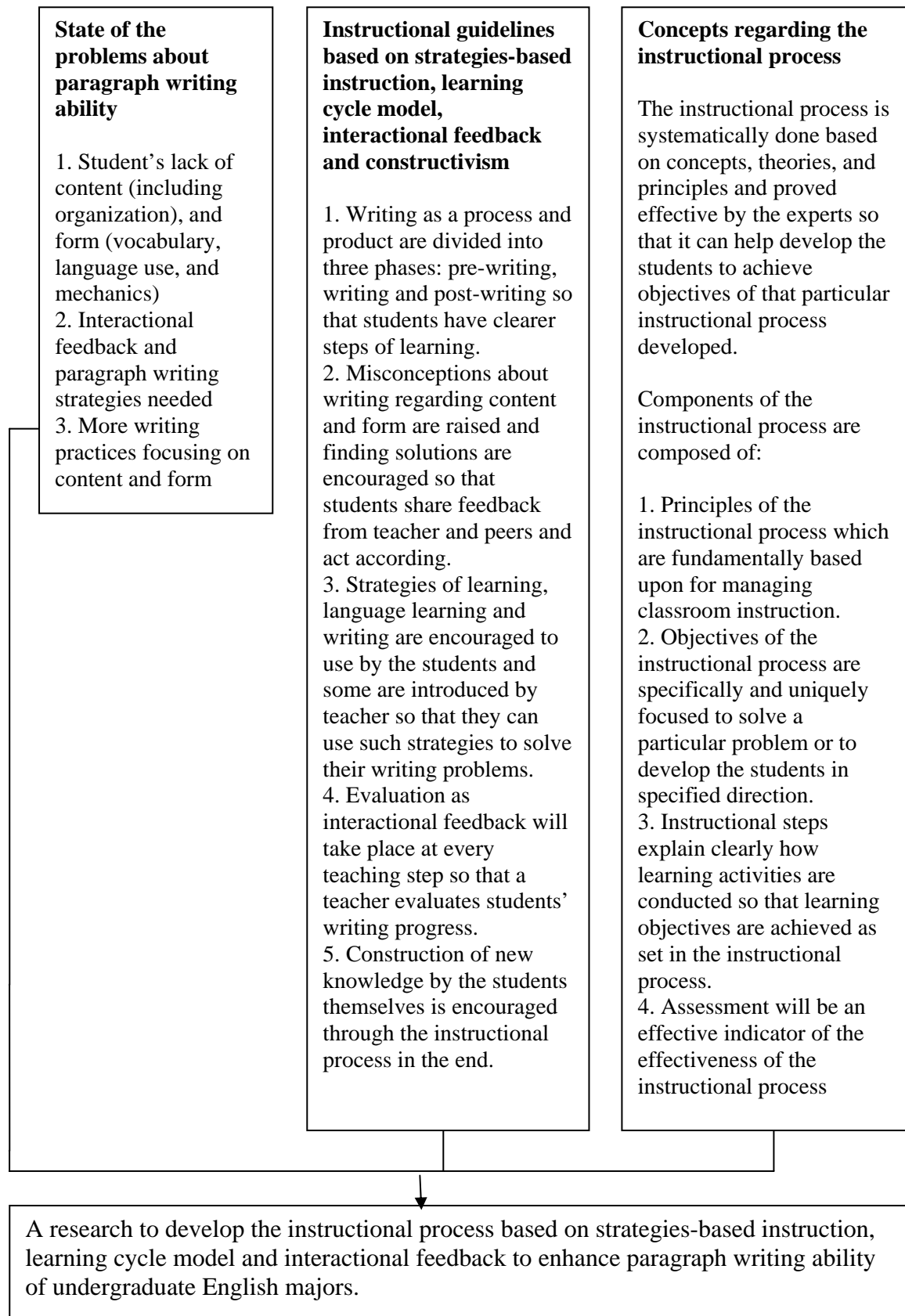
Still, since direct feedback is easier for students to utilize in their revisions, it could be argued that even a study that shows the indirect feedback groups as equal to the direct-feedback provides evidence in favor of indirect feedback. Later researchers, however, note that student writers in process-oriented composition claimed to value feedback of all types, not just on their errors (Ferris, 1995).

Another consistent finding across this group of studies is that instructors' priorities, as expressed through their feedback, appeared to influence students' perceptions and attitudes about the types of issues they wanted addressed through teacher feedback. In other words, if a teacher primarily gave feedback about surface-level error, that teacher's students were likely to say that they preferred to receive feedback about their errors. In general, there appeared to be a good match between what students said they wanted in teacher feedback and the types of feedback they reported receiving from their teachers.

All in all, after reviewing related literature and research about paragraph writing, strategies-based instruction, learning and language learning strategies, learning cycle model, interactional feedback, and social constructivism, the researcher has a conceptual framework of the research as seen in Figure 2.2.

**Figure 2.2**

A conceptual framework of the research





## CHAPTER III

### RESEARCH METHODOLOGY

The research entitled “A Development of the Instructional Process Based on Strategies-based Instruction, Learning Cycle Model and Interactional Feedback to Enhance Paragraph Writing Ability of Undergraduate English Majors”, had two phases of procedures as follows.

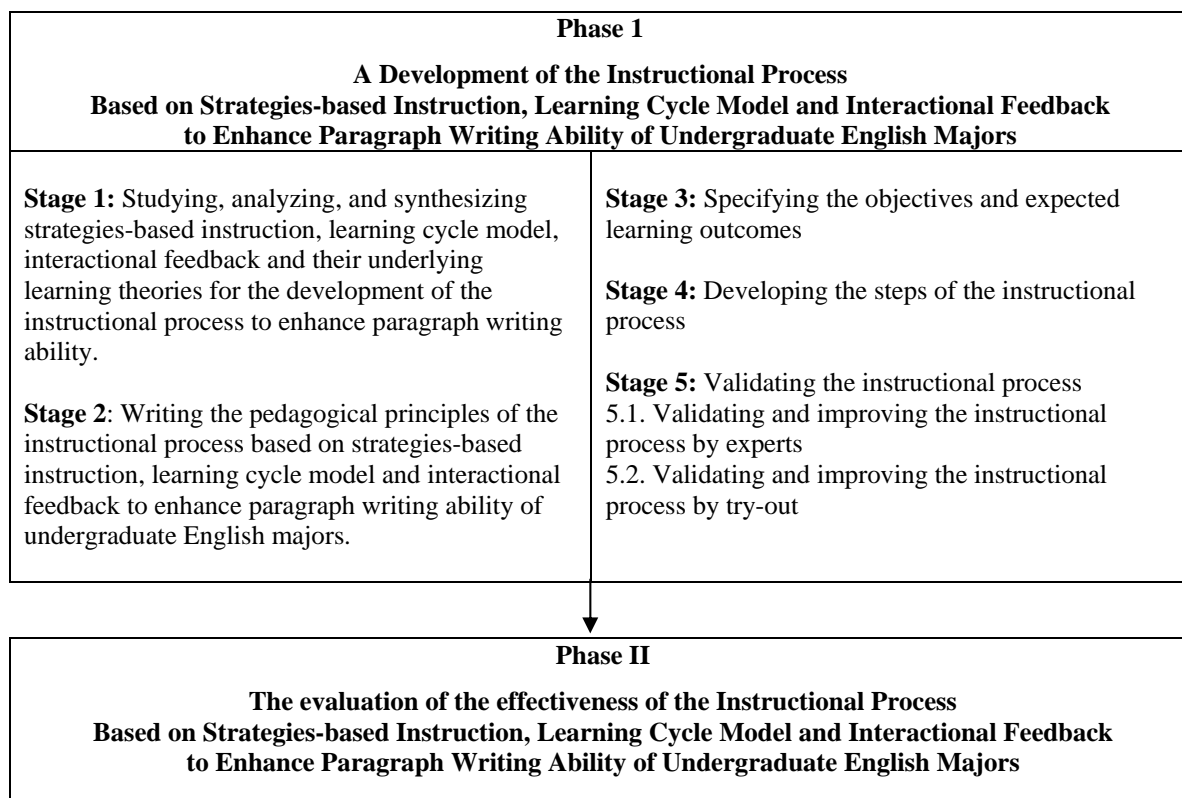
**Phase 1:** The development of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors.

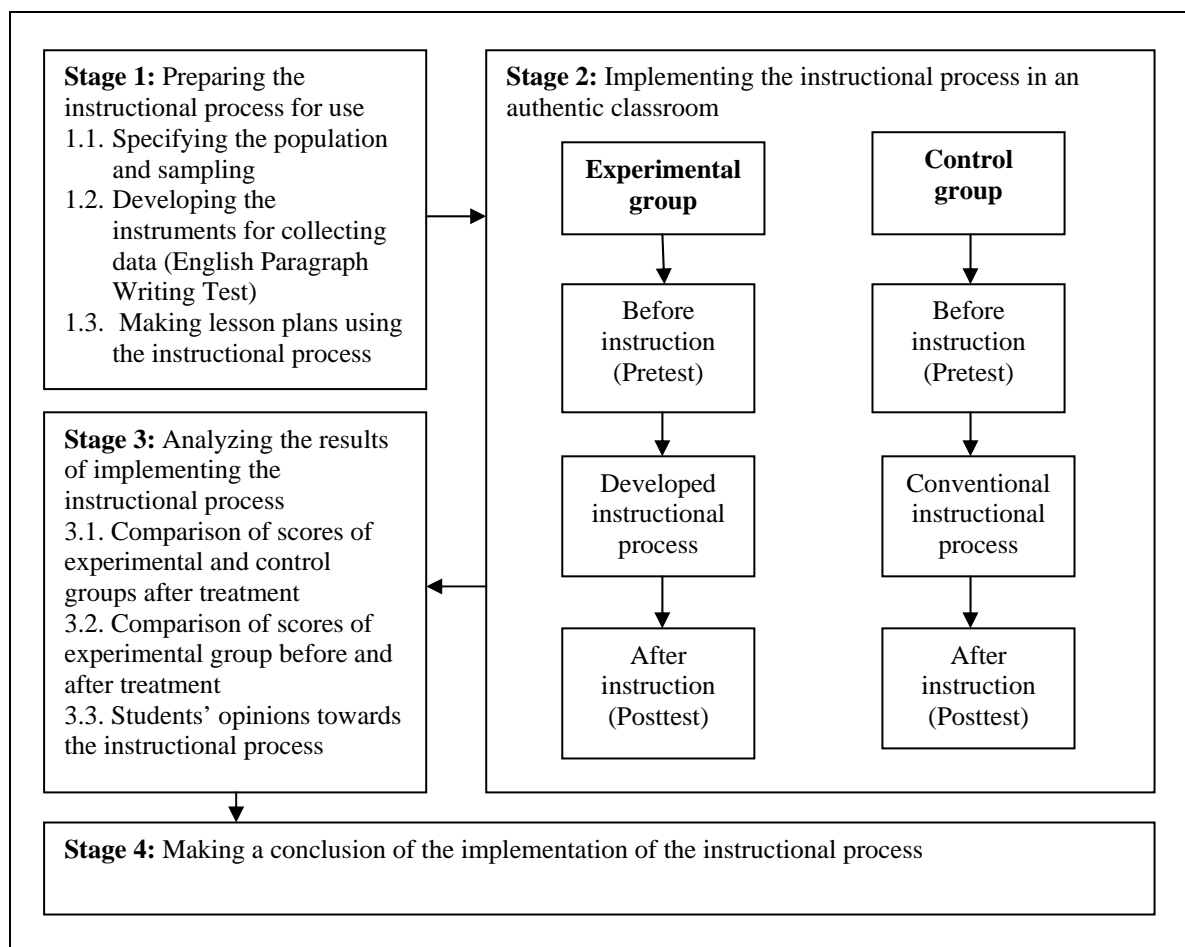
**Phase 2:** The evaluation of the effectiveness of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors.

Two phases of the research procedures were summarized and were presented in the following figure.

**Figure 3.1**

The summary of the research procedures





**Phase 1: The development of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors.**

There were five stages in this phase.

**Stage 1:** Studying, analyzing, and synthesizing strategies-based instruction, learning cycle model, interactional feedback and their underlying learning theories for the development of the instructional process to enhance paragraph writing ability.

The researcher studied the basic knowledge from various textbooks, journals, websites and related research comprising the following information on current issues about the paragraph writing and interactional feedback in writing, writing courses of universities in Bangkok and upcountry, and theories relevant to the instructional process including the strategies-based instruction, learning cycle model and interactional feedback.

After aforementioned concepts and principles, the key concepts of the study were analyzed and synthesized.

**Stage 2:** Writing the pedagogical principles of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors.

Based on the key concepts obtained from the study, analysis and synthesis of the pedagogical principles for enhancing paragraph writing ability were developed accordingly.

**Stage 3:** Specifying the objectives and expected learning outcomes

The objectives and learning outcomes of the developed instructional process were determined.

**Stage 4:** Developing the steps of the instructional process

From the learning outcomes and objectives synthesized from the pedagogical principles, the instructional process and steps were developed for enhancing paragraph writing ability.

**Stage 5:** Validating the instructional process

#### 5.1. Validating and improving the instructional process by experts

To validate the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors, three experts (See Appendix A) in the field of ESL/EFL were asked to verify the process using the evaluation form (See Appendix B). In order to evaluate the effectiveness of the instructional process, quantitative data was mainly considered. Qualitative data, nevertheless, was used to confirm the results and provide insights into the study. This was because the quantitative data alone might not be enough to justify the trustworthiness of the study. However, qualitative data could provide in-depth information which could add insights into the understanding of the phenomenon that might be missed when only one method was employed (Onwuegbuzie & Leech, 2004).

#### 5.2. Validating and improving the instructional process by try-out

To ascertain that the actual two types of lesson plans were effective and to reduce unforeseen problems, two lesson plans: one for the experimental group (See Appendix C) validated by three experts (See Appendix E) and were piloted in the study in second semester of academic year 2007 and the other for the control group (See Appendix D). The samples in the pilot study, which had equivalent characteristics as the subjects in the main study, consisted of 36 students and divided into two equal groups (18 students in each group). One group received the instruction of lesson plan of the developed instructional process, and the other received a treatment of lesson plan based on the PPP Method. The pilot study reduced the number of treatment errors, because unforeseen problems revealed in the pilot study were

overcome in redesigning the main study. It was possible to get feedback from participants and other people involved which led to improvements such as in alternative instruments, materials, and procedures.

After the pilot, the main flaw that was found was timing. It obviously showed that some steps contained too many activities and took too much time. Therefore, some activities were deleted and some were mixed or combined into one. Moreover, the order of some activities was changed and rearranged in order to make the lesson run smoothly.

**Phase 2: The evaluation of the effectiveness of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors.**

There were four stages in this phase.

**Stage 1:** Preparing the instructional process for use

1.1. Specifying the population and sampling

Population and samples

The population of this study was the undergraduate students who were English majors studying at government universities in Bangkok. The samples of this study were the freshman English majors of the Faculty of Education, Chulalongkorn University, who had taken the English Paragraph Writing as a required course. The class was conducted in the summer of academic year 2007 (1-30, April, 2008). The number of undergraduate English majors is 30. The students were divided into two groups with 15 students in each group. The researcher conducted the purposive sampling for this study. The researcher selected the undergraduate English majors at the Faculty of Education, Chulalongkorn University because they were required to study some courses to develop their English language skills similar to those offered for English majors at an undergraduate level. They also had the high scores of English for the university entrance examination. So did other universities in Bangkok and upcountry. Consequently, the undergraduate English majors of the Faculty of Education, Chulalongkorn University could represent English majors in those universities. The selection of samples from the whole population was done by means of being randomly selected. To ensure that the two groups were comparable, group quality was statistically verified by comparing the pretest mean scores (experimental group = 30.33, control group = 29.13) by using Percentage Points of the t Distribution (Howell, 2008).

**Table 3.1**

Comparison of the mean scores of the pretest of the experimental group and the control group (total score = 50)

	n	Max	Min	$\bar{X}$	S.D.	t
Experimental group	15	46	23	30.33	5.45	.685
Control group	15	35	22	29.13	4.05	

$P < .05$  due to  $t_{28, .05} = 1.701$

In table 3.1, the mean scores of the pretest of 15 students in the experimental group is 30.33 (S.D. = 5.45) with the highest score of 46 and the lowest score of 23. On the other hand, the mean score of the pretest of 15 students in the control group is 29.13 (S.D. = 4.05) with the highest score of 35 and the lowest score of 22.

To analyze the differences of the pretest between both groups, Independent Samples Test was employed. Based on Percentage Points of the t Distribution, it found out that the calculated t was .685, which was lower than that in a critical region ( $t_{28, .05} = 1.701$ ). Consequently, the hypothesis<sub>0</sub> was accepted. In other words, the mean scores of the pretest of the experimental and control groups were not significantly different at the level of .05.

## 1.2. Developing the instruments for collecting data

There were two types of research instruments in the study: the research instruments for collecting data and the instruments for the experiment.

### 1.2.1. The research instruments for collecting data

#### 1.2.1.1. A Paragraph Writing Ability Test

Two parallel paragraph writing tests served as the pretest (See Appendix F) and posttest (See Appendix G) of the study respectively. The test was a subjective type designed by the researcher and validated by three experts. This writing test was to measure the paragraph writing ability of the students in terms of content (including organization) and form (vocabulary, language use, and mechanics) scored by using the English paragraph writing profile adapted from the ESL Composition Profile, (Jacobs, 1981) (See Appendix H).

#### 1.2.1.2. Questionnaires for Eliciting Students' Opinions

The Questionnaires for Eliciting Students' Opinions (See Appendix I) was a 5-point Likert scale questionnaire. The five options were 1) strongly disagree, 2) disagree, 3) undecided, 4) agree and 5) strongly agree. The questionnaire was

designed to collect students' demographic characteristics and their opinions towards the instruction based on the instructional process emphasizing interactional feedback to enhance paragraph writing ability. The questionnaires were validated by three experts in field of EFL/ESL teaching and language assessment. An evaluation from of the questionnaire (See Appendix J) was used to validate the questionnaire. There were two parts of this evaluation form. First, five-4-rating-scale items were employed for the quantitative data; and at the end of this part, the experts were asked to give their additional comments on their overall assessment of the questionnaire. The other part was composed of twenty semi-structured questions asking for experts' opinions on each item of the questionnaire; and at the end of this part, an open-ended question was asked for the experts' additional comments and suggestions. The experts' validation on the first part is quantitatively presented in Table 3.2.

**Table3.2**

Percentage of experts' opinions on the questionnaire

Items		Opinions				
		Excellent 3	Good 3	Moderate 2	Poor 1	$\bar{X}$
1	Instrument's explanation is clear.	2 (66.67%)	1 (33.33%)			3.67
2	Instruction is clear.	3 (100%)				4
3	Questions are purposeful and support the study.	3 (100%)				4
4	The language used is appropriate to the participants.	2 (66.67%)	1 (33.33%)			3.67
5	The format of the questionnaire is appropriate to the participants.	3 (100%)				4

All experts were satisfied with the questionnaire. There were a few comments and suggestions for editing given by the experts. For example, one expert suggested that items 3-8 should be in the complete sentences instead of phrases. So, the questionnaires (See Appendix I) were revised accordingly.

### 1.3. Making the lesson plans using the instructional process

The instruments for the experiment include ten lesson plans using

the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability and ten lesson plans based on the conventional instruction. Each lesson plan for both groups was designed for a 180-minute instruction in three periods, which was one hour extra from the normal practice of the class schedule.

There were ten topics used to investigate the paragraph writing ability of the students. The students were asked to write a paragraph (narration) as a pretest. Then, the students wrote another 10 topics as assignments to practice with the instructional process to enhance paragraph writing ability. In addition, the assignments showed how the instructional process helped improve the students' paragraph writing ability. In the end of the course, the students were asked to write the same type of paragraph (narration) as a posttest.

The researcher then began the selection of writing topics by studying the English writing textbooks and course materials used at higher educational establishments. The ten topics were chosen based on their relation to what the students learned in the regular class. Three experts' approval of the topics and types of paragraph writing was sought before the experiment. The initial list of topics and types of paragraph writing and time of distribution were shown in Table 3.3.

**Table 3.3**

Topics and types of paragraph writing

No	Topic	Type of writing	Remarks
1	Why English becomes more important. (Overview of Organization of Paragraph Writing)	Examples	
2	CU Education students are classified into three types. (Topic sentence, supporting sentences and concluding sentence)	Classification	
3	My most impressive moment (Unity and coherence)	Narration	
4	My Own Definitions of Love	Definition	
5	How to Prepare Yourself for the Traditional Football Match between Chula and Thammasat	Process	
6	What Do You Like Most (or Hate Most) about the Faculty of Education?	Description	
7	Do You Agree with the EP Program in Thai Schools?	Argumentation	
8	What Are the Causes and Effects of Global Warming?	Cause and Effect	

9	Why do you want to live in a house or a condominium?	Comparison and Contrast	
10	Free topic Paragraph writing wrap-up	Any type	

To validate the appropriate topics to the level of the students, the experts evaluated it by using the evaluation form (See Appendix K). On the evaluation form, there would be two parts – written suggestion and a three-point rating scores for each statement. According to the experts, all ten topics were agreed because they are interesting and relevant to the students themselves.

### 1.3.1. Lesson plans based on the developed instructional process

Ten topics were designed to be ten lesson plans, each of which was based on the instructional process for teaching students in the experimental group. At the end of each lesson plan, students' writing pieces were given feedback and marked. Each lesson plan was designed according to the developed instructional process. The researcher had studied many textbooks about English paragraph writing, analyzed and synthesized the contents for making the lesson plans appropriate for undergraduate English majors. Details of the contents of paragraph writing are shown in Table 3.4.

**Table 3.4**

Contents of paragraph writing for ten lesson plans

Lessons	Contents	Hours
1	Overview of paragraph writing Definition Major elements Type of paragraph Prewriting strategies (thinking about audiences) Type of paragraph: Example	3
2	Organization of paragraph A topic sentence Controlling ideas Supporting sentences A concluding sentence Self-monitoring writing strategies to check, verify and correct the content and form of a paragraph) Type of paragraph: Classification	3



3	Unity and coherence Writing strategies: Second sentence guidelines Type of paragraph: Narration	3
4	Type of paragraph: Definition	3
5	Type of paragraph: Process	3
6	Type of paragraph: Description	3
7	Type of paragraph: Argumentation	3
8	Type of paragraph: Cause and Effect	3
9	Type of paragraph: Comparison and Contrast	3
10	Free type Paragraph writing wrap-up	3

In lesson plans 1-10, the contents, concepts, and practices of paragraph organization, major elements of paragraph, unity and coherence will be emphasized. Altogether, it takes 30 hours for ten lesson plans based on the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors.

There are six teaching steps of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors as follows:

Teaching step 1: Raising Curiosity and Awareness

Teaching step 2: Inductive and Deductive Modeling

Teaching step 3: Practice with Explanation

Teaching step 4: Elaborated Action Planning

Teaching step 5: Automated Focused Tasks

Teaching step 6: Evaluation and Reinforcement

#### 1.3.2. Lesson plans based on the PPP Method

With the same topics, ten lesson plans were designed according to the PPP Method. PPP stands for Presentation (introduction for a new teaching item in context), Practice (controlled practice of the item), and Production (a free practice phase) (Harmer, 2001: 80). A sample lesson plan of PPP Method is also available. In conclusion, there are three teaching steps of the conventional instruction for the control group.

Teaching step 1: Presentation

Teaching step 2: Practice

Teaching step 3: Production

Learning activities of lesson plans for the experimental and control groups are shown in Table 3.5.

**Table 3.5**

Learning activities of lesson plans for the experimental and control groups

<b>Learning activities</b>	
<b>Experimental group</b>	<b>Control group</b>
Pre-writing	Pre-writing
<p><b>Step 1 Raising curiosity and awareness</b>  <i>Learning task:</i> Students will be trained to identify misconceptions about elements of paragraph writing and important concepts about each type of paragraph writing by use checklist to identify content and organization (See Appendix L) and guideline for checking content and organization (See Appendix M) and guidelines for verifying the forms (See Appendix N) developed by Phochanapan, 2006.</p> <p><i>Focused writing strategies:</i> self-monitoring writing strategy is used to check, verify and identify misconceptions about content and form of the paragraph though the checklist and guideline.</p> <p><i>Focused interactional feedback:</i> Two-way communication feedback between teacher and the students</p>	<p><b>Step 1: Presentation</b>  <i>Teaching activity:</i> Teacher presents the type of paragraph writing being taught and explains in details on content (including organization), and form (vocabulary, language use, and mechanics). Teacher demonstrates how to use the checklist and guideline to check, verify and correct the mistakes.</p>
<p><b>Step 2 Inductive and deductive modeling</b>  <i>Learning task:</i> Students' writing drafts used as models are circulated and each student comments on the good feature or difficulties found in the draft concerning with the content and form. Then the class shares their comments. The class finally explores possible writing strategies to fix</p>	

<p>the difficulties and highlights the strategies the authors use in producing a good draft.</p> <p><b>Focused writing strategies:</b> Evaluation strategy is used to explore and examine what and how good the writers use their strategies to write a paragraph, so the students can use their techniques as a model.</p> <p><b>Focused interactional feedback:</b> Two-way communication between teacher and the students, the students and the students</p>	
Writing	Writing
<p><b>Step 3 Practice with Explanation</b></p> <p><b>Learning task:</b> Each student is asked to write a topic sentence, supporting sentences, or a paragraph as assigned in each week. Students exchange their drafts and try to propose the way to solve some problematic sentences in their peer's paragraph. The student will use the form given to explain the problem as they comment (See Appendix L, M, N). Then they swap and share the comments.</p> <p><b>Focused writing strategies:</b> Monitoring, inferring and questioning for clarification strategies are used to practice giving feedback techniques with explanation.</p> <p><b>Focused interactional feedback:</b> Two-way communication between teacher and the students, the students and the students</p>	<p><b>Step 2: Practice</b></p> <p><b>Teaching activity:</b> Teacher gives a model exercise based on the type of paragraph writing being taught, including writing a topic sentence, major and minor supporting sentences, and a concluding sentence.</p> <ul style="list-style-type: none"> <li>- Teacher asks students to practice writing a topic sentence, major and minor supporting sentences, and a concluding sentence.</li> <li>- Teacher explains points out some errors in students' paragraph writing and lets students practice more on them.</li> <li>- Teacher lets students work on their own first, then, work in pair, and finally work as a group.</li> </ul>
<p><b>Step 4 Elaborated action planning</b></p> <p><b>Learning task:</b> The class group and categorize common problems they found from their own experiment and set up action plans to solve a selected problematic area concerning with either form or content. Then they locate the resource in the website or find any other resource to help them understand the concepts.</p> <p><b>Focused writing strategies:</b> Organization strategy is used to group and categorize common problems to work on and</p>	

<p>planning strategy is used to sup up an action plan.</p> <p><b>Focused interactional feedback:</b> Two-way communication between teacher and the students, the students and the students</p>	
<p><b>Step 5 Automated Focused Tasks</b></p> <p><b>Learning task:</b> Students practice working on more exercises or engage in learning tasks which will help them gain more experience with form and content of the paragraph.</p> <p><b>Focused writing strategies:</b> Transferring and elaborating strategies are used by the students to interact with the source.</p> <p><b>Focused interactional feedback:</b> Two-way communication between the students and the students</p>	
<p>Post-writing</p>	<p>Post-writing</p>
<p><b>Step 6 Reinforcement and evaluation</b></p> <p><b>Learning Task:</b> Students are encouraged to create their own self assessment form to monitor their own progress. During a conference with the teacher they will be ask to ask to evaluate and reflect on their progress in the area of form and content in paragraph writing. In addition the class takes part in creating scoring rubric which will be used to evaluate their paragraph writing. The class comments on their progress based on the rubric.</p> <p><b>Focused writing strategies:</b> Evaluation, cooperation, questioning for clarification and self-monitoring writing strategies are used to monitor the students' paragraph writing ability.</p> <p><b>Focused interactional feedback:</b> Two-way communication between teacher and the students, the students and the students</p>	<p><b>Step 3: Production</b></p> <p><b>Teaching activity:</b> Teacher asks students to produce a piece of well-organized paragraph.</p> <ul style="list-style-type: none"> <li>- Teacher lets students seek his/her advice about their problems. Then, teacher provides them some language learning and paragraph writing strategies to improve their work.</li> <li>- Teacher asks students to present their work and get some correction feedbacks for their paragraph writing. The feedback is mostly performed with one-way communication through writing on the draft. A conference between teacher and students may be arranged to clarify some points that students may missed in later attempt of paragraph writing.</li> </ul>

## Stage 2: Implementing the instructional process in an authentic classroom

The experiment was carried out with two comparable sample groups, which were purposively selected as an experimental group and a control group, at the Faculty of

Education of one public university in Bangkok in the summer semester (1-30 April) of academic year 2007. The experimental group's schedule was on Monday, Wednesday, and Friday, 9.00-12.00 am, while the control group's schedule was on the same days, from 13.00-16.00. However, the two groups took turn for every other week in the studying schedule so that they would have the same condition of time. Then, both groups received the same content of a 10-unit English Paragraph Writing course from the same instructor in the same classroom setting, but with different instructional processes. In the week before the experiment, the paragraph writing test as a pretest was administered to the students of both the experimental and control groups and then their scores were collected. Later, both classes received the treatment for 10 days, one using the instructional process emphasizing to enhance paragraph writing ability, and the other using PPP Method instruction.

After tenth day of the treatment, the posttest was administered and the students' paragraph writing ability of the posttest was scored by the English paragraph writing profile developed by the researcher by adapting from the EFL Composition Profile (Jacobs, 1981). The teacher and the other rater teacher graded the students' final paragraph writing in order to confirm the reliability of the scores. The scores were then collected. Then, the questionnaires for eliciting students' opinions towards the instructional process emphasizing interactional feedback to enhance paragraph writing ability employed throughout the course was distributed to the students in the experimental group. The responses from the students were collected.

### **Stage 3:** Analyzing the results of implementing the instructional process

To analyze the data from implementing the instructional process, the scores of paragraph writing ability of the experimental and control groups were calculated by using Percentage Points of the t Distribution (Howell, 2008) in the following aspects:

3.1. comparing the mean scores of paragraph writing ability of the experimental group and control group by t-test at a significance level of .05

3.2. comparing the mean scores of the experimental group before and after the treatment by t-test at a significance level of .05.

3.3. studying the students' opinion towards the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors.

**Stage 4:** Making a conclusion of the implementation of the instructional process

The researcher took the information from Stage 3 for making a conclusion of the implementation of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors.

## CHAPTER IV

### RESEARCH FINDINGS

In the research entitled “A Development of the Instructional Process Based on Strategies-based Instruction, Learning Cycle Model and Interactional Feedback to Enhance Paragraph Writing Ability of Undergraduate English Majors” the data analysis was conducted in the two phases.

Phase 1: The result of the development of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors

Phase 2: The result of the evaluation of the effectiveness of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors

#### **Phase 1: The result of the development of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors**

The results of the development of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors were presented into 5 stages as follows.

**Stage 1:** The result of studying, analyzing, and synthesizing strategies-based instruction, learning cycle model, interactional feedback and their underlying learning theories for the development of the instructional process to enhance paragraph writing ability.

**Stage 2:** The result of writing the pedagogical principles of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors.

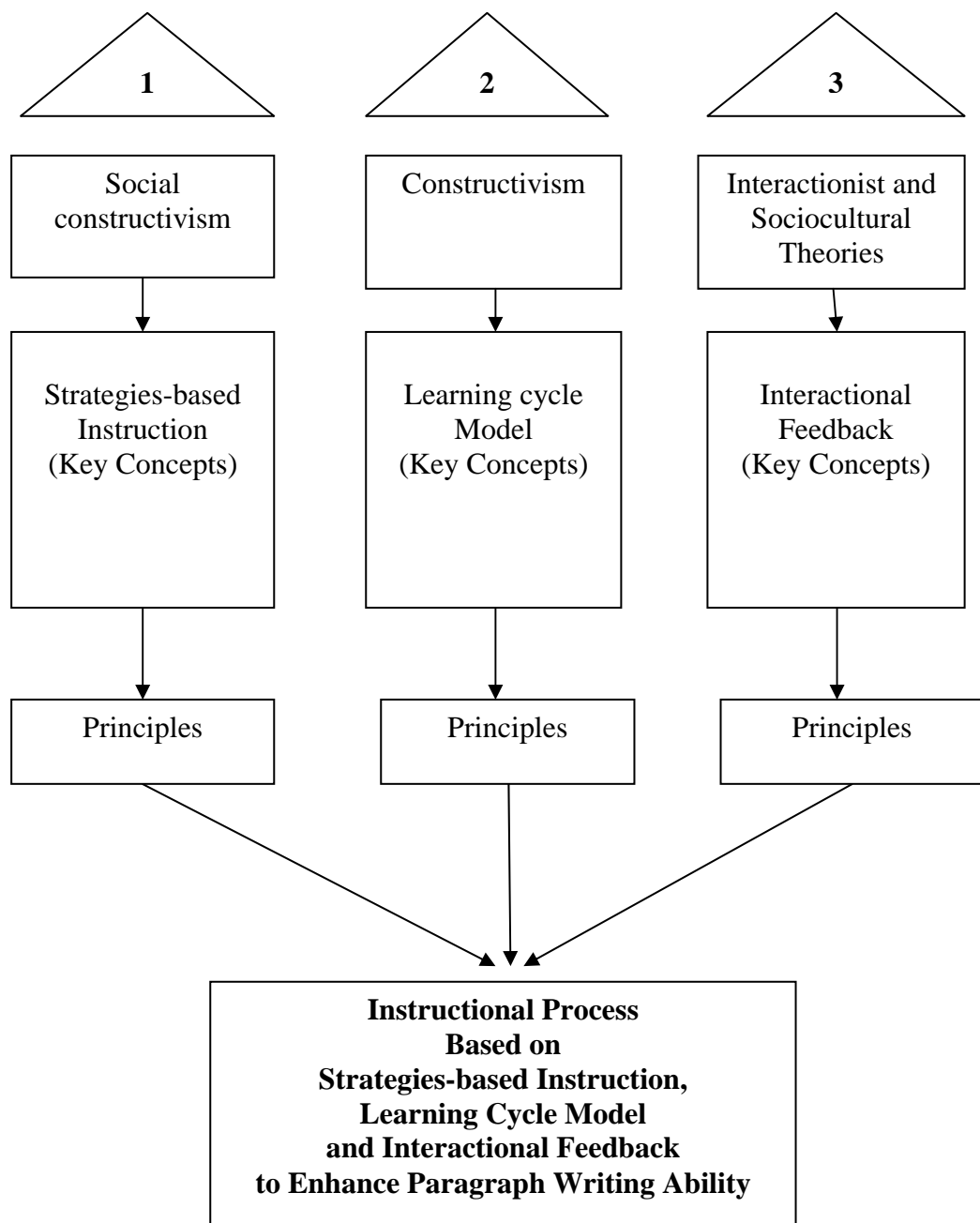
**Stage 3:** The result of specifying the expected learning outcomes and objectives

**Stage 4:** The result of developing the steps of the instructional process

**Stage 5:** The result of validating the instructional process

The result of data analysis of Phase I was shown in Figure 4.1.

**Figure 4.1**  
The result of data analysis of Phase I





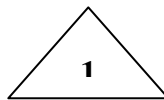
The result of data analysis of Phase I was as follows:

**Stage 1:** The result of studying, analyzing, and synthesizing strategies-based instruction, learning cycle model, interactional feedback and their underlying learning theories for the development of the instructional process to enhance paragraph writing ability.

The researcher studied, analyzed, and synthesized strategies-based instruction, learning cycle model, interactional feedback and their underlying learning theories for the development of the instructional process to enhance paragraph writing ability from documents, textbooks, articles and academic research. The results from the study, analysis and synthesis are presented in Figures 4.2, 4.3 and 4.4.

### Figure 4.2

The result of studying strategies-based instruction



#### Social Constructivism

1. Learning cannot be separated by its social context and is caused by social interaction among learners.
2. Students are integrated into knowledge community where they can share experiences, develop teamwork skills and see individual learning as essentially related to the success of group learning.
3. Collaborative learning is facilitated and guided by the teacher. Scaffolding, interaction, co-construct, group work, collaborative assimilation and accommodation of new information are focused. Students are placed in the zone of proximal development (ZPD).
4. Language and the conceptual schemes that are transmitted by means of language are essentially social phenomena. As a result, human cognitive structures (knowledge) are, essentially socially constructed. Knowledge is not simply constructed, but it is co-constructed.
5. Teacher and students have a two-way communication, a negotiation of meaning, and learning experiences so that students can get knowledge and understanding as a consensus.
6. Learning goals and motives are intrinsically determined both by students and extrinsic rewards provided by the knowledge community.

(Henriques, 1997: 3-8; Yore, Shymansky and Anderson, 2001:4.)



### **Strategies-based Instruction**

1. Strategy-based instruction is a learner-focused approach to language teaching that explicitly highlights within everyday classroom language instruction, the role of strategies (process of learning and using a language) in performing instructional activities.
2. The underlying premise of the strategy-based approach is that students should be given the opportunity to understand not only what they can learn in the language classroom but, more importantly, how they can learn the language they are studying.
3. Strategies are learners' conscious plans used to tackle different and unfamiliar tasks systematically in the beginning stages of tackling an unfamiliar language task. Once they became familiar with the strategy through repeated use, it may be used with some automaticity, but most students will have to, if necessary, be able to call the strategy to conscious awareness
4. Using strategies are important in second language learning and teaching for 2 reasons; 1) by examining the strategies used by second language students during the language learning processes involved in language learning. 2) less successful language students can be taught new strategies, thus help them become better language learners. Scaffolding, interactional feedback, co-construction of knowledge, and the Instructional Process Emphasizing Interactional Feedback by Using the Strategies-based Instruction (SBI) and the 5E Learning cycle model will be applied to help students aware of their strategies and lead them from a current level of development to a potential level of development

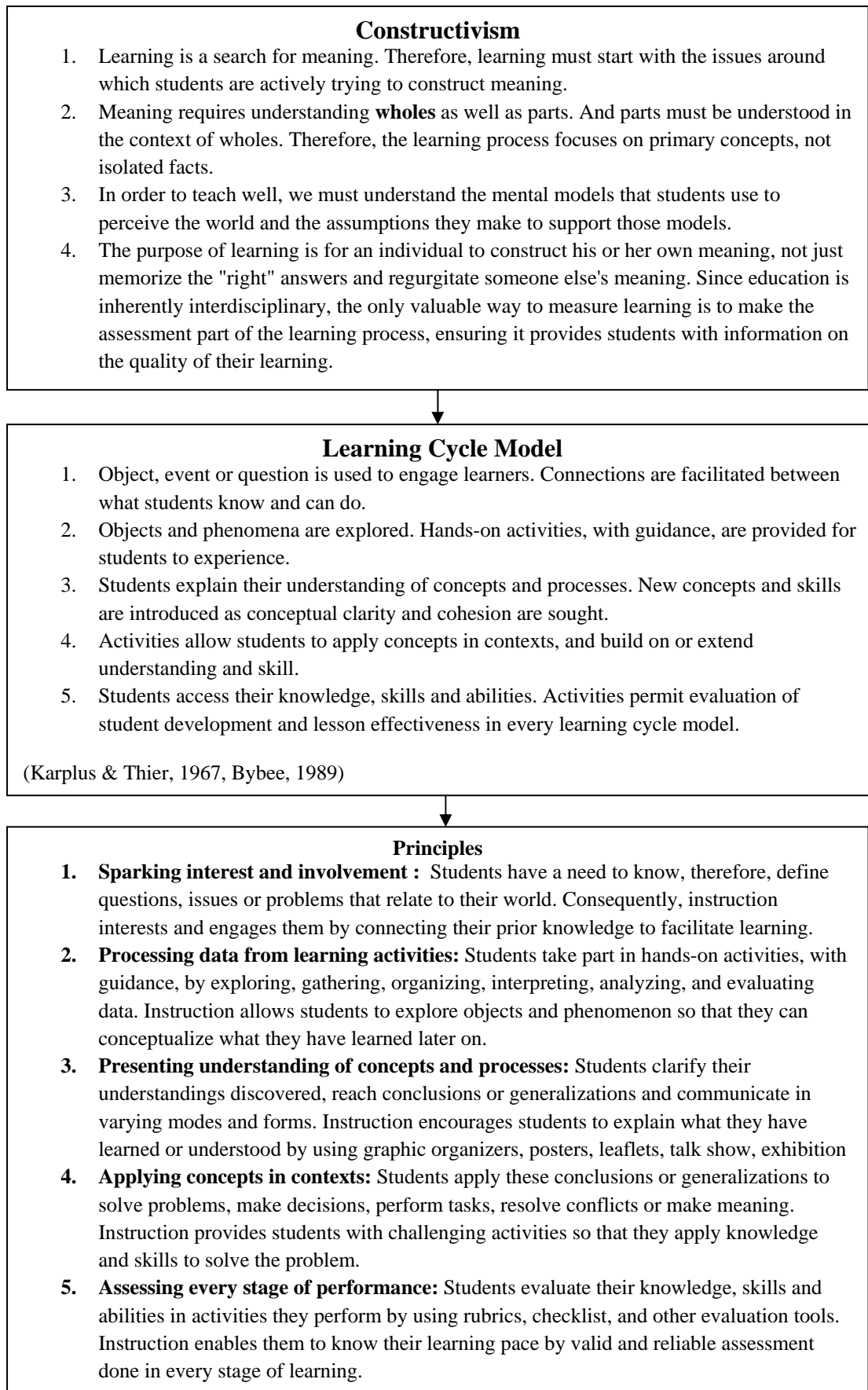
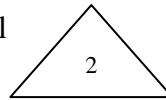
(Chamot, 2004; Cohen, 1998; Grenfell & Harris, 1999; Oxford, 2003)

### **Principles**

1. Students are exposed to everyday English classroom for better communication. They seek and create specific strategies to overcome the language barrier. Classroom instruction and activities allow students to try those strategies in all types of language skills: listening, speaking, reading and writing.
2. Students have more chances to learn from engaging in communicative activities where they can try their own strategies and learn some from classmates. Instruction provides more trial and error so that students learn how they can learn the language.
3. Students are aware of which language learning strategies work for them in solving some difficult tasks. More importantly, they can retrieve those strategies systematically and even automatically. Classroom instruction and activities encourage students apply old and new strategies and make them self-awareness and monitoring in language learning most of the time.
4. Students are encouraged to use strategies during the language learning process and examine which one works effectively for them. Instruction focuses the new language learning strategies for those who are less successful language students who have not tried to use or created their own and new strategies for overcoming language difficulties they are encountering.

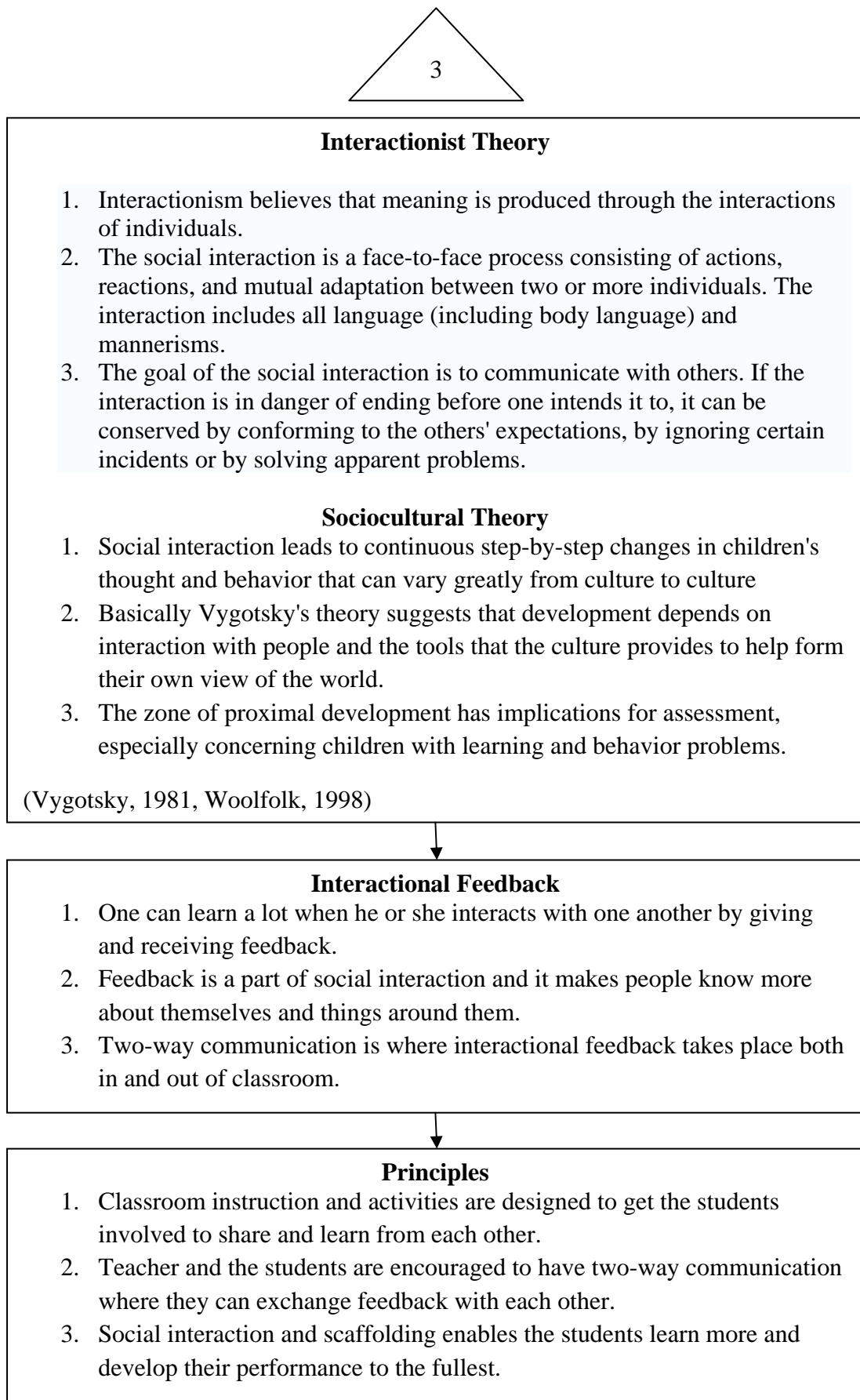
**Figure 4.3**

The result of studying Learning cycle model



**Figure 4.4**

The result of studying Interactional Feedback



**Stage 2:** The result of writing the pedagogical principles of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors.

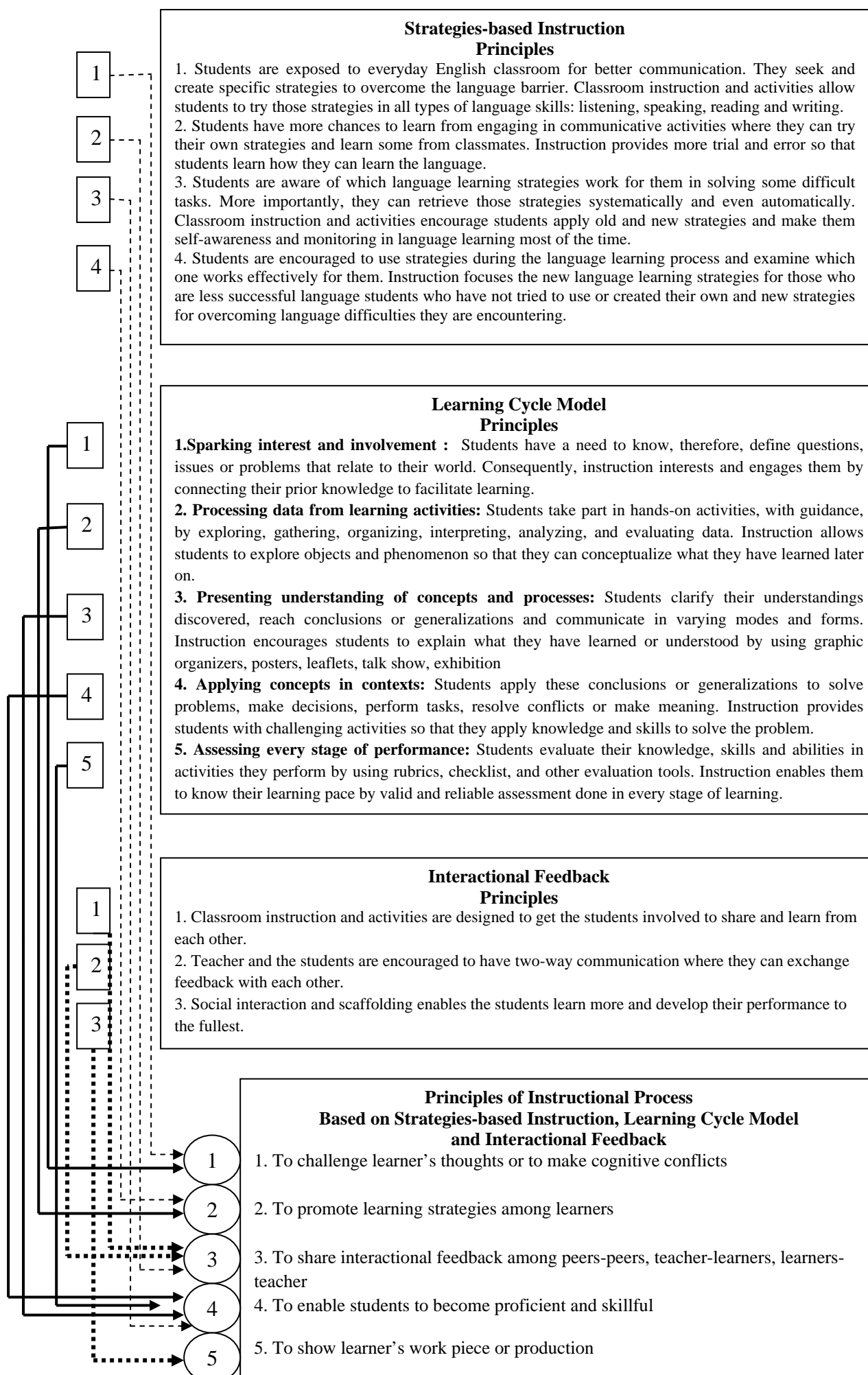
The researcher wrote the pedagogical principles of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback from Stage 1 to create the principles of the instructional process to enhance paragraph writing ability of undergraduate English majors where there are five principles as follows.

1. To challenge learner's thoughts or to make cognitive conflicts
2. To promote learning strategies among learners
3. To share interactional feedback among peers-peers, teacher-learners, learners-teacher
4. To enable students to become proficient and skillful
5. To show learner's work piece or production

The result of the development of the instructional process is shown in Figure 4.5.

**Figure 4.5**

The result of the development of the instructional process to enhance paragraph writing ability



## **Principles of Instruction Derived from Strategies-based Instruction, Learning Cycle Model and Interactional Feedback**

### 1. To challenge learner's thoughts or to make cognitive conflicts

Students will change their learning and understanding and behave differently when they are given more challenging experiences or conflicts of previous learning experiences. This instructional process will monitor previous knowledge and understanding of students providing learning activities for them to have clashes of ideas, questions and curiosity to get solutions about strategies used in paragraph writing.

### 2. To promote learning strategies among learners

It has been demonstrated that inroads can be made with the overt teaching of learning strategies. Learning strategies are measures that students can take to promote their own learning success. They include a vast number of study techniques that can both increase self-confidence and boost performance. Deductive and inductive methods are also focused in the instructional process of paragraph writing.

### 3. To share interactional feedback among peers-peers, teacher-learners, learners-teacher

Students can learn more and understand better when they have more interaction with things surround them and other people too. This instructional process will emphasize interactional feedback among all students and teacher so that they can get correct information to solve their particular problems, to minimize conflicts of ideas, create new and correct knowledge and further apply new knowledge. The interactional feedback is ongoing in the instructional process of paragraph writing.

### 4. To enable students to become proficient and skillful

Students can work with their potential skill because they have learned new language learning strategies in paragraph writing activities and share among themselves body of knowledge by social interaction and interactional feedback. They are placed in class where the developed instructional process of paragraph writing is applied for its effectiveness.

### 5. To show learner's work piece or production

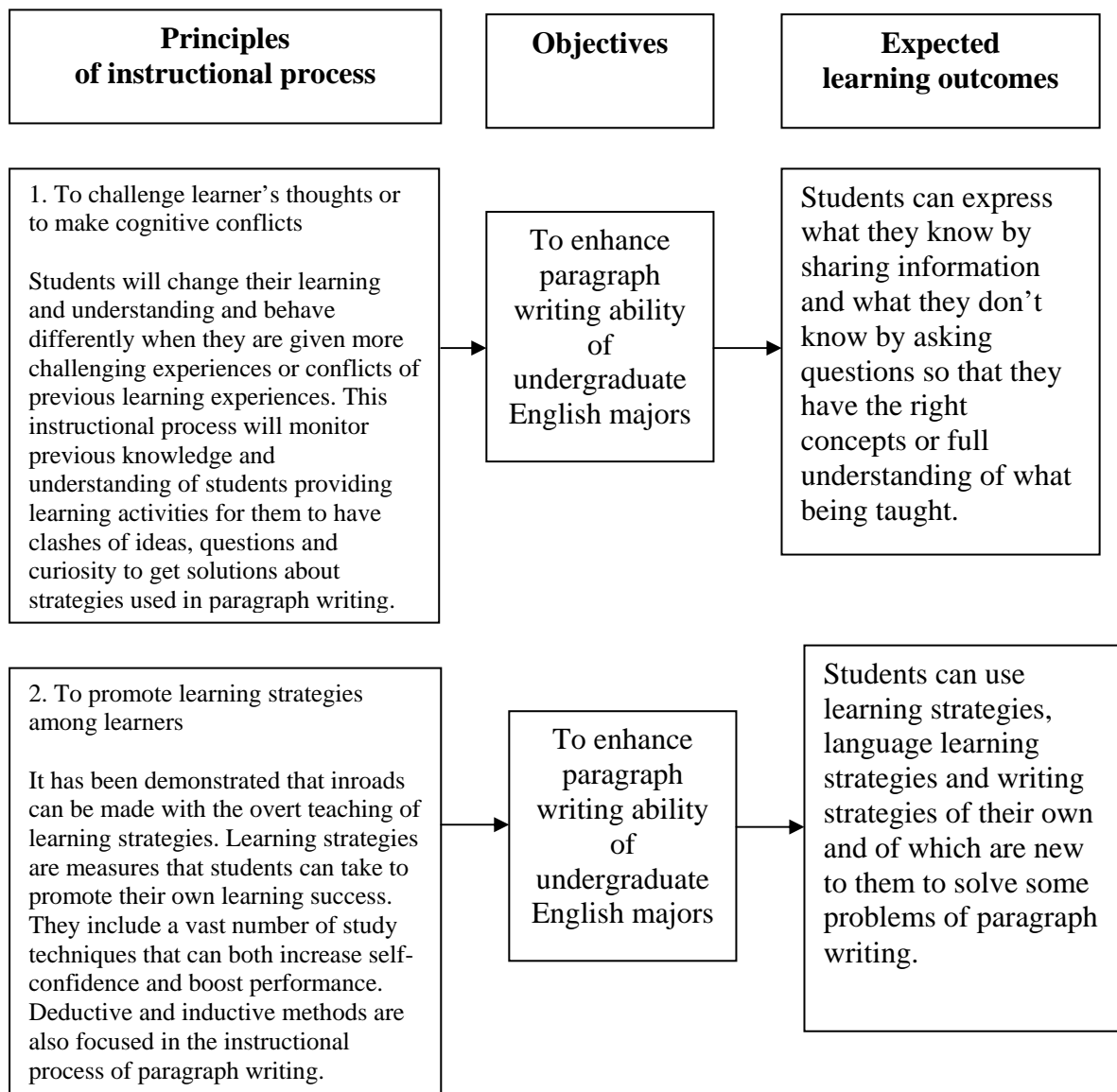
Learning products represent learner's knowledge and understanding. Presentation of learning products is a means to convey learner's knowledge and understanding to other persons correctly and understandably. Students are able to explain their writing which is an output of the process.

**Stage 3:** The result of specifying the expected learning outcomes and objectives

The researcher took the five principles of instructional process from Stage 2 for specifying the expected learning outcomes and the only objective of the instructional process which is to enhance paragraph writing ability of undergraduate English majors.

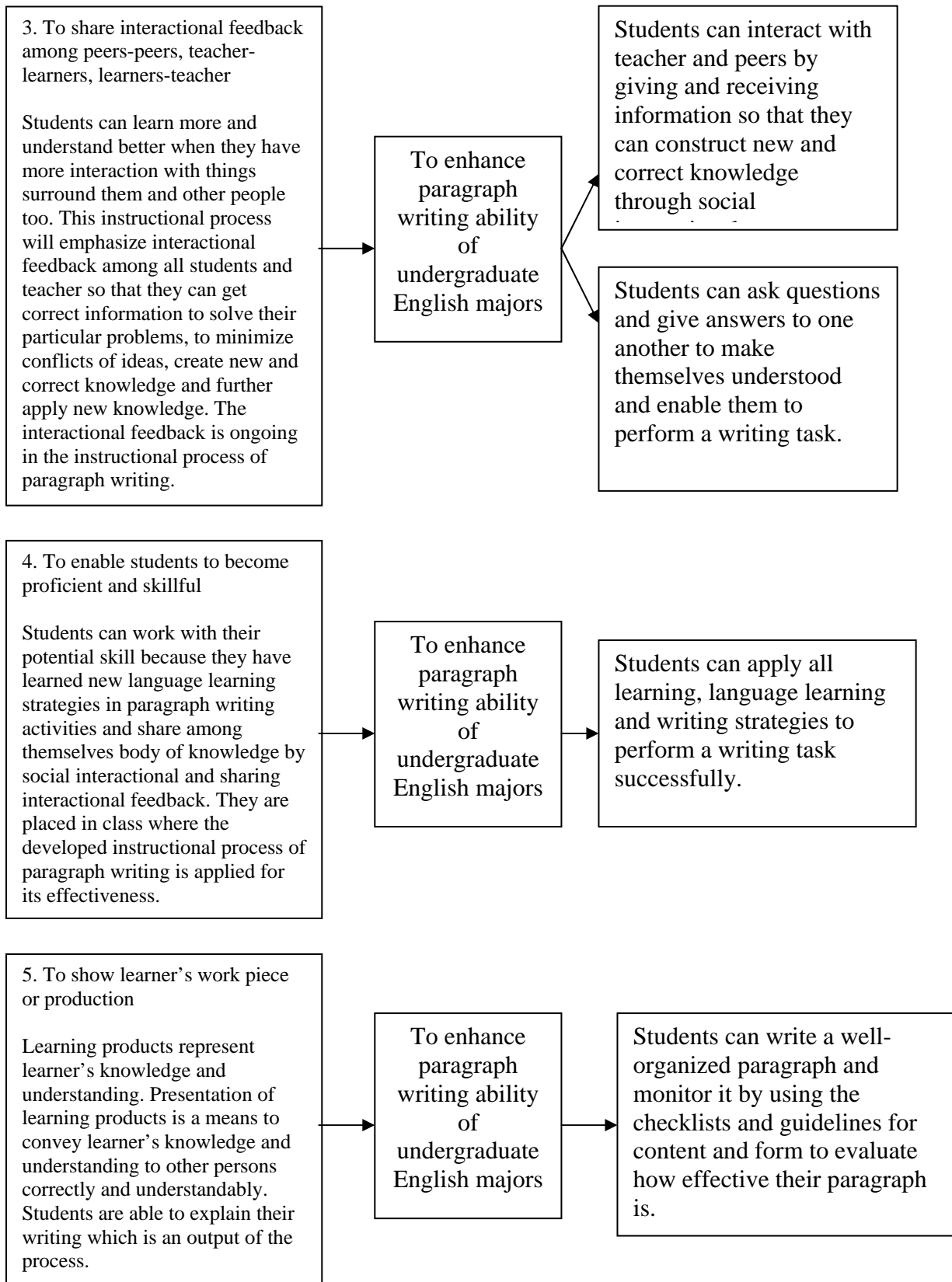
**Figure 4.6**

The objectives of the instructional process specified from the principles of instructional process based on the strategies-based instruction, learning cycle model and interactional feedback





(Continued)



**Stage 4:** The result of developing the steps of the instructional process

The researcher took the learning outcomes and objectives of the instructional process from Stage 3 to connect to the six teaching steps as follows.

1. Raising Curiosity and Awareness
2. Inductive and Deductive Modeling
3. Practice with Explanation
4. Elaborated Action Planning
5. Automated Focused Tasks
6. Evaluation and Reinforcement

The teaching steps can be seen in Figure 4. 7

**Figure 4.7**

The teaching steps of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors

<b>The Instructional Process Based on Strategies-based Instruction, Learning Cycle Model and Interactional Feedback to Enhance Paragraph Writing Ability</b>
Pre-writing
<p><b>Step 1 Raising curiosity and awareness</b></p> <p><i>Learning task:</i> Students will be trained to identify misconceptions about elements of paragraph writing and important concepts about each type of paragraph writing by use checklist to identify content and organization and guideline for checking content and organization and guidelines for verifying the forms.</p> <p><i>Focused writing strategies:</i> self-monitoring writing strategy is used to check, verify and identify misconceptions about content and form of the paragraph though the checklist and guideline.</p> <p><i>Focused interactional feedback:</i> Two-way communication feedback between teacher and the students</p>
<p><b>Step 2 Inductive and deductive modeling</b></p> <p><i>Learning task:</i> Students' writing drafts used as models are circulated and each student comments on the good feature or difficulties found in the draft concerning with the content and form. Then the class shares their comments.</p>

The class finally explores possible writing strategies to fix the difficulties and highlights the strategies the authors use in producing a good draft.

***Focused writing strategies:*** Evaluation strategy is used to explore and examine what and how good the writers use their strategies to write a paragraph, so the students can use their techniques as a model.

***Focused interactional feedback:*** Two-way communication between teacher and the students, the students and the students

Writing

### **Step 3 Practice with Explanation**

***Learning task:*** Each student is asked to write a topic sentence, supporting sentences, or a paragraph as assigned in each week. Students exchange their drafts and try to propose the way to solve some problematic sentences in their peer's paragraph. The student will use the form given to explain the problem as they comment. Then they swap and share the comments.

***Focused writing strategies:*** Monitoring, inferring and questioning for clarification strategies are used to practice giving feedback techniques with explanation.

***Focused interactional feedback:*** Two-way communication between teacher and the students, the students and the students

### **Step 4 Elaborated action planning**

***Learning task:*** The class group and categorize common problems they found from their own experiment and set up action plans to solve a selected problematic area concerning with either form or content. Then they locate the resource in the website or find any other resource to help them understand the concepts.

***Focused writing strategies:*** Organization strategy is used to group and categorize common problems to work on and planning strategy is used to sup up an action plan.

***Focused interactional feedback:*** Two-way communication between teacher and the students, the students and the students

### **Step 5 Automated Focused Tasks**

***Learning task:*** Students practice working on more exercises or engage in learning tasks which will help them gain more experience with form and content of the paragraph.

***Focused writing strategies:*** Transferring and elaborating strategies are used by the students to interact with the source.

***Focused interactional feedback:*** Two-way communication between the students and the students

Post-writing

### **Step 6 Reinforcement and evaluation**

**Learning Task:** Students are encouraged to create their own self assessment form to monitor their own progress. During a conference with the teacher they will be ask to ask to evaluate and reflect on their progress in the area of form and content in paragraph writing. In addition the class takes part in creating scoring rubric which will be used to evaluate their paragraph writing. The class comments on their progress based on the rubric.

**Focused writing strategies:** Evaluation, cooperation, questioning for clarification and self-monitoring writing strategies are used to monitor the students' paragraph writing ability.

**Focused interactional feedback:** Two-way communication between teacher and the students, the students and the students

### Stage 5: The result of validating the instructional process

After the process had been developed, three experts in the field of ESL/EFL were asked to verify the process using the evaluation form (See Appendix J) designed by the researcher. There were two parts of the evaluation form: 5 three-point attitude scale questions and an open-ended question. The responses of the first part of the evaluation form obtained from the experts were calculated by Item-Objective Congruence (IOC) (Turner & Carlson, 2003) and presented in Table 4.1.

**Table 4.1** The percentage of the experts' opinions on the instructional process

Items		Experts' Opinions			
		Appropriate (+1)	Not sure (0)	Not appropriate (-1)	IOC
1	Are pedagogical principles underlying the process clearly explained?	2 (66.7%)	1 (33.3%)	-	0.67
2	Has the process rationale been well summarized from the pedagogical principles?	2 (66.7%)	1 (33.3%)	-	0.67
3	Has the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors been summarized from the pedagogical principles?	3 (100%)	-	-	1

4	Are the sequences of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors properly applied for classroom?	3 (100%)	-	-	1
5	Is the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors clear and user-friendly?	3 (100%)	-	-	1

Note: N = 3

If the IOC was higher than or equal 0.50, it inferred that the developed instructional process was appropriate.

As seen in Table 4.1, every statement got an Item-Objective Congruence Index value that was higher than the criterion set ( $IOC > 0.5$ ). In other words, two out of three experts agreed on each item. This therefore shows that overall, the experts were satisfied with the process and no modification was made.

From the open-ended question, the experts gave some comments and suggestions as follows:

Expert 1:

“The instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors

is valid and consistent with the basic information and process rationale. However, what should be focused in students’ writing is the knowledge of the subject being written, followed by the language use and organization.”

Expert 2:

“The process provides a procedural framework of how lessons will be planned and material developed. However, more writing strategies should be provided or taught to students since they are still novice in writing a paragraph in English.”

Expert 3:

“All teaching steps are clearly explained and easy to follow. However, interactional feedback and strategies focus should be highly activated and encouraged to occur in every teaching step.”

However, all comments from the experts have raised the awareness of the distinction when designing the lesson plans based on the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors. As a result, when designing the lesson plans, the researcher tried to make this distinction clear by studying the features and characteristics as well as the components of both instructions, and then proposing the revised lesson plans to the experts for their consideration and finally asking for their consensus.

To sum up, the proposed instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors was accepted by the experts according to their comments. They all agreed that this process was appropriate for being implemented to enhance paragraph writing ability of undergraduate English majors.

**Phase 2: The result of the evaluation of the effectiveness of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors**

The result of the evaluation of the effectiveness of the developed instructional process has three parts as follows.

**Table 4.2**

Comparison of the posttest mean scores between the experimental and control groups (total score = 50)

	n	Max	Min	$\bar{X}$	S.D.	t
Experimental group	15	49	30	40.33	3.74	2.76*
Control group	15	41	33	36.53	3.80	

$P < .05$  due to  $t_{28, .05} = 1.701$

In table 4.2, the mean score of the posttest of 15 students in the experimental group is 40.33 (S.D. = 3.74) with the highest score of 49 and the lowest score of 30. On the other hand, the mean score of the posttest of 15 students in the control group is 36.53 (S.D. = 3.80) with the highest score of 41 and the lowest score of 33.

To analyze the differences of the posttest between both groups, Independent Samples Test is employed. Based on Percentage Points of the t Distribution, it found out that the calculated t is 2.76, which is higher than that in a critical region ( $t_{28, .05} = 1.701$ ).

Consequently, the hypothesis<sub>0</sub> was rejected and hypothesis<sub>1</sub> was accepted. In other words, the posttest mean scores of the experimental group are significantly higher than that of the control group at the level of .05.

**Table 4.3**

Comparison of the pre-test and posttest mean scores of the experimental group (total score = 50)

	n	Max	Min	$\bar{X}$	S.D.	t
Pretest	15	46	23	30.33	5.45	7.44*
Posttest	15	49	30	38.40	5.38	

$P < .05$  due to  $t_{28, .05} = 1.701$

In table 4.3, the mean score of the pre-test of 15 students in the experimental group is 30.33 (S.D. = 5.45) with the highest score of 46 and the lowest score of 23. In addition, the mean score of the posttest of 15 students in the experimental group is 38.40 (S.D. = 5.38) with the highest score of 49, and the lowest score of 30.

To analyze the differences of the pretest and posttest of the experimental group, Paired Samples Test is employed. Based on Percentage Points of the t Distribution, it found out that the calculated t is 7.44, which is higher than that in a critical region ( $t_{28, .05} = 1.701$ ). Consequently, the hypothesis<sub>1</sub> was accepted. In other words, for the experimental group, the the posttest mean scores are significantly higher than the pretest mean scores at the level of .05.

Finally, the students in the treatment group are likely to have positive opinions toward the instructional process emphasizing interactional feedback to enhance paragraph writing ability of undergraduate English majors.

The questionnaires of 15 participants are shown in Table 4.4. The data were analyzed using  $\bar{X}$  and S.D. The levels of agreement for items 1-20 was rated using a five-point Likert scale: 1 = strongly disagree, 2 = agree, 3 = undecided, 4 = agree, and 5 = strongly agree. The data obtained from the questionnaire is presented in the following table.

**Table 4.4**

The  $\bar{X}$  and S.D. of students' opinions toward the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors

No	Items	Strongly agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree (1)	$\bar{X}$	S.D.
1	The instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability is interesting.	7	7	1	-	-	4.40	.632
2	I like the teaching procedures with six steps	4	10	1	-	-	4.20	.561
3	Step 1. Raising curiosity and awareness is appropriate and useful.	5	10	-	-	-	4.33	.488
4	Step 2. Inductive and deductive modeling is appropriate and useful.	6	8	1	-	-	4.33	.617
5	Step 3. Practice with explanation is appropriate and useful.	9	4	2	-	-	4.47	.743
6	Step 4. Elaborated action planning is appropriate and useful.	7	7	1	-	-	4.40	.632
7	Step 5. Automated focused tasks are appropriate and useful.	6	5	4	-	-	4.13	.834
8	Step 6. Evaluation and reinforcement are appropriate and useful.	7	6	2	-	-	4.33	.724
9	I understand what it means by interactional feedback.	5	6	4	-	-	4.07	.799
10	I prefer when the teacher corrects my writing directly. (recast)	6	4	4	1	-	4.00	1.000
11	I prefer when the teacher corrects my writing indirectly. (prompt)	1	8	6	-	-	3.67	.617
12	I prefer both types of feedback in writing. (recast and prompt)	7	6	1	1	-	4.20	1.082
13	I like a teacher – student conference.	9	3	2	1	-	4.33	.976
14	I like a peer conference.	4	6	3	2	-	3.80	1.014
15	I learn more writing strategies such as self-monitoring, brainstorming, questioning for clarification and etc.	9	6	-	-	-	4.60	.507
16	I can write a paragraph better by interactional feedback from a teacher.	5	9	1	-	-	4.27	.594
17	I can write a paragraph better by interactional feedback from peers.	1	5	7	2	-	3.33	.816
18	I do not like any types of correction feedback.	-	-	1	5	9	1.33	.640
19	Correction feedback does not help improve my writing.	-	-	-	2	13	1.13	.352
20	I do not like the teaching procedures of this instructional process based on strategies-based instruction, learning cycle model and	-	-	-	5	10	1.33	.488



	interactional feedback to enhance paragraph writing ability.							
	<b>Grand Mean Score</b>						<b>3.74</b>	<b>.347</b>

The mean scores of all items are higher than 3.5, producing the grand mean score of 3.74. It is stipulated that 3.5 points from the 5-point scale indicates **positive opinions** of the students toward the implementation of the instructional process to enhance paragraph writing ability of undergraduate English majors.

## CHAPTER V

### SUMMARY, DISCUSSIONS, AND RECOMMENDATIONS

#### Summary

The research entitled “A Development of the Instructional Process Based on Strategies-based Instruction, Learning Cycle Model and Interactional Feedback to Enhance Paragraph Writing Ability of Undergraduate English Majors” has the following objectives.

1) To develop the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors  
2) To evaluate the effectiveness of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors

There were two phases of the research procedures.

**Phase 1: The development of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors**

There are five stages in this phase.

**Stage 1:** Studying, analyzing, and synthesizing strategies-based instruction, learning cycle model, interactional feedback and their underlying learning theories for the development of the instructional process to enhance paragraph writing ability.

**Stage 2:** Writing the pedagogical principles of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors.

**Stage 3:** Specifying the expected learning outcomes and objectives

**Stage 4:** Developing the steps of the instructional process

**Stage 5:** Validating the instructional process

5.1. Validating and improving the instructional process by experts

5.2. Validating and improving the instructional process by try-out

**Phase 2: The evaluation of the effectiveness of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors**

There were three stages in this phase.

**Stage 1:** Preparing the instructional process for use

1.1. Specifying the population and sampling

The population of this study was the undergraduate students who were English majors studying at government universities in Bangkok. The samples of this study were the freshman English majors of the Faculty of Education, Chulalongkorn University, who had taken the English Paragraph Writing as a required course. The class was conducted in the summer of academic year 2007 (1-30, April, 2008). The number of undergraduate English majors is 30. The students were divided into two groups with 15 students in each group. The researcher conducted the purposive sampling for this study. Why the researcher selected the undergraduate English majors at the Faculty of Education, Chulalongkorn University is because they are required to study some courses to develop their English language skills similar to those offered for English majors at an undergraduate level. They also have the high scores of English for the university entrance examination. So do other universities in Bangkok and upcountry. Consequently, the undergraduate English majors of the Faculty of Education, Chulalongkorn University can represent English majors in those universities. The selection of samples from the whole population was done by means of being randomly selected. To ensure that the two groups were comparable, group quality was statistically verified by comparing the pretest mean scores (experimental group = 30.33, control group = 29.13) by using Percentage Points of the t Distribution (Howell, 2008) at a significance level of .05, and  $t = .685$ . (See Appendix O)

#### 1.2. Developing the instruments for collecting data

There were two main types of research instruments in the study: the research instruments for collecting data and the instruments for the experiment. The research instruments for collecting data is

##### 1) A Paragraph Writing Ability Test

Two parallel paragraph writing tests served as the pretest and posttest of the study respectively. The tests (See Appendix F and G) are a subjective type designed by the researcher and validated by three experts. This writing test is to measure the paragraph writing ability of the students in terms of content (including organization) and form (vocabulary, language use, and mechanics) scored by using the English paragraph writing profile adapted from the ESL Composition Profile, Jacobs, 1981 (See Appendix H)

##### 2) Questionnaires for Eliciting Students' Opinions (See Appendix I)

This was a 5-point Likert scale questionnaire. The five options were 1) strongly disagree, 2) disagree, 3) undecided, 4) agree and 5) strongly agree. The questionnaire was designed to collect students' demographic characteristics and their opinions towards the instruction based on strategies-based instruction, learning cycle model

and interactional feedback to enhance paragraph writing ability. The questionnaires were validated by three experts in field of EFL/ESL teaching and language assessment. An evaluation form of the questionnaire (See Appendix J) was used to validate the questionnaire.

### 1.3. Making the lesson plans using the instructional process

The instruments for the experiment include ten lesson plans using The instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability and ten lesson plans based on the conventional instruction. Each lesson plan for both groups was designed for a 180-minute instruction in three periods, which was one hour extra from the normal practice of the class schedule.

#### **Stage 2:** Implementing the instructional process in an authentic classroom

The experiment was carried out with two comparable sample groups, which were purposively selected as an experimental group and a control group, at the Faculty of Education of one government university in Bangkok in the summer semester (1-30 April) of academic year 2007. The experimental group's schedule was on Monday, Wednesday, and Friday, 9.00-12.00 am, while the control group's schedule was on the same days, from 13.00-16.00. However, the two groups took turn on every other week in the studying schedule so that they would have the same condition of time. Then, both groups received the same content of a 10-unit English Paragraph Writing course from the same instructor in the same classroom setting, but with different instructional processes. In the week before the experiment, the paragraph writing test as a pretest was administered to the students of both the experimental and control groups and then their scores were collected. Later, both classes received the treatment for 10 days, one using the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability, and the other using PPP Method instruction.

After the tenth day of the treatment, the students' paragraph writing ability of the posttest was scored by the English paragraph writing profile developed by the researcher by adapting from the EFL Composition Profile (Jacobs, 1981). The teacher and the other rater graded the students' final paragraph writing in order to confirm the reliability of the scores. The scores were then collected. Then, the questionnaires for eliciting students' opinions towards the instructional process emphasizing strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability employed throughout the course was distributed to the students in the experimental group. The responses from the students were collected.

### **Stage 3: Analyzing the results of implementing the instructional process**

To analyze the data from implementing the instructional process, the scores of paragraph writing ability of the experimental and control groups were calculated by using Percentage Points of the t Distribution (Howell, 2008) in the following aspects:

3.1. comparing the mean scores of paragraph writing ability of the experimental group and control group by t-test at a significance level of .05

3.2. comparing the mean scores of the experimental group before and after the treatment by t-test at a significance level of .05.

3.3. studying the students' opinion towards the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors.

### **Conclusion of research findings**

The research findings can be concluded into two parts: 1) the result of the development of instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability 2) the result of the experimentation of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors

#### **1. The result of the development of instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors**

The instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors is composed of three main parts as follows: principles, objectives and teaching procedures.

##### **1.1. Principles**

There are five basic principles in this instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability

1. To challenge learner's thoughts or to make cognitive conflicts students will change their learning and understanding and behave differently when they are given more challenging experiences or conflicts of previous learning experiences. This instructional process will monitor previous knowledge and understanding of students

providing learning activities for them to have clashes of ideas, questions and curiosity to get solutions about strategies used in paragraph writing.

2. To promote learning strategies among students

It has been demonstrated that inroads can be made with the overt teaching of learning strategies. Learning strategies are measures that students can take to promote their own learning success. They include a vast number of study techniques that can both increase self-confidence and boost performance. Deductive and inductive methods are also focused in the instructional process of paragraph writing.

3. To share interactional feedback among peers-peers, teacher-learners, learners-teacher

Students can learn more and understand better when they have more interactional with things surround them and other people too. This instructional process will emphasize strategies-based instruction, learning cycle model and interactional feedback among all students and teacher so that they can get correct information to solve their particular problems, to minimize conflicts of ideas, create new and correct knowledge and further apply new knowledge. The interactional feedback is ongoing in the instructional process of paragraph writing.

4. To enable students to become proficient and skillful

Students can work with their potential skill because they have learned new language learning strategies in paragraph writing activities and share among themselves body of knowledge by social interaction and interactional feedback. They are placed in class there the developed instructional process of paragraph writing is applied for its effectiveness.

5. To show learner's work piece or production

Learning products represent learner's knowledge and understanding. Presentation of learning products is a means to convey learner's knowledge and understanding to other persons correctly and understandably. Students are able to explain their writing which is an output of the process.

## **1.2. Objectives**

The instructional process served one objective as follows: To enhance paragraph writing ability of undergraduate English majors

## **1.3. Teaching procedures**

There were six teaching steps in the instructional process as follows:

### **Step 1 Raising curiosity and awareness**

*Learning task:* Students will be trained to identify misconceptions about elements of paragraph writing and important concepts about each type of paragraph writing by use checklist to identify content and organization and guideline for checking content and organization and guidelines for verifying the forms.

*Focused writing strategies:* self-monitoring writing strategy is used to check, verify and identify misconceptions about content and form of the paragraph though the checklist and guideline.

*Focused interactional feedback:* Two-way communication feedback between teacher and the students

### **Step 2 Inductive and deductive modeling**

*Learning task:* Students' writing drafts used as models are circulated and each student comments on the good feature or difficulties found in the draft concerning with the content and form. Then the class shares their comments. The class finally explores possible writing strategies to fix the difficulties and highlights the strategies the authors use in producing a good draft.

*Focused writing strategies:* Evaluation strategy is used to explore and examine what and how good the writers use their strategies to write a paragraph, so the students can use their techniques as a model.

*Focused interactional feedback:* Two-way communication between teacher and the students, the students and the students

### **Step 3 Practice with Explanation**

*Learning task:* Each student is asked to write a topic sentence, supporting sentences, or a paragraph as assigned in each week. Students exchange their drafts and try to propose the way to solve some problematic sentences in their peer's paragraph. The student will use the form given to explain the problem as they comment. Then they swap and share the comments.

*Focused writing strategies:* Monitoring, inferring and questioning for clarification strategies are used to practice giving feedback techniques with explanation.

*Focused interactional feedback:* Two-way communication between teacher and the students, the students and the students

### **Step 4 Elaborated action planning**

*Learning task:* The class group and categorize common problems they found

from their own experiment and set up action plans to solve a selected problematic area concerning with either form or content. Then they locate the resource in the website or find any other resource to help them understand the concepts.

*Focused writing strategies:* Organization strategy is used to group and categorize common problems to work on and planning strategy is used to sup up an action plan.

*Focused interactional feedback:* Two-way communication between teacher and the students, the students and the students

### **Step 5 Automated Focused Tasks**

*Learning task:* Students practice working on more exercises or engage in learning tasks which will help them gain more experience with form and content of the paragraph.

*Focused writing strategies:* Transferring and elaborating strategies are used by the students to interact with the source.

*Focused interactional feedback:* Two-way communication between the students and the students

### **Step 6 Reinforcement and evaluation**

*Learning Task:* Students are encouraged to create their own self assessment form to monitor their own progress. During a conference with the teacher they will be ask to ask to evaluate and reflect on their progress in the area of form and content in paragraph writing. In addition the class takes part in creating scoring rubric which will be used to evaluate their paragraph writing. The class comments on their progress based on the rubric.

*Focused writing strategies:* Evaluation, cooperation, questioning for clarification and self-monitoring writing strategies are used to monitor the students' paragraph writing ability.

*Focused interactional feedback:* Two-way communication between teacher and the students, the students and the students

## **2. The results of the experimentation of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors**

The research findings of the experimentation of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors are as follows.



2.1. The mean scores of the posttest of the experimental group were significantly higher than the mean scores of the control group at a significance level of .05.

2.2. For the experimental group, the mean scores of the posttest is significantly higher than the mean scores of the pretest at significance level of .05.

2.3. Overall, the students in the experimental group, receiving the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors, had positive opinions on the developed instructional process, according to the findings from the questionnaires.

## **Discussion**

After the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors had been developed, proposed and verified, and the instructional lesson plans as well as the materials were designed based on the instructional process and administered to the students, the effectiveness of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors was shown. The findings of the research entitled “A Development of the Instructional Process Based on Strategies-based Instruction, Learning Cycle Model, and Interactional Feedback to Enhance Paragraph Writing Ability of Undergraduate English Majors” are going to be discussed on two main aspects: the developed instructional process and the levels of students’ paragraph writing ability.

### **1. The instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability**

The instructional process has two significances. The first one is that the instructional process shows the relationship of the components from various theories and concepts promoting constructivism, social constructivism, strategies-based instruction, cooperative learning and the learning cycle model. The other is that the process provides the apparent teaching steps, which can be implemented in a real writing class in order to enhance paragraph writing ability of undergraduate English majors, or higher, and in classes of high school students as well. Alternately, these teaching steps based on the instructional process can be applied in any language classes and levels.

### 1. 1. The first significance of the instructional process components

Researchers (Cronback & Snow, 1977; Glaser, 1968; Miller, Wilkes, & Cheetham, 1993) noted that no single teaching approach or course structure is optimal for all students. Student diversity in terms of cognitive style, personality, individual preferences for teaching style, achievement, motivation, and other variables suggests that attention to structure and its influence on learning and student satisfaction is critical to successful implementation of teaching strategies (Miller et al., 1996). Therefore, an eclectic approach, selecting principles and techniques from many theoretical perspectives, play a primary means for analyzing and synthesizing various instructional theories and principles that result in the creation and the development of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors.

### 1.2. The second significance of the instructional process components

The instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors is composed of six main steps: 1) raising curiosity and awareness 2) inductive and deductive modeling 3) practice with explanation 4) elaborated action planning 5) automated focused tasks and 6) evaluation and reinforcement. Each of the main teaching steps of the instructional process will be discussed as follows:

#### 1. Raising Curiosity and Awareness

This step is considered the pre-writing activity. It gets the students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the lesson. It does not necessarily involve use of the target language (Brown, 2002: 134). According to the questionnaires and random interviews with students, the students tended to prefer this step most compared with other steps. Some students claimed that they wanted to learn more about paragraph writing in terms of content and organization and types of paragraph writing. Others said that they were fond of writing but they did not have any idea how to write a well-organized paragraph. Many students added that they were curious to learn more about paragraph writing and have some awareness in terms of using the right words (vocabulary), how to use the grammar correctly and other mechanics (capitalization and punctuation). In addition, the students felt motivated and enthusiastic to learn especially when each was asked to and encouraged to share ideas. They said that they could share ideas to the fullest because the teacher gave them opportunities to express what they know, what they don't know and what they want to know. From the interview, we can conclude that this teaching step satisfied

the purposes that were mentioned in the instructional process. These were to raise curiosity and awareness about paragraph writing.

## 2. Inductive and Deductive Modeling

This step is also considered the pre-writing activity. The students were introduced new concepts about paragraph writing in terms of content (including organization) and form (vocabulary, language use and mechanics) indirectly most of the time because the teacher wanted the students to construct new body of knowledge by themselves. That is one of the main features of social constructivism. The students learned different models of paragraph writing specified in the lesson plans on their own and with peers by cooperative learning. From the questionnaires and random interviews, the students also enjoyed this step because they were challenged by inductive teaching. A few students claimed they preferred to be taught directly by the teacher because they had no idea or information to write about even after being modeled. Only a few students with outstanding performance would prefer the inductive modeling. However, deductive modeling was also introduced especially in the more varieties of complex grammatical structures were so that the students could be exposed to different forms of grammar being used in their paragraph writing. In this step, paragraph writing and learning strategies were also introduced by both the students and the teacher to employ in the further step of paragraph writing development.

## 3. Practice with Explanation

This step is the writing activity. The students experimented on potential paragraph writing strategies and language learning strategies so that they could write a well-organized paragraph. The students were to arrange the sentences into a paragraph which was composed of a topic sentence, major and minor supporting sentences and a concluding sentence. Furthermore, they had to work on their own, pair and a group respectively and give back feedback to each other. At this point, the interactional feedback was given to their writing. The students had to explain the reasons why they put the sentences in the particular order to peers. From the questionnaires and random interviews, most of the students enjoyed this step very much because they had a chance to express what they have learned and employed paragraph writing and language learning strategies to their writing. Also working in pair or a group encouraged them to become more independent students and more student-centeredness. However, the teacher facilitated the students' discussion and explanation by sharing with them the possible or appropriate answers to the solutions.

#### 4. Elaborated Action Planning

This is the writing activity. The students identified the paragraph writing problems they still encountered and shared them among peers. The teacher informed some difficulties of learning tasks and pointed out the types of specific errors in learning tasks. Then, some common problems were grouped so that the students sought cooperation to find the ways out. At this point, the students were encouraged and allowed to seek advice among one another, to hypothesize from other factors affecting learning tasks, and to be open and accept ideas among peers for setting up action planning. From the questionnaires and random interviews, the students quite enjoyed this step because they had time allowed to work together. Almost all students rated 'strongly agree' and 'agree' to this step. They were challenged to make elaborated action planning to solve the writing problems in terms of content (including organization) and form (vocabulary, language use and mechanics). In addition, they could gain more suggestions and new strategies from each other to solve the writing problems. Consequently, interactional feedback among peers was exchanged to form elaborated action planning to lessen the paragraph writing problems.

#### 5. Automated Focused Tasks

This is still the writing activity. The students practiced the learning tasks which were set up in the previous teaching step by employing what they have learned from different practices. The teacher provided more practices on specific problems in paragraph writing. The students worked on exercises relating to their specific problems. At this point, the interactional feedback happened when the teacher checked the students' exercise and gave some feedback. Furthermore, the teacher pointed out some unsolved problems on students' exercises and provided more exercises. The teacher's role at this step was very crucial because the teacher had to provide and recommend ways to solve the problems of students' paragraph writing and to focus practice on the strategies. From the questionnaires and random interviews, the students did not really enjoy this step because they had to get concentrated on new learning tasks and to analyze and synthesize how to use the strategies. Grammatical errors and the use of vocabulary were still the main problems of the students' paragraph writing over time.

#### 6. Evaluation and Reinforcement

This is the post-writing activity. The students shared their paragraph writing with peers by having a conference, encouraging and applying strategies, indicating frequently found paragraph writing problems, and creating rubric scoring for evaluation. The students took turn to give comment and compliment. In other words, they recommended

more strategies to peers for use in paragraph writing. The students were well-taught by the five teaching steps in the instructional process. They took turn to read peers' paragraph writing and pointed out some mistakes and give correction. Interactional feedback from peers to peers happened at this point. At this step, the teacher's roles were to observe how the students interact when they take turn to perform learning tasks, to be open, listen to the students comment and feedback and lower anxiety, to consider core and common problems and five solutions, and to provide rubric scoring and evaluate the students' learning tasks positively. From the questionnaires and random interviews, the students quite favored this step because they had more interaction in terms of giving feedback and compliment to each other, creating rubric to score paragraph writing and learn how to evaluate paragraph writing by employing different types of scoring criteria.

## **2. The Levels of Students' Paragraph Writing Ability**

The levels of students' paragraph writing ability can be evaluated through a paragraph writing test. Analysis of all the mean scores in the pretest and posttest of each group showed that the mean scores from both groups were significantly different (See Appendix O). This shows that both instructions, based on the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors and the PPP Method, are effective. However, regarding only the posttest, the students' mean scores in both groups were significantly different. Nevertheless, when considering the posttest mean scores of both groups, the mean score of the experimental group ( $\bar{X} = 40.33$ ) is higher than that of the control group ( $\bar{X} = 36.53$ ) (See Appendix O). This is likely to show the positive effects of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors. In addition, language can be learned gradually through repeated exposure (Nagy & Herman, 1997). Therefore, longitudinal studies are needed to confirm the effects of the instructional process to enhance paragraph writing ability of undergraduate English majors. The instruction should be extended for a longer and continuous period in order to provide the students the opportunity for learning, and develop as well as enhance their paragraph writing ability.

Furthermore, the findings from the questionnaires and random interviews show that the students had positive opinions on the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing

ability. All of the interviewees agreed that they liked the developed instructional process and were motivated to learn (McKeachie et al., 1986). Moreover, they said that they had good opportunities to have cooperative learning with peers and interactional feedback with peers and the teacher in particular. Besides this, they could use their ideas to construct the new body of knowledge about paragraph writing and create a writing piece as a learning task individually and collaboratively, which supported the social constructivism and the learning cycle model.

From the students' opinions, it can be concluded that the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability is interesting and optimal in terms of content (including organization) and form (vocabulary, language use and mechanics). All the six teaching steps were strongly agreed by the students except step 5 (Automated Focused Tasks), which was lower than the rest ( $\bar{X} = 4.13$ ).

For the types of feedback, which were prompt and recast, provided by the teacher, the students preferred when the teacher corrected their writing directly, or recast ( $\bar{X} = 4.00$ ), more than done indirectly, or prompt ( $\bar{X} = 3.67$ ). From the interviews, the students preferred the teacher's recast in their paragraph writing because it was straight forward and time-saving. They mentioned that they could learn their mistakes both in content and form faster. Only a few students who had higher scores in the posttest preferred to have the teacher's prompt. However, the students strongly agreed that they preferred both types of feedback: recast and prompt because they could make their writing better.

For the language learning and writing strategies, all of the students strongly agreed that they could learn more writing strategies such as self-monitoring, brainstorming, questioning for clarification, and etc. The students used their self-monitoring strategies to help improve their paragraph writing ability on both content and form. The result was also supported by other researchers that self-monitoring strategies helped students improve their writing (Nisbet & Schucksmith, 1986; Charles, 1990; Cresswell, 2000; Lan, 2005; Vicker & Ene, 2006). Thus, it can be assumed that the students would improve their paragraph writing based on the self-monitoring writing strategies.

Although the findings revealed that the students improved their paragraph writing ability both on content (including organization) and form (vocabulary, language use, and mechanics), it was noticed that the scores on the content aspect was improved more than the scores on the form when compared from the pretest and posttest. They mentioned that they

always used the checklist to identify content and organization while they did not often use the guidelines for verifying the form.

In conclusion, from the research findings, it can be said that the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of undergraduate English majors is more effective than the PPP Method.

## **Recommendations**

There are two major points to be recommended in this research entitled “The Instructional Process Based on Strategies-based Instruction, Learning Cycle Model and Interactional Feedback to Enhance Paragraph Writing Ability of Undergraduate English Majors”, the first one is recommendations for the implementation of the research findings and the other is the recommendations for further research.

### **1. Recommendations for the implementation of the research findings.**

#### *For the school administrators*

1.1. The school or university administrators should encourage the teachers particularly those responsible for the English writing class, including Thai or other foreign languages to employ this instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability of the students. However, the teachers should be encouraged to study the instructional manual (See Appendix P) so that they can understand the whole instructional process in terms of principles, objectives, and teaching steps, and consider that the paragraph writing ability is very important for students to develop their writing skill and also learn more about strategies concerning paragraph writing and language learning as well. The school or university administrators can support the use of this instructional process by organizing a workshop or seminar for the teachers so as to familiarize them and enable them to understand the instructional process correctly and clearly, besides sharing ideas and experience concerning teaching writing class.

1.2. The administrators with the aim of developing the students’ writing skill can use this instructional process as an alternative to enhance the writing skill of students and encourage the teachers to use this instructional process in other languages classes at different levels too.

*For the teachers*

1.3. The teachers should study the instructional carefully so that they can follow the teaching procedures correctly and systematically. However, the teachers can use other types of teaching or techniques such as graphic organizers or writing cycle by considering the appropriateness in accordance with the teaching procedures, content, and teaching contexts.

1.4. The teacher may conduct this writing class in the computer room where the students can be accessible to the Internet for further inquiry of specific information for their writing. For this reason, the students will be facilitated and become independent students while a teacher as a facilitator. Consequently, the teachers should study their role clearly before the implementation of this instructional process.

1.5. The teachers should encourage the students to use this instructional process for higher level of writing such as essay writing, or any types of expository writing.

## **2. Recommendations for Further Research**

Based on the results and findings from the study, the following are a number of areas that could be investigated in future studies:

First of all, longitudinal studies are needed to confirm the effects of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability. The instruction should be extended for a longer and continuous period in order to provide the opportunity for learning English paragraph writing skill ability.

Second, this study can be extended in order to conduct in other foreign languages classes which could also assist in confirming the effects of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability. Furthermore, the study should be replicated with different groups of participants, not only for undergraduate English majors. It could provide distinctive insights to this field of study. The replicated studies with international schools adopting different curriculum, bilingual schools, private schools, and government schools should be carried out to gain different perspectives for comparison.

Lastly, the same study should be done with other levels of students such as those from the primary level, lower secondary level, or higher secondary level. This can confirm the effectiveness of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability.



## References

- Anderson, J. 1982. Cognitive psychology and its implications. New York: W.H. Freeman.
- Ariza, E. N. and Hancock, S. 2003. Second Language Acquisition Theories as a Framework for Creating Distance Learning Courses. International Review of Research in Open and Distance Learning, October 2003.
- Arunee Wiriyachitra, 2001. 'A Thai University Scenario in the Coming Decade' Thai. TESOL Newsletter 14(1): 4-7.
- Arunee Wiriyachitra. 2001. A Thai University Scenario in the Coming Decade. Thai TESOL Newsletter 14.1: 4-7.
- Achara Wongsothorn. 2001. Test item development based on amplified objective. Bangkok: Chulalongkorn University Press.
- Atkinson, D. and Ramanathan, V. 1995. Cultures of writing: An ethnographic comparison of L1 and L2 university writing/language programs. TESOL Quarterly 29: 539-269.
- Bailey, K.M. 1998. Learning about language assessment: Dilemmas, decision, and Directions. Boston: Heinle&Heinle.
- Barman, C. (1989). Making it work. Science Scope, 12(5), 28-31.
- Bartholomae, D. 1980. Study of error. College composition and communication 31: 253-269.
- Bean, J.C. 1996. Engaging ideas: The professor's guide to investigating writing, critical thinking, and active learning in the classroom. San Francisco: Jossey-Bass.
- Bereiter, C. and Scardamalia, M. 1987. The psychology of written composition. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Bitchener et al. 2005. The effect of different types of corrective feedback on ESL student writing. Journal of Second Language Writing: 191-205.
- Bley-Vroman, R. 1989. What is the logical problem of foreign language learning? In S. Gass and J. Schachter (eds.), Linguistic perspectives on second language acquisition, pp. 41-68. Cambridge: Cambridge University Press.
- Bonwell, C.C. and Eison, J. 1991. Active learning: Creating excitement in the classroom. ASHE-Eric Higher Education Report NO1. Washington DC: The George Washington University, School of Education and Human Development.

- Branford, A. et al. 1999. How people learn: Brain, mind, experience, and school. Washington D.C.: National Academy Press.
- Brophy, J. 1981. Teacher praise: A functional analysis. Review of Educational Research 51: 5-32.
- Brooks, A. and Grundy, P. 1990. Writing for study purposes. Glasgow: Bell & Bain.
- Brown, H. D. 2000. Principles of language learning and teaching. (4th ed.). Englewood Cliffs, N.J: Prentice Hall.
- Brown, H.D. 2002. Teaching by principles: An interactive approach to language pedagogy. 2<sup>nd</sup> ed. New York: Pearson Education.
- Brown, H.D. 2004. Language assessment: Principles and classroom practices. Essex: Pearson Education.
- Brown, H.D. et al. 1983. Learning, remembering, and understanding. In J.H. Flavell and M. Markman (eds), Carmichael's manual of child psychology 3. pp. 77-166. New York: Wiley.
- Bruning, R.H., Gregory, J.S., and Royce, R.R. 1999. Cognitive psychology and instruction. 3<sup>rd</sup> ed. London: Prentice Hall.
- Bybee, R.W. et al. (1989). Science and technology education for the elementary years: Frameworks for curriculum and instruction. Washington, D.C.: The National Center for Improving Instruction.
- Cai, G. 1999. Texts in contexts: Understanding Chinese students' English compositions. In C. Cooper and L. Odell (eds.), Evaluating writing: The role of teachers' knowledge about text, learning and culture, pp. 279-297. Urbana, IL: National Council of Teachers of English.
- Carson, J. 2001. Second language writing and second language acquisition. In T. Silva and P. Matsuda (eds.), On Second Language Writing, pp. 191-200. Mahwah, NJ: Lawrence Erlbaum Associates.
- Chamot, A.U. 2004a. Issues in language learning strategy research and teaching. Electronic Journal of Foreign Language Teaching, 1:1, 14-26.
- Charles, M. 1990. Responding to problems in written English using a student self-monitoring technique. ELT Journal, 44(4), 286-293.
- Chaudron, C. 1988. Second language classroom: Research on teaching and learning. Cambridge: Cambridge University Press.
- Cobb, T. 2003. Review of Ken Hyland, 2002, Teaching and researching writing, Longman applied linguistics in action series. System 31 (1): 132-136.
- Cohen, A. 1998. Strategies in learning and using a second language. London: Longman.

- Chomsky, N. 1975. Reflections on language. New York: Pantheon.
- Cohen, A.D. 2003. Strategy training for second language learners. Center for Advanced Research on Language Acquisition, University of Minnesota: Minneapolis, MN. (ERIC Document Reproduction Services No. EDO-FL-03-02).
- Collins, J.L. 1999. Writing strategies: Teaching writing strategies. Available from <http://www.gse.buffalo.edu/org/writingstrategies/index.html>
- Connor, U. and Kaplan, R. (eds.), 1987. Writing across languages: Analysis of L2 text. USA: Addison-Wesley.
- Cook, V. 1991. Second language learning and language teaching. London: Edward Arnold.
- Cook, V. 2001. Second language learning and language teaching. 3<sup>rd</sup> ed. New York: Oxford University Press.
- Coulmas, F. 2003. The Blackwell encyclopedia of writing systems. Oxford: Blackwell.
- Crawford, K. 1996. Vygotskian approaches to human development in the information era. Education studies in mathematics 31: 43-62.
- Cresswell, A. 2000. Second Language Learning and Language Teaching. 3<sup>rd</sup> edition. New York: Oxford University.
- Cronbach, L.J. & Snow, R.E. 1977. Aptitudes and instructional methods. New York: Irvington.
- Crystal, D. 1997. English as a global language. Cambridge: Cambridge University Press.
- Daniels, P.T. and Bright, W. 1996. The World's writing systems. New York: Oxford University Press.
- D'Angelo, F.J. 1980. Process and thought in comparison. Cambridge: Cambridge University Press.
- Doughty, C and Williams, J. 1998. Focus on form in classroom second language acquisition. Cambridge: Cambridge University Press.
- Driscoll, M.P. 1994. Psychology of learning for instruction. Needham, MA: Allyn and Bacon.
- Duangkamol Phochanapan. 2006. Effects of self-monitoring writing strategies instruction on English writing ability of pre-cadets. Chulalongkorn University.
- Ellis, R. 1985. Understanding second language acquisition. Oxford: Pergamon Institute of English.

- Ellis, R. 1992. The study of second language acquisition. Oxford: Oxford University Press.
- Ellis, R. 1995. Second language acquisition. 2<sup>nd</sup> ed New York: Oxford University Press.
- Ellis, R. 1997. Second language acquisition. New York: Oxford University Press.
- Ellis, R. 1999. Learning a second language through interaction. Philadelphia: John Benjamins.
- Ellis, R. 2002. Frequency effects in language processing: A review with implications for theories of implicit and explicit language acquisition. Studies in Second Language Acquisition 24 (2): 143-188.
- Ellis, R., Loewen, S., and Erlam, R. 2006. Implicit and explicit corrective feedback and the acquisition of L2 grammar. Studies in Second Language Acquisition 28: 339-368.
- Fathman, A. and Whalley, E. 1990. Teacher response to student writing: Focus on form versus content. In B. Kroll (ed), Second language writing: Research insights for the classroom, pp. 179-190. New York: Cambridge University Press.
- Ferris, D. R. 1995. Student reactions to teacher response in multiple-draft composition classrooms. TESOL Quarterly 29: 33-53.
- Ferris, D.R. 1997. The influence of teacher commentary on student revision. TESOL Quarterly 31: 315-339.
- Ferris, D.R. 1999. The case for grammar correction in L2 writing classes: A response to Truscott, 1996. Journal of Second Language Writing 8: 1-11.
- Ferris, D. R. and Hedgcock, J.S. 1998. Teaching ESL composition: Purpose, process, and practice. Mahwah, NJ: Erlbaum.
- Ferris, D.R. and Roberts, B. 2001. Error feedback in L2 writing classes. How explicit does it need to be? Journal of Second Language Writing 10: 161-184.
- Ferris, D. R. 2005. Treatment of error in secondary language student writing. Michigan: The University of Michigan.
- Fink, L.D. 2003. Creating significant learning experiences. CA: Jossey-Bass.
- Flower, L. 1994. The construction of negotiated meaning. A social cognitive theory of writing. Carbondale: Southern Illinois University Press.
- Flower, L. and Hayes, J. 1980. The dynamics of composing: Making plans and juggling constraints. In L. Gregg & E. Steinberg (eds.), Cognitive processes in writing, pp. 31-50. Hillsdale, NJ: Lawrence Erlbaum Associates.

- Flower, L. and Hayes, J. 1981. A cognitive process theory of writing. College Composition and Communication 32: 365-387.
- Flower, L., Stenin, V., Ackerman, J., Kantz, M., McCormick, K., and Peck, W., 1990. Reading-to write: Exploring a cognitive and social process. New York: Oxford University Press.
- Finocchiaro, M. and Bonomo, M. 1973. The Foreign Language Learner. A guide for teachers. New York: Regents Publishing.
- Freedman, S.W. 1987. Responding to student writing. In NCTE research report No. 23, pp. 4-5, 7. Illinois: National Council of Teachers of English.
- Gabrielatos, C. 1993. Learning how to fish: Fostering fluency & independence. TESOL Greece Newsletter 38: 15-20.
- Gass, S. 1997. Input, interaction and the second language learner. Mahwah, NJ: Lawrence Erlbaum.
- Glaser, R. 1968. "Ten untenable assumptions of college instruction." Educational Research. 49, 154-159.
- Grenfell, M. and Harris, V. 1999. Modern Languages and Learning Strategies: In Theory and Practice. London: Routledge.
- Graham, S. 2007. Learner strategies and self-efficacy: Making the connection. Language Learning Journal, 35:1, 81-93.
- Hadley, A. O. 1993. Teaching languages in context. Boston: Heinle & Heinle.
- Harmer J. 2001. The practice of English language teaching. 3<sup>rd</sup> ed. Essex: Pearson Education.
- Hattie, J. A. 1987. Identifying the salient facets of a model of student learning: A synthesis of meta-analyses. International Journal of Educational Research 11: 187-212.
- Hausfather, S.J 1996. Vygotsky and schooling: Creating a social contest for learning. Action in Teacher Education 18: 1-10.
- Havranek, G. and Cesnik, H. 2001. Factors affecting the success of corrective feedback. In S.H. Foster-Cohen and A. Nizgorodcew (eds.) EUROSLA Yearbook: 99-122.
- Henriques, L. 1997. A study to define and verify a model of interactive-constructive elementary school science teaching. Unpublished PhD dissertation, Iowa City, IA: University of Iowa.
- Howell, D.C. 2008. Fundamental Statistics for the Behavioral Sciences(6th Edition).

- Belmont, CA: Duxbury Press. (1st Edition, 1985)
- Hsiao, T., and R. Oxford. 2002. Comparing theories of language learning strategies: A confirmatory factor analysis. The Modern Language Journal 86(3): 368-383
- Hughey, J. B., Deanna R., Wormuth, V., Hartfiel, F., and Jacobs H. L. 1983. Teaching ESL composition: Principles and techniques. Cambridge, MA: Newbury House.
- Hyland, K. 2003. Teaching and researching writing, New York: Longman.
- Hyland, K. and Hyland, F. (eds). 2006. Feedback in second language writing: Context and issues. Cambridge: Cambridge University Press.
- Jacobs, H.L. et al. 1981. Testing ESL composition: A practical approach. MS: Newbury House.
- Karplus, R. & Thier, H. D. 1967. A new look and elementary school science: Science curriculum improvement study. Chicago, IL: Rand McNally & Company.
- Kolb, D. 1984. Experiential learning: Experience as the source of learning and development. New Jersey: Prentice Hall.
- Kowail, J. and Swain, M. 1994. Using collaborative language production tasks to promote students' language awareness. Language Awareness 3: 73 -93.
- Krashen, S. 1982. Principles and practice in second language acquisition. New York: Permagon Press.
- Krashen, S. D. 1984. Writing: Research, theory, and application. Oxford: Pergamon Press.
- Krashen, S. D. 1985. The input hypothesis. London: Longman.
- Kubota, R. 2001. Teaching world English to native speakers of English: A pilot project in a high school class. World Englishes 20(1): 47-64.
- Kutz, E., Groden, S., and Zamel, V. 1993. The discovery of competence: Teaching and learning with diverse student writers. Portsmouth, NH: Boynton/Cook.
- Lan, W. 2005. Self-monitoring and its Relationship with Educational Level and Task Importance. Educational Psychology, 25(1), 109-127.
- Larsen-Freeman, D. 2001. Technique and principles in language teaching. 3<sup>rd</sup> ed. Oxford: Oxford University Press
- Lee. 2004. Error correction ion L2 secondary writing classroom: The case of Hong Kong. Journal of School Language Writing. Hong Kong 13: 285-312.

- Leki, I. 1991. The preferences of ESL students for error correction in college-level writing class. Foreign Language Annual 24: 203-218.
- Leki, I. 1995. Coping strategies of ESL students in writing tasks across the curriculum. TESOL Quarterly 29: 235-260.
- Leki, I. and Carson, J.G. 1994. Students' perceptions of EAP writing instruction and writing needs across the disciplines. TESOL Quarterly 28(1): 81-101.
- Lemberger, N. 1997. Bilingual Education: Teachers' Narratives. Mahwah, NJ: Lawrence Erlbaum Associates.
- Lightbown, P. 1998. The importance of timing in focus on form. In C. Doughty; and J. Williams (eds.), Focus on form in classroom second language acquisition, pp. 177-196. Cambridge: Cambridge University Press.
- Long, M. H. 1991. Focus on form: A design feature in language teaching methodology. In K. de Bot; R. B. Ginsberg; and C. Kramsh, (eds.), Foreign language research in cross-cultural perspective, pp. 39-52. Amsterdam: John Benjamins.
- Long, M. H. 1996. The role of the linguistic environment in second language acquisition. In W. C. Ritchie and T.K. Bahtia (eds.), Handbook of second language acquisition, pp 413-68. New York: Academic Press.
- Long, M. H. 1977. Teacher feedback on learner error: Mapping cognitions. In H.D. Brown; C.A. Yorio; and R Crymes (eds.), TESOL77. Teaching and Learning English as a Second Language: Trends in research and practice, pp. 278-94. Washington, D.C.: TESOL. Reprinted in B.W. Robinett; and J. Schachter, (eds.), Second language: Contrastive analysis, error analysis, and related aspects, pp. 446-65. Ann Arbor: University of Michigan Press.
- Long, M. H. and Robinson, P. 1998. Focus on form: Theory, research and practice. Cambridge University Press.
- Long, M. and Robinson, P. 1998a. Focus on form: theory, research and practice. In Doughty, C. and Williams, J., (eds). Focus on form in classroom second language acquisition, pp. 15-41. Cambridge: Cambridge University Press.
- Lunsford, A. and Connors, R. 2003. The St. Martin's handbook: Annotated instructor's edition. 5<sup>th</sup> ed. New York: St. Martin's
- Lyster, R. 1998. Negotiation of form, recasts, and explicit correction in relation to error types and learner repair in immersion classroom. Language Learning 48: 183-218.
- Lyster, R. 1998a. Recasts, repetition, and ambiguity in L2 classroom discourse. Studies in Second Language Acquisition 20: 51-81.

- Lyster, R. 2002. Negotiation in immersion teacher-student interaction. International Journal of Educational Research 37: 237-253.
- Lyster, R. (2004). Research on form-focused instruction in immersion classrooms: Implications for theory and practice. Journal of French Language Studies, 14 (3). 321-341
- Lyster, R., and Mori, H. 2006. International feedback and instructional counterbalance. Studies in Second Language Acquisition 28: 321 – 341.
- Lyster, R. and Ranta, L. 1997. Corrective feedback and learner uptake. Studies in Second Language Acquisition 19: 37-66.
- Matalene, C. 1985. Contrastive rhetoric: An American writing teacher in China. College English 47: 789-809.
- McDonald, R.H. 1999. Preparing to teach large classes: Strategies to promote active learning. [online]. Available from: <http://www.glos.ac.uk/gdn/abstracts/a162htm>
- McGroarty, M. 1996. Language attitudes, motivation and standards. In S. McKay and N. Hornberger (eds.), Sociolinguistics and language teaching, pp 3-46. Cambridge: Cambridge University Press.
- McKeachie, W.J., et al. 1986. Teaching and learning in the college classroom: A review of the research literature. Ann Arbor: Regent of the University of Michigan.
- McLaughlin, B. 1988. Theories of second language learning. Barry McLaughlin. Baltimore: Edward Arnold.
- McMahan, E and Day, S. 1984. The writer's rhetoric and handbook. New York: McGraw-Hill.
- Miller, J.E., Wilkes, J.M. & Cheetham, R.D. 1993. Tradeoffs in student satisfaction: Is the "perfect" course an illusion? Journal on Excellent in College Teaching. 4, 27-47.
- Miller, et al. 1996. Providing structure: The critical element. In T.E. Sutherland & C.C. Bonwell (eds), Using active learning in college classes: A range of options for faculty, pp.17-30. San Francisco: Jossey-Bass Publishers.
- Mory, E. 1996. Feedback research. In D.H. Jonassen (ed.), Handbook of research for educational communications and technology, pp 919-956. New York: Simon & Schuster Macmillan.
- Myers, C. and Jones, T.B. 1993. Promoting active learning: Strategies for the college classroom. San Francisco: Jossey-Bass.
- Nagy, W., & Herman, P. 1987. Breadth and depth of vocabulary knowledge: Implications for acquisition and instruction. In M. McKeown & M. Curtis (Eds), The nature of vocabulary acquisition, pp. 19-35. Hillsdale, NJ: Erlbaum.



- Naiman, N., et al. 1978. *The good language learner*. Research in Education Series No. 7. Toronto: The Ontario Institute for Studies in Education. Reprinted by Multilingual Matters (1995). Clevedon: Avon.
- Naiman, N., Frohlich, M., Stern, H., & Todesco, A. 1996. *The Good Language Learner*. Clevedon, Avon: Multilingual Matters.
- Nisbet, J. and Shucksmith, J. 1986 *Learning Strategies* London: Routledge & Kegan Paul
- Norris, J. and Ortega, L. 2003. Defining and measuring SLA. In C. Doughty; and M. Long (eds.), *The handbook of second language acquisition*, pp 717-761. Oxford: Blackwell.
- Odlin, T. 1994. Introduction. In T. Odlin (ed.), *Perspectives on pedagogical Grammar*, pp 1-22. New York: Cambridge University Press.
- Olivares-Cuhat, G. 2002. Learning strategies and achievement in the Spanish writing classroom: A case study. *Foreign Language Annals* 35(5): 561-570.
- O'Malley, J. M. and Chamot, A. 1999. *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- O'Malley, J.M. and Pierce, V.L. 1996. *Authentic assessment for English language learners*. London: Longman.
- Onwuegbuzie, A. J., & Leech, N. L. 2004. Post hoc power: A concept whose time has come. *Understanding Statistics*, 3, 2001-230. - Available at UT online resources.
- Osborne, R. & Wittrock, M. 1983. Learning science: A generative process. *Science Education*. 67(4): 489-508.
- Oxford, R. 2003. Language learning styles and strategies: Concepts and relationships. *International Review of Applied Linguistics*, 41:4, 271-278.
- Pairoj Teerawong, et al. 1982. "First-Year Chulalongkorn University Students' Problems of Writing English and the Evaluation of the Constructed Remedial Lessons". Research report. Bangkok: Chulalongkorn University Language Institute. (In Thai)
- Panova, I. and Lyster, R. 2002. Patterns of corrective feedback and uptake in an adult ESL classroom. *TESOL Quarterly* 36(4): 573-595.
- Pornapit Darasawang. 2000. *Developing learner autonomy through the use of a revised learner training programme (RLTP) in King Monkut's University of Technology Thonburi*. Doctoral thesis, University of Edinburgh.
- Pressley, M. & Ghatala, E.S. 1990. Self-regulated learning: monitoring learning from text. *Educational Psychologist*, 25 (1), 3-17.

- Pintrich, P.R. 2000. The role of goal orientation in self-regulated learning. In M. Boekaerts; P.R. Pintrich; and M. Zeidner (eds), Handbook of self-Regulation, pp. 451-502. San Diego, C.A.: Academic.
- Raimes, A. 1983. Techniques in teaching writing. New York: Oxford University Press.
- Raimes, A. 1983a. English as a second language? Remedies for composition teachers. In A. Freedman; I. Pingle; and J. Yalden (eds.), Learning to write: First language/second language, pp 258-272. London: Longman.
- Raimes, A. 1983b. Techniques in teaching writing. Teaching techniques in English as a second language. New York: Oxford University Press.
- Raimes, A. 1985. What unskilled ESL students do as they write: A classroom study of composing. TESOL Quarterly 19: 229-257.
- Raimes, A. 1987. Language proficiency, writing ability and composing strategies: A study of ESL college student writer. Language Learning 37: 439-468.
- Raimes, A. 1991. Out of the woods: Traditions in the teaching of writing. TESOL Quarterly 25: 407-430.
- Raimes, A. 1991. Out of the woods: Emerging traditions in the teaching of writing. TESOL Quarterly 25: 407-430.
- Raimes, A. 1992. Exploring through writing. 2<sup>nd</sup> ed. New York: St. Martin's.
- Raimes, A. 1996. Keys for writers: A brief handbook. Boston: Houghton Martin's.
- Raimes, A. 1998. Teaching writing. Annual Review of Applied Linguistics 18: 142-167.
- Ramsey, J. (1993). Developing conceptual storylines with the learning cycle. Journal of Elementary Science Education, 5(2), 1-20.
- Ranta, L., and Lyster, R. (in press). A cognitive approach to improving immersion Students' oral language abilities: The Awareness-Practice-Feedback Sequence. In R. DeDeyser (ed.), Practicing for second language use: Perspectives from applied linguistics and cognitive psychology. Cambridge: Cambridge University Press.
- Reid, J. M. (ed.). 1998. Understanding learning styles in the second language classroom. Englewood Cliffs, NJ: Prentice Hall Regents.
- Richards, J. C. (ed). 1974. Error analysis: Perspectives on second language Acquisition, pp. 215. Essex, England: Longman.
- Robb, T., Ross, S., and Shortreed, I. 1986. Salience of feedback on error and its effect on ESL writing quality. TESOL Quarterly 20: 83-95.

- Rosen, Leonard, and Laurence, B. 2000. The Allyn and Bacon handbook: Annotated instructors' edition, 4<sup>th</sup> ed. Boston: Allyn and Bacon.
- Rowntree, D. 1987. Assessing Students: How shall we know them?, London: Kogan Page.
- Rubin, J. 1975. What the "Good language learner" can teach us. TESOL Quarterly 9 (1): 41-51.
- Rubin, J. and Thompson, I. 1994. How to be a more successful language learner. 2<sup>nd</sup> ed. Boston: Heinle and Heinle.
- Rubin, J. 1981. The study of cognitive processes in second language learning. Applied Linguistics, 1, 117-131.
- Sasaki, M., and Hirose, K. 1996. Explanatory variables for EFL students' expository writing. Language Learning 46: 137-174.
- Sawai Chinnawong. 2001. In search of an optimal writing feedback strategy. PASSA 31: 27-43.
- Scarcella, R. and Oxford, R. 1992. The tapestry of language learning: The individual in the communicative classroom. Boston: Heinle&Heinle.
- Schunk, D.H. 2005. Self-regulated learning: The educational legacy of Paul R. Pintrich. Educational Psychologist 40(2): 85-94.
- Selinker, L. 1992. Rediscovering interlanguage. London: Longman.
- Shaughnessy, M. 1977. Errors and expectations. New York: Oxford University Press.
- Sheppard, K. 1992. Two feedback types: Do they make differences? RELC Journal 23: 103-110.
- Shunguiang, Z. 1985. The Differential effects of source of connective feedback on ESL writing proficiency. Honolulu.
- Silva, T. 1993. Towards an understanding of the distinct nature of L2 writing: The ESL research and its implications. TESOL Quarterly, 27: 657-677.
- Sommers, N. 1980. Revision strategies of student writers and experienced adult writers. College Composition and Communication, 31 (4), 378-388.
- Somsri Thammasarnsophol. 1991. A Comparative of English writing ability of mathayomsuksa six students learning through process-oriented approach and product-oriented approach. Master's Thesis. Department of Secondary Education., Graduate School, Chulalongkorn University.
- Stern, H.H. (1975). What can we learn from the good language learner? Canadian Modern Language Review, 31, 304-318.

- Sumitra Angwatanakul. 1997. English Teaching Methodology. 4<sup>th</sup> ed. Bangkok: Chulalongkorn University Press.
- Sternglass, M. 1997. Time to know them: A longitudinal study of writing and Learning at the college level. Mahwah, NJ: Lawrence Erlbaum Associates.
- Sutherland, T.L. and Bonwell, C.C. 1996. Emerging issues in the discussion of active learning. In T.E. Sutherlands; and C.C. Bonwell (eds), Using active learning in college class: A range of option for faculty, pp. 3-16. San Francisco: Jossey-Bass.
- Swain, M. 1985. Communicative competence: Some roles of comprehensible Input and comprehensible output in its development. In S. Gass; and C. Madden (eds.), Input & second language acquisition, pp. 125-144. Oxford: Oxford University Press.
- Swain, M. and Lapkin, S. 1998. Interaction and second language learning: Two Adolescent French immersion students working together. Modern Language Journal 83: 320-337.
- Swales, J. 1990. Genre analysis: English in academic and research settings. Cambridge: Cambridge University Press.
- Swartz, J. 1980. The negotiation for meaning: Repair in conversations between Second language learners of English. In D. Larsen-Freeman (ed.) Discourse analysis in second language research, pp. 138-153. Rowley, MA: Newbury House.
- Takeuchi, O. 1993a A study of language learning strategies and their relationship to achievement in EFL listening comprehension. Bulletin of Institute for Interdisciplinary Studies of Culture, Doshisha Women's College of Liberal Arts, 10, 131-141.
- Takeuchi, O. 1993b. Language learning strategies and their relationship to achievement to achievement in English as a foreign language. Language Laboratory, 30, 17-34.
- Tharp R.G. and Gallimore, R. 1988. Rousing minds to life: Teaching learning, and schooling in social context. New York: Cambridge.
- Thitirat Suwannasom. 2001. A study on using restructuring strategies and abilities in English language expository writing of undergraduate English majors, Naresuan University. Master's Thesis. Department of Secondary Education., Graduate School, Chulalongkorn University.
- Tribble, C. 1996. Writing. New York: Oxford University Press.
- Truscott, J. 1996. The case against grammar correction in L2 writing classes. Language Learning 46: 327-369.

- Truscott, J. 1999. The case for the case against grammar correction in L2 writing Classes: A response to Ferris. Journal of Second Language Writing 8: 111-122.
- Vandergrift, L. 1997. The comprehension strategies of second language (French) listeners: A descriptive study. Foreign Language Annals, 30:3, 387-409.
- Vandergrift, L. 2003. Orchestrating strategy use: Toward a model of the skilled second language listener. Language Learning, 53:3, 463-496.
- Vickers, C.H. and Ene, E. 2006. Grammatical accuracy and learner autonomy in advanced writing. ELT Journal 60(2): 109-116.
- Vygotsky, L. S. 1978. Mind in Society. Cambridge, MA: Havard Universiy Press.
- Vygotsky, L. S. 1996. Mind in Society. Cambridge, MA: Havard Universiy Press.
- Weaver, A. 1996. Teaching grammar in context. Portsmouth, NH: Boynton/Cook Heineman.
- Weigle, S. 2002. Assessing writing. Cambridge: Cambridge University Press.
- Wenden, A. 1991. Learner strategies for learner autonomy. Hemel Hemstead: Prentice Hall.
- Wharton, G. 2000. Language learning strategy use of bilingual foreign language learners in Singapore. Language Learning 50(2): 203-244.
- White, R., and Arndt, V. 1991. Process writing. London: Longman.
- Williams, J. 1989. Preparing to teach writing. California: Wadsworth.
- Wilaksana Srimavin and Pornapit Darasawang. 2003. Developing self assessment through journal writing. Proceeding of the independent learning conference. Published 20 September 2004.
- Wichaya Pidchamook. 2003. A comparison of English paragraph writing ability of Rajabhat Institute undergraduates who received different types of feedback. Master's Thesis, Department of Secondary Education, Chulalongkorn University.
- Woolfolk, A. E. 1998. Educational psychology. Toronto, ON: Allyn and Bacon.
- Yates & Kenkel. 2002. Responding to sentence-level errors in writing. Journal of Second Language Writing 11(1): 29-47.
- Yore, L.D., Shymansky, J.M. and Anderson, J.O. 2001. Documenting strategies for two local systemic change project. Paper presented at Association for the Education of Teachers in Science (AETS) 2001 Annual International Conference, January 18-21, 2001.

Zamel, V. 1985. Responding to student writing. TESOL Quarterly 19 (1): 79-10

Zamel, V. 1998. Strangers in academia: The experiences of faculty and ESL students across the curriculum. In V. Zamel & R. Spack (eds.), Negotiating academic illiteracies: Teaching and learning across languages and cultures, pp. 249 – 264. Mahwah, NJ: Lawrence Erlbaum Associates.

**APPENDICES**

## Appendix A

### List of experts validating the research instrument a co-rater

#### A. Experts validating the instructional process

1. Associate Professor Dr. Tissana Khammanee  
Retired lecturer, Faculty of Education, Chulalongkorn University
2. Assistant Professor Dr. Apasara Chinwonno  
Lecturer, Faculty of Education, Chulalongkorn University
3. Ajarn Bussaya Limtipdara  
Lecturer, Language Center, Bangkok University

#### B. Experts validating topics of writing, a checklist, and sample lesson plan

1. Associate Professor Supong Tungkiengsirikul  
Lecturer, Language Institute of Thammasat University
2. Ajarn Dr. Leechai Panyawongngam  
Lecturer, Rajamangala University of Technology Kruthep
3. Ajarn Nantawan Wimanrat  
Lecturer, Faculty of Applied Arts King Mongkut University of Technology, North Bangkok

#### C. A co-rater of the pretest and posttest

1. Ajarn Dr. Tanachart Lornklang  
Lecturer, Nokhon Ratchasima Rajabhat University



## Appendix B

### The Instructional Process Evaluation Form

#### Guideline for evaluation

Please put a tick ( / ) in the rating box (+1, 0, -1) if you consider the score to which the item is appropriate. Specifying comments for each item will be deeply appreciated.

- + 1    means        appropriate  
 0       means        not sure  
 -1     means        not appropriate

Items	+1	0	-1	Comments
1. Are pedagogical principles underlying in the instructional process clearly explained?				
2. Has the instructional process rationale been well summarized from the pedagogical principles?				
3. Has the instructional process been well synthesized?				
4. Are the sequences of the instructional process properly applied for classroom instruction?				
5. Is the instructional process clear and user-friendly?				

Comments:

-----  
 -----  
 -----

## Appendix C

Sample lesson plan for the experimental group

**Topic:** Overview of Organization of Paragraph Writing

**Time:** 3 hours

**Objectives:** After class, students will be able to

1. differentiate the well-organized paragraph from the poorly-organized ones
2. locate major parts of paragraph: the topic sentence, supporting sentences (major and minor), and the concluding sentence
3. summarize paragraph organization in form of graphic organizer

**Evaluation:** During the class, the teacher will

1. check students' worksheet about the well-organized paragraph and the poorly-organized ones
2. check students' answers about the position of the topic sentence, supporting sentences (major and minor), and the concluding sentence
3. check students' graphic organizers whether they cover major parts of the paragraph
4. observe students participation by asking and answering questions during the instructional process

**Instructional media:**

1. handout
2. slide presentation (powerpoint)

**Core contents:**

1. the meanings of the topic sentence, major and minor supporting sentences, and the concluding sentence
2. the paragraph organization

## Teaching procedures

Teaching step	Focus on what?	Teacher's role	Learner's role
<b>Pre-writing</b>			
<p><b>Step 1 Raising curiosity and awareness</b></p> <p><i>Learning task:</i> Students will be trained to identify misconceptions about elements of paragraph writing and important concepts about each type of paragraph writing by use checklist to identify content and organization and guideline for checking content and organization and guidelines for verifying the forms developed by</p>	<p><i>Focused writing strategies:</i> self-monitoring writing strategy is used to check, verify and identify misconceptions about content and form of the paragraph though the checklist and guideline.</p> <p><i>Focused interactional feedback:</i> Two-way communication feedback between teacher and the students</p>		<p><b>Evaluation:</b> identifying students' misconception</p>
<p>1.1. Having Q&amp;A</p> <ul style="list-style-type: none"> <li>- T (Teacher) asks Ss (Students) how many types of writing there are.</li> <li>- T asks Ss what the paragraph writing is.</li> <li>- T asks Ss what they have to do about writing a paragraph.</li> </ul>	<p>Ss exchange information among themselves. (Ss - Ss interactional feedback)</p> <p>T responds to Ss' answers (T -Ss interactional feedback)</p>	<p>1. to elicit prior knowledge of Ss about writing</p>	<p>1. to get interested, pay attention and relate questions to prior knowledge</p>
<p>1.2. Clarify answers</p> <ul style="list-style-type: none"> <li>- Ss come up with different answers.</li> <li>- Ss help each other</li> </ul>	<p>Ss work out to get the answer. (Ss - Ss interactional feedback).</p>	<p>2. to guide discussion and keep Ss on track</p>	<p>2. to share prior knowledge, answer and ask questions</p>

<p>to get the most appropriate answers. - T also joins Ss' discussion.</p>	<p>T gives some comments to Ss and helps them identify misconception. (T – Ss interactional feedback)</p>		
<p>1.3. Drawing conclusions - T restates Ss' answers and draws conclusions.</p>	<p>- T and Ss summarize what Ss have discussed. (T – Ss interactional feedback)</p>	<p>3. to summarize Ss' discussion points</p>	<p>3. to understand each point in the conclusion</p>
<p><b>Step 2. Inductive and deductive modeling</b></p> <p><b>Learning task:</b> Students' writing drafts used as models are circulated and each student comments on the good feature or difficulties found in the draft concerning with the content and form. Then the class shares their comments. The class finally explores possible writing strategies to fix the difficulties and highlights the strategies the authors use in producing a good draft.</p>	<p><b>Focused writing strategies:</b> Evaluation strategy is used to explore and examine what and how good the writers use their strategies to write a paragraph, so the students can use their techniques as a model.</p> <p><b>Focused interactional feedback:</b> Two-way communication between teacher and the students, the students and the students</p>		<p><b>Evaluation:</b> identifying some paragraph writing strategies being used in the models</p>
<p>2.1 Getting attention - T shows three paragraph writing</p>	<p>T stimulates Ss to think and gives</p>	<p>1. to prepare instructional materials</p>	<p>1. to read and analyze the texts</p>

models to Ss. - T asks Ss which one is considered a well-organized paragraph writing.	reasons. Then, T gives feedback. (T – Ss, Ss – T interactional feedbacks)		
2.2. Making comparison - Ss read the model paragraphs. - Ss pick up similarities and differences.	Ss share and discuss with peers what they have picked up about similarities and differences of how the authors use paragraph writing strategies. (Ss – Ss interactional feedback)	2. to keep time for Ss to study the text	2. to try to understand the text by reading the texts critically
2.3. Creating graphic organizers - Ss get information organized. - Ss draw a graphic organizer of any type (outlined diagram). - T checks and gives written comments on Ss' graphic organizer.	T takes time to examine Ss' graphic organizers and correct them. (outlined diagram) (T – Ss interactional feedback)	3. to prepare pieces of paper and some stationary	3. to collect information and convey it in term of pictures, diagram, pictogram and etc.
2.4. Establishing strategies of paragraph writing - Ss share what strategies they know, get and use in paragraph writing. - T provides some strategies Ss have not covered.	Ss exchange some ideas and T also joins them for strategies used in paragraph writing. (Ss – T, T – Ss interactional feedbacks)	4. to advise about paragraph writing strategies	4. to brainstorm and exchange one's strategies
<b>Writing</b>			
<b>Step 3. Practice with explanation</b>			
<i>Learning task:</i>	<i>Focused writing</i>		<b>Evaluation:</b>

<p>Each student is asked to write a topic sentence, supporting sentences, or a paragraph as assigned in each week. Students exchange their drafts and try to propose the way to solve some problematic sentences in their peer's paragraph. The student will use the form given to explain the problem as they comment. Then they swap and share the comments.</p>	<p><b>strategies:</b> Monitoring, inferring and questioning for clarification strategies are used to practice giving feedback techniques with explanation.</p> <p><b>Focused interactional feedback:</b> Two-way communication between teacher and the students, the students and the students</p>		<p>evaluating how and why Ss put the sentences in correct order</p>
<p>3.1. Making a challenge - T asks Ss to rearrange the sentences into a well-organized paragraph. - Ss work on individual, pair and a group of four respectively.</p>	<p>Ss work in a group and give feedback to their work. (Ss – Ss interactional feedback)</p>	<p>1. to give a clue about the positions of elements of paragraph</p>	<p>1. to analyze and select the related and coherent information</p>
<p>3.2. Sharing reasons - Ss share their reasons for putting sentences in the correct order among peers. - Ss represent their group to report to class.</p>	<p>T encourages Ss to tell the class why they put those sentences in that particular order. (Ss – Ss interactional feedback)</p>	<p>2. to encourage a response, to check information, and to give the right answer</p>	<p>2. to explain and share reasons for doing the right things</p>

<ul style="list-style-type: none"> <li>- Ss and T show if they 'agree' or 'disagree'.</li> <li>- T wraps up the correct order.</li> </ul>	<p>T corrects Ss' order of sentences. (T – Ss interactional feedback)</p>		
<p>3.3. Writing your favorite topic</p> <ul style="list-style-type: none"> <li>- T lets Ss write a paragraph on any topic of interest.</li> <li>- Ss take time to think out their topics.</li> <li>- T sets up learning tasks for Ss to apply what they have already learned.</li> </ul>		<p>3. to initiate various topics of interest and keep time for carrying out learning tasks</p>	<p>3. to think and start learning tasks</p>
<p><b>Step 4. Elaborated action planning</b></p> <p><i>Learning task:</i> The class group and categorize common problems they found from their own experiment and set up action plans to solve a selected problematic area concerning with either form or content. Then they locate the resource in the website or find any other resource to help them understand the concepts.</p>	<p><i>Focused writing strategies:</i> Organization strategy is used to group and categorize common problems to work on and planning strategy is used to sup up an action plan.</p> <p><i>Focused interactional feedback:</i> Two-way communication between teacher and the students, the students and the students</p>		<p><b>Evaluation:</b> evaluating how Ss set up action plans to solve paragraph writing problems</p>
<p>4.1. Raising writing problems</p>		<p>1. to inform some difficulties of</p>	<p>1. to seek advise among themselves</p>

<p>- T asks Ss if they have any problems about paragraph writing. - Ss share their paragraph writing problems.</p>		learning tasks	for action planning
<p>4.2. Grouping common problems - T takes notes on Ss' paragraph writing problems. - T groups problems whether they are content or form focused.</p>	<p>T gives feedback why those problems arise in Ss' paragraph writing. (T – Ss interactional feedback)</p>	2. to point out types of errors specific to learning tasks	2. to hypothesize from other factors affecting learning tasks
<p>4.3. Setting up action plans - Ss brainstorm how to solve the paragraph writing problems. - Ss set up action plans for implementation. - T facilitates Ss about action plans by giving advice.</p>	<p>T analyzes Ss' action plans and gives comments. (T – Ss interactional feedback)</p>	3. to advise and facilitate how to work on action plans	3. to be open and accept ideas among one another about how to set up action plans
<p><b>Step 5. Automated focused tasks</b></p> <p><b>Learning task:</b> Students practice working on more exercises or engage in learning tasks which will help them gain more experience with form and content of the paragraph.</p>	<p><b>Focused writing strategies:</b> Transferring and elaborating strategies are used by the students to interact with the source.</p> <p><b>Focused interactional feedback:</b> Two-way communication between the</p>		<p><b>Evaluation:</b> evaluating paragraph writing ability from focus tasks</p>



	students and the students		
5.1. Working on more exercises - T provides more practice on specific paragraph writing problems. - Ss work on exercises relating their specific problems. - T checks Ss' exercises and gives feedback.	T points out some unsolved problems on Ss' exercises. (T – Ss interactional feedback)	1. to provide and recommend ways to solve problems	1. to get concentrated on new learning tasks
5.2. Setting learning tasks - T provides more learning tasks for Ss' focused practice on strategies. - Ss seek out or create strategies to solve their problems.		2. to focus practice on strategies	2. to analyze and synthesize how to use those strategies
5.3. Seeking more help - Ss point out some specific problems unsolved. - T provides more help.	T finds out ways to help solve Ss' specific unsolved problems. (T – Ss interactional feedback)	3. to confirm some specific problems still unsolved and recommend sources of information and knowledge	3. to listen attentively, ask questions, and write down major points
<b>Post-writing</b>			
<b>Step 6. Reinforcement and evaluation</b>  <i>Learning Task:</i> Students are encouraged to create their own self assessment	<i>Focused writing strategies:</i> Evaluation, cooperation, questioning for		<b>Evaluation:</b> evaluating paragraph writing ability throughout the process

<p>form to monitor their own progress. During a conference with the teacher they will be asked to evaluate and reflect on their progress in the area of form and content in paragraph writing. In addition the class takes part in creating scoring rubric which will be used to evaluate their paragraph writing. The class comments on their progress based on the rubric.</p>	<p>clarification and self-monitoring writing strategies are used to monitor the students' paragraph writing ability.</p> <p><b><i>Focused interactional feedback:</i></b> Two-way communication between teacher and the students, the students and the students</p>		
<p>6.1. Having a conference</p> <ul style="list-style-type: none"> <li>- Ss share their paragraph writing with peers.</li> <li>- Ss take turn to give comments and compliments.</li> </ul>	<p>Ss take turn to read ones' paragraph writing and point out some mistakes and correct them. (Ss – Ss interactional feedback)</p>	<p>1. to observe how Ss interact when they take turn to perform learning tasks</p>	<p>1. to be positive and read to perform learning tasks</p>
<p>6.2. Encouraging and applying strategies</p> <ul style="list-style-type: none"> <li>- Ss recommend more strategies to peers for use in paragraph writing</li> <li>- T gives morale supports and shares more strategies.</li> </ul>	<p>Ss and T give feedback about each other's writing pieces. They also reinforce one another. (Ss – T, and T – Ss interactional feedbacks)</p>	<p>2. to be open, listen to Ss' comments and feedback and lower anxiety.</p>	<p>2. to convey message and make others understand it</p>

<p>6.3. Indicating frequently found problems in paragraph writing</p> <ul style="list-style-type: none"> <li>- T and Ss share common mistakes found in paragraph writing.</li> <li>- T analyzes them and gives solutions.</li> </ul>	<p>T and Ss point out common mistakes often found in their paragraph writing. (T – Ss interactional feedback)</p>	<p>3. to consider core and common problems and give solutions</p>	<p>3. to take notes on important points or mistakes for further solutions</p>
<p>6.4. Creating rubric scoring for evaluation</p> <ul style="list-style-type: none"> <li>- T introduces different types of assessment in paragraph writing.</li> <li>- Ss study how to evaluate writing by different assessments.</li> <li>- T asks Ss to create rubric scoring to evaluate their paragraph writing.</li> </ul> <p>T checks rubrics and gives comments.</p>	<p>T gives feedback on how Ss evaluate each other's writing. (T – Ss, and Ss – Ss interactional feedbacks)</p>	<p>4. to provide rubric scoring and evaluate Ss' learning tasks positively</p>	<p>4. to correct mistakes and practice evaluating each other's writing</p>
<p>Remarks:</p>			

## Handout 1

### Paragraph Organization

A paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point, or idea. Each paragraph is a separate unit. It is marked by indenting the first word from the left-hand margin or by leaving extra space above and below the paragraph.

A paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about a subject. These sentences are (1) the topic sentence, (2) supporting sentences, and (3) the concluding sentence. The writer may add a final comment after the conclusion.

### Model Paragraph

#### River Rafting

*River rafting is a challenging sport with important requirements. First of all, planning your trip carefully ensure your safety at all times. Therefore, the river rafting company you choose should have a good safety record. You can select a river rafting trip from level I (no experience) to level VI (the most experience). At level I, the river moves slowly and does not have many dangerous rocks and boulders, so you can actually enjoy the scenery. At each level up the scale, there is an increasing number of powerful waves and dangerous rocks. When the river is high from melting snow, the current is fast, and the ride is rough. Therefore, it is only for the most experienced river runner. In addition, river rafting requires special equipment. You ride an inflatable rubber boat with an expertly trained guide and a group of six to eight people. Everyone must wear a life jacket and a helmet and be able to use a paddle at the more difficult levels. Finally, you must be alert at all times. You must stay safely in the raft as it makes its way down the raging river. The guide will shout instructions, and the passengers must obey instantly and work as a team to avoid disaster. The chances of falling overboard are great. When someone does, the passengers will try to grab and pull him or her aboard. Because river conditions can be dangerous at the higher levels of difficulty, the wild, exciting adventure is only for the courageous and experienced. In short, if you are fearless and in good physical condition and can react quickly, river rafting is the ideal outdoor sport for you.*

In the paragraph entitled “River Rafting” that you just read, the first sentence is the topic sentence. It tells the reader what the paragraph is about: requirements for river rafting. The fifteen supporting sentences that follow supply the details about river rafting. The seventeenth, or next to last, sentence is the concluding sentence. It makes a final statement about the topic and tells the reader that the paragraph is finished. The very last sentence is the writer’s comment about the subject.

### **The topic sentence**

The topic sentence is the most general statement of the paragraph. It is the key sentence because it names the subject and the controlling idea: the writer’s main idea, opinion, or feeling about that topic. The topic sentence can come at the beginning or at the end of a paragraph. You should write your topic sentence as the first sentence of your paragraph for two reasons. First, it will tell the reader what you are going to say. Second, you can look back at the topic sentence often you write the supporting sentences. It will help you stay on the subject as you write. The topic sentence is a complete sentence. It has three parts: a subject, a verb, and a controlling idea.

Determining the subject of the topic sentence is a process of narrowing down an idea from general to specific. When your instructor suggests a very general topic, such as college, vacations, or nuclear power, for a writing assignment, you must narrow it down to a limited topic that can be discussed in one paragraph. For example, the topic of sports is too general to write about. There are many specific things about sports, such as professional sports, team or individual sports, or water sports, which you can discuss. One writer might narrow down the subject of sports to the more specific subject of river rafting.

## **Sports water sports on a river dangerous river rafting**

The topic sentence of your paragraph must also have a controlling idea. The controlling idea is the main point, opinion, or feeling that you have about the subject, and it controls or limits what you will write about it in your paragraph. Putting your ideas in funnel, as you did in the preceding practice, can help you to arrive at a controlling idea for a topic sentence.

The following example illustrates how the writer arrives at the controlling idea.

## **River rafting dangerous description making choices important requirements**

Now that the writer has the subject and a controlling idea, he or she can write a good, clear topic sentence, which will be his or her guide as he or she writes the rest of the paragraph.

### **Supporting Sentences**

The next part of the paragraph is the supporting sentences. They develop the topic sentence by giving specific details about the topic. In order to choose details to support the topic sentences, rephrase it as a question, and then answer that question with your supporting sentences. For example, in the model paragraph you read about river rafting, the topic sentence is *River rafting is a challenging sport with important requirements*. If you turn that statement into a question, it will say: *What important requirements are necessary for river rafting?* The supporting sentences in the paragraph must answer this question by explaining what the important requirements are. Look back at the model paragraph and

### **The Concluding Sentence**

After you have finished writing the last sentence supporting the main point of a paragraph, you must end the paragraph with a concluding sentence. This sentence tells the reader that the paragraph is finished, and it completes the development of the subject of the paragraph.

The concluding is like the topic sentence because both are general statements. However, the topic sentence is usually the first sentence, a general statement that introduces the topic to be discussed in the paragraph. The concluding sentence is also a general statement, but it is the last sentence and ends the paragraph.

The concluding sentence reminds the reader of the topic sentence. In fact, the concluding sentence can be written like the topic sentence but in different words. When you write a concluding sentence, you can use one of the following methods.

- State the topic sentence in different words. Do not just copy the topic sentence.
- Summarize some (or all) of the main points in the paragraph.

**Remarks:**

Many students are confused about the differences between a paragraph and an essay. Here is more an explanation about the essay. The essay is a piece of writing that has more than one paragraph. It is divided into three parts: a beginning, a middle, and an end. The beginning is called the introduction, the middle is called the body, and the end is called the conclusion. The introduction and the conclusion are usually one paragraph each. The body may have from one to an unlimited number of paragraphs.

\*\*\*\*\*

## **Handout 2**

Reading the following model paragraphs which are the learners' original scripts without teacher's correction and feedback.

### **Model Paragraph 1**

#### **My Good Old Days on Children's Day**

When I was young, my Children's Day was the happiest moment for me. On that day, I was very happy to participate in the school activities. In my school, all pupils would be given such small gifts as pencils, pens, rubbers and notebooks if they joined any activities. I always got some rewards and prizes from competing in the games. So, my friends and I had a great time on that day for being a part of activities and games. Another thing which makes me really happy on Children's Day was that I could show up my performing ability. I was always selected by my teachers to perform in the school shows. When I appeared on stage, lots of people and my friends were watching my performance. They kept smiling and applauding to show their appreciation. This made me very happy when I had a performance on that day. Lastly, I really felt joyful because all adults treat us very nicely on Children's Day. Particularly, when I visited my senior relatives, they always gave me money and some biscuits to eat. Even some adults whom I did not know, they kindly offered some food for my friends and me too. Most importantly, my parents always promise to give me something I want if I become a good kid for them. In conclusion, I was very happy on Children's Day each year because of my participation in the school activities, my chance to show of my talents and the way adults treating me nicely.

### **Model paragraph writing 2**

#### **I Prefer to Live in a House**

I prefer house, with many reasons. I discovered that I prefer more spaces to move around rather than an enclosed area in an apartment. The toilet, kitchen and a dining room that are commonly found in the house surely have more room than a small compacted apartment. The second reason for my preference is a concern of a land ownership. For example, a rat bit some electrical wire in the oven and the house got burnt out. Take a good notice of the land where you were standing on. You will find about it quite amazingly that there may be hundreds of more people owning the same land. You won't gain anything in case everything disappears right out of your eyes. But instead of a home, the empty land will still be



yours. Finally the most important factor that distinguished the house and which I believe causes a two major difference between the two subjects is an atmosphere. In a house I feel safety and privacy. After all it's an isolated location covered four-sided with a fence. But in contradiction, in an apartment if some noisy neighbour simply landed next. Your comfortability is in nowhere to be seen. Comparing to a well-blocked house, even there is a noise creeping out of your neighbour. I am certain that a very little noise will interrupt you. A living place is somewhere you can enjoy and relax yourself from my view a real house is one of those places where you drop down all of your burden and simply slipped away on the second floor balcony.

### **Model paragraph writing 3**

#### **How to Make my Friends Know about Thailand**

In order to make my friends in the United States of America know more about Thailand, I would like to tell them about Thai greeting, food and language. Performing a wai is a very common Thai greeting. When you meet Thai people, you should greet them by wai. You just put your palms together at your chest and bow your head a bit. Then, you should say 'sawasdee krub' or 'sawasdee ka' if you are male or female respectively. Next, what many visitors to Thailand really enjoy is Thai food. I will demonstrate how to cook very typical and famous Thai food in the eyes of foreigners. Tom Yum is hot and spicy Thai soup which is highly recommended when you visit Thai restaurants. The ingredients include lemongrass, lime juice, Thai chili, fish sauce, mushroom, galangal, basil and different kinds of meat (fish, prawn, chicken, or seafood). Lastly, Thai people will be impressed by you if you can speak Thai language even a few words or phrases of it. Thai language has the same major structure as English: subject-verb-object. So, it is not difficult to study Thai language even though the pronunciation is a bit difficult because of a tonal language. You can also practice the following common Thai phrases such as kob kun krub or ka (thank you), aroi (delicious), sawasdee (hi), kun sui mak (you are very pretty), and chan chob muang Thai (I like Thailand). In brief, I can make my friends in the States know Thailand more by telling them about Thai greeting, food and language.

## **Model paragraph writing 4**

### **Bad Effects of Fatness**

Fatness is not good for you. First, it not good for health because fat people must have a lot of illness such as heart trouble, decay of bones, diabetes, and etc. first, the cause of heart trouble is fat blocked into blood vessel and blood can't flow. Second, the cause of decay of bones is over weight, your legs and bones of legs can't carry the heavy weight of your body. And the last cause is diabetes. Cause of diabetes are sweet food, candy, snack, and sweet fruit. When you eat a lot of sweet food, sugar in your body are redundant. I make your blood sweet. Another is heard to find clothes and if you can find the shop for fat people, it will got a hight cost and a few design. And the last one is uncomfortable moving because your weight is over. It heard to move and use a lot of energy. They will use many spaces to sit, walk, shopping, and etc.

## **Model paragraph writing 5**

### **My Favorite Leisure**

Playing piano helps improving ourself in many ways. First, it relaxes our mind. Players must have feeling with the song they are playing and that can make them forget the bad things they don't want to think of. Consequently, it decreases our anxiety and increase our happiness. Second, it improves our concentration. When we are playing, there must be connection between your eyes, your ears, your fingers, your minds, and your thought. Also, We use 2 hands for playing so your thought must be separated for plays of both hands. Thinking only about the song not other things is also important part for your development in concentration. Third, it can increase your limit of endurance. Players must think of many things in each period, for example, notes, finger numbers, emphatic notes etc. however, you must keep your beat constant from the beginning to the end. Therefore, for players to play the whole song, they must be very patient for thinking over these things slowly and surely. Playing piano use many techniques to play so it is good to practice it often for the improving of our minds.

## Appendix D

Sample lesson plan for the control group (PPP Method)

**Topic:** Overview of Organization of Paragraph

**Time:** 3 hours (180 minutes)

**Objectives:** After class, students will be able to

1. differentiate the well-organized paragraph from the poorly-organized ones
2. locate major parts of paragraph: the topic sentence, supporting sentences (major and minor), and the concluding sentence
3. summarize paragraph organization in form of a graphic organizer

**Instructional media:**

1. handout
2. slide presentation (powerpoint)

**Core contents**

A paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point, or idea. Each paragraph is a separate unit. It is marked by indenting the first word from the left-hand margin or by leaving extra space above and below the paragraph. A paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about a subject. These sentences are (1) the topic sentence, (2) supporting sentences, and (3) the concluding sentence.

The topic sentence is the most general statement of the paragraph. It is the key sentence because it names the subject and the controlling idea: the writer's main idea, opinion, or feeling about that topic. The topic sentence can come at the beginning or at the end of a paragraph. You should write your topic sentence as the first sentence of your paragraph for two reasons.

The next part of the paragraph is the supporting sentences. They develop the topic sentence by giving specific details about the topic. In order to choose details to support the topic sentences, rephrase it as a question, and then answer that question with your supporting sentences.

After you have finished writing the last sentence supporting the main point of a paragraph, you must end the paragraph with a concluding sentence. This sentence tells the

reader that the paragraph is finished, and it completes the development of the subject of the paragraph.

### Contents

1. the paragraph organization which is composed of the meanings of the topic sentence, supporting sentences, and the concluding sentence
2. the meanings and positions of the topic sentence, supporting sentences and the concluding sentence

### Teaching Procedure

Instructional Process	Learning Activities	Remarks
Pre-writing <b>1. Presentation</b>	1. Teacher greets students and asks them what they have learned so far about paragraph writing. <ul style="list-style-type: none"> <li>- What is a paragraph?</li> <li>- What is a paragraph composed of?</li> <li>- What is the topic sentence, (are supporting sentences) (is the concluding sentence)?</li> </ul> 2. Teacher writes questions on the blackboard and tells students what they are going to learn today, which is about the paragraph organization.	
Writing <b>2. Practice</b>	3. Teacher asks students to form a group of 3 and answer the questions on the blackboard.  4. Teacher gives the meaning of a paragraph to students and tells them the paragraph organization.  5. Furthermore, the terms ‘the topic sentence’ ‘supporting sentences’ ‘the concluding sentence’ are defined by the teacher.	

	<p>6. Students take note all the answers and explanations told by teacher.</p> <p>7. Teacher gives the model paragraphs to members of each group and let them read.</p> <p>8. Teacher asks students to locate the topic sentence, supporting sentences and the concluding sentence of the good model paragraph.</p> <p>9. Teacher tells students where those sentences are in the paragraph.</p> <p>10. Teacher then asks students to share reasons orally among group members which model paragraph are the well-organized ones and ask them to present with written paper to the class.</p> <p>11. Teacher shows students the two well-organized paragraphs and gives reasons why they are good paragraphs.</p> <p>12. Then, teacher asks each learner to write a graphic organizer about one of the two well-organized paragraphs.</p>	
<p>Post-writing</p> <p><b>3. Production</b></p>	<p>13. Teacher and students wrap-up the core contents being studied.</p> <p>14. Teacher asks students questions about the paragraph organization, the meanings and the locations of the topic sentence, supporting sentences and the concluding sentence.</p> <p>15. Teacher asks students to hand in the written paper of each group about</p>	

	the meanings of the topic sentence, supporting sentences and the concluding sentence.  16. Teacher asks students to hand in each one's graphic organizer.	
--	---	--

**Evaluation:** During the class, teacher will

1. check students' worksheet about the well-organized and the poorly-organized paragraphs
2. check students' answers about the positions of the topic sentence, supporting sentences (major and minor), and the concluding sentence
3. check students' graphic organizers whether they cover major parts of the paragraph.
4. observe students' participation during the instructional process. (ask and answer the questions)

## Handout 1

### Paragraph Organization

A paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point, or idea. Each paragraph is a separate unit. It is marked by indenting the first word from the left-hand margin or by leaving extra space above and below the paragraph.

A paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about a subject. These sentences are (1) the topic sentence, (2) supporting sentences, and (3) the concluding sentence. The writer may add a final comment after the conclusion.

### Model Paragraph

#### River Rafting

*River rafting is a challenging sport with important requirements. First of all, planning your trip carefully ensure your safety at all times. Therefore, the river rafting company you choose should have a good safety record. You can select a river rafting trip from level I (no experience) to level VI (the most experience). At level I, the river moves slowly and does not have many dangerous rocks and boulders, so you can actually enjoy the scenery. At each level up the scale, there is an increasing number of powerful waves and dangerous rocks. When the river is high from melting snow, the current is fast, and the ride is rough. Therefore, it is only for the most experienced river runner. In addition, river rafting requires special equipment. You ride an inflatable rubber boat with an expertly trained guide and a group of six to eight people. Everyone must wear a life jacket and a helmet and be able to use a paddle at the more difficult levels. Finally, you must be alert at all times. You must stay safely in the raft as it makes its way down the raging river. The guide will shout instructions, and the passengers must obey instantly and work as a team to avoid disaster. The chances of falling overboard are great. When someone does, the passengers will try to grab and pull him or her aboard. Because river conditions can be dangerous at the higher levels of difficulty, the wild, exciting adventure is only for the courageous and experienced. In short, if you are fearless and in good physical condition and can react quickly, river rafting is the ideal outdoor sport for you.*

In the paragraph entitled “River Rafting” that you just read, the first sentence is the topic sentence. It tells the reader what the paragraph is about: requirements for river rafting. The fifteen supporting sentences that follow supply the details about river rafting. The seventeenth, or next to last, sentence is the concluding sentence. It makes a final statement about the topic and tells the reader that the paragraph is finished. The very last sentence is the writer’s comment about the subject.

### **The topic sentence**

The topic sentence is the most general statement of the paragraph. It is the key sentence because it names the subject and the controlling idea: the writer’s main idea, opinion, or feeling about that topic. The topic sentence can come at the beginning or at the end of a paragraph. You should write your topic sentence as the first sentence of your paragraph for two reasons. First, it will tell the reader what you are going to say. Second, you can look back at the topic sentence often you write the supporting sentences. It will help you stay on the subject as you write. The topic sentence is a complete sentence. It has three parts: a subject, a verb, and a controlling idea.

Determining the subject of the topic sentence is a process of narrowing down an idea from general to specific. When your instructor suggests a very general topic, such as college, vacations, or nuclear power, for a writing assignment, you must narrow it down to a limited topic that can be discussed in one paragraph. For example, the topic of sports is too general to write about. There are many specific things about sports, such as professional sports, team or individual sports, or water sports, which you can discuss. One writer might narrow down the subject of sports to the more specific subject of river rafting.

## **Sports water sports on a river dangerous river rafting**

The topic sentence of your paragraph must also have a controlling idea. The controlling idea is the main point, opinion, or feeling that you have about the subject, and it controls or limits what you will write about it in your paragraph. Putting your ideas in funnel, as you did in the preceding practice, can help you to arrive at a controlling idea for a topic sentence.



The following example illustrates how the writer arrives at the controlling idea.

## **River rafting dangerous description making choices important requirements**

Now that the writer has the subject and a controlling idea, he or she can write a good, clear topic sentence, which will be his or her guide as he or she writes the rest of the paragraph.

### **Supporting Sentences**

The next part of the paragraph is the supporting sentences. They develop the topic sentence by giving specific details about the topic. In order to choose details to support the topic sentences, rephrase it as a question, and then answer that question with your supporting sentences. For example, in the model paragraph you read about river rafting, the topic sentence is *River rafting is a challenging sport with important requirements*. If you turn that statement into a question, it will say: *What important requirements are necessary for river rafting?* The supporting sentences in the paragraph must answer this question by explaining what the important requirements are. Look back at the model paragraph and

### **The Concluding Sentence**

After you have finished writing the last sentence supporting the main point of a paragraph, you must end the paragraph with a concluding sentence. This sentence tells the reader that the paragraph is finished, and it completes the development of the subject of the paragraph.

The concluding is like the topic sentence because both are general statements. However, the topic sentence is usually the first sentence, a general statement that introduces the topic to be discussed in the paragraph. The concluding sentence is also a general statement, but it is the last sentence and ends the paragraph.

The concluding sentence reminds the reader of the topic sentence. In fact, the concluding sentence can be written like the topic sentence but in different words. When you write a concluding sentence, you can use one of the following methods.

- State the topic sentence in different words. Do not just copy the topic sentence.
- Summarize some (or all) of the main points in the paragraph.

**Remarks:**

Many students are confused about the differences between a paragraph and an essay. Here is more an explanation about the essay. The essay is a piece of writing that has more than one paragraph. It is divided into three parts: a beginning, a middle, and an end. The beginning is called the introduction, the middle is called the body, and the end is called the conclusion. The introduction and the conclusion are usually one paragraph each. The body may have from one to an unlimited number of paragraphs.

\*\*\*\*\*

## **Handout 2**

Reading the following model paragraphs which are the learners' original scripts without teacher's correction and feedback.

### **Model Paragraph 1**

#### **My Good Old Days on Children's Day**

When I was young, my Children's Day was the happiest moment for me. On that day, I was very happy to participate in the school activities. In my school, all pupils would be given such small gifts as pencils, pens, rubbers and notebooks if they joined any activities. I always got some rewards and prizes from competing in the games. So, my friends and I had a great time on that day for being a part of activities and games. Another thing which makes me really happy on Children's Day was that I could show up my performing ability. I was always selected by my teachers to perform in the school shows. When I appeared on stage, lots of people and my friends were watching my performance. They kept smiling and applauding to show their appreciation. This made me very happy when I had a performance on that day. Lastly, I really felt joyful because all adults treat us very nicely on Children's Day. Particularly, when I visited my senior relatives, they always gave me money and some biscuits to eat. Even some adults whom I did not know, they kindly offered some food for my friends and me too. Most importantly, my parents always promise to give me something I want if I become a good kid for them. In conclusion, I was very happy on Children's Day each year because of my participation in the school activities, my chance to show of my talents and the way adults treating me nicely.

### **Model paragraph writing 2**

#### **I Prefer to Live in a House**

I prefer house, with many reasons. I discovered that I prefer more spaces to move around rather than an enclosed area in an apartment. The toilet, kitchen and a dining room that are commonly found in the house surely have more room than a small compacted apartment. The second reason for my preference is a concern of a land ownership. For example, a rat bit some electrical wire in the oven and the house got burnt out. Take a good notice of the land where you were standing on. You will find about it quite amazingly that there may be hundreds of more people owning the same land. You won't gain anything in case everything disappears right out of your eyes. But instead a home, the empty land will still be

yours. Finally the most important factor that distinguished the house and which I believe causes a two major difference between the two subjects is an atmosphere. In a house I feel safety and privacy. After all it's an isolated location covered four-sided with a fence. But in contradiction, in an apartment if some noisy neighbour simply landed next. Your comfortability is in nowhere to be seen. Comparing to a well-blocked house, even there is a noise creeping out of your neighbour. I am certain that a very little noise will interrupt you. A living place is somewhere you can enjoy and relax yourself from my view a real house is one of those places where you drop down all of your burden and simply slipped away on the second floor balcony.

### **Model paragraph writing 3**

#### **How to Make my Friends Know about Thailand**

In order to make my friends in the United States of America know more about Thailand, I would like to tell them about Thai greeting, food and language. Performing a wai is a very common Thai greeting. When you meet Thai people, you should greet them by wai. You just put your palms together at your chest and bow your head a bit. Then, you should say 'sawasdee krub' or 'sawasdee ka' if you are male or female respectively. Next, what many visitors to Thailand really enjoy is Thai food. I will demonstrate how to cook very typical and famous Thai food in the eyes of foreigners. Tom Yum is hot and spicy Thai soup which is highly recommended when you visit Thai restaurants. The ingredients include lemongrass, lime juice, Thai chili, fish sauce, mushroom, galangal, basil and different kinds of meat (fish, prawn, chicken, or seafood). Lastly, Thai people will be impressed by you if you can speak Thai language even a few words or phrases of it. Thai language has the same major structure as English: subject-verb-object. So, it is not difficult to study Thai language even though the pronunciation is a bit difficult because of a tonal language. You can also practice the following common Thai phrases such as kob kun krub or ka (thank you), aroi (delicious), sawasdee (hi), kun sui mak (you are very pretty), and chan chob muang Thai (I like Thailand). In brief, I can make my friends in the States know Thailand more by telling them about Thai greeting, food and language.

## **Model paragraph writing 4**

### **Bad Effects of Fatness**

Fatness is not good for you. First, it not good for health because fat people must have a lot of illness such as heart trouble, decay of bones, diabetes, and etc. first, the cause of heart trouble is fat blocked into blood vessel and blood can't flow. Second, the cause of decay of bones is over weight, your legs and bones of legs can't carry the heavy weight of your body. And the last cause is diabetes. Cause of diabetes are sweet food, candy, snack, and sweet fruit. When you eat a lot of sweet food, sugar in your body are redundant. I make your blood sweet. Another is heard to find clothes and if you can find the shop for fat people, it will got a hight cost and a few design. And the last one is uncomfortable moving because your weight is over. It heard to move and use a lot of energy. They will use many spaces to sit, walk, shopping, and etc.

## **Model paragraph writing 5**

### **My Favorite Leisure**

Playing piano helps improving ourself in many ways. First, it relaxes our mind. Players must have feeling with the song they are playing and that can make them forget the bad things they don't want to think of. Consequently, it decreases our anxiety and increase our happiness. Second, it improves our concentration. When we are playing, there must be connection between your eyes, your ears, your fingers, your minds, and your thought. Also, We use 2 hands for playing so your thought must be separated for plays of both hands. Thinking only about the song not other things is also important part for your development in concentration. Third, it can increase your limit of endurance. Players must think of many things in each period, for example, notes, finger numbers, emphatic notes etc. however, you must keep your beat constant from the beginning to the end. Therefore, for players to play the whole song, they must be very patient for thinking over these things slowly and surely. Playing piano use many techniques to play so it is good to practice it often for the improving of our minds.

\*\*\*\*\*

## Appendix E

### The Lesson Plan Evaluation Form

#### Guideline for evaluation

Please put a tick ( / ) in the rating box (+1, 0, -1) if you consider the score to which the item is appropriate. Specifying comments for each item will be deeply appreciated.

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

#### Part 1: Objectives

Objectives	+1	0	-1	Comments
1. Students will be able to differentiate the well-organized paragraph from the poorly-organized ones				
2. Students will be able to locate major parts of paragraph: the topic sentence, supporting sentences (major and minor), and the concluding sentence				
3. Students will be able to summarize paragraph organization in form of graphic organizers				

Are these objectives in this lesson plan appropriate?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

Comments:

-----  
 -----

**Part 2: Teaching procedures**

Teaching procedures	+1	0	-1	Comments
Step 1. Raising curiosity and awareness				
Step 2. Inductive and deductive modeling				
Step 3. Practice with explanation				
Step 4. Elaborated action planning				
Step 5. Automated focus tasks				
Step 6. Reinforcement and evaluation				

Are the teaching procedures in this lesson plan appropriate?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

Comments:

-----  
 -----  
 -----

Is the overall of the lesson plan appropriate?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

Comments:

-----  
 -----  
 -----  
 -----  
 -----







## Appendix H

### Rubric Scoring of English Paragraph Writing

(adapted from ESL Composition Profile, Jacobs, 1978)

Score	Point	Criteria
<b>Content</b> (15 points)	15-13	<b>EXCELLENT TO VERY GOOD:</b> knowledgeable*substantive*thorough development of thesis* relevant to assigned topic
	12-10	<b>GOOD TO AVERAGE:</b> some knowledge of subject* adequate range* limited development of thesis* mostly relevant to topic, but lacks detail
	9-7	<b>FAIR TO POOR:</b> limited knowledge of subject* little substance* inadequate development of topic
	Below 7	<b>VERY POOR:</b> does not show knowledge of subject* non-substantive* not pertinent * OR not enough to evaluate
<b>Organization</b> (10 points)	10-9	<b>EXCELLENT TO VERY GOOD:</b> fluent expression* ideas clearly stated/supported* succinct*well-organized*logical sequencing*cohesive
	8-7	<b>GOOD TO AVERAGE:</b> somewhat choppy*loosely organized but main ideas stand out*limited support* logical but incomplete sequencing
	6-5	<b>FAIR TO POOR:</b> non-fluent* ideas confused or disconnected* lacks logical sequencing and development
	Below 5	<b>VERY POOR:</b> does not communicate* no organization*OR not enough to evaluate
<b>Vocabulary</b> (10 points)	10-9	<b>EXCELLENT TO VERY GOOD:</b> sophisticated range* effective word/idiom choice and usage* word form mastery * appropriate register
	8-7	<b>GOOD TO AVERAGE:</b> adequate range* occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>
	6-5	<b>FAIR TO POOR:</b> limited range* frequent errors of word/idiom form, choice, usage* <i>meaning confused or obscured</i>
	Below 5	<b>VERY POOR:</b> essentially translation* little knowledge of English vocabulary, idioms, word form* OR not enough to evaluate
<b>Language Use</b> (10 points)	10-9	<b>EXCELLENT TO VERY GOOD:</b> effective complex constructions* few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions

	8-7	<b>GOOD TO AVERAGE:</b> effective but simple constructions* minor problems in complex constructions * several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	6-5	<b>FAIR TO POOR:</b> major problems in simple/complex constructions* frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions * <i>meaning confused or obscured</i>
	Below 5	<b>VERY POOR:</b> virtually no mastery of sentence construction rules* dominated by errors* does not communicate* OR not enough to evaluate
<b>Mechanics</b> (5 points)	5	<b>EXCELLENT TO VERY GOOD:</b> demonstrates mastery of conventions* few errors of spelling, punctuation, capitalization, paragraphing
	4	<b>GOOD TO AVERAGE:</b> occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>
	3	<b>FAIR TO POOR:</b> frequent errors of spelling, punctuation, capitalization, paragraphing * poor handwriting* <i>meaning confused or obscured</i>
	Below 3	<b>VERY POOR:</b> no mastery of conventions* dominated by errors of spelling, punctuation, capitalization, paragraphing* handwriting illegible* OR not enough to evaluate

## Appendix I

### The Questionnaire of Eliciting Students' Opinions on the Instructional Process Based on Strategies-based Instruction, Learning Cycle Model and Interactional Feedback to Enhance Paragraph Writing Ability of Undergraduate English Majors

Directions:

1. This questionnaire is for undergraduate English majors.
2. Answer all the questions on this questionnaire and give comments as true as possible. All answers will be kept confidential and used to develop the Instructional Process Based on Strategies-based Instruction, Learning Cycle Model and Interactional Feedback to Enhance Paragraph Writing Ability of Undergraduate English Majors
3. This questionnaire comprises two parts:
  - Part 1: Students' Personal Information
  - Part 2: The Questionnaire of Eliciting Students' Opinions on the Instructional Process Based on Strategies-based Instruction, Learning Cycle Model and Interactional Feedback to Enhance Paragraph Writing Ability of Undergraduate English Majors

#### Part 1: Students' Personal Information

Directions: Please put a tick ( / ) in the bracket.

1.1. Gender

Male  Female

1.2. Grade Point Average

2.00-2.50  2.51-3.00  3.01-3.50  3.51-4.00

#### Part 2: The Questionnaire of Eliciting Students' Opinions on the Instructional Process Based on Strategies-based Instruction, Learning Cycle Model and Interactional Feedback to Enhance Paragraph Writing Ability of Undergraduate English Majors

Directions:

1. There are 20 items on this questionnaire.
2. Please put a tick ( / ) in the box which corresponds with your opinion.

No	Items	Absolutely agree (5)	Partly agree (4)	Agree (3)	Partly disagree (2)	Absolutely disagree (1)
1	The instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability is interesting.					
2	I like the teaching procedures with six steps					
3	Step 1. Raising curiosity and awareness is					

	appropriate and useful.					
4	Step 2. Inductive and deductive modeling is appropriate and useful.					
5	Step 3. Practice with explanation is appropriate and useful.					
6	Step 4. Elaborated action planning is appropriate and useful.					
7	Step 5. Automated focused tasks are appropriate and useful.					
8	Step 6. Reinforcement and evaluation are appropriate and useful.					
9	I understand what it means by interactional feedback.					
10	I prefer when the teacher corrects my writing directly. (recast)					
11	I prefer when the teacher corrects my writing indirectly. (prompt)					
12	I prefer both types of feedback in writing. (recast and prompt)					
13	I like a teacher – student conference.					
14	I like a peer conference.					
15	I learn more writing strategies such as self-monitoring, brainstorming, questioning for clarification and etc.					
16	I can write a paragraph better by interactional feedback from a teacher.					
17	I can write a paragraph better by interactional feedback from peers.					
18	I do not like any types of correction feedback.					
19	Correction feedback does not help improve my writing.					
20	I do not like the teaching procedures of this instructional process based on strategies-based instruction, learning cycle model and interactional feedback to enhance paragraph writing ability.					
	Remarks:					
	<b>Total</b>					

Comment:

-----

-----

-----

-----

**Appendix J**

**The Questionnaire Evaluation Form**

Directions: Please indicate how you evaluate (excellent, good, moderate, or poor) each of these statements by ticking (/) the appropriate degree.

Items		Opinions				
		Excellent 3	Good 3	Moderate 2	Poor 1	comments
1	Instruction is clear.					
2	Instruction is clear.					
3	Questions are purposeful and support the study.					
4	The language used is appropriate to the participants.					
5	The format of the questionnaire is appropriate to the participants.					4

Additional commends/recommendations:

-----

-----

-----

-----

-----

-----

## Appendix K

### The Topic Evaluation Form

**Directions:** Please put a tick (/) in the box (agree, indifferent, disagree) according to your opinion. Please also specify comments for each item and overall.

No	Topic	Type	agree	Indifferent	disagree
1	Why English becomes more important. (Overview of Organization of Paragraph Writing)	Examples			
2	CU Education students are classified into three types. (Topic sentence, supporting sentences and concluding sentence)	Classification			
3	My most impressive moment (Unity and coherence)	Narration			
4	My Own Definitions of Love	Definition			
5	How to Prepare Yourself for the Traditional Football Match between Chula and Thammasat	Process			
6	What Do You Like Most (or Hate Most) about the Faculty of Education?	Description			
7	Do You Agree with the EP Program in Thai Schools?	Argumentation			
8	What Are the Causes and Effects of Global Warming?	Cause and Effect			
9	Why do you want to live in a house or a condominium?	Comparison and Contrast			
10	Free topic Paragraph writing wrap-up	Any type			

Comment:

-----

-----

-----

-----

## Appendix L

### Checklist (Identifying content and organization)

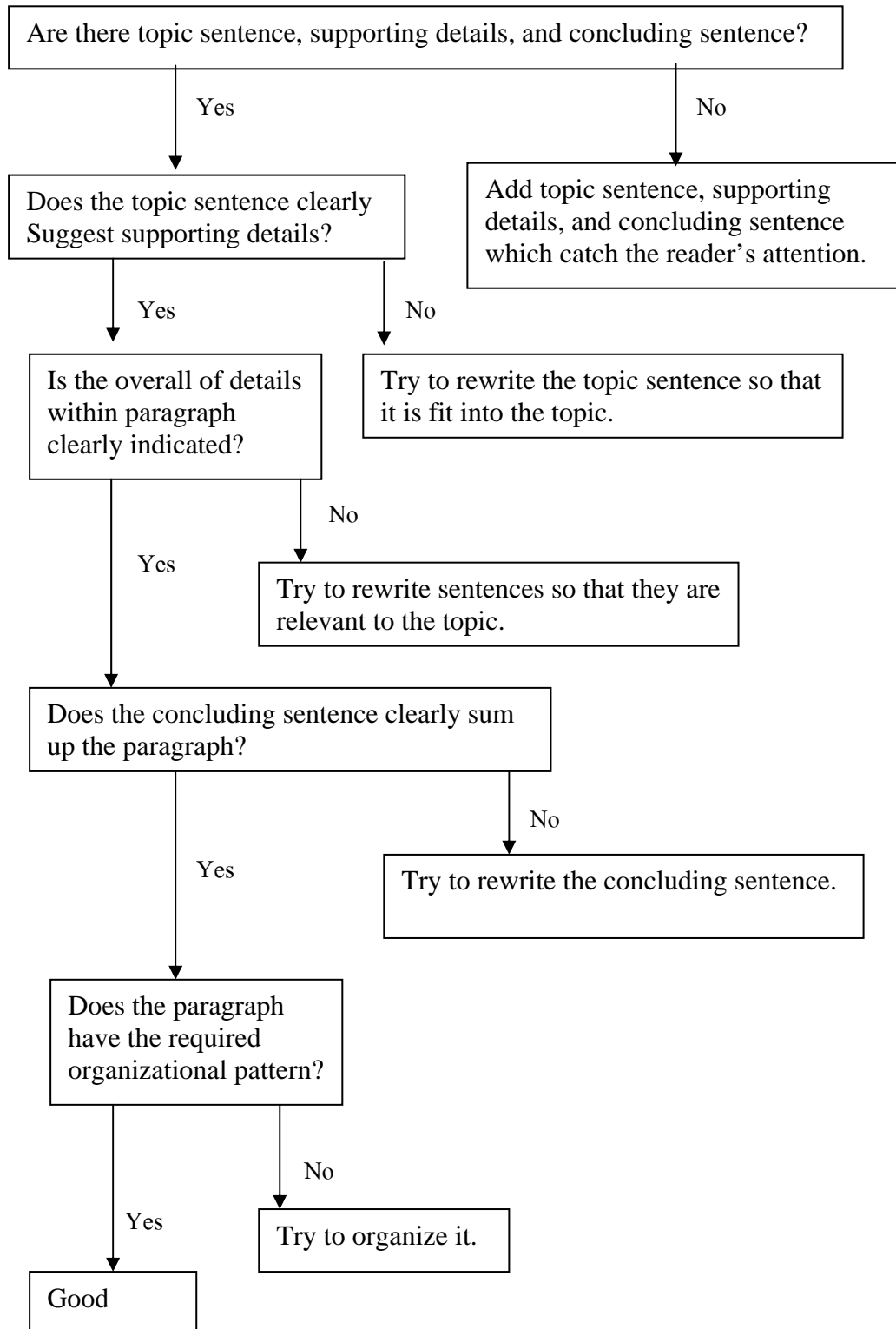
Please put (✓) on the answer (yes, no, not sure) according to your paragraph and identify each element by writing the sentence number of paragraph if it is possible. Besides, please write comments on each question if possible.

Items	Questions	Yes	No	Not Sure	Comments
Topic Sentence	1. Does the paragraph have a topic sentence? If yes, please write the sentence number of the topic sentence on the comments.				
	2. Are there any controlling ideas? If yes, please write it on the comments.				
	3. If there are controlling ideas, are they clear?				
Supporting Details	4. Are there enough supporting details to explain the topic sentence?				
	5. Does each support clearly relate to or develop the topic Sentence?				
	6. Is the relationship between supporting sentences clear?				
Concluding Sentence	7. Is there a concluding sentence? If yes, please write the sentence number of the concluding sentence on the comments.				
	8. Does a concluding sentence refer back to the topic sentence?				
	9. Does the concluding sentence tie the paragraph together?				
Organization	10. Does the paragraph have the required organizational pattern?				



## Appendix M

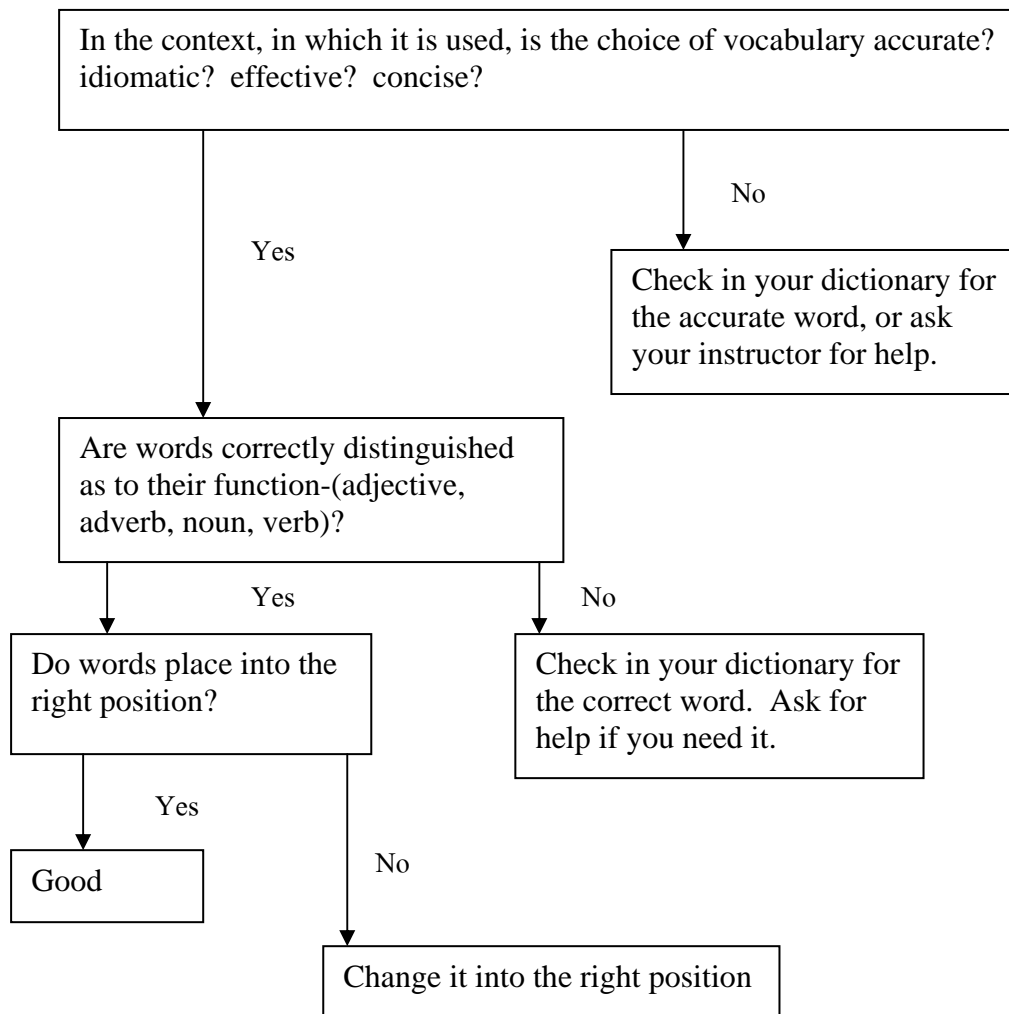
### Guideline for checking content and organization



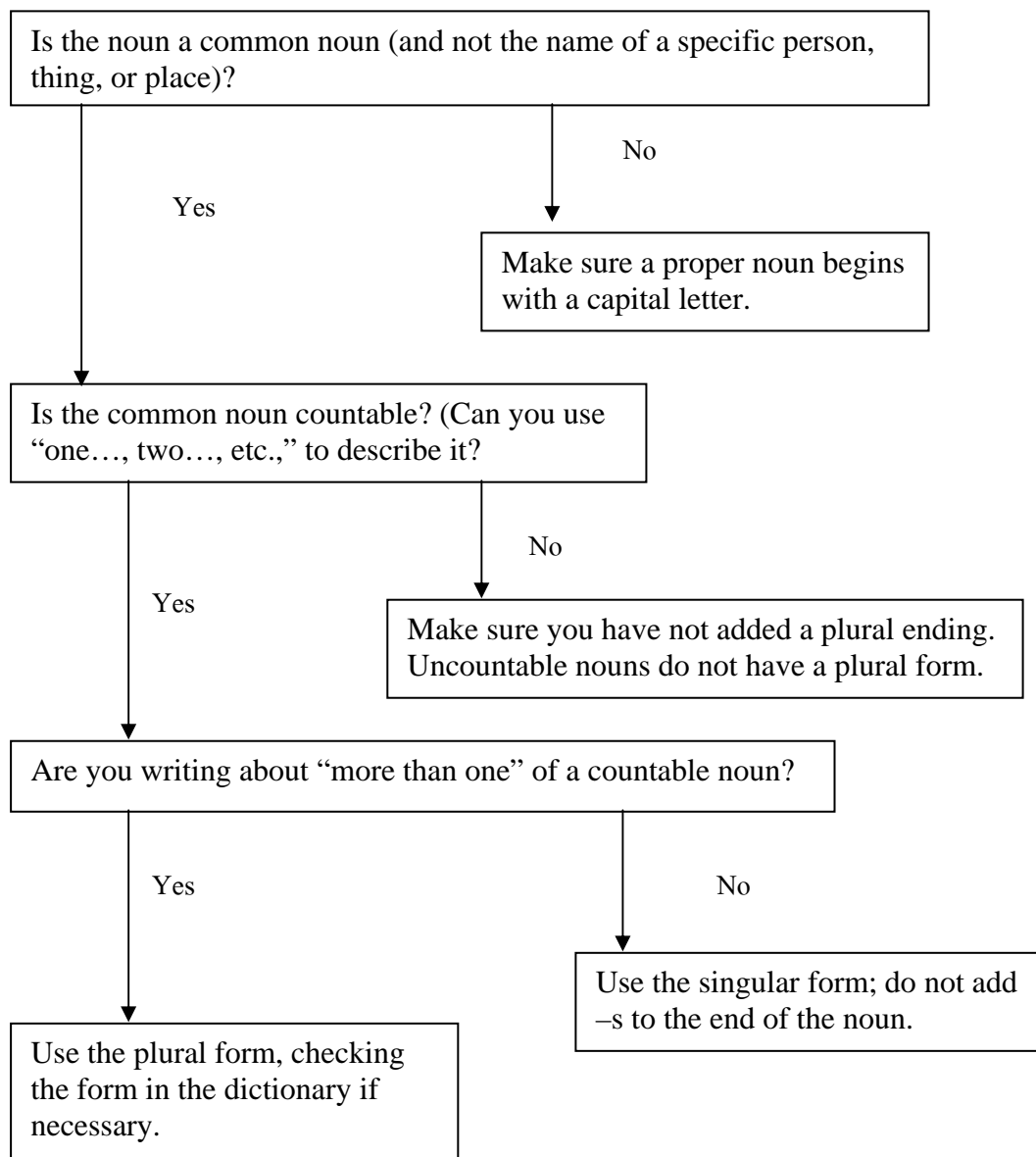
## Appendix N

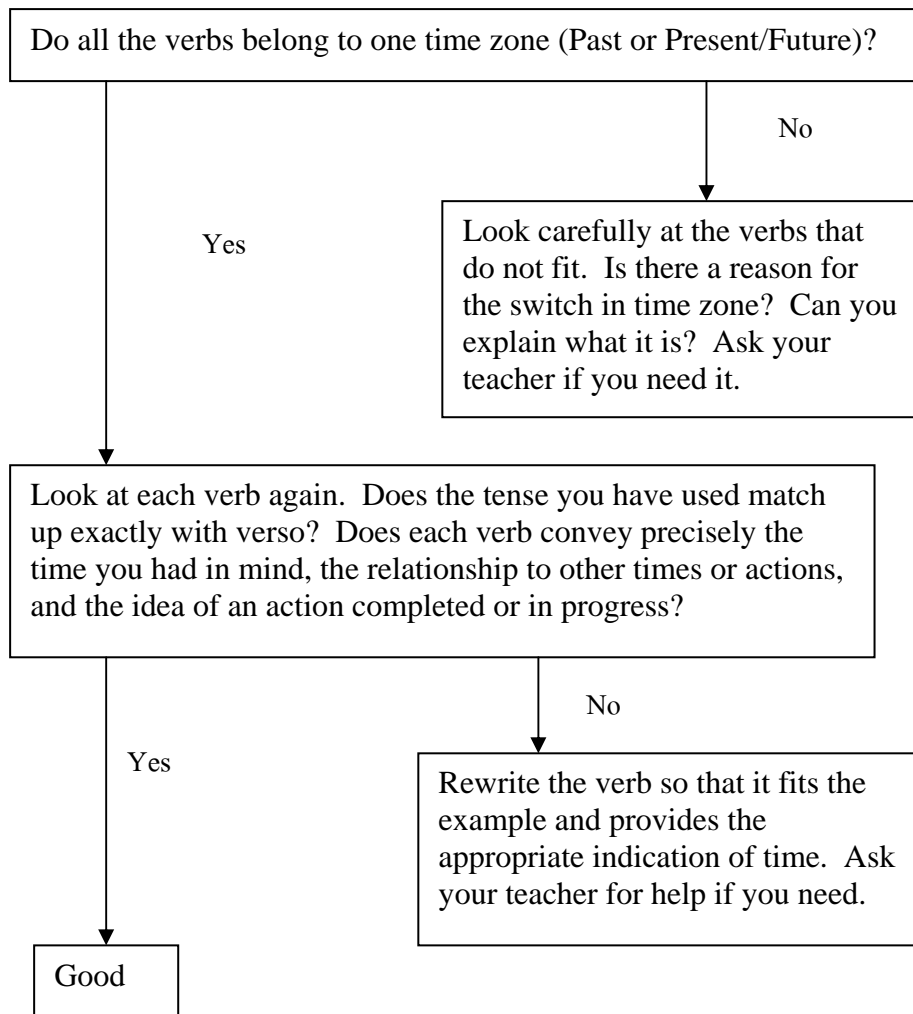
### Guidelines for verifying the forms

#### Word choice/word order

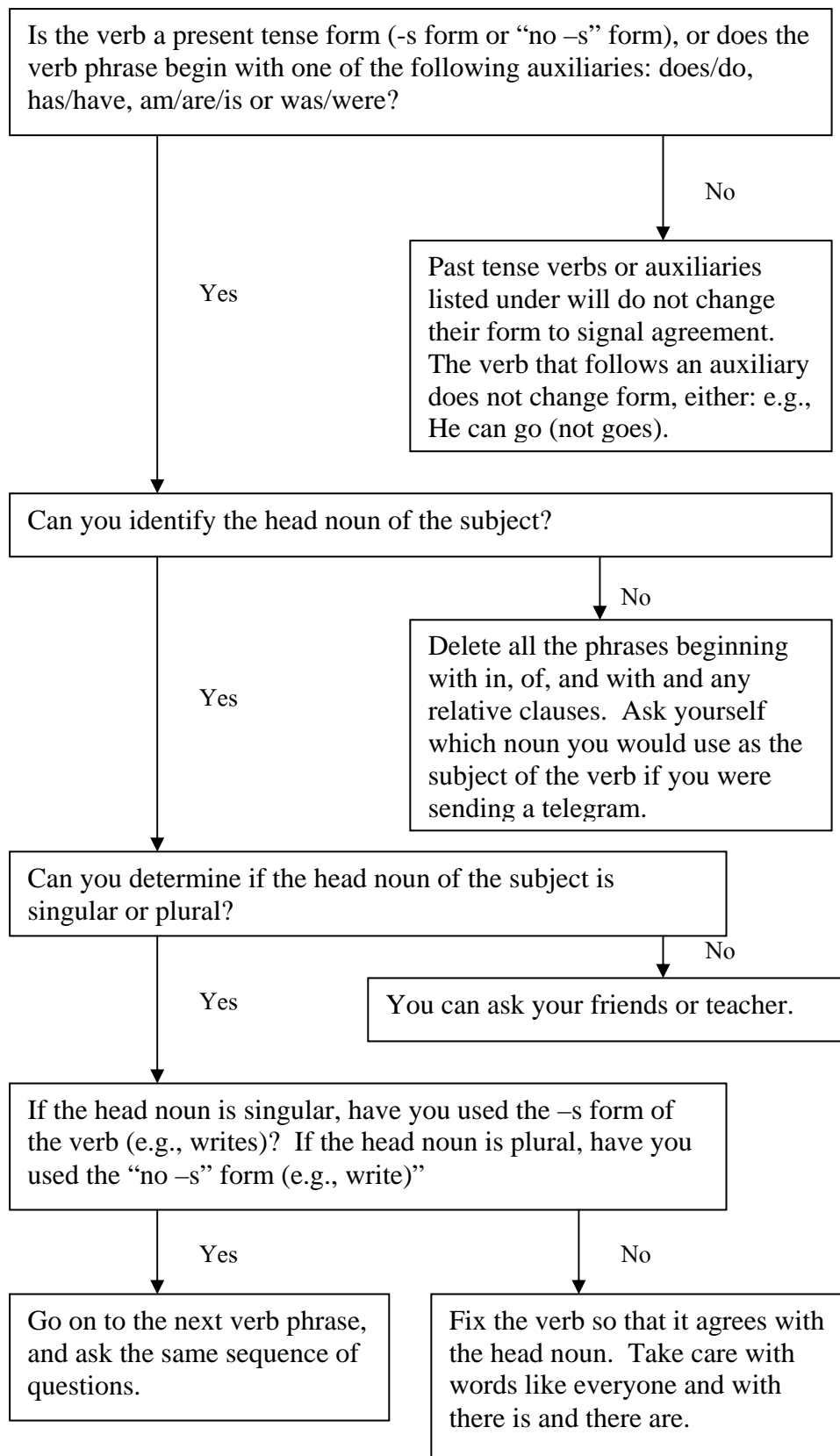


## Noun

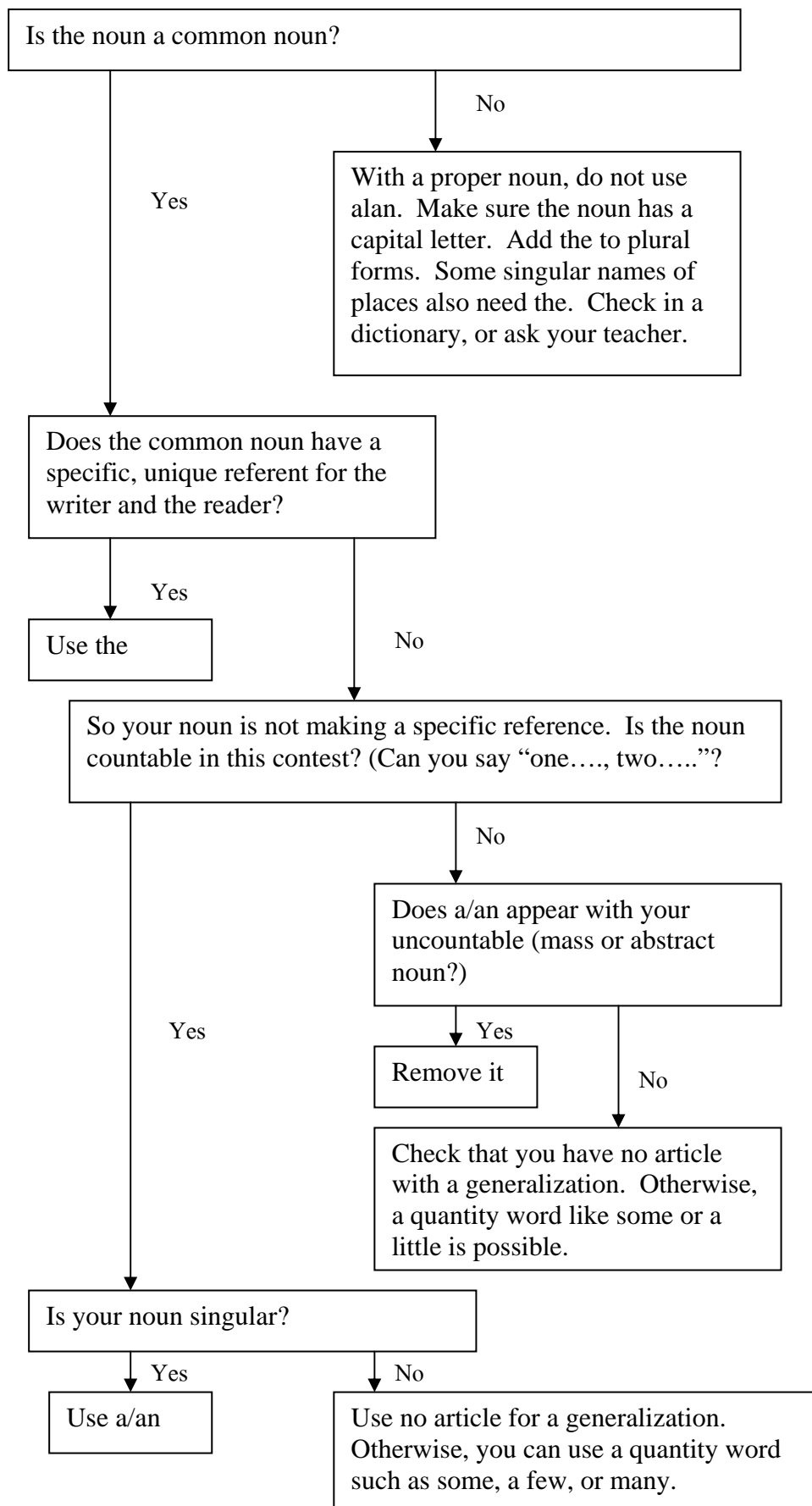


**Verb tense**

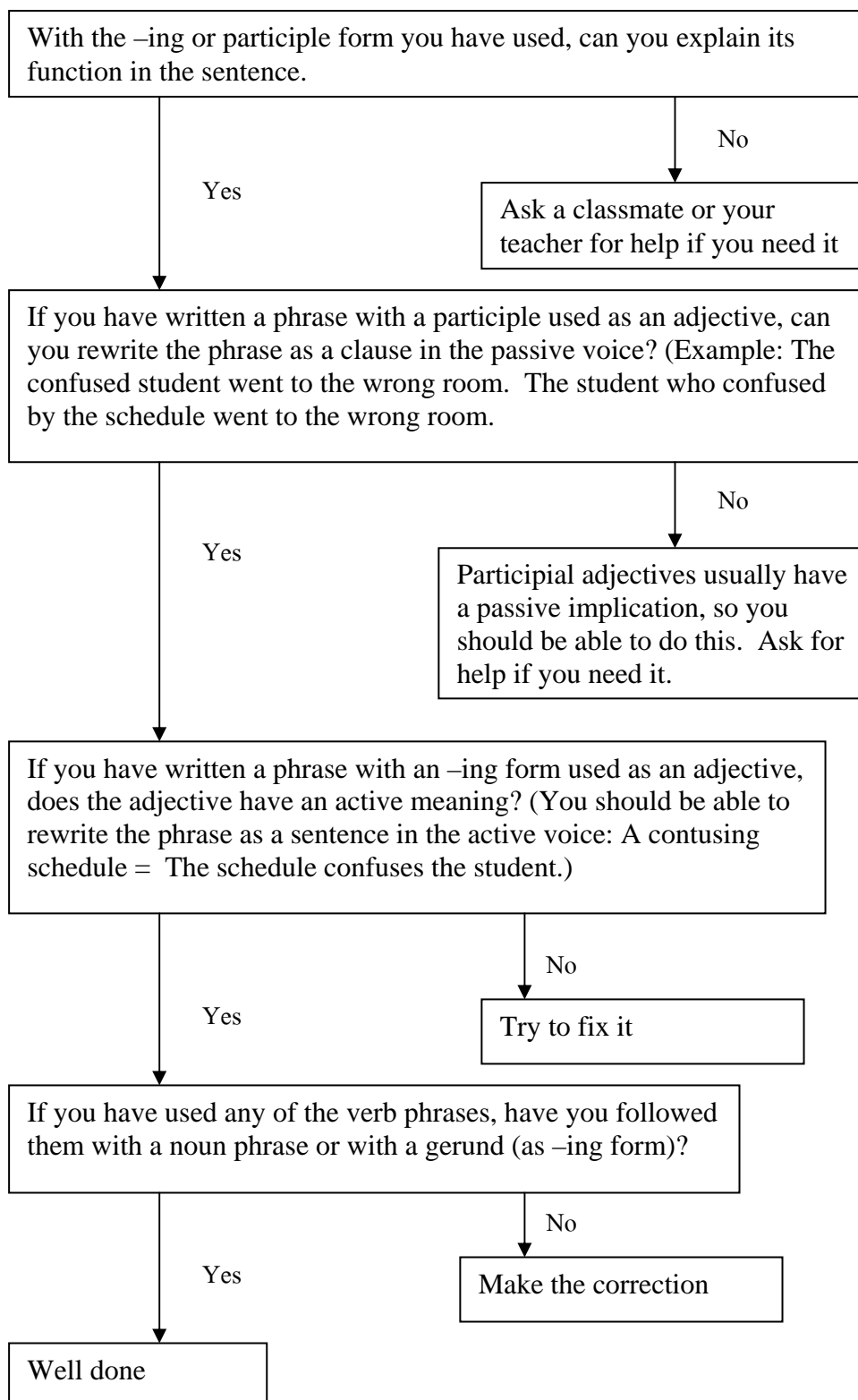
## Agreement

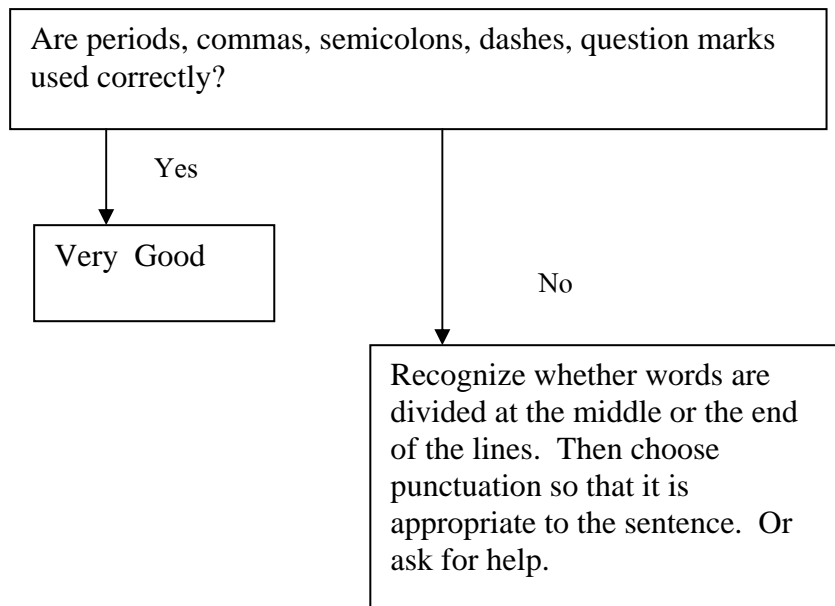


## Articles



### Present/past participle form



**Punctuation**



## Appendix O

### Descriptive Statistics of the Paragraph Writing Test Scores

**Table 3.1**

Comparison of the mean scores of the pretest of the experimental group and the control group (total score = 50)

	n	Max	Min	$\bar{X}$	S.D.	t
Experimental group	15	46	23	30.33	5.45	.685
Control group	15	35	22	29.13	4.05	

$P < .05$  due to  $t_{28, .05} = 1.701$

In table 3.1, the mean scores of the pretest of 15 students in the experimental group is 30.33 (S.D. = 5.45) with the highest score of 46 and the lowest score of 23. On the other hand, the mean score of the pretest of 15 students in the control group is 29.13 (S.D. = 4.05) with the highest score of 35 and the lowest score of 22.

To analyze the differences of the pretest between both groups, Independent Samples Test is employed. Based on Percentage Points of the t Distribution, it found out that the calculated t is .685, which is lower than that in a critical region ( $t_{28, .05} = 1.701$ ). Consequently, the hypothesis<sub>0</sub> was accepted. In other words, the mean scores of the pretest of the experimental and control groups are not significantly different at the level of .05.

The result of the evaluation of the effectiveness of the developed instructional process has three parts as follows.

**Table 4.2**

Comparison of the posttest mean scores between the experimental and control groups (total score = 50)

	n	Max	Min	$\bar{X}$	S.D.	t
Experimental group	15	49	30	40.33	3.74	2.76*
Control group	15	41	33	36.53	3.80	

$P < .05$  due to  $t_{28, .05} = 1.701$

In table 4.2, the mean score of the posttest of 15 students in the experimental group is 40.33 (S.D. = 3.74) with the highest score of 49 and the lowest score of 30. On the other

hand, the mean score of the posttest of 15 students in the control group is 36.53 (S.D. = 3.80) with the highest score of 41 and the lowest score of 33.

To analyze the differences of the posttest between both groups, Independent Samples Test is employed. Based on Percentage Points of the t Distribution, it found out that the calculated t is 2.76, which is higher than that in a critical region ( $t_{28,.05} = 1.701$ ). Consequently, the hypothesis<sub>0</sub> was rejected and hypothesis<sub>1</sub> was accepted. In other words, the posttest mean scores of the experimental group are significantly higher than that of the control group at the level of .05.

**Table 4.3**

Comparison of the pre-test and posttest mean scores of the experimental group (total score = 50)

	n	Max	Min	$\bar{X}$	S.D.	t
Pretest	15	46	23	30.33	5.45	7.44*
Posttest	15	49	30	38.40	5.38	

$P < .05$  due to  $t_{28,.05} = 1.701$

In table 4.3, the mean score of the pre-test of 15 students in the experimental group is 30.33 (S.D. = 5.45) with the highest score of 46 and the lowest score of 23. In addition, the mean score of the posttest of 15 students in the experimental group is 38.40 (S.D. = 5.38) with the highest score of 49, and the lowest score of 30.

To analyze the differences of the pretest and posttest of the experimental group, Paired Samples Test is employed. Based on Percentage Points of the t Distribution, it found out that the calculated t is 7.44, which is higher than that in a critical region ( $t_{28,.05} = 1.701$ ). Consequently, the hypothesis<sub>1</sub> was accepted. In other words, for the experimental group, the posttest mean scores are significantly higher than the pretest mean scores at the level of .05.

## **Appendix P**

### **Instructional Manual Based on Strategies-based Instruction, Learning Cycle Model and Interactional Feedback to Enhance Paragraph Writing Ability of Undergraduate English Majors**

This Instructional Manual Based on Strategies-based Instruction, Learning Cycle Model and Interactional Feedback to Enhance Paragraph Writing Ability of Undergraduate English Majors is the detailed instructional manual for teachers or any users to understand better about the components of instructional process, to have better preparation before applying this instructional process and to achieve specified instructional goals.

This instructional manual is mainly composed of:

1. Foundations of instructional process based on strategies-based instruction, learning cycle model and interactional feedback
2. Principles of instructional process based on strategies-based instruction, learning cycle model and interactional feedback
3. Objectives of instructional process based on strategies-based instruction, learning cycle model and interactional feedback
4. Instructional procedures based on strategies-based instruction, learning cycle model and interactional feedback
5. Roles of teachers and learners
6. Assessment of instructional process based on strategies-based instruction, learning cycle model and interactional feedback
7. Guidelines of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback
8. Conditions of the instructional process based on strategies-based instruction, learning cycle model and interactional feedback

## **Fundamental concepts of instructional process based on strategies-based instruction, learning cycle model and interactional feedback**

The instructional process which was developed has the following foundations.

1. Strategy-based instruction is a learner-focused approach to language teaching that explicitly highlights within everyday classroom language instruction, the role of strategies (process of learning and using language) in performing instructional activities.
2. The underlying premise of the strategy-based approach is that students should be given the opportunity to understand not only what they can learn in the language classroom but, more importantly, how they can learn the language they are studying.
3. Strategies are learners' conscious plans used to tackle different and unfamiliar tasks systematically in the beginning stages of tackling an unfamiliar language task. Once they became familiar with the strategy through repeated use, it may be used with some automaticity, but most students will have to, if necessary, be able to call the strategy to conscious awareness.
4. Using strategies are important in second language learning and teaching for 2 reasons; 1) by examining the strategies used by second language students during the language learning processes involved in language learning. 2) less successful language students can be taught new strategies, thus help them become better language learners.
5. Language learning strategies and interactional feedback is focused in the zone of proximal development (ZPD), which is the difference between an individual's current level of development and his or her potential level of development. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone. Furthermore, full development during the ZPD depends upon full social interactional.
6. Connections to past learning and experience can be invoked. A demonstration of an event, the presentation of a phenomenon or problem or asking pointed questions can be used to focus the learners' attention on the tasks that will follow. The goal is to spark their interest and involvement.

7. Taking part in learning activities will allow them to work with materials that give them a 'hands on' experience of the phenomena being observed. Simulations or models whose parameter can be manipulated by learners, so that they can build relevant experiences of the phenomena, can be provided. Questioning, sharing and communication with other students should be encouraged during this stage. The teacher facilitates the process.
8. In the learning process, learner is encouraged to put observations, questions, hypotheses and experiences from the previous stages into language. Communication between students and learner groups can spur the process. The instructor may choose to introduce explanations, definitions, mediate discussions or simply facilitate by helping students find the words needed.
9. In the learning process, students should be encouraged to build and expand upon using understanding what they have learned in the previous stages of learning if there are. Inferences, deductions, and hypotheses can be applied to similar or real-world situations. Varied examples and applications of concepts learnt strengthen mental models and provide further insight and understanding.
10. Evaluation should be ongoing and should occur at all stages, in order to determine that learning objectives have been met and misconceptions avoided.
11. Social interactional in the learning process enables students to exchange ideas and give feedback to one another and to teacher too, so the new knowledge is constructed through interactional among them.

**Principles of instructional process based on strategies-based instruction, learning cycle model and interactional feedback**

This instructional process which was developed has five basic principles as follows.

1. To challenge learner's thoughts or to make cognitive conflicts

Students will change their learning and understanding and behave differently when they are given more challenging experiences or conflicts of previous learning experiences. This instructional process will monitor previous knowledge and understanding of students providing learning activities for them to have clashes of ideas, questions and curiosity to get solutions about strategies used in paragraph writing.

2. To promote learning strategies among learners

It has been demonstrated that inroads can be made with the overt teaching of learning strategies. Learning strategies are measures that students can take to promote their own learning success. They include a vast number of study techniques that can both increase self-confidence and boost performance. Deductive and inductive methods are also focused in the instructional process of paragraph writing.

3. To share interactional feedback among peers-peers, teacher-learners, learners-teacher

Students can learn more and understand better when they have more interaction with things surround them and other people too. This instructional process will emphasize interactional feedback among all students and teacher so that they can get correct information to solve their particular problems, to minimize conflicts of ideas, create new and correct knowledge and further apply new knowledge. The interactional feedback is ongoing in the instructional process of paragraph writing.

4. To enable students to become proficient and skillful

Students can work with their potential skill because they have learned new language learning strategies in paragraph writing activities and share among themselves body of knowledge by social interactional and interactional feedback. They are placed in class there the developed instructional process of paragraph writing is applied for its effectiveness.

5. To show learner's work piece or production

Learning products represent learner's knowledge and understanding. Presentation of learning products is a means to convey learner's knowledge and understanding to other persons correctly and understandably. Students are able to explain their writing which is an output of the process. This instructional process places a focus on different presentation techniques.

**Objectives of instructional process based on strategies-based instruction, learning cycle model and interactional feedback**

This instructional process which was developed has one main objective, which is to enhance paragraph writing ability of undergraduate English majors.

## **Instructional procedures of instructional process based on strategies-based instruction, learning cycle model and interactional feedback**

The instructional process based on strategies-based instruction, learning cycle model and interactional feedback contains three phases and six teaching steps as follows:

### *Phase 1: Pre-writing*

Step 1 Raising Curiosity and Awareness

Step 2 Inductive and Deductive Modeling

### *Phases 2: Writing*

Step 3 Practice with Explanation

Step 4 Elaborated Action Planning

Step 5 Automated Focused Tasks

### *Phase 3: Post-writing*

Step 6 Evaluation and Reinforcement

### **1. Raising Curiosity and Awareness**

This is the first phase of the instructional process. Teacher's tasks are to raise learners' curiosity and awareness about the topic, definition and concept being taught. Teacher makes students curious about what they will learn by asking questions, allowing them time to think, discuss among themselves, and make connections facilitated between what students know and can do. Teacher tries to use strategies which enable students to raise awareness of misconception and make students engage in or elicit misconception. Interactional feedbacks between teacher and students occur in the process. At this step, evaluation focuses identification of learners' misconception.

### **2. Inductive and Deductive Modeling**

At this stage, teacher shows the model paragraph which is being taught to learners. Then, teacher lets students read, observe, and analyze it and asks them to induct it. Students work on the model paragraph first individually and then in pair and group. If some students can't induct it, teacher will tell guide them by scaffolding. Afterwards, teacher and students discuss the value of new strategies used. Finally, teacher and students make checklist of

strategies for later use. In brief, teacher has to find the model paragraph for students to induct while teacher and students later on explore possible writing strategies. Interactional feedback between students and learners, teacher and students arises in the process. At this point, evaluation concentrates on identification of some paragraph writing strategies being used in the model.

### **3. Practice with Explanation**

At this stage, students are allowed to practice new strategies in paragraph writing and to explain their understanding of concepts and processes. Language learning strategies, both direct (memory, cognitive, compensation) and indirect (metacognitive, affective, social), are introduced, allowing for multiple drafts of a paper. Students then clarify their understanding discovered, reach conclusions or generalizations and communicate in varying modes and forms. In brief, students will experiment on potential strategies for paragraph writing and explain concepts gained from the experiment. Interactional feedback from teacher occurs at this point since teacher can recommend more strategies to learners. How students put the sentences in correct or particular order and why they do so will be assessed.

### **4. Elaborated Action Planning**

At this stage, students set goals and choose strategies to attain those goals. The goals of paragraph writing include the correct paragraph organization, unity and coherence, grammatical accuracy, focused on form and content. Students use strategies introduced by teacher and discovered by themselves to achieve those goals. Types of strategies are language learning strategies, language use strategies, strategies by language skill area, and strategy by function. In brief, students will identify problems still remained and set up new action and teacher help elaborate learners' action plan. Interactional feedback between students and learners, teacher and learners, occurs in the process. Evaluation will focus on how students set up action plan to solve paragraph writing problems.

### **5. Automated Focused Tasks**

Activities on particular or problematic topics in paragraph writing allow students to apply concepts in contexts, and build on or extend understanding and skill. Students carry out action plan using selected strategies appropriate to solve particular paragraph writing problems; teacher applies prompts so that students use strategies automatically. In brief, practice tasks are set up in the previous stage by teacher. Those tasks will be carried out by



students so that they gain experience from the practice. Interactional feedback between teacher and students occurs in the process. Evaluation will focus paragraph writing ability from focused tasks.

## **6. Evaluation and Reinforcement**

At this final stage, teacher and students evaluate success of action plans, set new goals and cycle begins again. Students get reinforcement from teacher and peers. Besides, students assess their knowledge, skills and abilities by using different types of assessment (rubric scoring, paragraph writing process checklist, paragraph writing (form and content) checklist. Activities permit evaluation of learner development and lesson effectiveness. In brief, teacher helps students monitor process, and then students evaluate the process themselves. Interactional feedback between students and learners, teacher and learners, occurs in the process. Paragraph writing ability will be evaluated throughout the process.

### **Roles of teachers and learners**

#### *Teachers*

In this developed instructional process, the roles of teachers are as follows.

1. Monitor and apply knowledge and understanding which students previously have to create learning activities.
2. Create more challenging learning experiences to stimulate learner's thoughts or create cognitive conflicts.
3. Co-construct knowledge and provide interactional feedback among teacher and learners.
4. Prompt paragraph writing strategies use
5. Encourage learner's discussion, questioning and exchange of knowledge and understanding among students and teacher.
6. Support learner's production, presentation and evaluation of work piece
7. Enhance learner's learning strategies appropriate for learning objectives and goals
8. Facilitate students in learning activities and input for learning effectiveness.
9. Provide rubric scoring and evaluate learners' learning tasks positively

### *Students*

1. Show previous knowledge and understanding by sharing answers and asking questions.
2. Use new knowledge and understanding with previous ones in learning tasks.
3. Check all necessary learning steps correctly.
4. Provide interactional feedback and apply strategies use
5. Exchange knowledge and understanding among peers and teacher.
6. Self-monitor the correctness of work piece and evaluate it accordingly.
7. Present work piece confidently and welcome all comments by peers and teacher
8. Collect information and convey it in form of graphic organizers
9. Analyze, synthesize and hypothesize information from reading texts and produce it in written genre.

### **Assessment of instructional process based on strategies-based instruction, learning cycle model and interactional feedback**

This instructional process which was developed has two phases of assessment.

1. Assessment during instructional process

Learner's paragraph writing ability in terms of content and form will be observed and is consistently assessed during the instructional process, in-class and out-of-class conferences so that some or specific learning behaviors arise. The assessment can be conducted by observations, class activities participations, discussions and exchange of ideas, production and presentation.

2. Assessment after instructional process

The post-test is conducted at the end of the course to examine whether the students gain significant improvement for content and form in their paragraph writing. For this reason, holistic and analytical assessments will be used to analyze their writing performance.

One sample lesson plan for the experimental group and control group is included in this instructional manual based on strategies-based instruction, learning cycle model and interactional feedback

### **Guidelines of instructional process based on strategies-based instruction, learning cycle model and interactional feedback**

According to this instructional process, teacher should follow these steps.

1. Study foundations, principles and objectives of strategies-based instruction, learning cycle model and interactional feedback clearly.
2. Study the teaching procedures and recommended learning activities based on strategies-based instruction, learning cycle model and interactional feedback clearly, including study techniques, approaches, or deliberate actions that students take to facilitate learning and to meet learning objectives effectively.
3. Make long-ranged instructional plans by studying specific content to be taught each class session, then create a session lesson plan in detail, design classroom learning activities, teaching methods and techniques so that the instructional process becomes interesting and supportive for more effective instruction.
4. Prepare instructional media, teaching methods and techniques so that students have interactional with one another and share interactional feedbacks between peers and peers, and peers and teacher.
5. Create evaluation forms so that learners' performance is assessed in accordance with the developed instructional process. This can enhance the authentic assessment, including following up and improving learner's mistakes and weak points consistently. Those assessment forms include individual performance checklist, rubric scoring of paragraph writing.

### **Conditions of instructional process based on strategies-based instruction, learning cycle model and interactional feedback**

The instructional process which was developed has two aspects of conditions as follows.

1. Time

This instructional process includes three phases and six teaching and needs time for students to follow up and practice. So, it takes about 3 hours (180 minutes) to complete the instructional process. However, in a normal classroom, teacher can manage teaching time as appropriate depending upon the complication of topics or content specifically to be taught.

## 2. Students

This instructional process is applied with university students who are English majors. However, teacher can use this instructional process to teach student at primary or secondary levels where writing skill is introduced to them since paragraph writing is a basic form of academic writing or essay.

## **Biography**

Major Ra-shane Meesri graduated from the Faculty of Education, Chulalongkorn University in 1982, and obtained a M.A. (Bilingual-Bicultural Studies) from the University of Texas at San Antonio, USA, in 1991. Currently, he is a lecturer of English, Faculty of Education, Chulalongkorn University.