

EFFECTS OF FISHER AND FREY'S GRADUAL RELEASE OF
RESPONSIBILITY MODEL ON WRITING ABILITY OF
TENTH GRADE STUDENTS

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พิชินาถ กุมภวรรณ : ผลของการใช้โมเดลของฟิชเชอร์และเฟรย์ในการเพิ่มระดับความรับผิดชอบในการเรียนที่มีต่อความสามารถทางการเขียนของนักเรียนชั้นมัธยมศึกษาปีที่ 4 (EFFECTS OF FISHER AND FREY'S GRADUAL RELEASE OF RESPONSIBILITY MODEL ON WRITING ABILITY OF TENTH GRADE STUDENTS) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: รศ. ดร. สุมาลี ชีโนกุล, หน้า.

การวิจัยนี้มีจุดประสงค์เพื่อ 1) ศึกษาผลของฟิชเชอร์และเฟรย์ในการเพิ่มระดับความรับผิดชอบในการเรียนที่มีต่อความสามารถทางการเขียนของนักเรียนชั้นมัธยมศึกษาปีที่ 4 และ 2) ศึกษาการเรียนรู้การเขียนของนักเรียนในวิชาการเขียนที่ใช้โมเดลของฟิชเชอร์และเฟรย์ในการเพิ่มระดับความรับผิดชอบในการเรียน กลุ่มตัวอย่างในงานวิจัยนี้ประกอบด้วยนักเรียนชั้นมัธยมศึกษาปีที่ 4 จำนวน 31 คน โรงเรียนสุรศักดิ์มนตรีที่ลงทะเบียนเรียนวิชาการเขียน 1 เครื่องมือในงานวิจัย ได้แก่ แบบทดสอบความสามารถทางการเขียนก่อนและหลังเรียน แบบสังเกต และการสัมภาษณ์ สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ สถิติเชิงพรรณนา ได้แก่ ความถี่ คะแนนเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน การทดสอบค่าที และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า (1) นักเรียนได้คะแนนเฉลี่ยจากแบบทดสอบความสามารถทางการเขียนภาษาอังกฤษหลังเรียนสูงกว่าคะแนนเฉลี่ยก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 และพบว่ามีความอดิทธิพลสูง (2) มีการตอบสนองโดยแสดงความเข้าใจต่อการเรียนการสอนอยู่ในระดับดี และ(3) โมเดลของฟิชเชอร์และเฟรย์ในการเพิ่มระดับความรับผิดชอบในการเรียนมีผลเชิงบวกต่อการพัฒนาการเรียนรู้การเขียนของนักเรียน

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The objectives of this study were: 1) to explore the effects of Fisher and Frey's gradual release of responsibility model on students' writing ability of tenth grade students; 2) to investigate the learning of students' writing in the writing course using the Fisher and Frey's gradual release of responsibility model. The participants of the study were 31 tenth grade students at Surasakmontree school who enrolled in Writing I course. The research instruments were a pretest and posttest of English writing ability, a teacher observation and interview questions. Descriptive statistics: mean scores, S.D., and dependent t-test were used to analyze students' writing ability. Teacher observation and interview questions were analyzed by using content analysis.

The results revealed that (1) the posttest mean scores of students' writing ability were higher than pretest scores at significant level of 0.05. The magnitude of the effect size was large. (2) Students' responses showing their understanding were at good level; (3) and Fisher and Frey's gradual release of responsibility model had positive effects on improving students' learning of writing.

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CHAPTER 1

INTRODUCTION

Background of the study

The Ministry of Education of Thailand considers that an investment in education is a keystone in shaping students' learning achievement towards the world-class level and is as a part of human resource development. Therefore, one of the education plans, the World-Class Standard School Policy, has been employed in 2010 among 500 participant schools (119 primary schools and 381 secondary schools) all over the country to provide the quality of learning as a preparation toward the world class level (The Office of Basic Education Commission, 2010)

Therefore, English language is perceived as an official and universal language and a tool to communicate with people from other countries. However, the results from Ordinary National Education Test (ONET) in 2011 revealed that the English average scores of Thai students were at the lowest, compared with other subject areas (Phanphrut, 2012, June). It indicated that Thai students need a lot of improvement in English proficiency. In addition, regarding the four skills of English proficiency, writing skill is considered as the most difficult skill for many Thai students (Amkham, 2010). Writing is the most complicated skill since it requires high levels of ability in using vocabulary, grammatical structure and rhetoric in order to convey their message (Suwannasom, 2001).

From the observation of teaching writing in EFL context of Thailand, especially in upper secondary level, most of the Thai students are assigned to write

more complicated tasks such as a report or an essay, compulsory requirements under the World-Class Standard School Policy. One of the World-Class Standard learning strands provided in participant schools is Independent Study 2: Communication and Presentation which requires students to generate their knowledge and present the information in the form of academic writing. In fact, it seems that students have not been provided enough practice in order to produce such complex types of writing. After reviewing Surasakmontree School's curriculum (2011) it found that the school does not provide any particular English writing courses in the foreign language learning area at the lower secondary level. Those compulsory and elective courses offered at the lower secondary level emphasize on grammar teaching and provide students little chances in writing practice, only at sentence level. Therefore, lower secondary school students do not have concrete foundation and understanding of how to write extended sentences and even a paragraph. This links to the problem most of upper secondary students are currently facing in writing an academic essay, according to the World-Class Standard Policy, since they are not well prepared for this kind of genre of writing. Moreover, there is a research suggested by Jongsataponsit (2000) confirmed that learning approaches of Thai students played a significant role in foreign language learning achievement. She noted that most of upper secondary students had surface learning approach which were memorizing grammar structure and depending on teacher's explanation. There is an attempt to promote teaching writing in secondary school level, e.g. World-Class Standard Policy; however, there is no teaching assistance to release teacher's burden and no extensive training to shift from teacher-directed to learner-directed approach (Thep-Ackrapong, 2005). Additionally, large number of students per class is another factor effecting student

achievement as teachers cannot provide assistance to all students in the class. As a result, many Thai scholars have tried to develop and implement many teaching methodology to improve Thai students' writing ability. One of the new perspectives on teaching writing that can pave an alternative pedagogy is the scaffold model. Basically, scaffolds have been widely implemented in various fields of education such as teaching science, technology learning and language learning and teaching (Chamniyon, 2009; Forman, 2008; Li & Lim, 2008). Recently, there is a research addressing the implementation of scaffolding in teaching writing in Chaing Mai Province and it gave positive results in increasing students' writing ability (Pansue, 2008). Recently, scaffolding has been perceived as an alternative way of teaching writing in Thailand as it can bridge the gap between students' potential ability and their current ability (Chinokul, 2011).

Scaffolding instruction has been supported by Lev S. Vygotsky's theory (1978) of the Zone of Proximal Development (ZPD). Vygotsky (1978) defined ZPD as the distance between 'actual development' determined by individual cognitive and 'potential development' determined by the social interaction from teachers and peers. In brief, Vygotsky believed that individual's learning can occur in the Zone of Proximal Development (ZPD) under teacher's assistance and collaboration among peers. Hence, the social interaction either instructor or classmates play an important role in assisting and facilitating individuals to achieve their goals of learning.

Scaffolding instruction focuses on the role of mentoring in which teachers provide students guidance along the way of learning and gradually reduce his/her assistance until learners can perform tasks on their own (D. Fisher & Frey, 2003, 2008a; Pearson & Gallagher, 1983; Wood, Bruner, & Ross, 1976). In fact, the theory

of the Zone of Proximal Development (ZPD) proposed by Vygotsky (1978) is the ground theory of the Gradual Release of Responsibility Model (GRR). Then, in 1983, Pearson and Gallagher developed the GRR model based on ZPD theory. Later, in 2008, Douglas Fisher and Nancy Frey adapted Pearson and Gallagher's GRR model (1983) by adding one more component in their framework: Collaborative Learning, which is slightly different from other scholars in the field. Fisher and Frey (2008a) suggested four major components of gradual release of responsibility which are: Focus Lesson, Guided Instruction, Collaborative Learning and finally Independent work. The pedagogy implementation starts with the teacher's modeling. Then, the teachers gradually hand on the responsibility of learning to students via the stages of Guided Instruction, Collaborative Learning and Independent work. During the stage of collaboration, students will have a chance to consolidate their understanding through the discussion with their peers. At this stage, students will obviously be able to handle tasks and take care of their own learning with their peers. After that, students will be assigned to apply their knowledge in an independent task. This pedagogy model could release teacher's burden in teaching in the large classroom setting as well as promoting the learner-centered. With structured scaffolding strategies such as modeling, explaining, questioning, prompting and giving feedback accompanied by appropriate diagnostic strategies: formative assessment, monitoring and checking understanding, it can guarantee the transferring of learning responsibility from teachers to the students (Meyer & Turner, 2002; Radford, Bosanquet, Webster, Blatchford, & Rubie-Davies, 2014; Van de Pol & al, 2010)

Though there has been many research on scaffolded instruction in various fields of study, there is no empirical research on the gradual release of responsibility

model using this four-component framework in Thailand. Even the research of Pansue (2008) seemed to similarly address the use of scaffolding strategies enhancing writing ability; she investigated different aspects; writing ability and writing anxiety. Therefore, this study will investigate the use of the gradual release of responsibility model by using Fisher and Frey's framework (2003; 2008a) and how it affect students' writing ability.

Research questions

1. To what extent does Fisher and Frey's Gradual Release of Responsibility Model (GRR) enhance tenth grade students' writing ability after learning?
2. How does Fisher and Frey's Gradual Release of Responsibility Model (GRR) affect students' learning of writing?

Research objectives

1. To explore the effects of Fisher and Frey's Gradual Release of Responsibility Model (GRR) on students' writing ability after learning.
2. To investigate students' learning in the writing course using the Fisher and Frey's Gradual Release of Responsibility Model (GRR).

Statement of hypothesis

Based on previous research conducted by D. Fisher and Frey (2003), implementing Fisher and Frey's Gradual Release of Responsibility Model on learning achievements, yielded positive results on reading and writing. It also was consistent

with the previous research on writing ability, using scaffolding techniques such as Pansue (2008), Read (2010), and Lin and Cheng (2010).

The Fisher and Frey's Gradual Release of Responsibility Model (GRR) has effects on student's writing ability by comparing the English writing's pretest and posttest scores. Students' posttest scores will be higher than pretest scores at significant level of 0.05.

Definitions of Terms

1. The Gradual Release of Responsibility Model in this study refers to the teaching writing model developed from Fisher and Frey's GRR Model (2008a) based on the original model of Pearson and Gallagher (1983) and implementing scaffolded instruction. It comprises of four interaction components: Focus lesson, Guided instruction, Collaborative and Independent.

1.1 Focus lesson: I do it means the teaching step involving activating prior knowledge, identify the objective/ purpose of the lesson, analyzing reading passage and inquiring. At this stage, any linguistic production it is not required.

1.2 Guided instruction: We do it means the second teaching step involving teacher's modeling, explicit teaching and explanation. In this study, students will learn vocabulary, grammar structure and genre of writing from provided tasks and teacher's modeling.

1.3 Collaborative: You do it together means the third step of teaching in productive group work. Students are required to complete the writing tasks in small groups. Students will have a chance to discuss, share, and solve the task: including templates; gap filling; and writing prompts, and apply their understanding with their peers.

1.4 Independent practice: You do it alone means the final step of teaching which students are required to complete individual writing tasks at the end of lesson.

2. Writing Ability refers to the ability to write in English, which was evaluated by the writing test' scores of before, after and during the instruction. The quality of students' writing was measured by the adapted version of writing scoring rubrics based on the scoring guide of Oregon Department of education's Office (2010), in terms of idea and content; organization; word choice; sentence fluency; and conventions.

3. The Students' Learning of Writing refers to students' positive and/or negative responses showing their understanding of the content (vocabulary and grammar) and writing activities in class; and to their learning process of writing English composition (pre-writing, writing, rewriting). The students' responses were examined by using teacher observation checklist during the lesson to observe students' responses to teacher's questions and writing activities (Van de Pol, et al., 2010). Video recordings were used to record students' learning in the class and were reexamined by the teacher after class. The semi-structure interviews were employed after the treatment to investigate how Fisher and Frey's Gradual Release of Responsibility Model (GRR) benefited and/or hinder students' learning in terms of writing process.

4. Tenth Grade Students are students at Surasakmontree school who enrolled in E 30231 Writing I in first semester, academic year of 2013.

Scope of the study

1. The population of the study was tenth grade students at Surasakmontree school.

2. The participants of the study were tenth grade students at Surasakmontree school who enrolled in E 30231 Writing I in first semester, academic year of 2013.

3. The variables of the study were:

3.1 Independent variable was Fisher &Frey's gradual release of responsibility model

3.2 Dependent variables were:

3.2.1 Students' writing ability

3.2.2 Students' learning of writingSignificance of the study

Theologically, the result of this study was to prove Fisher and Frey's Gradual Release of Responsibility Model (GRR) in improving students' writing ability.

Pedagogical impracticality, the results from this study could assist teachers and school administration in planning and developing teaching writing courses provided in secondary school level. Plus, this study was beneficial for any educators to use the instruments, teaching model, and lessons from this study as an example to design other writing lessons and classroom activities in order to enhance students' proficiency as well as prepare students for promising international learning context in the future. Furthermore, the adaptation of the research findings would provide an alternative teaching for those who are interested other fields of study such as teaching reading, listening and speaking.

CHAPTER 2

LITERATURE REVIEW

This chapter presented the review of the literature. The first part presented the theoretical background of this study as well as the explanation regarding the Gradual Release of Responsibility Model (GRR) including related research. The second part described teaching writing in secondary school in Thailand, assessing writing and the problems in teaching writing. The review of the literature was presented as follows:

The Zone of Proximal Development

The Zone of Proximal Development is originally proposed by Lev Vygotsky (1978). He noted that children can perform their capacity in solving problem under adults' assistance and peer collaboration. Vygotsky (1978) defined ZPD as the distance between 'actual development' determined by individual cognitive and 'potential development' determined by the social interaction from teachers and peers. In other word, the distance between what an individual can do and what an individual cannot do is defined as ZPD. The social interaction with both teachers and peers play a significant role in supporting individuals to achieve their goals of learning, or the potential development within the zone. Vygotsky's theory (1978), however, mentioned only the theory of learning, mental development, not including teaching pedagogy. Since Vygotsky lived a short life, he did not propose any further

elaboration regarding his theory. Nevertheless, Vygotsky's theory (1978) has still influenced many scholars to develop teaching implementation based on his theory.

Definition of Scaffolding

The ZPD has direct connection with scaffolding instruction proposed by Wood, Bruner, and Ross (1976) who firstly mentioned about the scaffoldings in teaching. Wood et al. (1976) referred to scaffolding as a process by which adults provide guidance to children in order to enable them to solve one particular problem and achieve their goals which are beyond their capacity. They focused more on the element of adults' "controlling". Similarly in language learning and teaching field, many educators such as Pearson and Gallagher (1983), Ken Hyland (2003), and Fisher and Frey (2003) perceived scaffolding as teacher's support providing for learners while they are gaining linguistic competence in language learning. They believed that learners will be able to construct their comprehension through the appropriate tasks, explicit grammar teaching, modeling, guided practice and collaboration until they become independent learners. This group of educators emphasized on ample and appropriate input, and teaching pedagogy that help students increase capacity whereas teachers gradually reduce support.

Originally, the term scaffold or scaffolding came from the notion of Wood et al. (1976) who categorized the scaffold process as six stages: recruitment, reduction in degrees of freedom, direction maintenance, marking critical features, frustration control and demonstration. Wood et al.'s scaffolding (1976) focuses on the degree of teacher's modeling while students are coping with problem-solving tasks. Thus, their model has been implemented in various fields of education such as teaching science,

mathematics or those enhancing problem solving skills (Chamniyon, 2009; Kheowsri, 2007; Kim & Hannafin, 2011; Li & Lim, 2008)

Later on, the adaptation of Wood et al.'s framework (1976) has been found in the field of language teaching and learning, for example Pearson and Gallagher's (1983), who were the authority of the field of Gradual Release of Responsibility Model ; Galguera (2001); and Fisher and Frey (2003).

In second language teaching and learning, Ken Hyland (2003) has categorized language scaffolding into three major stages: language familiarization, manipulation of models, and controlled and language composition. The first stage, language familiarization, allows students to notice the language organization and patterns in the relevant context. In this stage, it will not yet require students' language production; it requires students' attention and awareness, instead. The second stage, manipulation of models, it puts the emphasis on process-orientation which involves model-based tasks along with teacher's controlling. The third stage involves developing students' confidence and language fluency. At this final sage, students will be encouraged to transfer their knowledge to complete tasks in a specific context.

In sum, the interpretation of scaffolds in second or foreign language may be slightly different from other fields of education since it focuses less on the process of problem solving; rather on teacher's modeling and explicit grammar teaching, instead. However, the interpretation of scaffolds share some common concepts of bridging learners' skill by providing controlled tasks, giving direct explanation from teacher and guiding students until they can become independent learners.

Scaffolding writing instruction in ESL/EFL

In second language teaching writing, the scaffold has been widely implemented in improving students' writing. There has been many research on adapting scaffolding concepts to teach students how to write such as Cheng (2008) and Veerappan, Wei Hui, and Sulaiman (2011). In second language teaching writing, scaffolds have gained recognition in enhancing students' writing ability step-by-step, especially with struggled second language learners.

Veerappan et al. (2011) found that scaffolding writing instruction had positive effect on Malaysian students' writing. They employed the scaffolding technique in enhancing college students through journal writing. It found that after scaffold stopped at the fifth week of the experiment, students' writing showed less mistakes and grammatical errors comparing with students' writing in the first week. The results suggested that the scaffolding could help students develop learning strategies to cope with writing prompts accompanied by teacher's assistance. Even though this study could not conclude that scaffolding strategy is effective to all writing samples of students, it significantly indicated students' writing improvement: in terms of decreasing numbers of grammatical mistakes.

It was consistent with the previous study in L2 writing conducted by Cheng (2008) among Taiwanese college students. He used scaffolding writing technique in genre-based instruction, narrative writing, to improve less proficiency L2 learners. The results suggested that students' writing gained development in terms of rhetoric, content, coherence and language use comparing with students' pretest and posttest scores.

In conclusion, the scaffolding writing in ESL and EFL context yielded positive results in students' writing development. It also can suggest that scaffold writing instruction is effective with L2 learners who have faced difficulties in writing the target language and genre. With teacher's assistance at the prior stage, students can gain some learning strategies to improve their own writing and eventually produce independent effective writings without teacher's support.

History of Gradually Release of Responsibility Model (GRR)

The Gradual Release of Responsibility Model (GRR) was originally developed by Pearson and Gallagher in 1983 based on theory of Wood et al.'s scaffolding (1976) and Vygotsky's The Zone of Proximal Development (1978). This instructional model emphasizes on handing responsibility in learning from teacher-oriented to learner-oriented. Pearson and Gallagher's model (1983) consisted of three major components to increase learners' independence while reducing teacher's role: modeling, guided practice and independent practice, as the Figure 1 shows the Pearson and Gallagher's model (1983). During the guided practice, it is a joint responsibility part which teacher gradually shifts his/ her responsibility to learners. Toward the end of this model, learners will become more competent to complete the tasks independently whereas teacher's responsibility will be minimized. In figure 1, it showed the original gradual release of responsibility.

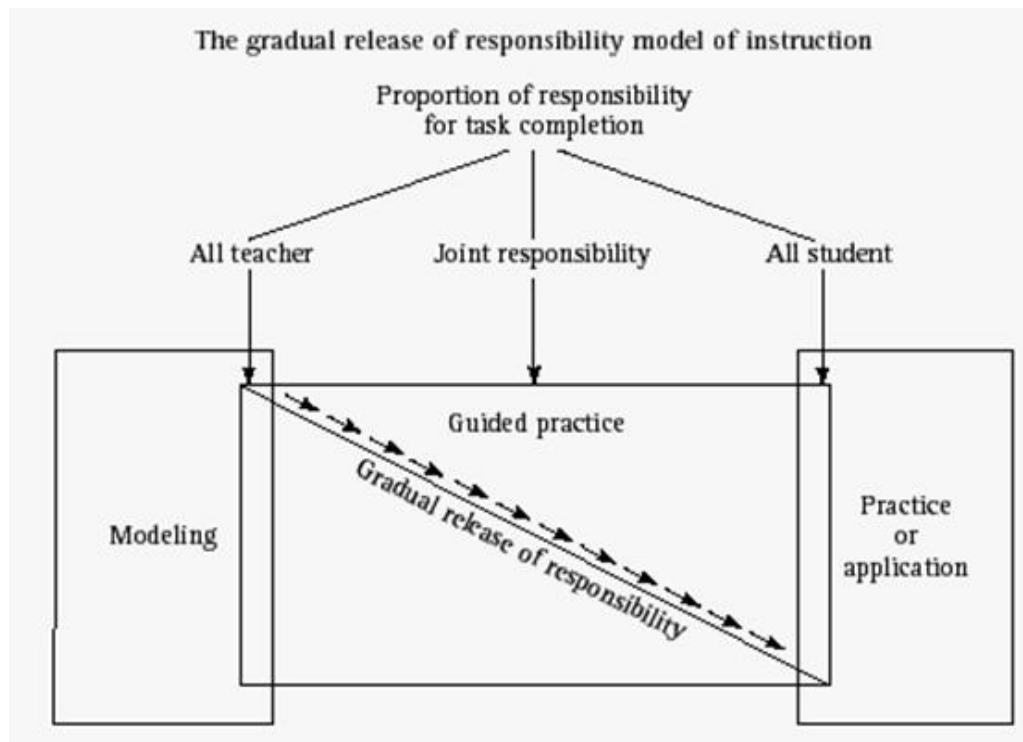


Figure 1 Pearson and Gallagher's the Gradual Release of Responsibility Model of Instruction (1983)

In 2003, Douglas Fisher and Nancy Frey proposed writing instruction for struggling adolescent readers by using a gradual release model adapted from Pearson and Gallagher's model (1983). They suggested that teacher should apply the reading and writing activities in a meaningful way since both of them have a reciprocal relationship (Fearn & Farnan, 2001). In addition, in order to encourage students to become more independent writers, teacher should provide a gradual release model to increase the amount of student control and scaffold them to achieve individual tasks. The ultimate goal of a gradual release model is to support learners step-by-step becoming competent and independent.

Unlike Pearson and Gallagher, Fisher and Frey (2008a) perceived that students do not have a chance to collaborate with their peers before moving to the independent learning step. Normally, after guided instruction, teacher assigns students individual tasks to work on, rather than being in collaborative-learning groups. Therefore, they suggested the four interactive components by adding an additional stage in their model, called Collaborative or “You do it together”, emphasizing on group works. The Collaborative stage appears after Guided Instruction stage.

Fisher and Frey’s Gradual Release of Responsibility Model (GRR)

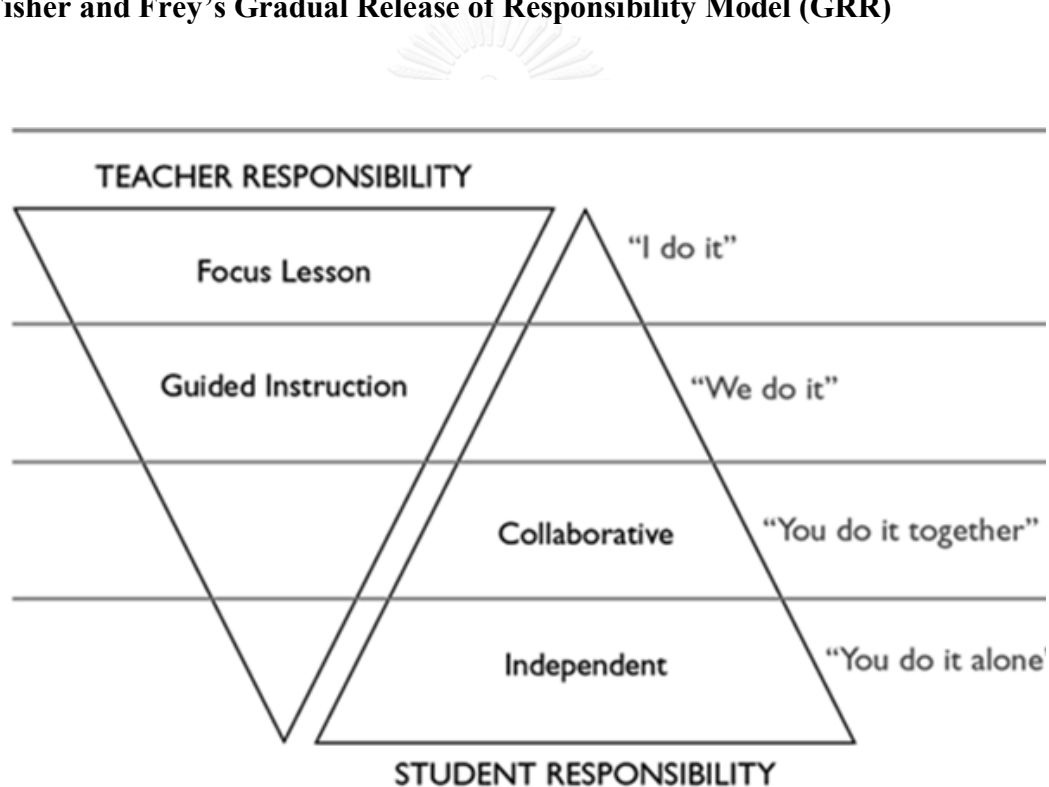


Figure 2 Fisher and Frey’s the Gradual Release of Responsibility Model (2008a)

The figure 2 presented Fisher and Frey’s GRR model (2008a). The two triangles represented teacher’s and students’ responsibility. Teacher’s responsibility was represented by the bottom-up triangle; while students’ responsibility is represented by the top-down triangle. They claimed that their model is intentional,

purposeful, and explicit. The four interaction components of Gradual Release of Responsibility Model (GRR) consist of Focus Lesson, Guided Instruction, Collaborative and Independent as follows:

1. *Focus Lesson* is the first step for students to model a task and skills. The crucial factor of this stage is teacher's explanation. In this stage, teacher needs to model student's thinking, establish learning objectives or purpose of the lesson including providing some clues and activate prior knowledge. Maynes et al. (2010) have mentioned the teaching techniques should be employed in this stage such as semantic webs, analyzing components, filling out a chart, reviewing story element, reading scripts, etc. Additionally, Direct Explanation is also recommended by Fisher and Frey: it requires teacher to explicitly state what the process or content is.

2. *Guided instruction*

In guided instruction, the teacher begins to model learners in applying skill to a new situation. Teacher plays an important role in working closely with students. Teacher is not an instructor but one of their partners in facilitating and leading students to understanding and accomplishing the tasks. Prompting using model, templates and frames are techniques to be used in this stage (D. Fisher & Frey, 2010a). Various types of questions can be used to probe students' understanding: elicitation, elaboration, clarification, divergent, heuristic and inventive. This stage is also supported by Carol Ann Tomlinson (2001) in differentiated instruction. She noted that teacher can use guided instruction by differentiating content, process, and product in order to match lessons with learner's readiness, preferences and learning profiles.

3. *Collaborative Learning* provides students an opportunity to work together to complete specific tasks. The key of collaborative is sharing accountability for some aspect of the work (D. Fisher & Frey, 2008b). The collaborative learning tasks allow students to apply their understanding of the content to solve the problem, discuss, and talk with peers.

4. *Independent Practice*, the final stage of the Gradual Release of Responsibility Model, focuses on independent learning tasks. Students are required to apply their understanding and knowledge from focus lesson, guided instruction, and collaborative in completing the task by their own. Independent task is aimed to review what students have learned and transfer knowledge to the new ones.

In addition to Fisher and Frey's (2010a) model explanation, Fisher, Frey and Lapp (2010) studied the teachers' actions on how they scaffolded students and what techniques they used in order to assist students to achieve the tasks. The research was done in a small-group observation. They found that there were four major teachers' moves during the lesson: questioning to check for understanding; prompting cognitive and metacognitive work; using visual/verbal and gestural cues; and providing direct explanations and modeling. The teacher used all the techniques in order to scaffold students when they struggled as well as to check their understanding before moving on to other topics. Scaffolding technique could be used In table 1, it presented a summary of teachers' actions, including detail in each move as follows:

Table 1
Summary of Teacher's Moves during the Scaffolding Instruction

Teacher's moves during the scaffolding instruction	Descriptions
<p>1. Questioning to check for understanding</p>	<p>1.1 Teacher used elicitation questions to check basic knowledge such as “what”, “who”, “when”, “where”, and “how”.</p> <p>1.2 Teacher used elaboration questions to let students show their responses or understanding.</p> <p>1.3 Teacher used clarification questions to gain more details from students.</p> <p>1.4 Teacher used divergent questions to let students use their basic knowledge to formulate answer.</p> <p>1.5 Teacher used heuristic questions to determine students' ability to probe the problem.</p> <p>1.6 Teacher used inventive questions to stimulate students' imagination.</p>
<p>2. Prompting cognitive/metacognitive work</p>	<p>Teacher used prompting technique to get students to think and achieved a new level of understanding. There were four categories as</p>

Teacher's moves during the scaffolding instruction	Descriptions
	<p>the following:</p> <ul style="list-style-type: none"> 2.1 Prompting for background knowledge 2.2 Prompting for process or procedural knowledge 2.3 Prompting using models, templates, and frames 2.4 Prompting for reflexive knowledge (to draw metacognitive knowledge)
<p>3. Using visual/verbal and gestural cues</p>	<p>Teacher used cues to guide students when they missed something, did not understand or not notice. Teachers used:</p> <ul style="list-style-type: none"> 3.1 Visual cues such as photographs, bold words, graphs, charts, and diagrams 3.2 Verbal cues such as voices to provide hints, pauses or intonation to emphasize the point 3.3 Gestural or physical cues which are nonverbal communication to give students clues to solve problem
<p>4. Providing direct explanations and modeling</p>	<p>Teacher gave students direct explanation or guide students how or what to do to</p>

Teacher's moves during the scaffolding instruction	Descriptions
	complete the tasks.

In the study of Koole and Elbers (2014), they studied the interaction between teachers and students in class and how students showed their responsiveness during the mathematics class and how teachers scaffolded learners. During the scaffolding, students' responsiveness showing their understanding could be called as 'token of understanding', yes-answers. Whereas when some students showed token of not understanding, the teachers' role in assisting students took place immediately. Thus, it suggested that the scaffolding encouraged the interaction between students and teachers and responsiveness was a central characteristic of the phenomenon.

However, in Fisher and Frey's GRR model (2008a), it does not put much emphasis on explaining the relationship between teachers and students in terms of how to diagnose students' readiness in order to move to next stage, what are the signals for teacher to fade out his/her assistance, and what are the evidences of releasing responsibility to students. In terms of readiness, learning assessment plays an important role in diagnosing students' learning progress and success, such as formative assessment, monitoring, or checking students' understanding (Tomlinson, 2009; Van de Pol & al, 2010). Van de Pol, et al. (2010) also mentioned that once students gain understanding or showing responses, keystones of "fading", teachers can fade out by decreasing their support over time. As a result, students' responsibility will gradually be transferred from teachers to them at the end.

In conclusion, the origin Gradual Release of Responsibility Model (GRR) developed by Pearson and Gallagher (1983) versus the adaptation one created by Fisher and Frey (2008a) still share common similarities in scaffolding students' ability to become competent and independent learner. There is, however, one particular difference in those two models which is the collaborative learning stage. In the original model, there is no emphasis on collaborative learning. Instead, it seems to be blended in the independent stage whereas in later model, collaborative learning stage is explicitly divided from independent practice.

Scaffolding Learning: Teacher's role VS. Students' learning responsibility

As scaffolding theory including ZPD (Vygotsky,1978) and GRR Model (Pearson & Gallagher, 1983; Fisher & Frey, 2008a) is discussed in the first part of the literature review, this section covers the related theory and research regarding scaffolding learning in terms of the relationship between teacher' role and students' responsibility in learning.

In GRR Model, Fisher and Frey emphasize on purposeful instruction to make a transfer of responsibility to students through peer collaboration and guided instruction (D. Fisher & Frey, 2008a, 2008b)They suggested that learning objectives should be clearly stated at the very beginning of the lesson. Moreover, modeling is considered as a crucial component of releasing responsibility. They also noted that teacher's modeling is not just explaining or questioning, but demonstrating how to solve the task. In guided instruction, teacher should engage students in thinking and scaffold students' understanding by using scaffolding strategies: questioning; prompting cognitive and metacognitive work; using visual/verbal and gestural cues; and providing direct explanations (Fisher & Frey, 2010a). They stated that

collaborative learning transfers more release of responsibility to students through the group work. In addition to the independence practice, teacher should not ask students to do barely new tasks or more complex tasks beyond their level of competence. Nevertheless, this model does not provide further explanations on how to measure students' readiness and how to tackle with those who are not ready to move on.

Furthermore, Meyer and Turner (2002) raised an interesting point about sharing responsibility for learning mathematics. They stated that when one or two students struggled, teacher could bring the problem or task into whole-class tasks as a shared responsibility. Teacher could ask the whole class to solve the particular problem together. This would be another strategy for teacher to withdraw his/ her central instructional position from the lesson and let students take their action in learning among teacher and peers. Moreover, they noted that it ensured the success in both an individual and the entire class. Likewise, Shooshtari and Mir (2014) also supported the notion of shared responsibility, they confirmed that peer-peer and tutor-learner in learning writing played a significant role in enhancing students' writing progress in both quality and strategy use.

Despite the various scaffolding concepts proposed in many research, some shared characteristics could be summarized into three common characteristics of scaffolding: contingency, fading and transfer of responsibility (Van de Pol, et al., 2010). Van de Pol, et al. (2010) noted that scaffolding is a structured instruction with which teachers provide support to students while they work on their tasks. Also, they proposed a conceptual model of scaffolding representing the interaction between teacher and students as follows:

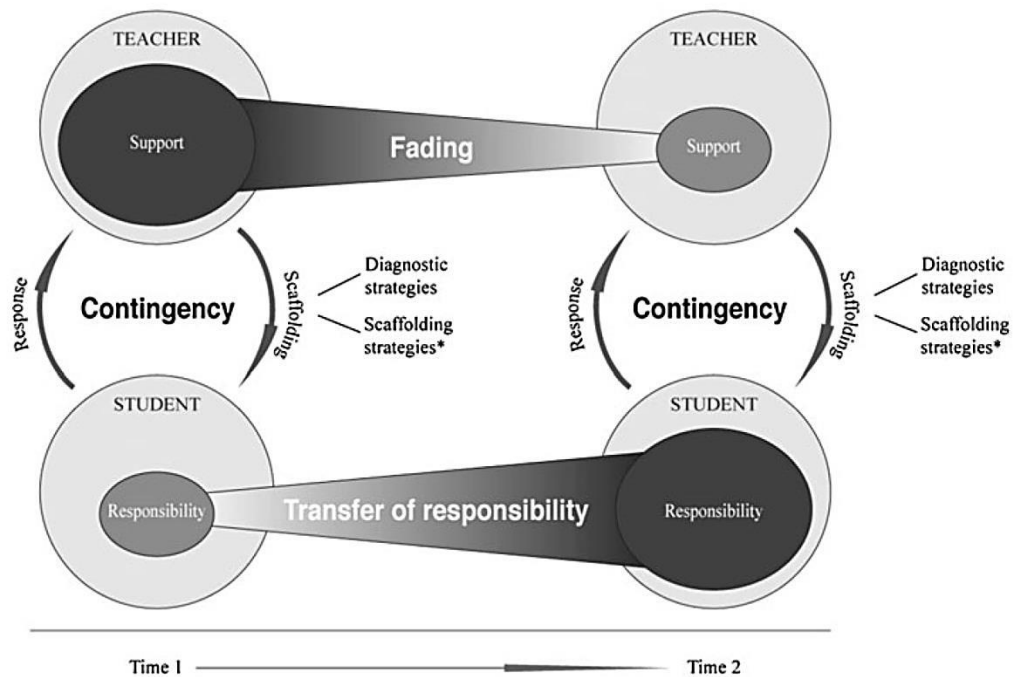


Figure 3 Van de Pol, et al.'s Conceptual Model of Scaffolding (2010)

In figure 3, it shows that the process of scaffolding through three main components of scaffolding model: contingency, fading and transfer of responsibility. The model starts with contingency: referred to as responsiveness, differentiated, tailored, and adjusted. Contingency support must be adjusted to students' current ability and its tool is diagnostic strategies to check students' understanding. The second characteristic is fading: a gradual withdrawal of teacher's assistance. The amount of fading is in relation with students' learning progress and a transfer of responsibility, the third characteristic of this model. They highlighted that when students show their responses of understanding, teacher can gradually reduce his/ her support in order to hand over the responsibility to students. Consequently, students can increasingly take control over their learning. This Conceptual Model of

Scaffolding provides a clearer view of how scaffolding interact with students' learning and a transfer of responsibility from teacher to students.

In terms of teachers' and teaching assistants' role in scaffolding, Radford, Bosanquet, Webster, Blatchford and Rubie-Davies (2014) found that there were four major sections in scaffolding students, based on the degree of support: heuristic model (high support); questions (mid support); prompts (low control); and finally self-scaffolding. They revealed that the TAs' role in the classroom was to provide assistant when students encountered problems. TAs told students what to do through various techniques such as clues, silent pause in Heuristic Model: telling students to do. TAs also used Heuristic Question: asking students, in order to ask students to think, and recall their prior knowledge. This technique encouraged student to use learning strategies. Heuristic prompt: prompting students was used to encourage students to think and draw their conclusion to handle with the problems or tasks. This was the stage at which teachers provided low support and handed over their responsibility in learning to students. Lastly, Radford, et al. (2014) considered Self-Scaffolding as a concrete evidence of transfer of responsibility from teachers to students. It means that students in this level can apply learning strategies to solve the task on their own without help or with low support from teachers. In addition, they noted that the scaffolding strategies were not necessary to vertically move from high support to low support. On the other hand, it could start from providing low support, depending on students' need and current ability. Unlike, Fisher and Frey's moves (2010a) during the Guided Instruction, they believed that the scaffolding techniques should be step-by-step starting from questioning, prompting cognitive, cues and modeling, respectively.

In brief, to scaffold students' learning and encourage them to become independent learners, teachers' supports as well as the interaction among classmates and teachers are crucial factors in influencing and intervening in their learning. However, a careful constructed instruction and assessment tools are considered as a key of measuring students' learning progress and proving a transfer of learning responsibility.

Related Research on Scaffolding Instruction and Gradually Release of Responsibility Model

Scaffolds have been widely implemented in various fields of education such as teaching science, technology learning and language learning and teaching (Chamniyon, 2009; Forman, 2008; Li & Lim, 2008). However, scaffold terminology has been widely used rather than Gradual Release of Responsibility Model (GRR) since the scaffold term is a big umbrella term. Gradual Release of Responsibility Model (GRR) has gained recognition in the field of language teaching and learning. Hence, the beginning of this section starts with the related literature in various fields and at the end of this session will discuss the scaffolding instruction in teaching language field.

Since the scaffolding instruction originally emerged for improving problem-solving skills, the later research mostly involves with teaching problem-solving and systematic thinking. In recent research, the scaffolding has been used in corporation with the Information Technology. For instance, Kheowsri (2007), Li & Lim (2008), Chamniyon, (2009) employed the scaffolding approach to enhance students' problem-solving skills in science and history subjects via online instruction.

For writing instructional field, the scaffolded instruction has been widely using in providing learners feedback and mostly focuses on the debriefing and peer editing session, for example Cho et al. (2006); Schwieter and Kaurier, (2010); and Lee and Tan (2010). This group of researchers focused on the providing feedback process and writing ability improvement. The instructional process was not the focus of the studies. Interestingly, these research were conducted among college students. It could be assumed that the research methodology fitted well with the adult learners.

In contrast, there are some research emphasizing instructional process: genre based approach, such as Cheng (2008) and Read (2010). Cheng (2008) developed genre-based pedagogy to offer students explicit and systematic explanations of the way language functions in a particular context. It could raise students' awareness in composing writing task for target genre. It was consistent with the research findings of Sylvia Read (2010). Read (2010) stated that teaching through genre helped students gain familiarity with the writing conventions. Plus, social interactions with teacher and peers; and purposive and meaningful tasks allowed students to learn best.

The closest study of Gradual Release of Responsibility Model (GRR) was the study of Lin and Cheng (2010). They implemented the four-stage Gradual Release of Responsibility Model (GRR) in writing class and investigated participants' perception toward the class after the semester. The results from the questionnaire showed that students considered the model as conducive and helpful in terms of enhancing their learning. Interestingly, the results revealed that the majority of the students preferred 'Model Instruction', which is equivalent to 'Focus Lesson' in Fisher and Frey's model. It could be said that their study on GRR model tended to examine the learning

process of students rather than the product of learning as they asked only students' perceptions toward the instruction.

In Thailand, there was an attempt to adapt scaffolding instruction within Thailand context, for example Phoyen (2005). He implemented triarchic theory and scaffolding approach to improve Thai language writing abilities for undergraduate students. The findings yielded positive results. Another attempt in teaching writing was the use of scaffolding strategies based on Tomás Galguera's model (2001) to promote English writing ability and decrease writing anxiety among secondary students (Pansue, 2008). It found that scaffolding strategies could improve students' writing as well as reduce the anxiety during the writing process. Moreover, in the annual teacher professional development organized by the Ministry of Education in 2011, scaffolding writing instruction was introduced as new writing instruction for upper secondary education level and perceived as alternative effective teaching approach in bridging the gap between the students' current writing ability and the national curriculum's expectation (Chinokul, 2011). Thus, it shows that scaffolding in writing instruction has gradually gained recognition among Thai scholars.

In summary, even though scaffolding instruction has been gaining recognition in various fields of education, there were so many teaching interpretation and research implantation such as problem-solving, online instruction, genre-based approach, and corrective feedback. In Thailand, Pansue (2008) was considered the lasted research employing scaffolding strategies in improving English writing ability. Though there was one study of Gradual Release of Responsibility Model (GRR) by Lin and Cheng (2010), they focused more on students' learning during the four-stage of Gradual Release of Responsibility Model (GRR). In fact, there is no empirical research

investigating Gradual Release of Responsibility Model (GRR) on writing ability in Thailand, yet.

Teaching Writing Approaches

Tony Silva (1990) categorized teaching writing approaches in ESL context into four types which were controlled composition, current-traditional rhetoric, the process approach, and English for academic purposes.

1. *Controlled composition*: so called guided composition, has shared the root from the audiolingual ideology. It is dominated by form-oriented techniques (Nunan, 1999). This approach focused primarily on formal accuracy and correctness, controlled programs and systematic habit. The approach preferred practice with previously learned discrete units of language to talk of original ideas, organization, and style, and its methodology involved the imitation and manipulation.

2. *Current-Traditional Rhetoric*: it focused on beyond sentence level writing, towards paragraph writing was a bridge between controlled and free writing. The paragraph writing composed of its major elements, e.g. topic sentences, support sentences, concluding sentences, and transitions. The complexity of paragraph and free discourse were expected with larger structure (introduction, body, and conclusion).

3. *Process Approach*: this approach engage students and teachers in collaborative work. The teacher's role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing, and planning structure and procedure), for drafting (encouraging multiple drafts), for revising (adding, deleting, modifying, and rearranging ideas); and for editing (attending to vocabulary, sentence structure, grammar and mechanics). In short, this

approach focuses on drafting and revising a piece of work (Nunan, 1999). During the writing process, teachers can enable learners to explore their thoughts and develop their own writing (Tangpermpoon, 2008).

4. *English for academic purposes*: this approach focus on academic discourse genres and the nature of academic writing tasks, aimed at helping to socialize the student into the academic context. The context is the academic community and the typical tasks associated with it. The purpose of this approach in learning how to write is part of becoming socialized to the academic community.

In fact, there were many scholars in the field of teaching writing approaches which seemed to share common perspectives and overlapping ideas. It depends on the focus of the writing approaches. Hyland (2003) noted that there was some different focus in teaching writing in ESL context such as language focus, text functions, themes or topics, creative expression, composing processes, content, and genre and context of writing.

Teaching Writing in Thailand

There was a research on teaching English in Thailand conducted by Thep-Ackrapong (2005). She investigated teaching English in overall aspects and teaching approaches used. The research findings revealed that the common problems found in Thai students were the differences between Thai language and English language in pronunciation, word formation, grammar structure, and text. She highlighted that the linguistic differences between the two languages make it difficult for Thai students to understand English sentential concept and sometimes hinders students' ability. In writing, different grammar structure and lexical units between L1 and L2 sometimes interfered with students' writing because Thai students used the translations of Thai

words into English and structural borrowing from Thai language such as word order, subject-verb agreement, and noun determiners in English writing (Bennui, 2008).

These problems were similar to research findings of learning approaches among Thai students' conducted by Jongsataponsit (2000). She mentioned that most students had surface learning approach which were memorizing grammar structure and depending on teacher's explanation. The findings in terms of teaching approaches from Thep-Ackrapong (2005) also agreed with Jongsataponsit (2000). It found that the major approach to teaching English was Grammar-translation.

Chinokul (2011) suggested that scaffolding can be an alternative, effective teaching writing for upper secondary level. She noted that teacher can apply the scaffolding in providing students some grammar practice, controlled writing exercises to support students' 'skill-getting' at the very beginning step. Once students master the language, students will automatically move to 'skill-using' level as they move from controlled writing to free writing.

From previous studies, Thai students have problems with writing in both sentential and discourse level. Teaching approach also is another factor effecting Thai students' writing. Thus, in teaching writing, teacher needs to point out the differences in both languages in terms of linguistic structures to student. At the same time, writing instruction should provide help to students to develop their writing ability: moving beyond sentence level to paragraph or more complex genres as much as possible.

Writing ability of Tenth Grade Student

The strands and indicators in the Basic Education Core Curriculum B.E. 2551 (A.D. 2008), stated that students in Matthayomsuksa 4-6 (Grade 10-12) must process the writing ability as the following:

Strand 1: Language for Communication

Students are able to explain and write sentences and texts related to various forms. In addition, students can write in order to exchange data about themselves and various matters around them, experiences, situations, incidents and issues of interest to society. Also, students can compose various genres to give data, describe, explain, compare and express feeling and opinions about matters/ issues/news and situations activities, experiences with proper reasoning.

Strand 2: Language and Culture

Students can express their profound understanding the similarities and differences between the native's and Thai's cultures, beliefs, and lifestyle through written forms.

Strand 3: Language and Relationship with Other Learning Areas

Students can write a summary and express their opinions related to other learning areas.

Strand 4: Language and Relationship with Community and the World

Students can write a summary of knowledge/various data from the media and different learning sources. Additionally, student can write to convey to the public data and news about the school, community and the local area and the nation.

Moreover, as Surasakmontree school is one of the participant school in World-Class Standard Policy, the writing ability of upper secondary students under this policy has been specified by The Office of Basic Education Commission. Students can gather information, synthesize knowledge, and present the information in written form. They can be able to compose at least 2,000-word essay in English language.

From the national curriculum and World-Class Standard Strand Policy, students in Grade 10-12 should possess the ability in the composition of various forms of including an academic essay. That means students must be competent writers in using English language in various and specific context: the writing moves from sentence level toward essay level.

Thus, teacher should implement the instruction that could scaffold them to achieve the ultimate goal of learning: from sentence to paragraph and from paragraph to essay. Hence, the Gradual Release of Responsibility Model (GRR) would be suitable of upper secondary school students in gradually scaffolding students' writing ability by providing students guidance until they are more capable to work by themselves.

Writing assessment

In assessing students' writing, teacher should set clear objectives of writing assessment at prior stage as it affects the way teacher perceives students' writing (Brown, 2004). There are three major approaches in assessing writing product: holistic, primary trait and analytic (Bailey, 1998; Brown, 2004).

1. Holistic Scoring

The holistic scoring is an overall impression judgment on writing products. The holistic scale is a given a set of score (e.g. ranging from 0-6), with a set of descriptions. The raters simply match their impression to prescribed descriptions. According to Brown (2004), the holistic assessment may look at the quality of the task achievement, organization, and grammatical aspect. Since holistic scoring is a fast evaluation, it gives very little information of the writing product. Therefore, holistic scoring is suitable for placement evaluation or administrative purpose.

The table below shows an example of holistic writing scoring rubrics developed by Official Scoring Guide: Arizona's Instrument to Measure Standards (2010). The scores range from 1-6: each score point provides description of writing achievement.

Table 2

Holistic Writing Scoring Rubrics

Point	Description
6	<p>Response is sophisticated and skillful in written communication, demonstrated by</p> <ul style="list-style-type: none"> • exceptional clarity, focus, and control in topic development and organization that often show insight. • in-depth and/or creative exploration of the topic using rich, relevant, and credible details. • a strong, perhaps creative, beginning and a satisfying conclusion. • specifically and carefully chosen words that are skillfully crafted into phrases and sentences that enhance meaning. • intentional and committed interaction between the writer and the reader. effective and/or creative use of a wide range of conventions with few errors.
5	<p>Response is excellent and skillful in written communication, demonstrated by</p> <ul style="list-style-type: none"> • clarity, focus, and control in topic development and organization. • a balanced and thorough exploration of the topic using relevant

Point	Description
	<p>details.</p> <ul style="list-style-type: none"> • an inviting beginning and a satisfying sense of closure. • a broad range of carefully chosen words crafted into varied sentences that sound natural. • awareness of the reader and commitment to the audience and topic. • effective use of a wide range of conventions with few errors.
4	<p>Response is appropriate and acceptable in written communication, demonstrated by</p> <ul style="list-style-type: none"> • clear and coherent presentation of ideas with order and structure that can be formulaic. • relevant details that are sometimes general or limited; organization that is clear, but predictable. • a recognizable beginning and ending, although one or both may be somewhat weak. • effective word choice that is functional and, at times, shows interaction between writer and audience. • somewhat varied sentence structure with good control of simple constructions; a natural sound. • control of standard conventions although a wide range is not used; errors that do not impede readability.
3	Response is inadequate in written communication, demonstrated by

Point	Description
	<ul style="list-style-type: none"> • broad or simplistic ideas that are understood but often ineffective. • attempts at organizing that are inconsistent; beginnings and endings that are underdeveloped; repetitive transitional devices. • developmental details that are uneven, somewhat predictable, or off-topic and not always placed effectively in the writing. • reliance on clichés and overused words that do not connect with the reader; limited audience awareness. • monotonous and sometimes misused words that result in mechanical-sounding sentences, although simple constructions are usually correct. • limited control of standard conventions with significant errors.
2	<p>Response is poor in written communication, demonstrated by</p> <ul style="list-style-type: none"> • overly simplistic and sometimes unclear ideas that have insufficiently developed details. • sequencing of ideas that is often just a list; missing or ineffective details that require reader inference to comprehend and follow. • missing beginning and/or ending. • repetitive, monotonous, and often misused words that are awkwardly strung into sentences that are difficult to read because they are either choppy or rambling; most sentences begin with repetitive noun + verb pattern. • lack of audience awareness.

Point	Description
	<ul style="list-style-type: none"> • little control of basic conventions resulting in errors impeding readability.
1	<p>Response is inferior in written communication, demonstrated by</p> <ul style="list-style-type: none"> • lack of purpose or ideas and sequencing. • organization that obscures the main point. • an attempt that is too short to offer coherent development of an idea, if it is stated. • extremely limited vocabulary that shows no commitment to communicating a message. • sentences with confusing word order that may not permit oral reading. • severe and frequent errors in conventions.

Adapted from Official Scoring Guide: Arizona's Instrument to Measure Standards (2010)

2. Primary trait Scoring

Primary trait scoring is a variation of holistic scoring. It is used to evaluate language function or rhetorical trait elicited by a given writing task or prompt. Thus, it is a function-focus assessing mostly determined by the accuracy, clarity of the procedures, the description and the responsive opinions. Normally, primary trait points range from 0-4 or 1-4 without providing details on linguistic features or organization. Weigle (2002) stated that the primary trait scoring is used to evaluate writing product according to the degree of success. The scoring rubric criteria

normally involves: writing task, the statement of primary trait, expected performance, or rating scale, etc. The primary trait scoring is the best fit for assessing writing on specific purpose tasks. The table below shows an example of Primary trait scoring (Abrams, 2010).

Table 3

Primary Trait Scoring Rubrics for Explanatory Test

Rating Scale	Description
Langue Resister	
1	Writer uses a register commonly reversed for oral communication.
2	Writer uses a combination of oral and written registers.
3	Writer uses a register appropriate for written communication.
Use of Vocabulary	
1	Nouns frequently misspelled, articles often incorrect, little use of adjectives, consistent errors in nouns / adjectives agreement.
2	Some errors in spelling, occasional incorrect articles, acceptable number of adjectives used to create a visual image, some noun/ adjective agreement errors.
3	Correct use of nouns to describe male and female students, no errors in use of articles, variety of adjectives creates vivid image for reader, no noun/ adjectives agreement errors.

3. Analytic Scoring

Analytic scoring provides criteria evaluation of each element of writing product. Each element of writing aspects has its scores accompanied by prescribed

description of each level of writing achievement. The common criteria consist of content, organization, cohesion, vocabulary, grammar or mechanics (Weigle, 2002). This approach provides more information and reflections on the strength and weakness of writing. In this study, analytic scoring will be employed since it fits for the evaluation of learning and classroom instruction. (See Appendix E) The following figure is an example of Analytic scoring rubrics developed by Capital Community College (2001).

	<i>In Progress (1)</i>	<i>Essential (2)</i>	<i>Proficient (3)</i>	<i>Superior (4)</i>
Purpose & Audience	Purpose unclear, failure to address topic or directions, weak grasp of issues, inappropriate style, careless or messy visual presentation.	Wavers in purpose, incompletely addresses assigned topic or directions, shows need for more study of issues, style varies, visual presentation ragged.	Adheres to purpose, fulfills assignment, shows adequate understanding of key issues, style is appropriate to intended audience, presentation is readable, format is correct.	Addresses purpose effectively, uses assignment to explore topic's intrinsic interest, shows full understanding of issues, engages audience, establishes credibility, uses headings, format, and citations (where relevant) effectively.
Organization	No central idea, no clear logic or focus, many repetitions or digressions, lack of structure.	Loose focus on central idea, contains some repetition & digression, structure needs work.	Central idea is clear, paragraph structure is adequate, some problems with consistency, logic, or transitions.	Focuses consistently on clearly expressed central idea, uses paragraph structure and transitions to guide reader effectively.
Development	Most ideas unsupported, confusion between personal and external evidence, unclear use of distinctions or levels of generality, reasoning flawed.	Presents ideas in general terms, support for ideas is inconsistent or unsuitably personal or distant, some distinctions need clarification, reasoning unclear.	Supports most ideas with effective examples and details, finds suitable balance between references to personal and external evidence, makes key distinctions.	Explores ideas vigorously, supports points fully using an appropriate balance of subjective and objective evidence, reasons effectively making useful distinctions.
Language	Word use unclear, sentence structures inadequate for clarity, errors seriously distracting.	Word forms & sentence structures are adequate to convey basic meaning, errors cause noticeable distraction.	Word forms are correct, sentence structure is effective, applies standard English grammar & mechanics, presence of a few errors is not distracting.	Employs words with fluency, develops concise standard English sentences, balances a variety of sentence structures effectively.

Figure 4 Analytic Scoring of Writing (Capital Community College, 2001).

Summary

After reviewing the literature regarding teaching English language in Thailand, common problems in teaching English, especially in writing, teaching writing approaches, the national curriculum, and writing assessment, it found that Thai teachers need instruction approaches or models that can assist them in teaching writing; at the same time facilitate students to learn so that they can become competent learners as an ultimate goal. In addition, writing is considered the most difficult skill for Thai students. This may be because of the difference in the linguistic features between English and Thai languages that confuses Thai students and interferes with students' writing: with the translation of L1 used in L2 composition. Therefore, Thai students, especially low English proficiency, need teacher's guidance and explicit teaching at the very beginning stage. Subsequently, Gradual Release of Responsibility Model (GRR) will be a possible teaching writing approach that best fits with learners that strongly need teacher's assistance. Primarily, teacher needs to demonstrate how to use language effectively, provide tasks that are not too difficult for them and provide them a chance to collaboratively learn with classmates. Then, students will be confident to use the target language and ready to perform the task by themselves.

CHAPTER 3

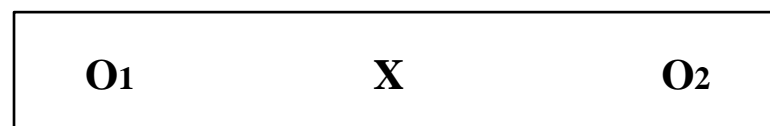
RESEARCH METHODOLOGY

This study was aimed at investigating the effects of Fisher and Frey's gradual release of responsibility model on students' writing ability and how it affected students' learning of writing. The chapter started with the research design, followed by population and sample. Then the research procedures and research instruments were discussed. The final part was the explanation of the data collection and data analysis.

Research Design

This study was mainly described as one-group pretest-posttest, quasi-experimental design. This study explored the effects of using Fisher and Frey's gradual release of responsibility model on students' writing ability and investigated learning of students' writing in the writing course implementing this model. In addition, both quantitative and qualitative data were collected to help answer the research question 2.

Figure 5 One-Group Pretest-Posttest Design



O means pretest-posttest of the study

X means the treatment of Fisher and Frey's gradual release of responsibility model

Quantitatively, the data obtained from the comparison of the students' pretest-posttest writing scores: before and after the treatment of Fisher and Frey's gradual release of responsibility model.

For the qualitative data, it obtained from teacher observations during the lessons and the semi-structure interviews of the participants after the treatment. Teacher observations were aimed to observe the learning and teaching activities occurring in the class as well as students' interactions to the tasks and peers in each stage of the model. It investigated students' learning process during the writing course. The interviews were used after the treatment for triangulating the information collected from teacher observations. It was used to explore students' learning process in this writing course using gradual release of responsibility model.

Population and Sample

1. The population in this research was the 150 tenth graded students who studied at Surasakmontree School and enrolled in E30231 Writing I subject in first semester, academic year of 2013. There were fourteen classes of tenth grade students at Surasakmontree school. However, the E30231 Writing I subject was only offered for tenth grade students who took Mathematic-English program, four out of fourteen classes.

2. The sampling design of this study used purposive sampling design.

The participants of this study were purposively selected from 150 tenth grade students who took Mathematic-English program. One particular class, out of four classes, was selected. There were approximately 31 students.

In the interviews, 6 students were chosen from 31 participants. The 6 participants represented: high proficiency level (2), moderate proficiency level (2),

and low proficiency level students (2). The participants' proficiency level was categorized based on the posttest mean scores. In this study the posttest mean scores was 20.13. Therefore, the participants' posttest scores which were higher than 20.13 were considered as high proficiency level. While, those who gained around 19-21 were considered as moderate proficiency level. Lastly, for those who gained lower than 20.13, were considered as low proficiency level.

Research Procedures

The study was divided into two phases: preparation phase and implementation phase as shown in the Figure 6 below.



Figure 6 Summary of Research Procedures

Phase 1: The development of the writing lesson using Fisher and Frey's gradual release of responsibility model

- 1.1 Conduct the literature reviews: theories, related documents, school policy and curriculum
- 1.2 Conduct needs analysis to find the preferred topics
- 1.3 Construct lesson plans and research instruments
- 1.4 Validate the effectiveness of the lesson plans and research instruments,
- 1.5 Pilot the lesson plans

Week 1-12



Week 1-12

Phase 2: The Implementation of Fisher & Frey's gradual release of responsibility model

- 2.1 Pretest: to examine students' writing ability before treatment
- 2.2 During the experiment
 - Conduct instruction
 - Observe students writing quality and interaction among peers
- 2.3 Posttest: to examine students' writing ability after treatment
- 2.4 Elicit students' opinions toward Fisher & Frey's gradual release of responsibility Model
- 2.5 Analyze the effectiveness of the model:
 - Compare the writing ability before and after taking Fisher and Frey's gradual release of responsibility model
 - Examine the writing improvement of students during the writing lesson both collaborative works and individual works.
 - Investigate students' learning writing from the writing lesson using Fisher and Frey's GRR Model from the interviews and observation checklist.

Phase 1: The development of the writing lesson using Fisher and Frey's Gradual Release of Responsibility Model

The first phase of the study involved reviewing related literature theories; related documents; school policy; and curriculum concerning teaching writing, then specifying the population and participants. The following step was conducting a needs analysis on the topics that students were interested in, and wrote lesson plans. After preparing the preliminary instructional tools, it was a validation process of the research instruments. Then, it was followed by a pilot study and instrument revision.

Phase 2: The Implementation of Fisher and Frey's Gradual Release of Responsibility Model

The second phase of the study involved five major steps of collecting data and analyzing the data. It took approximately 12 weeks: starting from pretest, classroom intervention, posttest, observations, interviews and finally data analysis.

2.1 Week 1

This phase started with providing students writing pretest to examine the writing ability. Students were asked to write a well-organized paragraph on the topics: "My favorite movie character". They were expected to provide a good topic sentence and supporting sentences with adequate details. The writing ability was evaluated by writing scoring rubrics (Oregon Department of education's Office, 2010), in terms of idea and content; organization; word choice; sentence fluency; and conventions. The total score was 30.

2.2 Week 2-9

This was an implementation of the model of Fisher and Frey in the writing class. Students were expected to learn four different genres of writing from week 2-9: descriptive, narrative, opinion, and comparison and contrast. The writing

topic came from students' Needs Analysis results in the phase one. Teacher conducted the writing class using Fisher and Frey's Model of Gradual Release of Responsibility. During the class intervention, teacher recorded the videos of student's learning and interaction among peers as well as teacher in class.

2.3 Week 10

After the experimental period, students were asked to do posttest of English writing test "My favorite movie character", which was the same test as the first week. Students were examined their writing ability as well as their improvement after the treatment. Teacher analyzed the effectiveness of the model by comparing the writing ability before and after taking Fisher and Frey's gradual release of responsibility model

2.4 Week 11-12

Teacher explicit the information from observation checklist and transcribed students' answers from the interviews. Teacher analyzed both qualitative and quantitative data from by using content analysis and frequency.

Research Instruments

The research instruments of this study were split into two major categories: Instructional tools and Data collection tools as follow:

1. Instructional Tools

The instructional tools used in this study were lessons plans and writing scoring rubrics. These tools were used during the treatment process.

1.1 The development of Writing Lessons

1.1.1 Needs Analysis

Needs analysis questionnaire was used to explore students'

interests in various topics. It was developed by the researcher. The topics in the questionnaires came from the review of English course books that had been used in tenth grade level at Surasakmontree School (See Appendix A). It was a 5-point Likert scale representing level of preference on each topic. It was used in the prior process of instructional experiment. In order to provide the writing topics that address students' preferences, the needs analysis was needed. The Needs analysis questionnaire was conducted among 20 tenth grade students in the first semester, academic year of 2012. The data were analyzed by using percentage. Table 4 below showed the results from the questionnaire.

Table 4

Results of Needs Analysis

Topics	Level of preference					No.
	1	2	3	4	5	
1. My Hero	-	-	25% (5)	65% (13)	10% (2)	1
2. Lifestyles	-	30% (6)	40% (8)	30% (6)	-	7
3. Adventure Time	-	15% (3)	15% (3)	55% (11)	15% (3)	2
4. Strange tales	10% (2)	10% (2)	75% (15)	5% (1)	-	5
5. Back to the future	-	45% (9)	30% (6)	10% (2)	15% (3)	9
6. Sport and recreation	20% (4)	5% (1)	5% (1)	45% (8)	25% (5)	4
7. My favorite place	-	15% (3)	25% (5)	50% (10)	10% (2)	3
8. Blue planet	5% (1)	10% (2)	45% (8)	40% (8)	-	6
9. Another Cinderella's Story	10% (2)	70% (14)	20% (4)	10% (2)	-	10
10. Entertainment	10% (2)	15% (3)	40% (8)	20% (4)	15% (3)	8

Eight out of ten favorable writing topics were chosen to be developed as a topic for each lesson plan. They were ranked number 1-8 from the highest percentage at level 4 and level 5 only. The results were as follows: My Hero, Adventure Time, My Favorite Place, Sport and Recreation, Strange Tales, Blue Planet, Lifestyles, and Entertainment, respectively.

1.1.2 Writing Topics and Genres

After the researcher got the eight favorable topics from the Needs Analysis, those topics were categorized into four different genres of writing which were: descriptive, narrative, opinion, and comparison and contrast. The four genres came from the review of English course books that had been used in tenth grade level as well as from Surasakmontree School's curriculum. The writing lessons started from descriptive paragraph which covered two topics of "My Hero" and "My Favorite place". The second genre was narrative paragraph which were "Strange tales" and "Adventure time". Third, it was opinion paragraph consisting of two topics: "Lifestyles" and "Entertainment". Fourth, it was comparison and contrast writing: "Blue planet" and "Sport and recreation".

Writing Genres	Topics
I. Descriptive	1. My Hero 2. My Favorite place
II. Narrative	3. Strange tales 4. Adventure time
III. Opinion	5. Lifestyles 6. Entertainment

Writing Genres	Topics
IV. Comparison and Contrast	7. Blue planet 8. Sport and recreation

1.2 Lesson Plans

1.2.1 The construct of the lesson plans

In this study the lesson plans were developed based on Fisher and Frey's Model (2008a) of Gradual Release of Responsibility which is divided teaching instruction into four stages: Focus lesson / "I do it", Guided Instruction / "We do it, Collaborative/ "You do it together", and Independent Practice/ "You do it alone". Since the writing course is a 1.0 credit hours, each lesson plans covered the content in two periods. The teaching steps in period one covered: Focus lesson, Guided Instruction, and Collaborative, whereas the second period covered Independent Practice. Figure 7 showed the adaptation of Fisher and Frey's Model (2008a) used in this study: it showed the responsibility in learning gradually moves from teacher's toward students' responsibility at the final steps of teaching. At the stage 2: Guided instruction and stage 3: Collaborative, it is called joint responsibility (Pearson & Gallagher, 1983) in which teacher and students shared the responsibility in teaching and learning. Teacher gradually hands on the responsibility to students during the collaborative stage. The teaching steps obviously shifted from teacher-oriented to learner-oriented. There were eight lesson plans all together in this study: they covered four different genres of writing which were descriptive, narrative, comparison and contrast, and opinion writing. However, since Fisher and Frey's GRR Model does not provide further elaboration on how to check students' competence whether they are ready to shift to next step, the table 5 was added in accordance with

overall view of what the class looked like and what happened in each stage including the teacher's role. In table 5, it presented a summary of teacher's and students' role that students were expected to participate in each teaching stage of the Gradual Release of Responsibility Model. Those activities and tasks were adopted from the model of Fisher and Frey and developed by the researcher. In each stage, the specific level of writing tasks: vocabulary level, sentence level, and paragraph level and learning activities such as whole class, group work and individual work were stated and described based on learning of the objectives in the lesson plan (See Appendix B and Appendix C).



Figure 7 Gradual Release of Responsibility Model adapted from Fisher and Frey's (2008a)

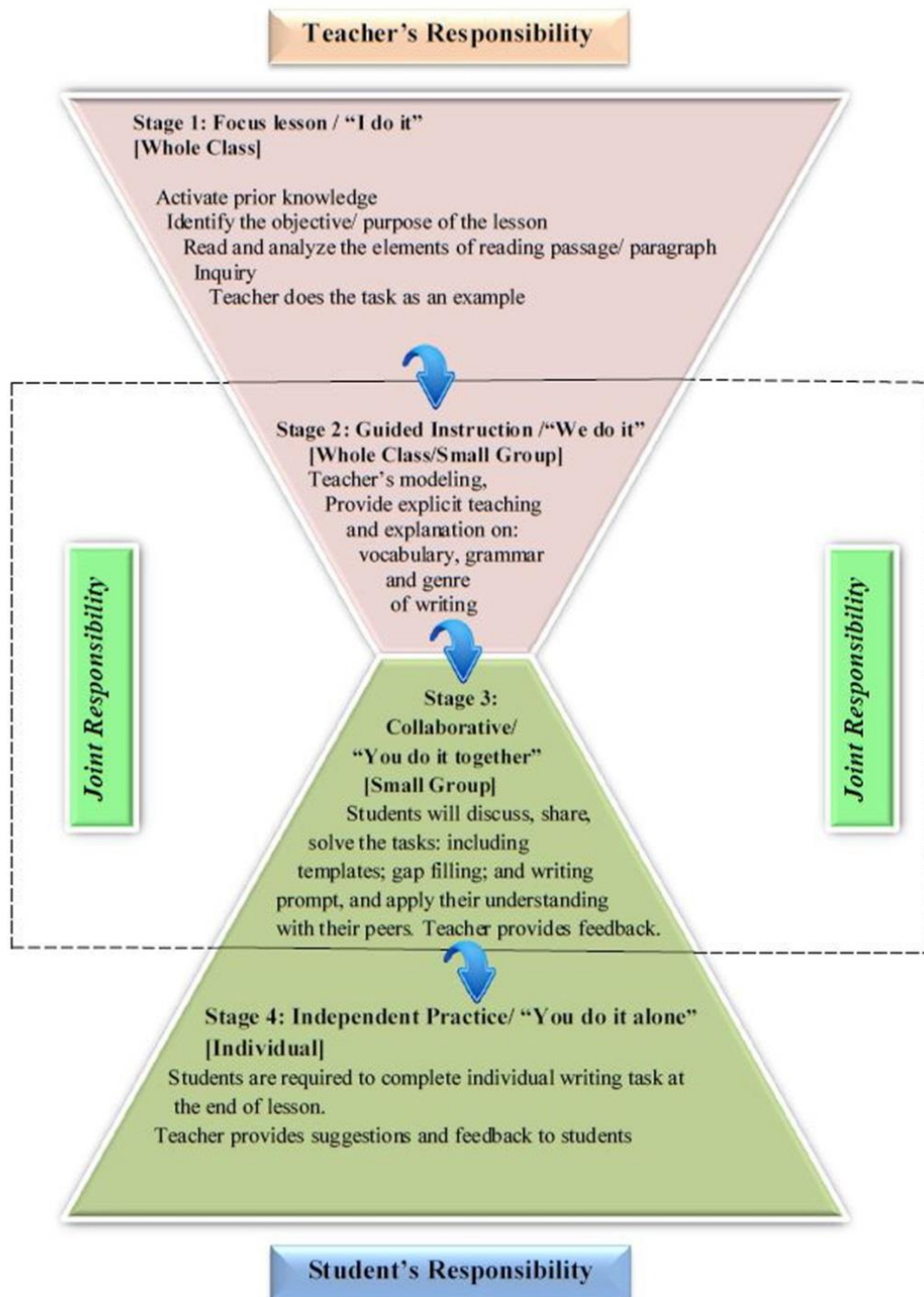


Table 5

Summary of Teacher's Role and Students' Role in Each Teaching Stage of Gradual Release of Responsibility Model

Four Stages of Fisher and Frey's Gradual Release of Responsibility Model	Teacher's role	Students' Role
Stage 1: Focus lesson / "I do it"	<ol style="list-style-type: none"> 1. establishes objectives of lesson 2. asks questions to check student understanding 3. reads aloud 4. demonstrates tasks 	<ol style="list-style-type: none"> 1. Students learn about vocabulary and grammar. 2. Students read short passage and answer the questions regarding the passage. 3. Students compose few sentences.
Stage 2: Guided Instruction / "We do it"	<ol style="list-style-type: none"> 1. works with students 2. checks student understanding, prompts, and cues 3. provides additional modeling 	<ol style="list-style-type: none"> 1. Students learn about vocabulary and grammar. 2. Students read the passage and answer the questions. 3. Students identify topic sentence, supporting sentences and other components. 4. Students write several sentences.
Stage 3: Collaborative/ "You do it together"	<ol style="list-style-type: none"> 1. provides feedbacks 2. determines students' level of understanding 3. moves along groups 4. clarifies confusion 	<ol style="list-style-type: none"> 1. Students work, discuss, plan, brainstorm and draft writing task together with their classmates. 2. Students gather and synthesize information from the available sources including classmates, teacher, dictionary, books, the Internet, etc. 3. Students work in group and compose a short paragraph.
Stage 4: Independent Practice/ "You do it"	<ol style="list-style-type: none"> 1. Provides support and feedbacks 2. determines students' 	<ol style="list-style-type: none"> 1. Students plan and draft their own writing task. 2. Students gather and

Four Stages of Fisher and Frey's Gradual Release of Responsibility Model	Teacher's role	Students' Role
it alone”	level of understanding 3. evaluates learning, based on learning objectives	synthesize information from the available sources including classmates, teacher, dictionary, books, the Internet, etc. 3. Students individually compose a paragraph.

1.1.2 The validation of the lesson plan

The validation of lesson plans was evaluated by three experts in the field of teaching writing and language assessment before the experiments. Two experts are in the field of Teaching English as a Foreign Language (TEFL) in university level. Another one is in the field of teaching English in secondary school level and has experiences in teaching writing more than ten years. The experts were asked to validate the appropriateness of a lesson plan entitled “My Favorite Place” (Lesson Plan 2) applying gradual release of responsibility, in terms of objectives, content, assessment and teaching procedures, by using the validation form (See Appendix D). The form used three-rating scale to indicate their opinions to each item as follow:

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

Item-Objective Congruence index (IOC) was used in this study to evaluate the lesson plans.

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

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

The IOC value suggested the appropriateness of the instruments. If it was higher than 0.50, it meant the instrument is appropriate. Whereas IOC was lower than 0.05, the instrument must be revised.

Table 6

The Items -Objective Congruence Index of Lesson Plan 2

Items	Experts' opinions			IOC
	1	0	-1	
1. Objectives/ Content/Assessment				
1.1 Terminal Objective: Students will be able to write a paragraph describing his/her favorite place.	3	-	-	1
1.2 Enabling Objectives:				
1. Use appropriately descriptive vocabulary to describe places.	3	-	-	1
2. Identify the topic sentence and supporting details from the passage.	3	-	-	1
3. Write a good topic sentence with supporting details in describing a place.	3	-	-	1
4. Write a paragraph describing his/her favorite place with the appropriate form of writing and provide ample information.	3	-	-	1

Items	Experts' opinions			IOC
	1	0	-1	
1.3 Content: Students use vocabulary describing his/her favorite place.	3	-	-	1
1.4 Assessment: Students write a paragraph describing his/her favorite place.	3	-	-	1
2. Teaching procedures				
2.1 Warm-up	3	-	-	1
2.2 Focus Lesson	2	1	-	0.67
2.3 Guided Instruction	3	-	-	1
2.4 Independent Practice	2	1	-	0.67
2.5 Conclusion	2	1	-	0.67
Mean Score of IOC				0.92

N = 3

From the table 6, it showed that the IOC of all items was higher than 0.50. Overall mean score of IOC of the Lesson Plan 2 was 0.92 (IOC > 0.50). It indicated that all three experts suggested this lesson plan was appropriate to be used. The expert also provided additional comments concerning this lesson as follows:

Expert A: In the lesson plan, teacher should provide more detail on the usage of “There is/ There are” as well as give the context along with the vocabulary.

Expert B: The Focus Lesson stage and Guided instruction stage were similar to each other.

Expert C: The writing task “Your favorite Place” were the same topic as the previous stage, students might find it boring. Plus, the directions should be more specific. For

example, it should give more specific detail on how students went to the place whom they went with or when they went.

Based on the expert comments, the researcher adjusted the explanation regarding grammar point into the lesson plan and the distinction between the Focus Lesson stage and Guided instruction in terms of learning outcomes. In the Guided instruction, students were able to form longer and complex sentences as well as identify the writing components.

1.1.3 The pilot study

After the revision of the lesson plan, the pilot study was conducted to check its appropriateness. The pilot study was conducted among 38 tenth grade students from one class of English-Math Program, studying at Surasakmontree School in second semester, academic year of 2012. After piloting, the research found that the lesson plan needed to be revised in the part of Guided instruction. The research added the writing templates assignment in order to let students have a chance to practice forming complete sentences before they moved to the group work session in the next stage. Moreover, the researcher also put the scoring card including scoring rubric at the back of worksheet in order to let students be aware of what are the criteria of evaluating students' writing as well as in what aspects the teacher expected from students' writing.

1.3 Writing Scoring Rubrics

The writing scoring rubrics in this study used the analytic scoring rubrics in five dimensions adapted from Oregon Department of Education's Official Scoring Guide, Writing 2010-2011 (2010). The five dimensions of the scoring rubrics were ideas and content, organization, word choice, sentence fluency,

and conventions. Each dimension had its scores ranging from 1 to 6. The total scores were 30. (See Appendix E) As the original scoring rubrics contains so many details that the researcher could not remember in order to judge students' writing product precisely, the researcher developed a separate sheet of scoring card, covering all five aspects of writing accompanied by the writing descriptions at excellent level (6 points). Therefore, the original scoring rubric was used when the researcher had questions regarding the characteristics of students work. The writing scoring rubrics was used from the very beginning of the data collection process toward the end in order to examine the students' writing ability before and after the treatment. (See Appendix F) After the revision of the lesson plan, a scoring rubric was printed and attached to students' worksheet as well as English writing test to inform students what are the criteria of assessing writing.

1.4 Writing Tasks

In each lesson, students were asked to write two paragraphs: one as a group work, another as an individual work. Totally, in this English Writing subject I students had to write 16 paragraphs: 8 group works and 8 individual works. The students' writings were graded by using five-dimension scoring rubrics adapted from Oregon Department of Education's Official Scoring Guide, Writing 2010-2011 (2010). The total score of each writing was 30. In order to find the consistency between two raters, Pearson Product-Moment correlation coefficient was employed to find the reliability. Students' four writing tasks from two lessons during the experimental period: "My Hero" and "My Favorite Place" (Descriptive paragraph) were selected to find the reliability between the two raters and represented 20% of the total students' writing products. In table 7, the results of Pearson Product-Moment of

the four tasks were 0.907, 0.910, 0.996, and 0.818 respectively. The correlation value indicated that there was a consistency in evaluating students' writing tasks.

Table 7

The Inter-rater-reliability of English Writing Tasks

Raters	Pearson Product-Moment			
	My Hero		My Favorite Place	
	Task1 (Group)	Task2 (Individual)	Task3 (Group)	Task4 (Individual)
R1 & R2	0.907	0.910	0.996	0.818

2. Data collection Tools

The data collection tools English writing test, observation checklist, and interview questions. These tools were used before the treatment and once again after the treatment to draw both quantitative and qualitative data.

2.1 English Writing Test

2.2.1 The construct of English writing test

The English writing test was used to measure students' writing ability before and after the treatment. The same English writing test was used as pretest and posttest. Students were required to write a well-organized paragraph on the topic: "My favorite movie character". They were expected to provide a good topic sentence and supporting sentences with adequate details. The genre of this writing test will be descriptive paragraph because most tenth grade students were more familiar with this type of writing. In addition, students had already gained some background knowledge in composing this type of writing from the English foundation courses provided in the lower secondary level. The writing ability was evaluated by writing scoring rubrics (Oregon Department of education's Office, 2010), 30 points,

in terms of idea and content; organization; word choice; sentence fluency; and conventions (See Appendix F).

2.2.2 The validation English writing test

The validation of English writing employed Item-Objective Congruence index (IOC). The three experts in the field of teaching writing and assessment were invited to evaluate the validity of this writing test. The validation form asked three experts to judge the appropriateness of the test in terms of tasks, direction and scoring system. For each item, the experts were asked to provide additional comments for further improvement of the instrument (See Appendix G).

Table 8

The Items -Objective Congruence Index of English Writing Test

Items	Experts' opinions			IOC
	1	0	-1	
1. Tasks	3	-	-	1
2. Directions	2	1	-	0.67
3. Scoring systems	2	-	1	0.33
Mean score of IOC				0.67

The overall IOC of all items was 0.67, higher than 0.50. It indicated that all three experts suggested the test was valid to be used. The expert also provided additional suggestions concerning this lesson as follows:

Expert C: Teacher might not need to give detailed information in the directions part. Scoring system was unclear and how students could gain 6,5,4,3... in each category e.g. idea and content, organization, etc.

From the expert's comment on the scoring system, the research added the full description of scoring rubrics and distributed to students. However, the scoring card attached to the writing test was still in use because it roughly provided some details of five-writing aspects of how teacher grade students' works, stating the highest scores and the excellent characteristics of writing. Moreover, it was easy to read and follow a short version of scoring rubric. Most importantly, students could go back and check what aspect they gain low or high scores which should allow students to compare their writing with the excellent characteristics of writing prescribed in the scoring card. For the directions of the test, it was essential to keep the details of the directions as it might be beneficial for some students, especially the struggled ones. They might need the directions as a clue to plan their writing, in mean time it could remind students what to write.

2.2.3 The pilot study

After the revision, the English writing test was conducted with 38 tenth grade students from one class of English-Math Program, studying at Surasakmontree School in second semester, academic year of 2012. Students had no problem understanding the directions. Plus, the detailed directions helped them in planning the writing as well as reminded them what the major writing components they had to cover were. The only thing that should adjust was the time of the test which should be extended to 60 minutes (from 45 minutes) as some students needed more time in planning their writing.

2.2.4 Testing Inter-rater reliability of English writing test

After the participants finished both pretest and posttest of

writing, the researcher and an alternative rater read and scored students' writing. In order to find consistency between the two raters, the inter-rater reliability was employed by using Pearson Product-Moment correlation.

Table 9

The Results of the Inter-rater Reliability from the Students' Writing Scores in Pretest and Posttest

Raters	Pearson Product-Moment	
	Pre-test	Post-test
R1 & R2	0.831	0.957

From the table 9, the Pearson correlation coefficient of the pretest was 0.831, and the posttest was 0.957 which were considered as consistent at high level. In short, the two raters were consistent in grading students' English writing test.

2.2 Observation checklist

2.2.1 The construct of Observation checklist

Observation checklist was used to gain qualitative data. The instrument was aimed to investigate students' responses showing their understanding of the content (vocabulary and grammar) and writing activities in class; and their learning process of writing English composition (pre-writing, writing, rewriting). The criteria in developing observation checklist came from Frey and Fisher's study of the instructional moves during Guided Learning (2010a); and from the adapted version of Fisher and Frey's Gradual Release of Responsibility Model (2008a) as mentioned in table 5. The students' responses were examined by observing students' responses to teacher's questions and writing activities. The classroom activities were recorded by

video recorder in order to reexamine some particular responses of the participants (See Appendix H).

2.2.2 The validation and reliability check of observation checklist

The validation

The validation of the instrument was used Item-Objective Congruence index (IOC). The three experts were invited to validate the instrument. The IOC mean score was 0.90, ($p > 0.50$) which indicated that the checklist was appropriate to use. (See Appendix I) There were some comments from an expert as follows:

Expert B: Some items need teacher's explanation, some items need clarification, and the consistency of the form needed to adjust.

Based on the expert's comment, the researchers adjusted all the items of checklist to be easy to capture students' responses. There were 12 items of observable behaviors. The next part of data analysis will describe how to analyze the content from the observation.

Inter-rater reliability

Inter-rater reliability was used to find the level of agreement among two observers. Another observer was invited to watch four video clips from each teaching stage and mark the checklist. Then the results from the checklist from two observers were calculated by using Cohen's Kappa. Cohen's Kappa value was 1.00 with $p < 0.001$, which was considered as perfect agreement.

2.2.3 The pilot study

After the revision, the research piloted it with tenth grade students who were not in the sample group. The checklist items were easy to capture students' responses. Nevertheless, in the first time filming the class intervention, there were some technical problems, especially with the audio which was mute. The research needed to redo the class intervention and all video recordings.

2.3 The interviews

2.3.1 The construct of interview questions

After the treatment, 6 students were purposively chosen to participate in the semi-structured interviews. The interviews were used to examine student's learning writing process in the writing course implementing a gradual release of responsibility. There are four interview questions. The interviews were conducted in Thai in order to allow the participants freely express their information. The interviews were audio recorded and later transcribed. The semi-structure interviews were employed to investigate how Fisher and Frey's gradual release of responsibility model benefited students' learning in terms of writing process.

2.4.2 The validation of interview questions

Three experts validated the appropriateness of the instrument by using Item-Objective Congruence index (IOC). The questions were evaluated by the experts (See Appendix L). The original questions in the interviews involved:

- 1) Which topics of writing do you like the most? Please specify the writing topic and provide your reasons.

- 2) Which activities in class do you like the most? Please provide your reasons.
- 3) What did you learn from each activities provided in class? Please provide more details in each activity as follow: I do it, We do it, You do it together, You do it alone.
- 4) What do you think about learn how to write after taking this course?

Table 10

The Items -Objective Congruence Index of Interview Questions

Interview Questions	Experts' opinions			IOC
	1	0	-1	
1. Which topics of writing do you like the most? Please specify the writing topic and provide your reasons.	3	-	-	1
2. Which activities in class do you like the most? Please provide your reasons.	1	1	1	0
3. What did you learn from each activities provided in class? Please provide more details in each activity as follow: I do it, We do it, You do it together, You do it alone.	1	2	-	0.33
4. What do you think about learn how to write after taking this course?	2	1	-	0.67
Mean score of IOC				0.25

From table 10, all questions needed to be revised as the mean score of IOC was lower than 0.50. There were some comments from the experts as follows:

Expert B: The questions seemed unclear. The questions needed to be revised.

Expert C: It looked like an open-ended questionnaire rather than an interview. The teacher needed to adjust it.

According to the expert's comments, the researcher adjusted the interview questions as the following:

The Revised Version of interview questions:

1. Which topics of writing do you like most? Why?
2. Which learning steps in the class do you like most?
Why?
3. What do think you learn from taking this writing course?
4. How do you find this writing course including the activities, classmates and teacher in the class help you complete the writing assignment?

There were additional questions after the three questions regarding the participants' learning writing which might be different from one another since they represented the three groups of the students: high proficiency level, moderate proficiency level, and low proficiency level. (See Appendix J), (See Appendix K)

2.4.3 The reliability of coding interviews

Pearson Product-Moment correlation was employed to find the inter-rater reliability of coding the interviews. The results suggested that two raters were consistent in coding the information.

Table 11

The Results of the inter-rater Reliability of Coding Interviews

Raters	Pearson Product-Moment
R1 & R2	0.821

2.4.4 The pilot study

The pilot study was conducted with students who were not from the sample group to check whether students understood the questions. The students had no problem in understanding the questions.

Data Collection Procedures

The data collection took approximately 12 weeks: starting from pretest, classroom intervention, posttest, interviews and finally data analysis. The table 12 showed the data collection in details.

Table 12

Summary of Data Collection Procedures

Week	Lesson/Content	Product
1	Pretest Writing	Pretest writing scores
2 - 9	Instructional process with four different types of writing:	Writing assignments:

Week	Lesson/Content	Product
	Descriptive: <ol style="list-style-type: none"> 1. My Hero 2. My Favorite place Narrative: <ol style="list-style-type: none"> 3. Strange tales 4. Adventure time Opinion: <ol style="list-style-type: none"> 5. Lifestyles 6. Entertainment Comparison & Contrast: <ol style="list-style-type: none"> 7. Blue planet 8. Sport and recreation 	Group writing and Individual writing
10	Posttest Writing	Posttest writing scores
11	Interviews Observation checklist	The learning of students' writing
12	Analyzing data	Quantitative and Qualitative data

Data Analysis

The data analysis involved both quantitative and qualitative data analysis. The table below showed the summary of data analysis divide by the two research objectives.

Table 13

Summary of Data Analysis

Research Questions	Type of Instrument	Type of Data	Data Analysis
RQ. 1 To what extent does Fisher and Frey's gradual release of responsibility model enhance tenth grade students' writing ability after learning	English writing test	Quantitative data	Descriptive Statistics: Mean scores, S.D., dependent t-test, Cohen's <i>d</i>
RQ. 2 How does Fisher and Frey's gradual release of responsibility model affect learning of students' writing?	Observation checklist, Interviews	Qualitative data	Content analysis and frequencies

1. The pretest-posttest scores were analyzed by mean scores, S.D., and dependent t-test to prove the hypothesis whether the score difference is statistically significant at a level of 0.5. Plus, the effect size of the treatment was calculated by using Cohen's *d*.

2. The pretest-posttest writing ability was analyzed by writing scoring rubrics in five aspects of ideas and content, organization, word choice, sentence fluency, and conventions. Each aspect had its score ranging from 1-6. The total score was 30.

3. The learning of students' writing was analyzed by content analysis and

frequencies. The researcher transcribed conversations and categorized the information from both interviews and observation checklist into category. There were two manuals of how to transcribe the content found from both observation checklist and interviews as the following:

3.1 Categories of Interview Findings

The criteria of key concept category was developed by the researcher on a basis of positive and negative effects of the model toward the learning of students, according to Fisher and Frey (2010b; Frey & Fisher, 2010) research on activation background, meaningful task, motivation and effective group work. There were two key concepts: “Advantage” and “Challenges”. The “Advantages” comprised of three sub-categories which were: improvement on knowledge of language; improvement on writing process; and motivation in learning writing and in becoming independent learner. While the “Challenges” had two sub-categories which were: task complexity and lack of cooperation in groups. The table 14 presented the key concepts and statements.

Table 14

Categories of Interview Findings

Key Concepts of Interview	Key Statements
Findings	
Advantages	
Improvement on Knowledge of Language	<ul style="list-style-type: none"> - Students learned the meaning of new vocabulary and could use it in appropriate context. - Students learned how to order groups of words

Key Concepts of Interview Findings	Key Statements
	<p>and knew their functions in a sentence.</p> <ul style="list-style-type: none"> - Students improved in using appreciate punctuations, spelling words and combing sentences. - Students could form complete sentences with appropriate tenses effectively.
Improvement on Writing Process	<ul style="list-style-type: none"> - Students planned their writing by brainstorming, asking questions with peers or teachers. - Working in groups helped students gather and select ideas and arrange the information. - Provided writing templates and guidelines enhanced students' skills in developing an outline/draft. - With teacher's feedback, students could improve / edit and revise their writing. - Students considered their writing skill was improved after practicing drafting, writing, and revising. - Students knew their strengths and weakness in writing and knew how to strengthen them.
Motivation in learning	<ul style="list-style-type: none"> - Students were confident to complete the task by

Key Concepts of Interview Findings	Key Statements
writing and in becoming independent learner	themselves. - Students preferred to work independently. - Students liked learning writing English. - Students would like to improve their writing skill in the near future. - Students wanted to do more complex/ or various kind of writing tasks.
Challenges	
Task Complexity	- Tasks were too difficult or too many to finish. - Students did not know what to write. - Students could not finish the tasks in time.
Lack of Cooperation in Groups	- Students were not willing to discuss, brainstorm and share ideas in group. - Some students did not fully participate in the activities.

3.2 Coding for Observation Checklist

The table 15 presented the manual of how to code the observation checklist. To check students' responses and understanding when they studied was a key of diagnosis strategies according to Van de Pol, et al. (2010). Students' responses were examined through the activities they worked on: as a whole

class, in group, and independently based on the learning objectives stated in the each lesson plan. The observers marked “Yes”, count as 1, if they noticed one or more observable behaviors as prescribed in the manual. On the other hand, they marked “No”, if they did not notice any.

Table 15

Coding for Observation Checklist

Teaching Stage	No.	Description
Focus lesson / “I do it”	1	<p><i>Students give the definition of vocabulary in Thai. /Students give vocabulary or phrases as examples to show their understanding.</i></p> <ul style="list-style-type: none"> - Observers check “Yes” when they see the learners response as follows: <ol style="list-style-type: none"> 1) give meaning of vocabulary in Thai. 2) give an example of the vocabulary with a context. - Observers check “No” when they do not see the above responses.
	2	<p><i>Students complete couple sentences by adding words or phrases learned from the lesson.</i></p> <ul style="list-style-type: none"> - Observers check “Yes” when they see the learners response as follows: <ol style="list-style-type: none"> 1) give sample of words or phrases to fill in the gap. 2) form sentences from given vocabulary. - Observers check “No” when they do not see the above responses.
Guided Instruction / “We do it”	3	<p><i>Students can identify topic sentence from given passage and fill in the organization chart.</i></p> <ul style="list-style-type: none"> - Observers check “Yes” when they see the learners response as follows: <ol style="list-style-type: none"> 1) spot a topic sentence from given paragraph. 2) write topic sentence into the given chart. - Observers check “No” when they do not see the above responses.
	4	<p><i>Students can identify supporting sentences and fill in the organization chart.</i></p>

Teaching Stage	No.	Description
		<ul style="list-style-type: none"> - Observers check “Yes” when they see the learners response as follows: <ol style="list-style-type: none"> 1) Identify supporting sentences from the paragraph. 2) Write supporting sentences in the given chart. - Observers check “No” when they do not see the above responses.
	5	<p><i>Students can identify concluding sentences and fill in the organization chart.</i></p> <ul style="list-style-type: none"> - Observers check “Yes” when they see the learners response as follows: <ol style="list-style-type: none"> 1) identify supporting sentences from the paragraph. 2) write supporting sentences in give chart. - Observers check “No” when they do not see the above responses.
	6	<p><i>Students can use given information to complete writing templates or a paragraph by adding words, filling phrases and forming complete sentences.</i></p> <ul style="list-style-type: none"> - Observers check “Yes” when they see the learners response as follows: <ol style="list-style-type: none"> 1) add words or phrases to complete writing templates or a paragraph. 2) write complete sentences by using given vocabulary. - Observers check “No” when they do not see the above responses.
<p>Collaborative/ “You do it together”</p>	7	<p><i>Students work in groups, brainstorming ideas, information / Students ask peers or teacher questions or discuss the topic.</i></p> <ul style="list-style-type: none"> - Observers check “Yes” when they see the learners response as follows: <ol style="list-style-type: none"> 1) brainstorm ideas in group. 2) ask peer or teacher regarding the task when they don’t understand . 3) discuss the topic in group. 4) suggest opinions - Observers check “No” when they do not see the above responses.

Teaching Stage	No.	Description
	8	<p><i>Students explicitly write an outline in their worksheet. /Students write title, topic sentence, supporting details, or conclusion in the worksheet.</i></p> <ul style="list-style-type: none"> - Observers check “Yes” when they see the learners response as follows: <ol style="list-style-type: none"> 1) draft an outline in their worksheet as a group work. 2) start writing the draft with topic sentence, followed by supporting details, and conclusion in the worksheet. - Observers check “No” when they do not see the above responses.
	9	<p><i>Students asks peers, teacher for comments, suggestion./ Students look for definition and example of words, phrases in paper dictionary, online dictionary or the Internet.</i></p> <ul style="list-style-type: none"> - Observers check “Yes” when they see the learners response as follows: <ol style="list-style-type: none"> 1) ask peers or teacher for comments or suggestion regarding the writing product. 2) consult their peers when they struggle with the task. 3) look at paper dictionary when they don’t know vocabulary’s definition or its function. 4) look up in the Internet for sample usage of particular vocabulary. - Observers check “No” when they do not see the above responses.
<p>Independent Practice/</p> <p>“You do it alone”</p>	10	<p><i>Students explicitly write outlines in their own worksheet./ Students write title, topic sentence, supporting details , or conclusion in their own worksheet.</i></p> <ul style="list-style-type: none"> - Observers check “Yes” when they see the learners response as follows: <ol style="list-style-type: none"> 1) individually draft an outline in their worksheet. 2) start writing the draft with topic sentence, followed by supporting details, and conclusion in their own worksheet. - Observers check “No” when they do not see the above responses.

Teaching Stage	No.	Description
	11	<p><i>Students ask teacher for comments, suggestion. /Students consult their peers. /Students look for definition and example of words, phrases in paper dictionary, online dictionary, the Internet.</i></p> <ul style="list-style-type: none"> - Observers check “Yes” when they see the learners response as follows: <ol style="list-style-type: none"> 1) ask peers or teacher for comments or suggestion regarding the writing product. 2) consult their peers when they struggle with the task. 3) look at paper dictionary when they don’t know vocabulary’s definition or its function. 4) look up in the Internet for sample usage of particular vocabulary. - Observers check “No” when they do not see the above responses.
	12	<p><i>Students individually write a paragraph on their selected topic.</i></p> <ul style="list-style-type: none"> - Observers check “Yes” when they see the learner write a paragraph as an individual work. - Observers check “No” when they do not see the above responses.

Summary

This study was a quasi- experimental research. It was aimed at investigating the effects of Fisher and Frey’s gradual release of responsibility model on students’ writing ability and how it affects students’ learning of writing. The research was conducted with 31 tenth grade students at Surasakmontree School. Students had their writing ability evaluated by using pretest and posttest English writing test. Later, the learning of students’ writing was investigated by the observation checklist and interviews. The findings of this study will be presented in the next chapter.

CHAPTER 4

FINDINGS

This chapter presents the results from the study of effects of Fisher and Frey's Gradual Release of Responsibility Model (GRR) on English writing ability of tenth Grade students. In this section, the results were presented in two parts based on the research questions as follow:

1. To what extent does Fisher and Frey's Gradual Release of Responsibility Model (GRR) enhance tenth grade students' writing ability after learning?
2. How does Fisher and Frey's Gradual Release of Responsibility Model (GRR) affect students' learning of writing?

Part One: To what extent does Fisher and Frey's Gradual Release of Responsibility Model (GRR) enhance tenth grade students' writing ability after learning?

1. Students' Writing Ability

To probe the research question 1, the research instrument that was used to measure students' writing ability was a pretest and posttest of writing English developed by the researcher. Students were asked to write a well-organized paragraph about his/ her favorite movie character. The students' writing ability was evaluated by using writing scoring rubrics (Oregon Department of education's Office, 2010), in terms of idea and content; organization; word choice; sentence fluency; and

conventions. The score ranged from 1-6 for each aspect. The total score was 30 points. The table 16 showed the comparison mean scores between before and after treatment.

Table 16

Comparison of The Pretest and Posttest Scores of The Students

(Total score =30)

	n	Min	Max	Mean	S.D.	Mean	t	Sig.(2-tailed)
						Difference		
Pretest	31	8	18	13.13	2.513	7.000	9.644	.000*
Posttest	31	10	29	20.13	4.660			

From table 16, the students' pretest mean score was 13.13 (S.D. = 2.513), with the lowest score of 8 and the highest score of 18. Whereas, the posttest mean score was 20.13 (S.D. = 4.660), with the lowest score of 10 and the highest score of 29. The mean difference was 7.000, and the t-value was 9.644. It showed that the posttest scores are significantly different at 0.05 level ($p < 0.05$). Therefore, the hypothesis saying that students' posttest scores are higher than pretest scores after the treatment was accepted.

In addition, the researcher employed Cohen's d to calculate the magnitude of effect size of Fisher & Frey's gradual release of responsibility model on students' writing ability. According to Cohen (1998), the interpretation of the effect size value was classified as follow:

<i>d</i>	Interpretation
0.0-0.1	No Effect
0.2-0.4	Small Effect
0.5-0.7	Moderate Effect
$0.8 \geq 1$	Large Effect

Table 17

The Effect Size of Fisher and Frey's Gradual Release of Responsibility Model (GRR)

Cohen's <i>d</i>	Effect Size
1.87	Large

From the table 17, The Cohen's *d* value was 1.87 which was higher than 0.8. It indicated that it had a large effect. In short, Fisher and Frey's gradual release of responsibility had a strong effect in enhancing students writing ability.

In summary, the posttest mean scores of English writing test after the treatment were significantly higher than pretest mean scores. It suggested that Fisher and Frey's Gradual Release of Responsibility Model (GRR) improved student's writing ability.

Additional findings from the effects of Fisher and Frey's Gradual Release of Responsibility Model (GRR) on English writing ability.

In this part, it showed how much progress students gained from learning writing in terms of 1) idea and content; 2) organization; 3) word choice; 4) sentence fluency; and 5) conventions based on the scoring rubric used in this study (Oregon

Department of education's Office, 2010). Plus, it revealed some significant emerging features that were found from students' posttest of writing.

1) Students' Writing Improvement

This section presented the comparison between pre-posttest mean scores of writing in each aspect: 1) idea and content; 2) organization; 3) word choice; 4) sentence fluency; and 5) conventions. The figure 8 showed the differences of pretest-posttest mean scores and the percentages of gain score divided by five aspects of writing based on scoring rubrics (Oregon Department of education's Office, 2010). The pretest mean scores of idea and content, organization, word choice, sentence fluency, and conventions were: 3, 2.6, 2.7, 2.5, and 2.6, respectively. The posttest mean scores of each aspect were as follows: idea and content was 4.6, organization was 4.0, word choice was 3.9, sentence fluency was 3.9, and convention was 3.5. Then when they were compared with the pretest mean scores of each aspect, it revealed that they were all higher.

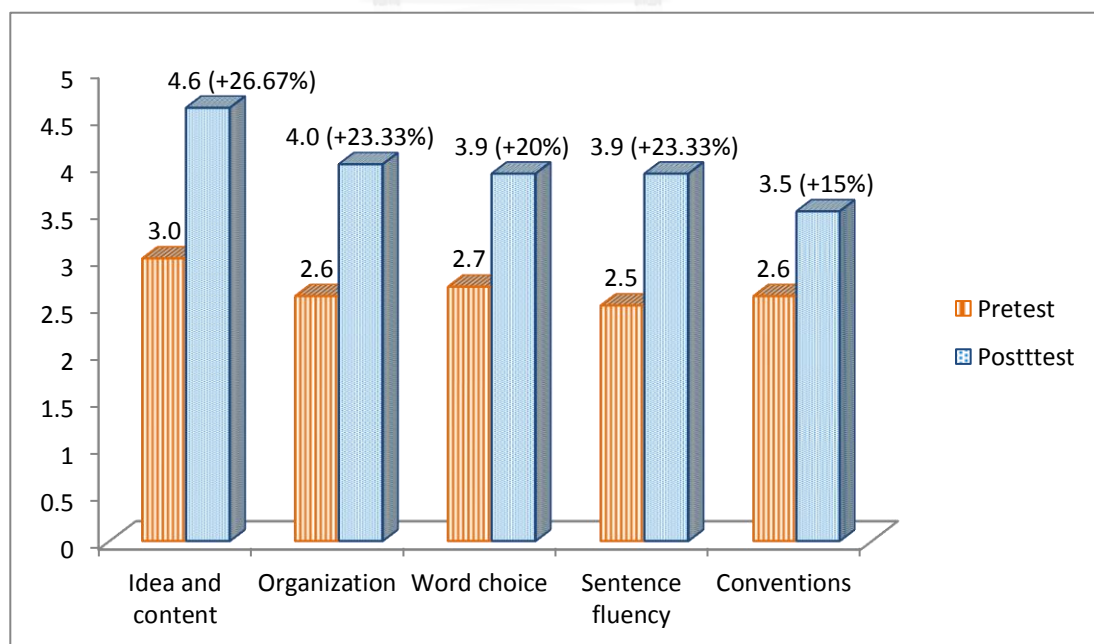


Figure 8 Differences of Pre-Posttest Mean Scores Regarding Five Aspects of Writing

From the figure 8, it showed that after learning, students gained higher scores in all aspects. Students gained a 26.67% increase in idea and content, 23.33% in organization, 23.33% in sentence fluency, 20% in word choice, and 15% in conventions. This concluded that overall students' writing ability in each aspect increased. Idea and content (26.67%) was the highest percentage gain score, followed by organization (23.33%) and sentence fluency (23.33%), respectively.

2) Students' Writing Analysis

This presented the writing analysis of students' writing before and after treatment. The table below showed a comparison between pre-posttest students' writing in terms of five aspects: idea and content; organization; word choice; sentence fluency; and conventions.

Table 18

Summary of Students' Writing Analysis Based on Five Aspect of Writing

Writing Aspect	Pre-test	Post-test
Idea and content	<ul style="list-style-type: none"> - Mostly, main idea was quite understandable in easy and cliché sentences. - Relevant detail and elaboration were limited and off-topic. Students mostly use simple sentence with no and or limited specific detail. 	<ul style="list-style-type: none"> -The main idea and topic were understandable with various pattern of writing. -Students attempted to provide more detail in each particular topic, though they sometimes were inconsistent with the topic.

Writing Aspect	Pre-test	Post-test
Organization	<p>-The writing lacked a clear organization structure and missed essential components, e.g. topic sentence, concluding sentence, and limited effective transitional words.</p> <p>-The paragraph was too short to show students' organization skills.</p> <p>Samples of students' topic sentences:</p> <p>- <i>"He name is Jack Dowson."</i></p> <p>- <i>"The robot name's Doraemon."</i></p>	<p>-The writing provided clear and focused organization structure.</p> <p>Most writings started with topic sentence, followed by a body, and a conclusion.</p> <p>- Although, organization was somewhat predictable, it showed students' attempts to organize clear writing sequence with some transitional words that help readers follow the paragraph.</p> <p>Samples of students' topic sentences:</p> <p>- <i>"Jack's (the) character in the movie Titanic."</i></p> <p>- <i>"Doraemon is a robotic cat from the future."</i></p>
Word choice	<p>-The variety of vocabulary was limited as the writing was too short to demonstrate students'</p>	<p>- Students used words and expression that could capture reader's attention, although</p>

Writing Aspect	Pre-test	Post-test
	<p>skills. The vocabulary could not capture reader's impression and could not provide a clear image of the character students described.</p> <p>-Some vocabulary was inappropriate and distracted the reader and /or changed the whole meaning of the passage.</p> <p>Samples of students' sentences:</p> <p>- "He can impersonates."</p> <p>- "He kiddie."</p> <p>- "He is struggle to help the mother with his role"</p>	<p>misused words occasionally appeared.</p> <p>-More variety of vocabulary used that vividly depicted the character's appearances and personality.</p> <p>Samples of students' sentences:</p> <p>- "He is kind, funny, and fussy because he always take(s) care of Nobita."</p> <p>- "I like Conan because he is a detective who is very talented."</p> <p>- "I like Pooh because (he) is cute, generous, honest and cuddly."</p>
Sentence fluency	<p>-The writing tended to use simple sentence structure (e.g., subject-verb or subject-verb-object) and repetitive sentence patterns with limited cohesive</p>	<p>-The writing tended to have a good control over simple sentence structures, but there was little control over more complex sentences. There were</p>

Writing Aspect	Pre-test	Post-test
	<p>devices.</p> <p>-There were frequent awkward sentences, fragments and run-ons.</p> <p>Samples of students' sentences:</p> <p><i>- "I like Doraemon because it's interesting. I like Doraemon because it's generous"</i></p>	<p>attempts at compound and complex sentences.</p> <p>-There were frequent fragments and run-ons.</p> <p>Samples of students' sentences:</p> <p><i>- "I like it because it is a cartoon character to help others and to teach people to be responsible."</i></p>
Conventions	<p>-The writing had frequent errors of punctuations, inconsistent use of capitalization.</p> <p>-Major grammar errors, e.g. subject-verb agreement, tenses, were frequently found and interfered with readability and meaning.</p> <p>-Spelling errors distract the reader.</p>	<p>-The writing had some control over writing conventions, though frequent errors of punctuations, inconsistency use of capitalization occurred.</p> <p>- Grammar errors (e.g. subject-verb agreement, tenses did not conjugate) , the writing conventions distracted the reader, but did not interfere with meaning.</p>

Writing Aspect	Pre-test	Post-test
	<p>Samples of students' sentences:</p> <p>- <i>"I like him because he like(s) to help people and sacrifice."</i></p> <p><i>"He 'waer' glasses."</i></p> <p>- <i>"But 'thay' are not with live because his wife is die."</i></p> <p>- <i>"His life to the poor."</i></p>	<p>-Common misspellings occurred.</p> <p>Samples of students' sentences:</p> <p>- <i>"I hope I'll (be) intelligent like her when I read many books."</i></p> <p><i>"I like Iron Man (Tony Stark) because he is (the) super hero to save the world from harm and he is strong to fight from enemy for everyone in the world."</i></p>

2.1 Development in Writing Longer and Complex Sentences

Overall, students attempted to create longer and complex sentence patterns, instead of monotonous patterns. In pre-test writing, students simply wrote at least five simple sentences with inadequate elaboration, whereas the post-test writing had variation in sentence structure, longer paragraphs and more complex sentences showing their control over sentence structure. For example, one student wrote *"Mabel is a bouncy, energetic, and optimistic and she claims to have shown a*

natural gift for art since she was two.” in her post-test writing. However, in her pre-test writing she wrote only *“Mickey Mouse is mild. Overall Mickey Mouse is good boy. I like and love Mickey Mouse”*. From this student’ writing sample it showed that there was a repetition of using *“Mickey Mouse”* instead of using pronoun *“he”* and joining the two independent sentences together. In addition, overall students tended to use more various transitional words to combine clauses, for example *“And secondly because she was a lovely, hospitable and kind to everyone, even if they are not human.”* Another sample was *“More important, he has a scar on him forehead as a bolt”*.

2.2 Improvement in writing organization

Most students’ post-test writings tended to have better writing organization. They started their paragraph, followed by supporting detail and ended with concluding sentence. Generally, many students started a paragraph with these sample sentences: *“My favorite movie/ cartoon character is...”*, *“The character I liked was...”* or *“...is my favorite movie character”*. For adding supporting details, many students knew how to use transitional words such as *“In addition”*, *“Also”*, *“Moreover”*, *“In conclusion”*, etc., to signal additional information or new topics. Obviously, many students’ writings ended the paragraph with a good concluding sentence, sometimes very creative. For example, *“For these reasons, I love him and hope to meet someone like him.”* Another example, *“Therefore, I think Doraemon is not only an ordinary cat!. He is a hero for me.”*

2.3 Improvement in Providing Substantial Detail

In providing supporting details, students’ attempts to give long

and complex supporting detail were obviously noticeable when compared with the pretest ones. It found that many students tried to form adequate information with various use of vocabulary regarding one particular topic in order to make their writing more interesting and capture the audience's attention. Some samples of students' writing were presented here: *"Doraemon is 22nd century, comes to Nobita's home for change(ing) Nobita's future. Then Doraemon comes to Nobita's home for long time."* Another sample, *"My favorite animation character is Jack Frost from Rise of the Guardians. Jack Frost has short 'brond' hair and blue eyes. He is funny, kind, handsome and brave..."*

Part Two: How does Fisher and Frey's gradual release of responsibility model affect students' learning of writing?

2. Students' Learning of Writing

In order to answer the research question 2, the instruments employed to investigate students' learning of writing was the observation checklist and the interviews. The observation checklist was used to investigate students' responses showing their understanding of the content (vocabulary and grammar) and writing activities in class. Four video recordings of four teaching stages were examined. Semi-structured interviews were used to study how the model affects their learning writing. The interviews were conducted with 6 selected participants representing those who had high, moderate and low English proficiency. The following part will provide the results in detail from the two instruments.

Results from Observation Checklist

The observation checklist was used to investigate students' responses showing their understanding of the content (vocabulary and grammar) and writing activities in class. The observation checklist was developed based on the adapted version of Fisher and Frey's Gradual Release of Responsibility Model (GRR) (2008a) and from Frey and Fisher's study of the instructional moves during Guided Learning (2010a). The checklist tried to capture students' responses during the class and writing activities. It investigated whether students understand the content taught in class as well as are able to transfer the knowledge into their group work and finally can do individual writing tasks or not. The researcher paid attention to learners' observable positive responses. The four videos from "My Favorite Place", a descriptive paragraph lesson, were examined. "My Favorite Place" lesson was selected because it was the second topic of descriptive paragraph and the second time that students learned about descriptive writing. Students should have been more familiar with the genre and at some degree already mastered this type of writing. The table 19 below presented the results from the observation checklist.

Table 19
Total Number of Student's Responses

Item	Description	Students' responses showing their understanding	
		Yes =1	No =0
I. Focus lesson / "I Do It"			
1	Students give the definition of vocabulary in Thai. /Students give vocabulary or phrases as examples to show their understanding.	1	
2	Students complete couple sentences by adding words or phrases learned from the lesson.	1	

Item	Description	Students' responses showing their understanding	
		Yes =1	No =0
II. Guided Instruction / "We do it"			
3	Students can identify topic sentence from given passage and fill in the organization chart.	1	
4	Students can identify supporting sentences and fill in the organization chart.	1	
5	Students can identify concluding sentences and fill in the organization chart	1	
6	Students can use given information to complete writing templates or a paragraph by adding words, filling phrases and forming complete sentences.	1	
III. Collaborative/ "You do it together"			
7	Students work in groups, brainstorming ideas, information / Students ask peers or teacher questions or discuss the topic.	1	
8	Students explicitly write an outline in their worksheet. /Students write title, topic sentence, supporting details, or conclusion in the worksheet.		0
9	Students asks peers, teacher for comments, suggestion./ Students look for definition and example of words, phrases in paper dictionary, online dictionary or the Internet.	1	
IV. Independent Practice/ "You do it alone"			
10	Students explicitly write outlines in their own worksheet./ Students write title, topic sentence, supporting details , or conclusion in their own worksheet.		0
11	Students ask teacher for comments, suggestion. /Students consult their peers. /Students look for definition and example of words, phrases in paper	1	

Item	Description	Students' responses showing their understanding	
		Yes =1	No =0
	dictionary, online dictionary, the Internet.		
12	Students individually write a paragraph on their selected topic.	1	
Total students' positive responses		10	

The meaning of the students' positive responses

Number of "yes" responses	Meaning
11 – 12	Very Good
9 – 10	Good
7 – 8	Fair
6 -5	Weak

From table 19, it presented the total number of students' positive responses showing their understanding of the content and writing tasks they were asked to complete. To analyze the data from the checklist, the observer noticed the responses of students in each item and each teaching stage and counted as 1 if students explicitly showed their responses. For instance, in Focus Lesson, if one or two students were able to form a couple of sentences from given vocabulary, it counted as 1. Ten responses out of twelve were counted as students' positive responses. There were two items which were not observed because the camera did not capture when the students worked on their outlines. As one camera was set at the back of the classroom, when students worked in group and alone, the camera could not reach out and record observable responses such as item 8 and item 10: "Students explicitly write outlines in their own worksheet.", or "Students write title, topic sentence, supporting details, or

conclusion in their own worksheet.” In conclusion, from the above results, it could be indicated that the students’ responses were at good level. The below excerpts were the conversation between teacher and students.

Excerpt conversations between teacher and students

Excerpt 1: Focus Lesson

ครู: “อ๊ะ ถ้าครูลองแต่งประโยค อย่าง It looks” (นิ้วชี้ไปที่กระดานที่มีคำศัพท์)

นักเรียน (ทั้งห้อง): “Modern”

ครู: “อ๊ะ อะไรได้อีกคะ It looks”

นักเรียน (ทั้งห้อง): “Clean”

ครู: “งั้นครูเปลี่ยนใหม่ เป็น It smells.... (clean) ได้ไหมคะ”

นักเรียน (ทั้งห้อง): “ได้ค่ะ / ได้ครับ”

Teacher: “Well, if I try to form a sentence, for example “**It looks**”

(Teacher points at vocabulary on the board)

Students (whole class): **Modern**

Teacher: “What else? **It looks**”

Students (whole class): “**Clean**”

Teacher: “Well, **if change it to “It smells....(clean)”, can I**”

Students (whole class): “**Yes.**”

In excerpt 1, it showed the teacher’s role in using questions to check students’ understanding. Teacher asked students to form a sentence by using the vocabulary from the worksheet.

Excerpt 2: Guided Instruction

ครู: “ลองแยกดูสิคะว่าประโยคไหนใน paragraph เป็น topic sentence กับ supporting sentences บ้าง ในตารางนี้นักเรียนเติมได้หรือยัง”

นักเรียน (ทั้งห้อง): ได้แล้ว

ครู: “ขอหนึ่งคนค่ะที่ออกมาเติมส่วน supporting sentences”

(นักเรียนคนหนึ่งตอบคำถาม)

นักเรียน:“There are many trees in the park. Some trees are tall, and some trees are short. There are many yellow and red flowers in the park, too”

Teacher: “Try to analyze (writing components), **which sentence in the paragraph is the topic sentence and which ones are supporting sentences.**

Have you filled in the chart, yet?”

Students (whole class): Yes, I have.

Teacher: “Can I have one volunteer to complete the supporting sentences part?”

(one student volunteers)

Student:“**There are many trees in the park. Some trees are tall, and some trees are short. There are many yellow and red flowers in the park, too**”

In excerpt 2, teacher used prompting using templates and checking students' understanding of writing components: topic sentence and supporting details. The student could give correct answer showing his/ her understanding.

Excerpt 3: Collaborative

นักเรียนกลุ่มหนึ่งถามครูเกี่ยวกับการเขียนโครงร่าง

ครู: “แล้วยังไงคะ...เกิดอะไรขึ้นล่ะ ที่ไหน อย่างไร”

นักเรียน1: “อันนี้อะคะ ที่เป็น Background (of the story) ก็คือว่าเราเล่นเครื่องเล่นด้วยกัน แต่ว่าพอจะบอกว่าเล่นเครื่องเล่นอะไรบ้าง หนูจะเอาไปเขียนใน Middle (of the story)”

ครู: “อ้อ โอเคคะ ส่วน Background จะเป็นตัวบอกเฉยๆนะว่าเรื่องเกิดขึ้นที่ไหนอย่างไร”

นักเรียน2: “แล้วที่พวกหนูเขียนแบบนี้ให้เป็นส่วน Beginning (of the story)”

(นักเรียน2 ชี้ไปที่หน้าที่เขียนโครงร่าง)

ครู: “.....โอเค ”

(ครูชี้ไปที่ข้อความในโครงร่าง)

ครู: “ตรงนี้ต้องใช้คำว่า...is located in นะคะ in อะไรคะ”

นักเรียน 2: “in รังสิต”

นักเรียน 1: “แล้วก็ตอนท้ายก็บอกว่าพ่อของแนนพาพวกหนูกลับ....” (นักเรียน1 ชี้ไปที่โครงร่าง)

ครู: “อะได้ค่ะ...”

A group of students asks teacher about their outline.

Teacher: “Then, what happened, where and how?”

Students1: “**Here. For Background (of the story), we write that we played theme park attractions together. Then, when we describe what theme park attractions we played in detail, we will put it in the Middle (of the story) part.**

Teacher: “Mmm..I see. The Background (of the story) will tell how and when the story happened.”

Student2: “**And how about what we wrote here as the Middle (of the story)?**”

(Students 2 points at the outline)

Teacher: “...OK.”

(Teacher points at a sentence in the outline)

Teacher: **“Here....you must say ‘(it) is located in...’ in what....?”**

Students2: **“in Rangsit”**

Student1: **“And in the last part, we say that Nan’s father took us back (home)...”**

(Students 1 points at the outline)

Teacher: **“Mmm..OK.”**

In excerpt 3, the teacher only acted as a facilitator or monitor in the classroom, while students worked in group together. When they wanted some clarifications, they sought for the teacher’s help. The teacher only gave those students suggestions and corrective feedback on their outlines. From the excerpt 3, it showed that students learned how to draft their writing paragraph: it consisted of background, middle and end of the story.

Excerpt 4: Independent Practice

(นักเรียน1 กำลังเขียนงานเดี่ยวของตัวเองอยู่ นักเรียน1ถามนักเรียน2 ที่นั่งอยู่ข้างๆ)

นักเรียน1: “เสียงรายนี้เขียนยังไง Ch...”

นักเรียน2: “Ch-ai-ng แล้วก็ R-a-i”

นักเรียน1: “Ch-ai-ng -R-a-i”

(นักเรียน3 เดินผ่านมา)

นักเรียน3: (หัวเราะ) “อะไรอะ!...บอย”

นักเรียน2: (หัวเราะ)

นักเรียน1: (หัวเราะ) “อ้าว...บอยนี่ฟังไม่ได้เลยนะ”

(นักเรียน1 เปิดโทรศัพท์มือถือเช็คการสะกดคำ)

นักเรียน1: “นี่ไง Chiang Rai ต่างหาก”

(นักเรียน1 เปิดกลับไปดูตัวอย่างการเขียนในแบบฝึก ซึ่ข้อความในแบบฝึกหัดแล้วถามนักเรียน3)

นักเรียน1: “ We were worried about him...นี่คือยังไงอะ”

นักเรียน3: “ก็เราเป็นกังวลเกี่ยวกับเขาไง”

นักเรียน1: “นั่นถ้าเค้าเขียนว่ากังวลว่าพี่สาวจะหายไปก็ใช้ประมาณนี้ได้ใช่ไหม?”

นักเรียน3: “อืม...ใช่ๆ ก็คล้ายๆอย่างนั้นแหละ”

(A student1 is writing an individual work. She asks her friend who sits next to her.)

Student1: “**How do you spell Chiangrai?**”

Student2: “Ch-ai-ng, then, R-a-i”

Student1: “Ch-ai-ng -R-a-i”

(Student3 passes by.)

Student3: (laughter) “What!.. Boyd?”

Student2: (laughter)

Student1: (laughter) “Look, you aren’t reliable, Boyd.”

(Student1 looks at her cell phone to check word spelling.)

Student1: “**Here it is. It is Chiang Rai.**”

(Student1 looks for writing examples in her worksheet. She points at a sentence in the worksheet and asks Student3.)

Student1: “What is ‘We were worried about him...’”

Student3: “Well, it means we feel worried about him.”

Student1: “**So, if I want to say I was worried about my sister, I can use that (pattern), right?**”

Student3: “Mm... Yes, something like that.”

In excerpt 4, teacher gradually withdrew the role in the class as instructor to become a facilitator. Student individually worked on the writing exercise. However, when she had confusion, she asked her partners and sought information from the dictionary in her cell phone as well as consulted with writing examples in her worksheet, instead.

Results from interviews

The semi-structure interviews were employed after the treatment to investigate how Fisher and Frey's Gradual Release of Responsibility Model (GRR) affected students' learning of writing including what topic and teaching stage they like the most. Six participants were chosen to interview. The interviews were conducted in Thai and lasted for 15-20 minutes for each participant. The data were analyzed by using frequency and percentage. Students' answers from the interviews were categorized into two key concepts. The key concept category was developed by the researcher on a basis of positive and negative effects of the model toward the learning of students: "Advantages" and "Challenges". The "Advantages" consisted of three sub-categories: improvement on knowledge of language; improvement on writing process; and motivation in learning writing and in becoming an independent learner. While the "Challenges" had two sub-categories which were: task complexity and lack of cooperation in groups. The interview questions involved:

1. Which topics of writing do you like most? Why?
2. Which learning steps in the class do you most? Why?
3. What do think you learn from taking this writing course?
4. How do you find this writing course including the activities, classmates and teacher in the class help you complete the writing assignment?

Interview Question 1: Which topics of writing do you like most? Why?

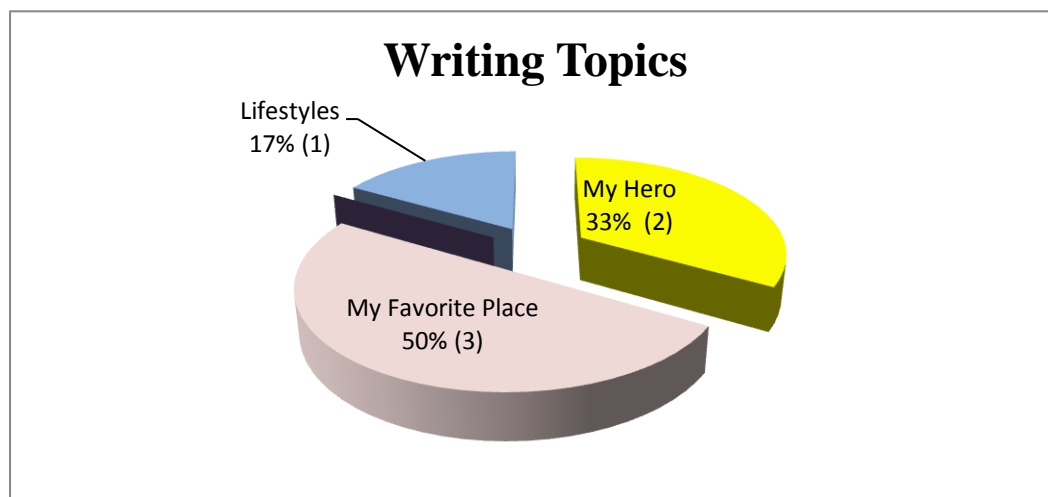


Figure 9 Percentage and frequencies of student’s favorable writing topic

From figure 9, it showed that “My favorite place” was the most favorable topic, 50%, followed by “My Hero”, 33% , and “Lifestyles”, 17% respectively. The following was the student’s reasons why they picked “My favorite place” as the most favorable topic. Students stated that they liked telling a story about their favorite place as it was their own story, their impression and preference regarding the place.

Excerpt 5: “ชอบ My favorite place ครับ เพราะว่า ได้เขียนถึงสถานที่ๆ เราประทับใจแล้ว เขียนบรรยาย แห่ประสบการณ์ของตนเองออกมาในรูปแบบการเขียน” [นักเรียน H1]

“I like My Favorite Place because I can write about a place where I feel impressed. I’d like to share my own experience in written form.”[Student H1]

Excerpt 6: “ชอบMy favorite place เพราะ เป็นการบรรยายความรู้สึกของตัวเองโดยไม่ต้องไปถามใครหรือค้นหาข้อมูลจากไหน อยู่ที่ความคิดของเรา ความชอบส่วนตัวของเราเอง” [นักเรียน L1]

“I like My Favorite Place because I can describe my own neither feeling without asking anyone nor searching for the information. It came out of my head and was my own preference.” [Student L1]

Excerpt 7: “หนูชอบที่หนูได้เล่าเรื่องสถานที่ที่หนูชอบเพราะว่าหนูไปเที่ยวกับครอบครัวบ่อยไม่ว่าจะเป็น ทะเล ชะอำ พัทยาส่วนมากก็จะเป็นทะเล ซึ่งเวลาที่ครูให้งานมาทำหนูก็มักจะเล่าถึงทะเลที่หนูชอบไปเที่ยวบ่อยๆ” [นักเรียน L2]

“I like talking about my favorite place because I usually love going to the sea such as Pattaya beach and Cha-um beach with my family. When the teacher assigns a (writing) task, I normally write about my favorite beach where I often visit.”[Student L2]

Interview Question 2: Which learning steps in the class do you like most?

Why?

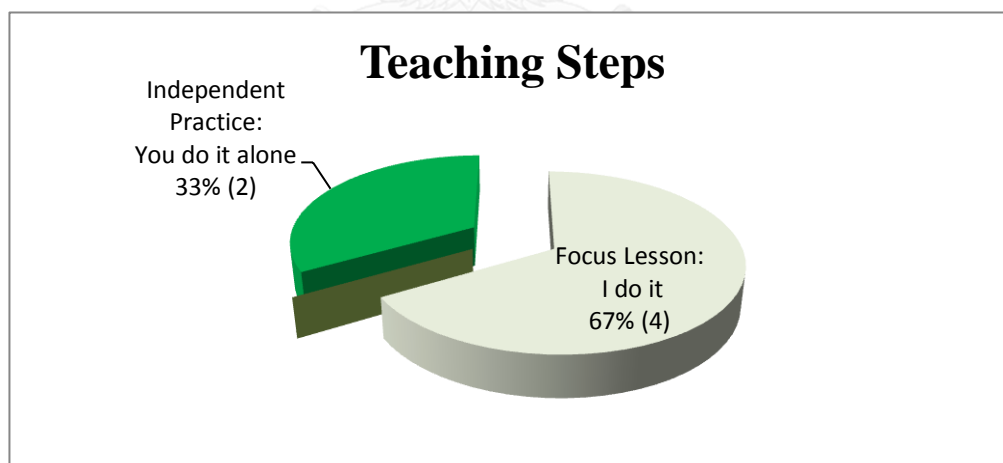


Figure 10 Percentage and frequencies of student’s favorable teaching steps

Figure 10, it presented that 67% of students preferred “Focus Lesson/ I do it” step, followed by “Independent Practice/ You do it alone” at 33%. They considered Focus Lesson/ I do it” as an easy step to learn and understand. On the other hand,

there were two students (33%) who preferred working alone in learning writing as they perceived that they would gain benefits from practicing writing in the future.

Excerpt 8: Focus lesson มันง่าย ไม่มีรายละเอียดอะไรมากมาย มันเป็นคำศัพท์ง่ายๆ

[Student M1]

“Focus lesson is easy. There are not many details, just easy vocabulary.”

Excerpt 9: ชอบ Focus lesson เพราะว่าคำศัพท์ที่เรียนในหัวข้อนี้ง่าย เนื้อหาเข้าใจง่าย

[นักเรียน M2]

“I like Focus lesson because the vocabulary in this part is easy. The content is easy to understand” [Student M2]

Excerpt 10: ชอบ Independent Practice ค่ะ เพราะส่วนตัวหนูเป็นคนตัวของตัวเองค่ะ ชอบคิดอะไรทำอะไรให้เป็นตัวเองมากกว่าที่จะต้องออกความเห็นกับเพื่อนแล้วเกิดความขัดแย้งกันภายในกลุ่ม [นักเรียน L1]

“I like Independent Practice because I want to be myself. I like to do things in my own way rather than share my opinions with my friends and have conflicts in my group.” [Student L1]

Excerpt 11: ชอบ Independent Practice ค่ะ เพราะว่าได้ทำงานคนเดียว มันสบายๆ ได้ฝึกการเขียน ทำให้เราได้ฝึกทำงานด้วยตัวเอง เวลาจะเข้าไปสอบมหาลัยยังไงเราก็ต้องสอบคนเดียว เป็นการฝึกการทำงานคนเดียวค่ะ [นักเรียน H2]

“I like Independent Practice because I feel comfortable when I work alone. Practicing writing lets me know how to work on my own. When I have to take

entry exam to the university level, I have to do it alone anyway. So, it is a way to practice working alone” [Student H2]

Interview Question 3: What do think you learn from taking this writing course?

Interview Question 4: How do you find this writing course including the activities, classmates and teacher in the class help you complete the writing assignment?

For the interview question 3 and 4, students’ answers regarding the effects of the Fisher and Frey’s Gradual Release of Responsibility Model (GRR) on their learning of writing were categorized into two key concepts: “Advantages” and “Challenges”. The key concept category was developed on a basis of positive and negative effects of the model towards the learning of students. “Advantages” comprised of three sub-categories which were: improvement on knowledge of language; improvement on writing process; and motivation in learning writing and in becoming independent learner. “Challenges” consisted of two sub-categories which were: task complexity and lack of cooperation in groups. The table 20 showed the frequencies and percentage of the answers found in the interviews.

Table 20

Frequencies and Percentage of Key Concepts Found in The Interview

Students’ Answers	Frequencies of key concepts found in students’ answers (N = 54)	Percentage
Advantages		
Improvement on Knowledge of	13	24.07

Students' Answers	Frequencies of key concepts found in students' answers (N = 54)	Percentage
Language		
Improvement on Writing Process	27	50
Motivation in learning writing and in becoming independent learner	10	18.52
Challenges		
Task Complexity	3	5.56
Lack of Cooperation in Groups	1	1.85

N = Frequencies of the key concepts found in the interviews

The Table 20 reported the summary of how students perceived this writing course implementing Fisher and Frey's Gradual Release of Responsibility Model (GRR) had effects on their learning. In terms of positive aspects, students reported that this class helped them in enhancing their knowledge of language: vocabulary and grammar (24.07%). In addition to advantages, students stated that this writing class improved their writing process in planning, writing first draft, brainstorming ideas, revising and editing (50%). Moreover, students showed that they were motivated to learn writing English and wanted to continue learning and improve their skills by themselves (18.52%). Besides advantages, some students thought some writing tasks were difficult and too many to complete within the class time (5.56%). Another challenge was the lack of cooperation among group members (1.85%). They said that some of them did not fully participate in doing their group work.

Advantages

Improvement on Knowledge of Language

From the students' interviews, students reported that this writing class helped them in terms of learning the meaning of new vocabulary, how to order groups of words and what their functions in a sentence are. In addition, they noted that they improved in using appropriate punctuation, spelling words and forming complete sentences with appropriate tenses effectively.

Excerpt 12: “หลายๆก็ได้เรียนพวกหลักไวยากรณ์ ค่ะ พวก part of speech รูปแบบของประโยคว่ามันเป็นยังไงบ้าง และก็มีหน้าที่อย่างไร และก็ได้อ่าน Tense และโดยเฉพาะเรื่อง part of speech ซึ่งแยกออกไปในแต่ละอย่างเป็น Noun เป็น Verb อะไรอย่างนี้ ไปประยุกต์ใช้กับหลักการเขียนค่ะ ได้เริ่มเรียนรู้การเขียนว่าควรจะเริ่มต้นยังไง ใช้คำศัพท์ยังไง ... ได้ฝึกการเขียนเป็นย่อหน้า ได้รู้จักเลือกใช้คำเชื่อมเอา มาใช้ในประโยคค่ะ แล้วก็ อืม... ได้เรียนรู้คำศัพท์ใหม่ๆ พวกคำคุณศัพท์คำคำนามอะไรยังงี้ ที่แบบว่าเอาไว้ใช้ในการเขียน ค่ะ...” [นักเรียน H2]

“Mainly, I’ve learned grammar, part of speech, sentence patterns: how they look like and what are their functions, as well as tenses. I can particularly apply the knowledge of part of speech such as nouns, verbs, etc., into my writing. I start learning how to write, and how to use the vocabulary...I learn how to write a paragraph, know how to use conjunctions to join sentences. Umm...I also learn new vocabulary e.g. adjectives and nouns and know how to use them in my writing.”

[Student H2]

Excerpt 13: “ก็ได้อ่านเกี่ยวกับ มันจะมี พวก Noun, Adverb, Adjective อะไรอย่างนี้... แต่ว่าตอนที่ หนูอยู่ ม.3 อะไรยังงี้ หนูก็รู้สึกว่าแบบไม่ค่อยได้เรียน ไม่ค่อยรู้เรื่องเกี่ยวกับ Noun Verb อะไรยังงี้ แต่พอขึ้น ม.4 ก็เพิ่งมารู้จากวิชาอาจารย์เนี่ยแหละค่ะ วิชาการเขียนอะ มันทำให้หนูรู้ว่า Adverb มันคืออันนี้ Adjectiveคืออันนี้ เพราะตอนแรกคือไม่รู้ภาษาอังกฤษเลย จริงๆนะค่ะ อาจารย์หนูไม่รู้เลย หนูแบบ อะไรคือ Adverb คืออะไร Adjective แล้วก็เรื่อง Object เรื่อง Tense อื่นๆ” [นักเรียน M2]

“I’ve learned about nouns, adverbs, adjectives and so on. At the very beginning when I was in ninth Grade, I felt that I’ve learned nothing about these. However, when I am now in tenth Grade, I’ve just learned about them from this subject, the writing course. It lets me know what are adverbs and adjectives since at first I don’t really know about English language. Really, I know nothing about it. I don’t know what are adverbs, adjectives, objects or tenses.” [Student M1]

Excerpt 14: “ได้รู้เรื่องของ part of speech ค่ะเออ.. เรื่องของรูปประโยคว่าประโยคไหนควรมาก่อนจบยังงเวลาหนูทำ หนูจะวางเรื่องเป็นภาษาไทยก่อนแล้วค่อยมาหาคำศัพท์ยากแล้วเรียงเป็นประโยคอีกที...เริ่มจาก subject ตามด้วยเอ่อ... verb to be แล้วตามด้วยเอ่อ...ยกตัวอย่างเช่น I am beautiful คำว่า beautiful คือ adjective” [นักเรียน L2]

“I’ve learned about part of speech. ...Ummm I’ve learned how to organize the sentences. When I write, I normally draft a paragraph in Thai, and then replace it with English words and form sentences. It starts with a subject, then ummm... is followed by verb to be ummm..., for example ‘I am beautiful’. ‘Beautiful is an adjective.’” [Student L2]

Improvement on Writing Process

Most of the students reported that they gained a lot of improvement in the aspect of writing process. They perceived that this writing class provided them chances to brainstorm and share ideas. Moreover, the provided writing templates and guidelines could enhance students’ skills in developing a draft, gathering and selecting ideas and arranging the information. With teacher’ assistance, students also said that they could improve their writing. Most importantly, they considered their writing skill was improved after taking this course.

Excerpt 15: “..เอ่อ...ในการทำงานกลุ่มก็ได้รู้จัก...รู้จักการทำงานร่วมกับคนอื่นและก็ได้แบบ.. รู้จักการแบ่งงานทำซึ่งกันและกัน ไม่ต้องแบบรับภาระหนักคนเดียว ทำให้ได้แบบแบ่งเบาภาระ อะไรอย่างนี้ อย่างเลือกหัวข้ออะ ก็จะปรึกษากันในกลุ่มว่าเอ่อ...ว่าต้องเขียนเกี่ยวกับอะไรแล้วก็เลือกกัน... เลือกในสิ่งที่เรา..ที่ทุกคนในกลุ่มอะเห็นตกลงด้วย แล้วก็...เริ่มดู guideline ที่อาจารย์กำหนดให้ แรกออกมาทีละประเด็นๆ แล้วก็ค่อยๆเริ่มเขียนจากตรงนั้นก่อนใส่รายละเอียดลงไปช่องเป็นช่องๆ แล้วค่อยเอามารวมประโยคกันทีหลัง” [นักเรียน H2]

“Umm... Working as a group, I learn how to cooperate with other people, and share responsibilities. I don't have to work alone. For example, in selecting topic, we will discuss ummm...and choose what to write. If we all agree on the same topic, we will start from the guidelines provided by the teacher. We will determine the writing topic, start writing the outlines, put details in the chart and combine them into complete sentences later.” [Student H2]

Excerpt 16: “ผมคิดว่าช่วยในการเขียนของผมให้ดีขึ้นนะครับเพราะมีการแลกเปลี่ยนความคิดในกลุ่มเหมือนแชร์ประสบการณ์กัน เราก็นำมาใช้กับตัวเองได้ครับ คือผมเป็นคนที่ใช้Tenseผิดแล้วผิดเยอะมากเช่น I see a girl yesterday ประมาณนี้นะครับแต่มันต้องเป็น saw ใช่ไหมครับ นั่นแหละตอนทำงานกลุ่มก็ช่วยให้ปรับปรุงได้...คือเพื่อนในกลุ่มก็มีช่วยๆกันแก้ แล้วก็ก็มีอาจารย์ที่ช่วยสอนครับ” [นักเรียน H1]

“I think that it (writing class) is helpful. It helps me improve my writing because there are brainstorming and experience sharing in group. I can adapt (the knowledge) to my case. I am the one who regularly use wrong tenses. For example, I wrote “I see a girl yesterday.” . In fact, it's supposed to use ‘saw’ instead of ‘see’. That was what happened when I worked in group and my group members helped me correct this sentence. In short, my friends helped me fix the language along with the teacher's assistance.” [Student H1]

Excerpt 17: “อาจารย์ก็มีรูปแบบประโยคมาให้ แล้วก็ให้เติม..... เช่น.... เอ่อ..... My favorite place is... แล้วก็เติมคำให้เป็น Topic Sentences ตอนทำงานกลุ่มก็.....ก็ให้เขียนบรรยายมาว่าแบบ My favorite place ของกลุ่มเราที่เราชอบคืออะไร แล้วก็เหมือนแบบก็ให้ดูตัวอย่างจากที่อาจารย์ให้มาก่อนหน้านี้ให้ดูเป็นแนวทาง แล้วเอามาเขียนทำตารางเพราะว่าจะได้ จะได้เหมือนแบบเอามาเขียนได้ง่ายขึ้น ว่าตารางมันจะมี Topic, Details, Conclusion ให้เราแบบเติมลงไปเลย” [นักเรียน M1]

“Teacher gives us some samples of sentence patterns and let us fill in....Umm.. For example, ‘My favorite place is’, we need to complete this topic sentences with group of words. Then we describe what our favorite place is. We can use provided sample (a paragraph) as a guideline and then draft the writing organization because it would be easier to compose (the paragraph). The writing organization in which we complete consists of topic sentence, supporting details and conclusion.” [Student M1]

Excerpt 18: “มันช่วยนะคะ ก็ดีขึ้นนะ ตอนแรกก็เขียนไม่ได้เลยอะ แบบไม่รู้ว่าจะเขียนอะไรยังไงแบบการเรียงลำดับหนูแบบว่าชอบเขียนวกไปวนมา ก็ให้เราเอ่อ... พูดถึงการแสดงเหตุการณ์นั้นๆ ออกมาได้แบบว่าเข้าใจง่ายขึ้น แล้วก็ช่วยเรื่องพวกคำศัพท์ด้วย การวางโครงสร้างที่ถูกต้องด้วย พวกคำเชื่อมไร้งก็ช่วยขึ้น.... อาจารย์ช่วยสอนเรื่องการลำดับค่ะ อย่างแรก เราต้องทำอะไรก่อน คิดชื่อเรื่องก่อนไหม้ย อาจารย์ให้ทำอะไรก็ต้องรู้ด้วยว่าให้ทำอะไรแล้วก็เลือกเรื่องที่เหมาะสมกับเรา แล้วก็การวางโครงเรื่องก็ต้องขึ้นยังไงก่อนแล้วค่อยดำเนินเรื่อง” [นักเรียน L1]

“It is helpful. It is better. At first, I could not write at all. I did not know how to write, and to organize the writing because I often beat around the bush. It helps us depict clearly the event including word ordering, writing outlines, and using transitional words. In addition, teacher helps us in terms of event ordering. Teacher provides helps in terms of showing what to write first: title, how to choose a suitable writing topic, draft the writing and develop a story.” [Student L1]

Motivation in learning writing and in becoming independent learner

Regarding the motivation in learning writing, most of students showed their confidence in completing the task by themselves. Even though, many of them preferred “Focus lesson/ I do it”, there were some students who preferred working alone as they felt free to write whatever they felt comfortable with. Many of them confirmed that this writing course could be beneficial for them in the near future.

Excerpt 19: “...แต่หนูคิดว่างานเดี่ยวช่วยให้งานกลุ่มได้มากกว่าเพราะ หนูคิดว่าถ้าหนูทำงานเดี่ยวแล้วหาคำศัพท์หรือจัดรูปประโยคได้เองโดยไม่ต้องมีเพื่อนมาช่วย หนูก็สามารถจะไปช่วยในงานกลุ่มอื่นๆได้ดีกว่า” [นักเรียน L2]

“...I think that an individual work can better help group works. I believe that if I work alone, I can find vocabulary, and combine sentences without asking for any help from my classmates. Then I believe that I would rather be able to help other group works later.” [Student L2]

Challenges

In terms of drawbacks, some students said that the tasks and lessons were too difficult or too many to finish with in the period. Also, the content was sometimes too complicated to understand. Moreover, concerning about group work, some students did not fully pay attention to cooperate in the group activity. Some students’ responses regarding challenges were shown as follows:

Task Complexity

Excerpt 20: “มันยากมากเลยคะ...บางทีก็คิดไม่ออกคะโดยโดยเฉพาะเรื่องหลังๆที่เป็นพวก opinion อะคะ” [นักเรียน L2]

“It’s very difficult. Sometimes, I had no idea what to write, especially in the very last topic, for example opinion.” [Student L2]

Lack of Cooperation in Groups

Excerpt 21: “เพื่อนบางคนมันไม่ช่วยอะอาจารย์ ส่วนใหญ่หนูคิดคนเดียว บางคนมันแบบ...บางคนก็ไม่ทำเลยนั่งทำโน่นทำนี่ อยากให้ช่วยกันคิดมากกว่านี้เพราะถ้าเป็นงานกลุ่มแล้วไม่ช่วยกันคิดก็ไม่ว่างจะมีงานกลุ่มไปเพื่ออะไร” [นักเรียน M1]

“Some people did not give a hand. Mostly, I’ve worked alone all along. Some of them...did nothing, just sat still. I’d like them to help brainstorm ideas because if we don’t cooperate well, why do we need to work as a group?”
[Student M1]

Additional Questions

There are some students who gained low scores in both pre and posttest and some who gained a lot of improvement in writing. Therefore, the researcher asked these students who gained high and low scores some additional questions in order to find out what were the factors that affected their learning of writing. In a group of a low proficiency level, it found that they seemed not to follow the writing guidelines or writing examples from worksheet and group work. On the other hand, the high proficiency level student tended to consult with the writing guidelines in worksheets. Moreover, when the researcher asked her to compare her own work between pre and posttest, she could point out the differences between the two pieces of work and

explained her progress in writing conventions and word choice such as the use of transitional words.

Excerpt 22: “เอ่อ...ตรงนี้นู๋น่าจะใช้ google translator ไม่ได้เอาตัวอย่างของครูมาเขียนแหละค่ะ...คือคิดว่าถ้าแปลจากในนั้นแล้วมันจะถูกแล้วก็คิดว่าถ้าเขียนได้ยาวกว่าเดิมก็จะได้คะแนนดีขึ้น” [นักเรียน L2]

“Mm...I think I used google translator this part. *I didn't use teacher's guidelines as an example.* Well, I think if I translated it in there (google translator), it would sound right. Plus, if I wrote longer (sentences), I would gain higher scores then.” [Student L2]

Excerpt 23: “ก็ซื้ที่อาจารย์ให้มาก็เปิดดูเป็นตัวอย่างเป็นแนวทางในการเขียนค่ะ...ก็มีการใช้พวกแกรมม่าที่อาจารย์สอนมาเอาไปใช้ในการเขียนเยอะขึ้นอะไรจ้ะ” [นักเรียน H2]

“*I looked at the worksheet and used it as writing guidelines. I also used the grammar lesson that you taught helped me write a lot better.*” [Student H2]

Excerpt 24: “มีการใช้พวกแกรมม่าที่อาจารย์สอนมาเอามาใช้ในการเขียนได้เยอะขึ้นอะไรจ้ะ จากที่ตอนแรกแบบแกรมม่าไม่ได้ไรจ้ะ...แบบมีการใช้คำเชื่อมมาช่วยด้วย ...อย่างตอนแรกก็ใช้วิธีเขียนแบบ I like him ไปเลย แต่ว่าพอมา posttest ก็ใช้คำเชื่อมอย่างเช่น in addition to, therefore, thereby อะไรจ้ะ” [นักเรียน H2]

Excerpt 24: “The grammar you taught in the class was used more in my own writing, compared with the very beginning that I did not know about the grammar use. Also, *I used the transitional words.* At first, *I had written “I like him.” just like that (in the pretest). But in my posttest, I used transitional words such as in addition to, therefore, thereby, instead.* [Student H2]

Additional Comments Concerning the Lesson

Additionally, some students gave their opinions and suggestions towards improving this writing course. They stated that they would like to learn more advanced grammar and vocabulary as well as practice more various choices of writing exercises. In addition they suggested that teacher should provide them an opportunity to practice other intensive English skills such as listening and speaking.

Excerpt 25: “เป็นวิชาที่มีประโยชน์ สามารถนำไปต่อยอดได้ในอนาคต ทำให้เราได้ฝึกการเขียน แต่น่าจะมีงานเขียนให้หลายระดับ ถ้ายากก็ยากไปเลย ง่ายก็เป็นแบบพื้นฐาน มีให้เลือกเป็นระดับๆ ไป” [นักเรียน H2]

“It is a helpful subject. It can be applied in the future. It lets us practicing writing. Teacher should offer more various choices in writing from easy to difficult. There should be various tiers of assignments.” [Student H2]

Excerpt 26: “เน้นแกรมม่าไปเลยอาจารย์เอาแบบละเอียดมาก ... อยากให้เพิ่มแบบฝึกหัด เพิ่มศัพท์ขึ้นนิดนึง...แล้วก็ ก็ควรอธิบายไร้อ้อ มาเป็นรูปแบบประโยค ให้เข้าใจ...อยากพูดภาษาอังกฤษในห้องเรียนมากขึ้นไร้อ้อ” [นักเรียน M2]

“Teacher should focus more on grammar, in details. I'd like to have more grammar and vocabulary exercises. Teacher should provide sample of sentence patterns along with explanation...I want teacher to speak English in the classroom more often.” [Student M2]

Summary

In this chapter, the results of effects of Fisher and Frey's Gradual Release of Responsibility Model (GRR) on English writing ability of tenth Grade students were presented based on two research questions: 1) to what extent does Fisher and Frey's

Gradual Release of Responsibility Model (GRR) enhance tenth grade students' writing ability after learning; and 2) how does Fisher and Frey's Gradual Release of Responsibility Model (GRR) affect students' learning of writing?

Part one, it revealed the findings of the research question one. It showed that the posttest mean scores were significantly higher than pretest mean scores at 0.05 significant level. It confirmed that students' writing ability after taking the Writing I course, implanting Fisher and Frey's Gradual Release of Responsibility Model (GRR) improved. Moreover, Cohen's *d* value at 1.87 indicated that it had a large effect, according to Cohen (1988).

Part two, it presented the findings of the research questions two, concerning the effects on the learning of students' writing. The data were drawn from two instruments which were observation checklist and interviews. The findings confirmed that Fisher and Frey's Gradual Release of Responsibility Model (GRR) had positive effects towards assisting students in learning writing English.

CHAPTER 5

DISCUSSIONS AND RECOMMENDATIONS

This section dealt with discussions of findings from the study of the effects of Fisher and Frey's Gradual Release of Responsibility Model on students' writing ability. Firstly, it showed the summary of the study and is followed by the summary of findings. Secondly, the discussions of the results will be presented. Finally, the pedagogical implications, recommendations for further study and limitations will be described.

Summary of the Study

This study was one-group pretest-posttest, experimental design. It explored the effects of using Fisher and Frey's Gradual Release of Responsibility Model on students' writing ability and investigated students' learning of writing in the writing course implementing Fisher and Frey's Gradual Release of Responsibility Model. The research design was aimed to collect both quantitative and qualitative data.

The objectives of this study were: 1) to explore the effects of Fisher and Frey's Gradual Release of Responsibility Model (GRR) on students' writing ability after learning; and 2) to investigate students' learning of writing in the writing course using the Fisher and Frey's Gradual Release of Responsibility Model (GRR).

The population in this research was the 150 tenth graded students who studied at Surasakmontree School and enrolled in E30231 Writing I subject in first semester, academic year of 2013. The participants of this study were purposively selected

from 150 tenth grade students who were in Mathematic-English program. One out of four classes was chosen. There were total 31 participants in this study.

The research was conducted in two phases: the development of the writing course using Fisher and Frey's GRR Model phase and the implementation phase. In the first phase, the researcher reviewed related literature theories including National Curriculum, World-class standard school policy, Surasakmontree School curriculum, as well as related theories and research regarding teaching writing. Then, the researcher conducted a Needs Analysis on writing topics that students were interested in. The research instruments were created: lesson plans, English writing test, observation checklist, and interviews questions. Three experts in the field of teaching writing were invited to validate the research instruments. Right after that process, it was a pilot study with students who were not in the sample group and the revision process.

In phase two, the researcher conducted a research within approximately 12 weeks. During week one, the participants were examined for their writing ability with the English writing pretest. From week 2-9, eight lesson plans implementing Fisher and Frey's Gradual Release of Responsibility Model were used in the experimental process. The class allotment was 50 minute each period, two periods per lesson. The researcher was the person who conducted the class. After the class intervention, the students' writing ability was administered by the same English writing test. Finally, the qualitative data were collected by using observation checklist and interviews. Six students out of 31 participants were selected to do the interviews. Then the data, both quantitative and qualitative were analyzed. Pretest and posttest scores were compared to examine students' writing ability and writing progress. The quantitative data was

analyzed by using descriptive statistics: mean scores, S.D.; and dependent t-test to prove the hypothesis of the study. The qualitative data were analyzed by using content analysis and frequency and percentage.

Summary of Findings

The findings of effects of Fisher and Frey's Gradual Release of Responsibility Model (GRR) on English writing ability of tenth Grade students were presented in two sections based on the research questions: 1) to what extent does Fisher and Frey's GRR Model enhance tenth grade students' writing ability after learning; and 2) how does Fisher and Frey's Gradual Release of GRR Model affect students' learning of writing.

Concerning students' writing ability, the results revealed that there was a significant difference between pretest and posttest mean scores at the significant level of .05. It suggested that students' writing was improved after learning the writing course implementing Fisher and Frey's GRR Model. Thus, it could conclude that Fisher and Frey's GRR Model successfully enhanced students' writing.

Regarding the findings from research question 2, the data were obtained from observing students' positive responses and semi-structure interviews. It showed that Fisher and Frey's GRR Model had positive effects in terms of assisting students in learning writing English. Students' answers also confirmed that the classroom activities including teacher's guidance and group work played an important role in enhancing students' writing.

Discussion

The objectives were to investigate the effectiveness of Fisher and Frey's Gradual Release of Responsibility Model (GRR) on tenth grade students' writing ability. The results revealed that posttest mean scores were higher than pretest mean scores at the significant level of .05. The findings of present study were consistent with the previous studies including Fisher and Frey (2003); Pansue (2008); Chen (2008); Read, (2010); and Veerappan et al., (2011). This section presents the discussion of the findings in relation to previous studies.

1. Students' Writing Ability Improvement

The results from the comparison of pretest and posttest mean scores revealed that students' posttest mean scores were higher at the significant level of .05. The overall of students' English writing ability after receiving the treatment showed that it was improved. In addition, the results from this study were also consistent with findings from other research implementing scaffolded instruction to promote writing ability (Fisher & Frey, 2003; Pansue, 2008; Chen, 2008; Read, 2010; Veerappan et al., 2011). In this study, the writing lessons employed the model of Fisher and Frey (2008a) consisting of four major teaching steps: focus lesson, guided instruction, collaborative learning and independent practice. In addition, the S.D. value between pretest and posttest suggested some changes on students' writing ability. Posttest's S.D. values (4.660) was higher than pretest' S.D. value (2.513). This meant that there was a wide range of students' scores distribution in the posttest more than in the pretest. Some students gained much higher scores in the posttest when others might gained less higher scores. As looking at students' writing from pretest and then

compared the posttest writing, it could say that students' writing was improved. Regarding the improvement in writing will be discussed in the next section.

Considering students' writing improvement in terms of writing aspects: idea and content, organization, word choice, sentence fluency, and conventions, the results suggested that many students could compose longer paragraphs with clear sequencing and focus main idea accompanied by relevant supporting details. The improvement in these two aspects: content and organization were obviously noticed from students' writing. Idea and content gained the progress at 26.67%, which was the highest percentage gain score, followed by organization at 23.33% and sentence fluency at 23.33%. In Fisher and Frey's study (2003), it suggested that purposeful instruction along with social interaction with teachers and classmates improved students' writing ability in terms of accuracy, fluency as well as length of the writing. Moreover, the results from Pansue's study regarding the use of scaffolding strategies (2008) and Cheng's research (2008) of the use of scaffolding writing to promote writing ability were also consistent with the findings from this study. They noted that GRR Model could enhance students' writing in terms content development, accuracy, language use and coherences. This might be because of the writing structure and writing templates periodically provided in the handouts and by the teacher in class. This was confirmed by results from students' interviews saying that their knowledge of language, especially grammar and vocabulary improved (24.07%), as well as the improvement in writing process (50%). The results from the interview with the high proficiency level showed that as the students followed the writing guidelines; she gained confidence in writing and could write a better paragraph in the posttest in terms of word choice and grammar use. In addition, she could analyze her strong points as well

as the mistakes in her pre and posttest, and know what to improve to make it better. Moreover, in the group work, students had an opportunity to consolidate their knowledge. Once they grew confident in the genre they practiced, as a consequence they could produce better composition. It could be concluded that Fisher and Frey's GRR Model could enhance students' writing ability.

2. Student's Learning of Writing

The results from the observations and interviews indicated that Fisher and Frey's GRR Model had effects on students' learning of writing. The grounded theory of Vygotsky's The Zone of Proximal Development (1978) supported the finding that social interaction between teachers and peers play a significant role in supporting individuals to achieve their learning.

In this study, at the first and second stage of this model, students were only asked to fill in the gap with vocabulary, phrases and write several sentences when the teacher provided language input and explicitly taught the target language. From the observation, during the collaborative stage, students worked in groups to brainstorm ideas, revise, edit and publish their final product. The interaction among peers and the teacher at this stage was explicitly observed from the video recordings. The results from the interviews also confirmed that teacher's guidance and group work helped them construct their knowledge of language as well as improve writing ability. For individual practice, many students adopted some information from group works and from examples in the handouts as well as from teacher's comments to produce their own paragraph. It suggested that students gained and were able to transfer knowledge into other new situations. With a lot of practices in the whole class, groups and individual practice, students' writing ability became better.

The excerpt 1 to 4 in the observation part showed that the teacher gradually handed over the responsibility in learning. In excerpt 1, the teacher took most of control over the class, while students tended to listen and show their responses of understanding on vocabulary and prior knowledge. Once the students showed their understanding, the teacher moved on to the next activities. The writing tasks were at sentence level. In excerpt 2, the interaction and shared responsibility in learning among teacher and students were observed. Teacher used questioning, prompting and clues to model students to do the writing tasks together as a whole class. The tasks focused on writing organization. The results from the observation yielded the similar results from Maynes et al. (2010). They found that during Guided Instruction students received strong scaffolding from teacher's modeling and feedback giving, as well as from task engagement. The excerpts 3 and 4 from Collaborative Learning and Individual Practice stages were the good examples for showing the effectiveness of GRR Model in terms of transferring responsibility from teacher to students. Teacher withdrew her central instruction position to act as facilitator giving assistance and monitoring students' progress in group work. In excerpt 3, students showed their understanding how to draft their paragraph. They mentioned about the organization in writing a paragraph, including background, beginning, middle and ending of the story. In excerpt 4, without teacher's support, the students showed an attempt to do the writing task. When she encountered problems, she sought help from her friends nearby, including her electronic dictionary and worksheet. It could be concluded that this student took control over her own learning and could scaffold herself (Radford, et al., 2014; Van de Pol, et al., 2010).

For those students who did not perform well in both pretest and posttest, after the interviews, it revealed that they did not follow the writing guidelines as stated in the worksheet or use examples of writing from the class activities. They admitted that they used Google translator to write their paragraph as they hurried to finish it before time. Whereas, the top student said that she tended to check with the worksheet and reread the group work from the previous session, before writing her own paper. So it could be said that the top student gained benefits from GRR model. For the low proficiency level, they probably were not ready to do an individual task. So, the teacher needs to provide them high support or assign writing tasks that match their leaning ability, within their ‘actual development and potential development’ (Vygotsky, 1978).

The writing task was another factor that affected students’ learning of writing. The results from the interviews suggested that students preferred writing about their favorite place and people at 83% combined. Students reported that they felt comfortable writing about what they already had information, or things that they were familiar with. This contradicted with the findings of Fisher and Frey (2010). They stated that challenging tasks could help increase students’ motivation. It could be said that most of the participants in the study were in intermediate level of English proficiency. Thus, there was no doubts that they were supposed to pick up the topic that they know ‘what’ and ‘how’ to write, for example descriptive paragraph. In addition, in the previous study, they conducted the research among L1 students. On the other hand, the present study was conducted with L2 students. Therefore, L1 and L2 students might have different perspectives towards challenging tasks at this point. From the interviews, students revealed that they preferred Focus Lesson because they

considered it as an easy stage to understand content: the vocabulary and grammar. From the interviews, students perceived that Fisher and Frey GRR Model was useful for them especially in the university level. They also commented that they would like to practice more on grammar and vocabulary which was consistent with the findings of Cheng (2008). From the observation, students' engagement to the task and the interaction between teacher and peers both in group and individual work was also noticed in the video recordings. This indicated that students can transfer their knowledge to the writing task. Also when they needed help such as vocabulary, grammar, writing organization, etc., they would seek assistance from friends in group or teacher.

In brief, the results of interviews and observation reflected that Fisher and Frey's GRR Model had positive effects on their learning of writing: motivating in learning and acquiring knowledge through purposeful writing tasks as well as the interaction among peers and teacher.

Limitation of the study

Though this study reported the success in implementing Fisher and Frey's GRR to promote students' writing ability, there were some limitations in conducting this research as follows:

First of all, it was the limitation of classroom session. Since participants of this study were the only one sample group that received the treatment, the researcher had to rearrange new sessions, normally on Friday evening. There were some students who were not available to participate in the class as they were the school representatives to attend the competitions outside school and some of them served military service. Plus, Friday evening was the time that most students had to join their

own school's clubs before coming to the writing session, as a result, many students came in late and the teacher could not run the instructional procedures as expected. Therefore, sometimes the teacher had to extend the class to three- period class time.

Secondly, there was only one camera in recording classroom activities. Moreover, the camera was set up in the back of the classroom, so there were only some students and some parts of the classroom that were captured. This limitation affected the data analysis process as the camera could not capture the whole picture of classroom intervention including students' responses and interaction.

Lastly, the participations of this study were 31 students consisting of 27 female students and 3 male students. The proportion between male and female participants was highly different, so it might somehow be difficult to generalize the findings to other group of population.

Pedagogical Implications

The findings of this study lead to some suggestions for the implications of Fisher and Frey's GRR Model as follows:

The findings revealed that Fisher and Frey's GRR Model improved students' both writing product and process. Plus, students felt more confident to write because they were trained a lot in each lesson to write from the basic sentence up to the paragraph level. The idea and content, writing organization, word choice, writing fluency were improved and grammar mistakes were found to be fewer. Hence, this instructional model including lesson plans, and materials could be adjusted and utilized in any schools that provide writing courses.

According to the interviews, students noted that working in group was helpful for them to improve their individual writing. In addition, students said that they could seek help from friends who had higher English proficiency to correct grammar or give them comments. For schools that have a large number of students per class, the group work could be adapted into the writing class to reduce teachers' burden. If the students are well trained by using systematic writing practice, group work, alongside with teacher's guidance, they would be more competent in writing. Moreover, working in group encourages some high proficiency level students who acquire writing skills to help some lower proficiency level friends. Periodical teachers' feedback is still crucial to reinforce students' writing skills.

Recommendations for further study

The recommendations for the future research are as follows:

First, the future research implementing Fisher and Frey's GRR Model should be conducted in a bigger sampling group. Three-hour period for each topic or each writing genre is highly recommended. Moreover, students, especially in the collaborative learning stage, may need more time to select the topic, discuss, brainstorm ideas, draft an outline and revise the first draft before they could compose their final product. Providing longer time to work as a group would lead students to be more familiar with the task and help them consolidate their knowledge before they would be ready to do the individual task on their own. Moreover, the teacher would have more opportunities to provide feedback on students' writing as well as assist them on solving the problems.

Second, the meaningful writing task should be taken into consideration. As mentioned the discussion part about students' favorable topic, students tended to be more confident and more capable to write about something that they already knew or had information ready. Thus, in planning writing instruction and design activities and tasks, the teacher should examine students' interests and preferences in order to encourage and motivate students to learn.

Third, it is essential for teacher to give feedback on students' writing product to students. The results from the interviews suggested that students perceived teacher's comments and suggestions as helpful in improving their writing skills and writing product. If the class time cannot allow the teacher to do so to all students, the teacher could leave some comments on their writing or attach some written comments on their scoring card accompanied with brief descriptions of scoring rubrics so that they should know in which aspect of writing they are good at and in which aspect they need to improve.

Fourth, a longitudinal study of Fisher and Frey's GRR Model should be expanded into the comparison between two or more different groups of students in order to confirm the effect of the model on students' writing ability.

Fifth, according to Pansue's study on scaffolding strategies on students' writing ability (2008), task variety played an important role in increasing students' writing creativity and independency. For future study, there should be more choices of writing tasks for students to choose from.

Finally, the video recording for observing students' behaviors should be set up, conducted from different angles of the room and equipped with good quality of sound system to gather as much students' responses as possible in class.

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APPENDIX

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Appendix A

Needs Analysis Questionnaire

This is a students' needs analysis questionnaire on the preferred writing topics for
E 30231 Writing I course at Surasakmontree School.

I: General Information

Sex: male female

II. Topics of preference

Please mark ✓ on rating scales that match your preference the most.

1= not preferable 2 = least preferable 3 = medium preferable 4= preferable 5 = most preferable

Topics	Level of preference				
	1	2	3	4	5
1. My Hero (ฮีโร่ของฉัน)					
2. Lifestyles (ไลฟ์สไตล์)					
3. Adventure Time (ได้เวลาผจญภัย)					
4. Strange tales (เรื่องแปลกแต่จริง)					
5. Back to the future (เจาะเวลาหาอดีต)					
6. Sport and recreation (กีฬาและนันทนาการ)					
7. My favorite place (สถานที่ที่ฉันชื่นชอบ)					
8. Blue planet (โลกสีน้ำเงิน)					
9. Another Cinderella's Story (เรื่องเล่าจากนางซิน)					
10. Entertainment (บันเทิงรื่นเริง)					
Others: อื่นๆ					

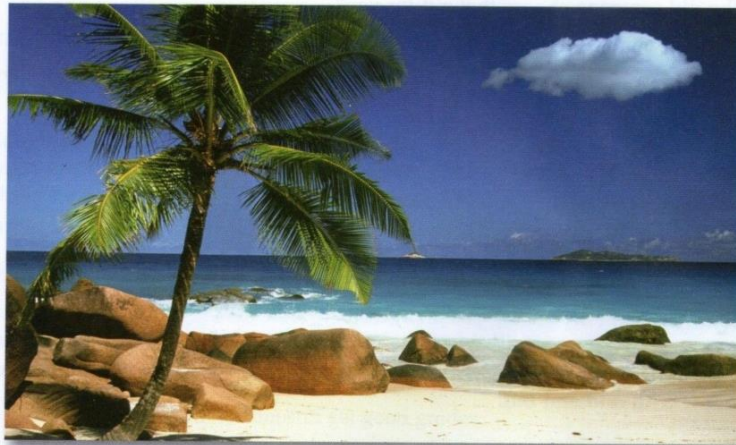
Appendix B

Worksheet

My Favorite Place

FOCUS LESSON: I DO IT

- 1 Describe this picture to a partner. Have you been to the beach before? Tell your partner what it was like.



- 2 Read the paragraph and answer the questions on page 21 with a partner.

Relaxing at the Beach

¹ Where is your favorite summer vacation place? ² The beach is the perfect place for me. ³ The air is hot, but the water is cool, wet, and fresh. ⁴ First, I enjoy swimming and surfing in the ocean. ⁵ When I am tired, I come out and lie on the beach. ⁶ The sand is soft and white. ⁷ The beach is noisy with seagulls and children laughing, but it's a pleasant noise. ⁸ I even like the beach smells. ⁹ The air smells salty from the sea and sweet from everybody's suntan lotion. ¹⁰ I feel peaceful and relaxed. ¹¹ When I want to relax in summer, I go to the beach!

- a. Which sentence is the topic sentence?

1 2 10

- b. What do sentences 3, 4, 6, 7, and 9 do?

1. Say the same information in a different way.
2. Tell a story about the topic.
3. Explain the topic sentence by giving more information.

4. Rewrite the sentences. Replace the underlined words and phrases with synonyms.

bright huge beautiful delicious
 enjoyable fragrant friendly

1. There are many fun things to do in my neighborhood.

There are many enjoyable things to do in my neighborhood.

2. There's a really big park in my neighborhood.

3. The flowers are very sweet-smelling.

4. My room is red and yellow. It's really colorful.

5. Mr. Chang is a nice man.

6. My sister is pretty.

7. This salad is very good.

GRAMMAR ▶ Learn more in the Grammar Reference, pages 131–141.

Statements with <i>There is / There are</i>		
	Affirmative	Negative
Singular	There is a mall next to the park.	There is no mall across from the park. There isn't a mall across from the park.
Plural	There are stores in the mall.	There are no stores in the park. There aren't any stores in the park.
Noncount Nouns	There is grass in the park.	There is no grass in the mall. There isn't any grass in the mall.

Contractions
 There's not = There's no = There isn't

5. Write five sentences that use *There is/ There are*.

1. *There are many interesting things to do in my neighborhood.*

2. _____

3. _____

4. _____

5. _____

GUIDED INSTRUCTION: WE DO IT

1. Read the passage about Francisco's neighborhood.

My Neighborhood Francisco Garcia

There are many enjoyable things to do in my neighborhood. There's a huge, beautiful park near my apartment. There are many trees in the park. Some trees are tall, and some trees are short. There are many yellow and red flowers in the park, too. They smell very fragrant. There's a lot of thick, green grass in the park, too. The air is fresh and clean. You should go to Oak Street Park on a hot, sunny day.

There is a bright, cheerful mall next to the park. There are twenty-four stores in the mall. There are some expensive stores. Many stores are inexpensive. The bookstore sells books and magazines from around the world. It is usually quiet. The music store sells a lot of popular CDs. It is often loud. There's a movie theater in the mall, too. It is usually crowded on weekends. There are a few restaurants in the mall, as well. Ming's is a great Chinese restaurant. The beef with vegetables at Ming's is delicious. It tastes very spicy and sweet. You should try a little Chinese tea. It's very good.

There are many nice people in my neighborhood. Some people are young, and some people are old. Some people are busy, but some people are not busy. My neighbors are very friendly and helpful. They always smile and say hello. You should meet them sometime.

Organization: Main Idea and Details.

2. Look at the reading. Complete the chart. Write the topic sentence and two more supporting sentences for each paragraph.

Topic Sentence	Supporting Sentences
<p><i>There are many enjoyable things to do in my neighborhood.</i></p>	<p><i>There's a huge, beautiful park near my apartment. There are many trees in the park.</i></p> <p>.....</p>
<p>.....</p> <p>.....</p> <p>.....</p>	<p><i>There are twenty-four stores in the mall.</i></p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>.....</p> <p>.....</p> <p>.....</p>	<p><i>Some people are young, and some people are old.</i></p> <p>.....</p> <p>.....</p> <p>.....</p>

WRITING STRATEGIES

Writing a Good Paragraph

This paragraph is incorrect. Study the *Remember* box. Rewrite the paragraph correctly. Indent the first line. Put the topic sentence at the beginning. Delete one sentence that does not connect to the topic sentence.

Remember!
 The first line of a paragraph is always indented. The topic sentence of a paragraph is usually at the beginning. Paragraphs usually have three or more sentences. All the sentences in a good paragraph connect to the topic sentence.

3. Find the topic sentence and rewrite the paragraph below.

My school is great.

(1)There are many nice, big classrooms. (2)It is clean and bright. (3)I study English in the park. (4)I like my school a lot. (5)It's a good place to study. (6)The teachers are very friendly and helpful.

My school is great.

.....

.....

.....

.....

4. Look at the picture and notes below. Then use some information from the notes to write a paragraph describing your favorite place. You can use the provided writing template to help you create the paragraph

MY FAVORITE SHOPPING PLACE



Notes:	
Topic sentence	My favorite place is Siam Paragon.
General Information	Location: Pathumwan District, Bangkok How to go there: By BTS (Siam station), By bus
Details	How the place looks/ smells/ sounds/ feels: crowded , busy, noisy, exciting, beautiful, modern, large What people do there: Go shopping, have lunch or dinner, have meetings, go to the cinema Why you like this place: Convenient meeting place, has many good restaurants, has many stores, nice and modern movie theaters
Conclusion	Whenever I have free time, I usually come to this place with my family and friends.

Writing Template

My favorite place is _____. It is located in _____.

It _____.

The building is _____.

There is/ are _____.

The people _____.

I like this place because _____.

One of my favorite things to do in this place is _____.

Another activity that I enjoy here is _____.

Whenever I am free, I _____.

COLLABORATIVE: YOU DO IT TOGETHER

I. Choose your favorite place and make a list of information.

Notes	
Topic Sentence:	
General Information	Place: Location: How to go there:
Details	How the place looks/ smells/ sounds/ feels: What people do there: Why you like this place:
Conclusion	

Appendix C

Lesson Plan 2

Course: E 30231 Writing I

Topic: My favorite Place

Date:

Time: 100 minutes (period1, 2)

Instructor: Pichinart Kumpawan

Class: M. 4

Terminal Objective:

Students will be able to write a paragraph describing his/her favorite place.

Enabling Objectives: Students will

- Use descriptive vocabulary to describe places appropriately.
- Identify the topic sentence and supporting details from the passage.
- Write a good topic sentence with supporting details in describing a favorite place.
- Write a paragraph describing a favorite place with the appropriate form of writing and provide ample information.

Background knowledge:

- Students have learned about English part of speech, element of paragraph writing and present simple tense.

Content:

Vocabulary

modern	dark	friendly	musical	soft	noisy
clean	dry	huge	quiet	spicy	busy
elegant	exciting	humid	relaxed	awful	wide
bright	fragrant	loud	enjoyable	warm	narrow
delicious	pretty	small	sweet	cold	sour
congested	comfortable	beautiful	hot	salty	crowded

Grammar structure: Present Simple Tense: There is/There are

Strategies: Developing a topic sentences and supporting details and writing a paragraph

Genre: Descriptive writing


Materials and Equipment:

- Visualizer/ Projector
- Handout and Worksheet

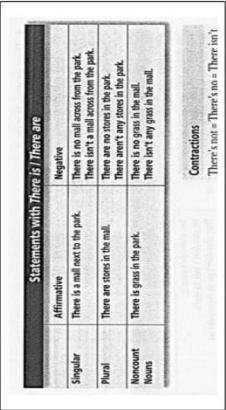
Evaluation:

Students will be able to write a paragraph describing his/her favorite place.

Procedures

Teaching Stage	Activities		Learning outcomes	Time (min.)
	Teacher	Students		
Period 1				
Warm-up [Whole Class]	<p>1. T shows a picture of place and asks ss: “What do you think about this picture?”</p> <p>“Find at least 3 adjectives to describe the picture”</p> 	<p>1. Ss look at the picture and answer the questions</p> <p><i>Possible answer: sunny, clam, hot, relaxed, peaceful, beautiful etc.</i></p>	<p>1. Ss are able to use simple adjectives to describe the provided picture.</p>	2
Stage I: Focus Lesson [Whole Class]	<p>1. T asks ss to read a paragraph, entitled “Relaxing at the beach”.</p> <p>2. T asks ss to identify the topic sentence and supporting details from the passage.</p>	<p>1. Ss read a paragraph, entitled “Relaxing at the beach”.</p> <p>2. Ss identify the topic sentence and supporting details from the passage.</p> <p>Answer: 1. Sentence no. 2</p> <p>2. 3) Explaining the topic sentence by giving more information</p>	<p>1. Students are able to identify the topic sentence.</p> <p>2. Students are able to identify the meaning of vocabulary.</p>	10

Teaching Stage	Activities		Learning outcomes	Time (min.)
	Teacher	Students		
	<p>3. T asks ss to do exercise 3 on page 2: Put the adjectives into a chart. T. explains the meaning of some difficult words in Thai.</p> <p>4. T shows how to do the exercise first by finishing 1st column of the chart.</p> <p>5. T. and ss do the exercise 3 together.</p>	<p>3. Ss. Ask the meaning of some difficult words.</p> <p>4.Ss observe what T. demonstrates on board.</p> <p>5. Ss and T. help each other do the exercise 3. <i>Answer:</i> <i>Look: huge, small beautiful, wide, narrow, crowded, busy, modern, clean, elegant, bright, congested, dark, dry, pretty</i> <i>Sound: musical, loud, quiet</i> <i>Smell: fragrant, awful</i> <i>Feel: exciting comfortable, friendly, humid, relaxed, enjoyable, hot, soft, warm, cold, dry</i> <i>Taste: delicious, sweet, spicy, salty, sour</i></p>	<p>3. Students are able to write sentences using There is /There are.</p>	
	<p>6. T. tells ss to look at the vocabulary in exercise 4 and helps ss to find the synonyms and let ss write the answers down.</p>	<p>6. Ss match the synonyms with the vocabulary in the box and write the answers down.</p>		

Teaching Stage	Activities		Learning outcomes	Time (min.)
	Teacher	Students		
	<p>7. T. reviews the use of <i>There is/There are.</i>: Ex. “Look at the 1st sentence and tell me why we use “There is” at the beginning?” “And what about “There are” in the 2nd sentence?”</p>  <p>8. T. asks ss to give some words regarding things or people in the school: “What are there in our school?”. Then, T. uses those words to form sentences in exercise 4.</p>	<p>7. Ss answer: “Because it is followed by a singular noun.” “ It is followed by a plural noun.”</p> <p>8. Ss answer. <i>Possible answer: tree, football field, nice students, teachers, etc.</i></p>		
Stage II: Guided Instruction [Whole Class/ Group]	<p>1. T. tells ss to read about Francisco’s neighborhood. 2. T asks ss to find the topic sentences and supporting sentences from each paragraph and fill out the chart on page 5.</p>	<p>1.Ss read the passage. 2. Ss find the topic sentences and supporting sentences from each paragraph and fill out the chart on page 5.</p>	<p>1. Students are able to use appropriately descriptive vocabulary to describe a place</p>	23

Teaching Stage	Activities		Learning outcomes	Time (min.)
	Teacher	Students		
	<p>3. T. asks ss to read the passage and explains the meaning in Thai.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Remember! The first line of a paragraph is always indented. The topic sentence of a paragraph is usually at the beginning. Paragraphs usually have three or more sentences. All the sentences in a good paragraph connect to the topic sentence.</p> </div>	<p><i>Answer:</i> <i>Topic sentence: There is bright, cheerful mall next to the park.</i> <i>Supporting sentences: There's a movie theater in the mall, too. There are a few restaurants in the mall, as well.</i> <i>Topic sentence: There are many nice people in my neighborhood.</i> <i>Supporting sentences: My neighbors are very friendly and helpful. They always smile and say hello.</i></p> <p>3. Ss read the passage.</p>	<p>2. Students are able to identify the topic sentence and supporting details from the passage.</p> <p>3. Students are able to correct the paragraph writing.</p>	

Teaching Stage	Activities		Learning outcomes	Time (min.)
	Teacher	Students		
	<p>4. T. asks ss to read the passage “<i>My school is great.</i>”, find topic sentence and rewrite the paragraph.</p> <p>5. T. asks ss to look at the picture and notes in exercise 4 and let them use some information from the notes to write a paragraph describing a favorite place.</p>	<p>4. Ss read the passage “<i>My school is great.</i>”, find topic sentence and rewrite the paragraph.</p> <p>5. Ss look at the picture and notes in exercise 4 and use some information from the notes to write a paragraph describing a favorite place.</p>		
Stage III: Collaborative [Group/Pair]	<p>1. T. lets ss work in group and finish exercise on writing a descriptive paragraph in the worksheet.</p> <p>2.T. provides suggestions and feedback for each group.</p> <p>3.T. asks students to share their group work in front of the class by reading the final work out loud.</p>	<p>1. Ss work in group and finish the writing: brainstorming and sharing their ideas.</p> <p>2.Ss may ask teacher for writing correction.</p> <p>3.Ss present their own work to the whole class by reading out loud.</p>	<p>1. Students are able to use appropriately descriptive vocabulary to describe a place.</p> <p>2. Students are able to write a good topic sentence with supporting details in describing a place.</p> <p>3. Students are able to write a paragraph describing a place.</p>	25

Teaching Stage	Activities		Learning outcomes	Time (min.)
	Teacher	Students		
Period 2				
Stage IV: Independent Practice [Individual]	<p>1.T. asks each of the ss to:</p> <ul style="list-style-type: none"> • <i>“Think about a favorite place you like.</i> • <i>Write a descriptive paragraph about your favorite place</i> • <i>Write a title, a topic sentence with at least 2 supporting details and conclusion.”</i> <p>2.T. comments on each student’s work and asks ss to submit the revised version next time</p>	<p>1.Ss write a descriptive paragraph.</p>	<p>1. Students are able to use appropriately descriptive vocabulary to describe his/her favorite place.</p> <p>2. Students are able to write a paragraph describing his/her favorite place.</p>	45
Conclusion [Whole Class]	<p>1.T. gives comments on common mistake found in their work.</p> <p>2.T. asks ss: <i>“Do you have any other questions on this lesson?”</i></p>	<p>2.Ss correct their work according to teacher’s feedback.</p> <p>1.Ss listen to teacher.</p> <p>2.Ss answer.</p>	<p>Students reflect on what they learn in this lesson.</p>	5

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Appendix D

Evaluation Form for Lesson Plan

Research Instrument Evaluation Form for Lesson Plan 2

Guidelines for evaluation

Please mark ✓ in the rating box (1,0,-1) on each item indicating your opinion. Please provide your comments on each item.

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

Part one: Objectives/ Content/Assessment

Objectives/ Content/Assessment	1	0	-1	Comments
Terminal Objective: Students will be able to write a paragraph describing his/her favorite place.				
Enabling Objectives: Students will be able to				
1. Use appropriately descriptive vocabulary to describe places.				
2. Identify the topic sentence and supporting details from the passage.				
3. Write a good topic sentence with supporting details in describing a place.				
4. Write a paragraph describing his/her favorite place with the appropriate form of writing and provide ample information.				

Objectives/ Content/Assessment	1	0	-1	Comments
<p>Content:</p> <p>Students use vocabulary describing his/her favorite place.</p>				
<p>Assessment:</p> <p>Students write a paragraph describing his/her favorite place.</p>				

Are the objectives in this lesson plan appropriate?

Yes No

Is the content in this lesson plan appropriate?

Yes No

Is the assessment in this lesson plan appropriate?

Yes No

Additional comments:

Part Two: Teaching procedures

Teaching procedures	Teacher's role	Student's role	1	0	-1	Comments
Warm-up	Teacher activates student's prior knowledge and gain student's attention.	Students use simple vocabulary that they have known to describe a place.				
Focus Lesson [Whole Class]	Teacher activates student's prior knowledge. Teacher clearly explains and demonstrates.	Students identify the meaning of vocabulary, identify the topic sentence and write sentences using There is /There are.				
Guided Instruction [Whole Class/ Group]	Teacher explains and demonstrates clearly. Teacher helps students do tasks.	Students use appropriately descriptive vocabulary and, write sentences to describe places.				
Collaborative [Group]	Teacher monitors and provides assistance and feedback.	Students brainstorm and write a paragraph describing a favorite place in their group.				
Independent Practice [Individual]	Teacher monitors and provides assistance and feedback.	Students write a paragraph describing his/her favorite place.				

Teaching procedures	Teacher's role	Student's role	1	0	-1	Comments
Conclusion [Whole Class]	Teacher concludes the lesson.	Students reflect and share what they learn in this lesson.				

Is it appropriate to apply gradual release of responsibility model to teach writing?

Yes

No

Additional comments:

Appendix E

Writing Scoring Rubrics

Writing Scoring Rubrics

Ideas and Content	
<p>6 The writing is exceptionally clear, focused, and interesting. It holds the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. Then writing is characterized by</p> <ul style="list-style-type: none"> ➤ clarity, focus, and control. ➤ main idea(s) that stand out. ➤ supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. ➤ a thorough, balanced, in-depth explanation / exploration of the topic; the writing makes connections and shares insights. ➤ content and selected details that are well-suited to audience and purpose. 	<p>5 The writing is clear, focused and interesting. It holds the reader’s attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ clarity, focus, and control. ➤ main idea(s) that stand out. ➤ supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support. ➤ a thorough, balanced explanation / exploration of the topic; the writing makes connections and shares insights. ➤ content and selected details that are well-suited to audience and purpose.
<p>4 The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ an easily identifiable purpose. ➤ clear main idea(s). ➤ supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support. ➤ a topic that is explored / explained, although ➤ developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present. ➤ content and selected details that are relevant, but perhaps not consistently well-chosen for audience and purpose. 	<p>3 The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off topic. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ an easily identifiable purpose and main idea(s). ➤ predictable or overly-obvious main ideas; or points that echo observations heard elsewhere; or a close retelling of another work. ➤ support that is attempted, but developmental details are often limited, uneven, somewhat off-topic, predictable, or too general (e.g., a list of underdeveloped points). ➤ details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information. ➤ difficulties when moving from general observations to specifics.
<p>2 Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ a purpose and main idea(s) that may require extensive ➤ inferences by the reader. ➤ minimal development; insufficient details. ➤ irrelevant details that clutter the text. ➤ extensive repetition of detail. 	<p>1 The writing lacks a central idea or purpose. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ ideas that are extremely limited or simply unclear. ➤ attempts at development that are minimal or nonexistent; ➤ the paper is too short to demonstrate the development of an idea.

Organization	
<p>6 The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ effective, perhaps creative, sequencing and paragraph breaks; the organizational structure fits the topic, and the writing is easy to follow. ➤ a strong, inviting beginning that draws the reader in and a strong, satisfying sense of resolution or closure. ➤ smooth, effective transitions among all elements ➤ (sentences, paragraphs, ideas). ➤ details that fit where placed. 	<p>5 The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ effective sequencing and paragraph breaks; the organizational structure fits the topic, and the writing is easy to follow. ➤ an inviting beginning that draws the reader in and a satisfying sense of resolution or closure. ➤ smooth, effective transitions among all elements ➤ (sentences, paragraphs, ideas). ➤ details that fit where placed.
<p>4 Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ clear sequencing and paragraph breaks. ➤ an organization that may be predictable. ➤ a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety. ➤ a body that is easy to follow with details that fit where placed. ➤ transitions that may be stilted or formulaic. ➤ organization which helps the reader, despite some weaknesses. 	<p>3 An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ attempts at sequencing and paragraph breaks, but the order or the relationship among ideas occasionally be unclear. ➤ a beginning and an ending which, although present, are either undeveloped or too obvious (e.g., “My topic is...”; “These are all the reasons that...”). ➤ transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused. ➤ a structure that is skeletal or too rigid. ➤ placement of details that may not always be effective. ➤ organization which lapses in some places, but helps the reader in others.
<p>2 The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ some attempts at sequencing, but the order or the relationship among ideas is frequently unclear; a lack of paragraph breaks. ➤ a missing or extremely undeveloped beginning, body, and/or ending. ➤ a lack of transitions, or when present, ineffective or overused. ➤ a lack of an effective organizational structure. ➤ details that seem to be randomly placed, leaving the reader frequently confused. 	<p>1 The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ a lack of effective sequencing and paragraph breaks. ➤ a failure to provide an identifiable beginning, body and/or ending. ➤ a lack of transitions. ➤ pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly. ➤ a lack of organization which ultimately obscures or distorts the main point.

Word Choice	
<p>6 Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ accurate, strong, specific words; powerful words energize the writing. ➤ fresh, original expression; slang, if used, seems purposeful and is effective. ➤ vocabulary that is striking and varied, but that is natural and not overdone. ➤ ordinary words used in an unusual way. ➤ words that evoke strong images; figurative language may be used. 	<p>5 Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ accurate, specific words; word choices energize the writing. ➤ fresh, vivid expression; slang, if used, seems purposeful and is effective. ➤ vocabulary that may be striking and varied, but that is natural and not overdone. ➤ ordinary words used in an unusual way. ➤ words that evoke clear images; figurative language may be used.
<p>4 Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ words that work but do not particularly energize the writing. ➤ expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective. ➤ attempts at colorful language that may occasionally seem overdone. ➤ occasional overuse of technical language or jargon. ➤ rare experiments with language; however, the writing may have some fine moments and generally avoids clichés. 	<p>3 Language lacks precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ words that work, but that rarely capture the reader’s interest. ➤ expression that seems general. ➤ attempts at colorful language that seem overdone or forced. ➤ words that are accurate for the most part, although misused words may occasionally appear; technical language or jargon may be overused or inappropriately used. ➤ reliance on clichés and overused expressions. ➤ text that is too short to demonstrate variety.
<p>2 Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ words that are colorless, flat or imprecise. ➤ monotonous repetition or overwhelming reliance on worn expressions that repeatedly detract from the message. ➤ images that are fuzzy or absent altogether. 	<p>1 The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ general, vague words that fail to communicate. ➤ an extremely limited range of words. ➤ words that do not fit the text; they seem imprecise, inadequate, or just plain wrong.

Sentence Fluency	
<p>6 The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next. ➤ extensive variation in sentence structure, length, and beginnings that add interest to the text. ➤ sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas. ➤ varied sentence patterns that create an effective combination of power and grace. ➤ strong control over sentence structure; fragments, if used at all, work well. ➤ stylistic control; dialogue, if used, sounds natural. 	<p>5 The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ a natural, fluent sound; it glides along with one sentence flowing into the next. ➤ variation in sentence structure, length, and beginnings that add interest to the text. ➤ sentence structure that enhances meaning. ➤ control over sentence structure; fragments, if used at all, work well. ➤ stylistic control; dialogue, if used, sounds natural.
<p>4 The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace. ➤ some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact. ➤ strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective. ➤ occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural. 	<p>3 The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ some passages that invite fluid oral reading; however, others do not. ➤ some variety in sentence structure, length, and beginnings, although the writer falls into repetitive sentence patterns. ➤ good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective. ➤ sentences which, although functional, lack energy. ➤ lapses in stylistic control; dialogue, if used, may sound stilted or unnatural. ➤ text that is too short to demonstrate variety and control.
<p>2 The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ significant portions of the text that are difficult to follow or read aloud. ➤ sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object). ➤ a significant number of awkward, choppy, or rambling constructions. 	<p>1 The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ text that does not invite—and may not even permit—smooth oral reading. ➤ confusing word order that is often jarring and irregular. ➤ sentence structure that frequently obscures meaning. ➤ sentences that are disjointed, confusing, or rambling.

Conventions	
<p>6</p> <p>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ strong control of conventions; manipulation of conventions may occur for stylistic effect. ➤ strong, effective use of punctuation that guides the reader through the text. ➤ correct spelling, even of more difficult words. ➤ correct grammar and usage that contribute to clarity and style. ➤ skill in using a wide range of conventions in a sufficiently long and complex piece. ➤ little or no need for editing. 	<p>5</p> <p>The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage) and uses them effectively to enhance communication. Errors are few and minor. Conventions support readability. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ strong control of conventions. ➤ effective use of punctuation that guides the reader through the text. ➤ correct spelling, even of more difficult words. ➤ correct capitalization; errors, if any, are minor. ➤ correct grammar and usage that contribute to clarity and style. ➤ skill in using a wide range of conventions in a sufficiently long and complex piece. ➤ little need for editing.
<p>4</p> <p>The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage). Significant errors do not occur frequently. Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ control over conventions used, although a wide range is not demonstrated. ➤ correct end-of-sentence punctuation; internal punctuation may sometimes be incorrect. ➤ spelling that is usually correct, especially on common words. ➤ correct capitalization; errors, if any, are minor. ➤ occasional lapses in correct grammar and usage; problems ➤ are not severe enough to distort meaning or confuse the reader. ➤ moderate need for editing. 	<p>3</p> <p>The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, grammar and usage). Errors begin to impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ some control over basic conventions; the text may be too simple or too short to reveal mastery. ➤ end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors. ➤ spelling errors that distract the reader; misspelling of common words occurs. ➤ capitalization errors. ➤ errors in grammar and usage that do not block meaning but do distract the reader. ➤ significant need for editing.
<p>2</p> <p>The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ little control over basic conventions. ➤ many end-of-sentence punctuation errors; internal punctuation contains frequent errors. ➤ spelling errors that frequently distract the reader; misspelling of common words often occurs. ➤ capitalization that is inconsistent or often incorrect. ➤ errors in grammar and usage that interfere with readability and meaning. ➤ substantial need for editing. 	<p>1</p> <p>Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by</p> <ul style="list-style-type: none"> ➤ very limited skill in using conventions. ➤ basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect. ➤ frequent spelling errors that significantly impair readability. ➤ capitalization that appears to be random. ➤ a need for extensive editing.

Adapted from Oregon Department of Education's Official Scoring Guide, Writing 2010-2011

Appendix F

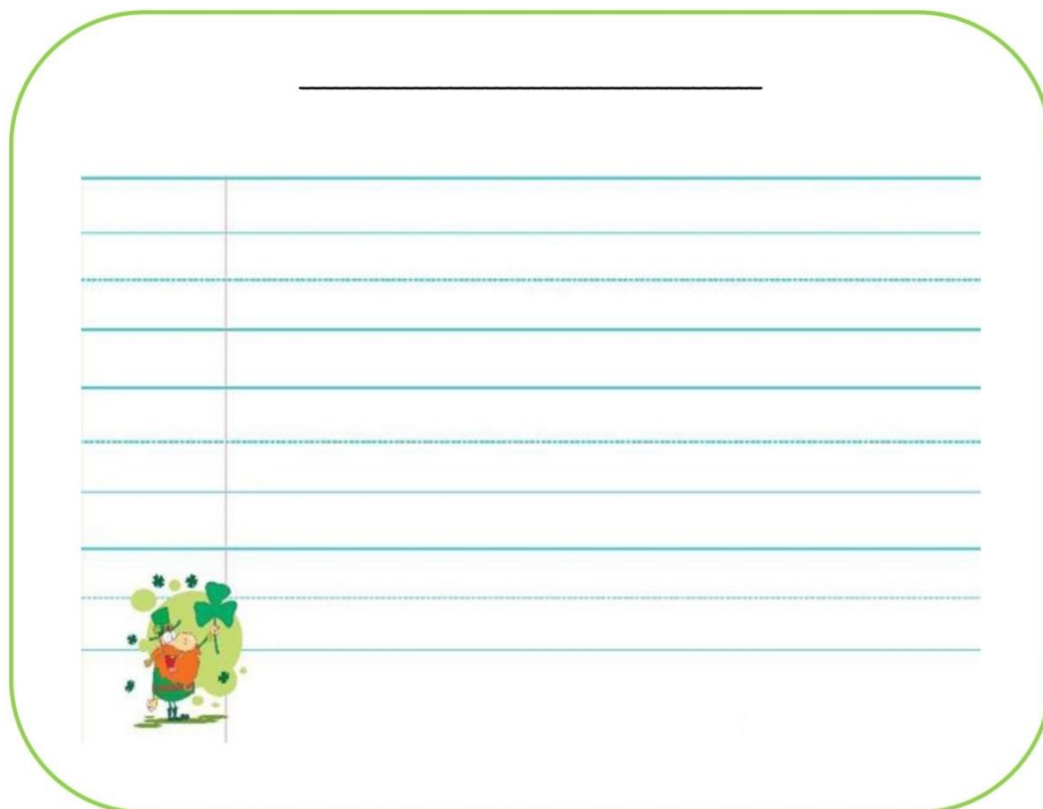
English Writing Test

English Writing Test

Name:..... Last name:.....Class:.....NO.....

Direction: Write a well-organized paragraph on topic: “My favorite movie character”.

Your paragraph must describe the character’s appearance, personality and give at least two reasons why you like the character. The paragraph must include: title, topic sentence, supporting details and conclusion. The total score is 30.



SCORING CARD

Name:..... Last name:.....Class:.....NO.....

Ideas and Content (6 points)	Organization (6 points)	Word Choice (6 points)	Sentence Fluency (6 points)	Conventions (6 points)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> clear, focused, and interesting <input type="checkbox"/> main idea stands out <input type="checkbox"/> in-depth explanation of the topic <input type="checkbox"/> content and selected details are well-suited to reader and purpose	<input type="checkbox"/> organizational structure fits the topic <input type="checkbox"/> the writing is easy to follow <input type="checkbox"/> use smooth and effective transitions <input type="checkbox"/> good sentences and paragraphs structures <input type="checkbox"/> details fit the context	<input type="checkbox"/> use a rich and broad range of words <input type="checkbox"/> use accurate, strong, specific words <input type="checkbox"/> use words that evoke strong images	<input type="checkbox"/> writing has an effective flow <input type="checkbox"/> extensive variation in sentence structure that add interest and draw attention to ideas/the text <input type="checkbox"/> effective varied sentence patterns <input type="checkbox"/> strong control over sentence structure	<input type="checkbox"/> strong control of conventions (punctuation, spelling, capitalization, grammar) <input type="checkbox"/> effective use of punctuations <input type="checkbox"/> use a wide range of conventions in a sufficiently long and complex piece <input type="checkbox"/> little or no need for editing

Total score: /30

Comments:

.....

.....

.....

Scoring Rubrics were adapted from Oregon Department of Education's Official Scoring Guide, Writing 2010-2011.

Appendix G

Evaluation Form for English Writing Test

Research Instrument Evaluation Form for English writing Test

Guidelines for evaluation

Please mark ✓ in the rating box (1,0,-1) on each item indicating your opinion. Please provide your comments on each item.

1 means the item is appropriate

0 means not sure

-1 means the item is not appropriate

Item	1	0	-1	Comments
1. Tasks				
2. Directions				
3. Scoring system				

Additional comments:

Appendix H

Observation Checklist

Observation Checklist

Topic:.....Date:.....

Description		Students' positive responses showing their understanding		Comment
Focus lesson / "I"	1. Students give the definition of vocabulary in Thai. /Students give vocabulary or phrases as examples to show their understanding.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
	2. Students complete couple sentences by adding words or phrases learned from the lesson.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Guided Instruction / "We do it"	3. Students can identify topic sentence from given passage and fill in the organization chart.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
	4. Students can identify supporting sentences and fill in the organization chart.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
	5. Students can identify concluding sentences and fill in the organization chart	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
	6. Students can use given information to complete writing templates or a paragraph by adding words, filling phrases and forming complete sentences.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Collaborative/ "You do it together"	7. Students work in groups, brainstorming ideas, information / Students ask peers or teacher questions or discuss the topic.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
	8. Students explicitly write an outline in their worksheet. /Students write title, topic sentence, supporting details, or conclusion in the worksheet.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
	9. Students asks peers, teacher for comments, suggestion./ Students look for definition and example of words, phrases in paper dictionary, online dictionary or the Internet.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Independent Practice/ "You do it alone"	10. Students explicitly write outlines in their own worksheet./ Students write title, topic sentence, supporting details , or conclusion in their own worksheet.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
	11. Students ask teacher for comments, suggestion. /Students consult their peers. /Students look for definition and example of words, phrases in paper dictionary, online dictionary, the Internet.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
	12. Students individually write a paragraph on their selected topic.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Appendix I

Evaluation Form for Observation Checklist

Research Instrument Evaluation Form for Observation Checklist

Guidelines for evaluation

Please mark ✓ in the rating box (1,0,-1) on each item indicating your opinion. Please provide your comments on each item.

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

Item	1	0	-1	Comments
1. Students give the definition of vocabulary in Thai. /Students give vocabulary or phrases as examples to show their understanding.				
2. Students complete couple sentences by adding words or phrases learned from the lesson.				
3. Students can identify topic sentence from given passage and fill in the organization chart.				
4. Students can identify supporting sentences and fill in the organization chart.				
5. Students can identify concluding sentences and fill in the organization chart				
6. Students can use given information to complete writing templates or a paragraph by adding words, filling phrases and forming complete sentences.				
7. Students work in groups, brainstorming ideas, information / Students ask peers or teacher questions or discuss the topic.				
8. Students explicitly write an outline in their worksheet. /Students write title, topic sentence, supporting details, or conclusion in the worksheet.				
9. Students asks peers, teacher for comments, suggestion./ Students look for definition and example of words, phrases in paper dictionary, online dictionary or the Internet.				
10. Students explicitly write outlines in their own worksheet./ Students write title, topic sentence, supporting details , or conclusion in their own worksheet.				

Item	1	0	-1	Comments
11. Students ask teacher for comments, suggestion. /Students consult their peers. /Students look for definition and example of words, phrases in paper dictionary, online dictionary, the Internet.				
12. Students individually write a paragraph on their selected topic.				

Additional comments:



Appendix J
Interview Questions

Sex: male female

1. What is the writing topic that you like the most? Why?
2. Which learning steps in the class do you like the most? Why?
3. What do think you learn from taking this writing course?
4. How do you find this writing course including the activities, classmates and teacher in the class help you complete the writing assignment?

Appendix K
Interview Questions in Thai

คำถามสัมภาษณ์

เพศ: ชาย หญิง

1. หัวข้อเขียนใดที่นักเรียนชอบมากที่สุด เพราะเหตุใด
2. ชั้นการเรียนรู้ใดในห้องเรียนที่นักเรียนชอบมากที่สุด เพราะเหตุใด
3. นักเรียนคิดว่านักเรียนได้เรียนรู้อะไรบ้างจากการเรียนวิชาการเขียนนี้
4. นักเรียนคิดว่าวิชาการเขียนนี้ รวมถึงกิจกรรมต่างๆ เพื่อนร่วมชั้น และคุณครูมีส่วนช่วยนักเรียนอย่างไรในการเขียนชิ้นงานให้สำเร็จ

Appendix L Evaluation Form for Observation Checklist

Research Instrument Evaluation Form for Interview Questions

Guidelines for evaluation

Please mark ✓ in the rating box (1,0,-1) on each item indicating your opinion. Please provide your comments on each item.

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

Item	1	0	-1	Comments
1. What is the writing topic that you like the most? Why?				
2. Which learning steps in the class do you like the most? Why?				
3. What do think you learn from taking this writing course?				
4. How do you find this writing course including the activities, classmates and teacher in the class help you complete the writing assignment?				

Additional comments:

Appendix M
Lists of Experts Validating Instruments

A. Experts validating English writing test, lesson plan, observation checklist, and interview questions.

1. Assistant Proferssor Chansongklod Gajaseni, Ph.D.
Faculty of Education, Chulalongkorn University
2. Ajarn Maneerat Ekkayokkaya, Ph.D.
Faculty of Education, Chulalongkorn University
3. Ajarn Rattana Lekpuk
Department of Foreign Languages, Surasakmontree School

B. Inter-raters reliability

- Ms. Ratchada Puchongcharoen
Department of Foreign Languages, Bodindecha (Sing Singhaseni)2 School

Appendix N

Samples of Students' Writing Pre-Posttest

Student H's Pre-Test

To the beautiful you

This movie is about student in all boy school. My favorite movie character is Kang Tae Jun. He has tallest and thin. He is Discreet. He sports is a high jump. Kang Tae Jun is korean. His life to the poor. Although, many student jealous him. He rarely spoke to anyone.

I like him because when he smile it make me crazy. I think His kindness. He had lovely temperament. Last one I think he is very handsome for me.



Student H's Post-Test

Doraemon

Doraemon is my favorite movie character. He has big dark eyes. He often eats dorayaki. He is short and fat. He is very outgoing. He always help Nobita when Nobita has problems. He is very kind and warm. I like Doraemon because he has many magic gadgets to help Nobita. I think Doraemon is a good friend. Doraemon is always ready to help other other, human or animal.

Therefore, I think Doraemon is not only an ordinary cat! He is a hero for me. He is a reel-model to me.



Student M's Pre-Test

Jack Sparrow

Jack Sparrow was legendary pirate of the seven seas, and the irreverent trickster of the Caribbean. Jack first love was the sea, his second his beloved ship the Black Pearl.

Jack Sparrow is played by Johnny Depp. He is funny. He is famous in all around the world. He is a good actor.



Student M's Post-Test

Doraemon

My favorite movie character is Doraemon. He is in "Doraemon stand by me" movie. Doraemon is a robot in 22nd century. Doraemon comes to Nobita's home for change Nobita's future. Then Doraemon comes to Nobita's home for long time. Both are good friends. Doraemon has a big eyes and red nose. In addition, he is short and fat but he is so cute. He has blue and white body. He is kind and helpful.

I like Doraemon because he is so cute and funny.

In conclusion, many people around the world are love Doraemon and he always stand by me forever.



Student L's Pre-Test

Tony stark

I'm Iron Man, This is a sentence of the millionaire. He is a producer of Iron man. He is tall and curly hair. He instead creates a powered suit of armor to save his life and escape captivity. Tony has created many military weapons, some of which, along with the technological devices of his making, have been integrated into his suit, helping him fight crime.

I like him because, he is a good man and helpful of people. He has a intelligence of thinking



Student L's Post-Test

John Connor

John Connor, he lead the human resistances to the victory in the war of Terminator. He is tall and strong. He protect people from machine because, in 2018 The super computer name Skynet main from of the machines will destroy the human. I like him because John Connor wants to protect the world from machine. Second He had the courage to sacrificing.

In conclusion, John Connor saved the world from machine. He is dare to fight with robot and save the human. I think he must has to praising and follow him.



Appendix O
Sample of Students' Group Writing

Writing Outline

Collaborative: You do It Together

1. Choose your favorite person or famous person and make a note.

Notes:

Topic sentence	Ms. Yingluck Shinawatra Prime Minister of Thailand
Appearance	Straight, Long, black hair dark brown eyes tall
Personality	Sensitive - continue to be Active Clever - develop the country. she helps and leads us to become developing country., good looking moral - honest and honorable.
Life	be prouded of woman because she is first minister of Thailand. We are so proud of her.
Conclusion	I hope I will be like her.

Group Writing Draft 1

- 2. Use the information from your notes to write a well-organized descriptive paragraph.

Person's Name: Ms. Yingluck Shinawatra Prime Minister of Thailand.

Ms. Yingluck Shinawatra is the present Prime Minister of Thailand. She has straight long black hair and dark brown eyes. She is tall. She is clever. She helps us and leads the nation to become a developing country. She is good looking. Her dresses are nice and beautiful. She is also honest and honorable. We are so proud of her because she is first prime minister of Thailand. I hope I will be like her.

Group Writing Draft 2

- 2. Use the information from your notes to write a well-organized descriptive paragraph.

Person's Name: Ms. Yingluck Shinawatra Prime Minister of Thailand

Ms. Yingluck Shinawatra is the present Prime Minister of Thailand. She has straight long black hair and dark brown eyes. She is tall. She is clever. She helps us and leads the nation to become a developing country. She is good looking. Her dresses are nice and beautiful. She is also honest and honorable. We are so proud of her because she is first prime minister of Thailand. I hope I will be like her.

VITA

Pichinart Kumpawan was born in Phrae Province in 1984. She obtained her Bachelor's Degree majoring in English from the Faculty of Arts, Chulalongkorn University in 2006. In 2010, she continued her Master's Degree in Teaching English as a Foreign Language at the Faculty of Education, Chulalongkorn University. At present, she is an English teacher at Surasakmontree School, Bangkok.

