

EFFECTS OF TASK-BASED WRITING INSTRUCTION ON ENGLISH WRITING  
ABILITY OF UPPER SECONDARY SCHOOL STUDENTS

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ผลของการสอนการเขียนแบบเน้นงานปฏิบัติที่มีต่อความสามารถในการเขียนภาษาอังกฤษ  
ของนักเรียนมัธยมศึกษาตอนปลาย

นางสาวกฤตรัตน์ กฤตวัฒนวงศ์

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By                                    Miss Krittarat Krittawattanawong  
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การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาผลของการสอนการเขียนแบบเน้นงานปฏิบัติที่มีต่อความสามารถในการเขียนภาษาอังกฤษของนักเรียนมัธยมศึกษาตอนปลาย 2) ศึกษาความคิดเห็นต่อการสอนการเขียนแบบเน้นงานปฏิบัติ กลุ่มตัวอย่างประกอบด้วยนักเรียนชั้นมัธยมศึกษาปีที่ 4 โรงเรียนสาธิตจุฬาลงกรณ์มหาวิทยาลัย ฝ่ายมัธยม จำนวน 35 คน ที่ลงทะเบียนเรียนวิชาการเขียนภาษาอังกฤษผ่านงานปฏิบัติเป็นวิชาเลือกเสรี ภาคเรียนที่หนึ่ง ปีการศึกษา 2551 การทดลองใช้เวลาทั้งสิ้น 16 สัปดาห์ การเก็บข้อมูลใช้การรวบรวมเชิงคุณภาพและเชิงปริมาณ สถิติที่ใช้ในการวิเคราะห์ความแตกต่างระหว่างความสามารถในการเขียนภาษาอังกฤษก่อนและหลังการทดลองคือสถิติทดสอบค่าที สำหรับข้อมูลเชิงคุณภาพใช้การวิเคราะห์เนื้อหาและนำเสนอในรูปแบบของความถี่และร้อยละ

ผลการวิจัยพบว่า (1) คะแนนเฉลี่ยการเขียนภาษาอังกฤษก่อนและหลังการทดลองของกลุ่มตัวอย่างมีความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 (2) ผู้เรียนมีความคิดเห็นเกี่ยวกับประโยชน์ที่ได้รับและอุปสรรคในการเรียนโดยใช้การสอนการเขียนแบบเน้นงานปฏิบัติ ดังนี้ ประโยชน์ที่ได้รับคือ ผู้เรียนมีความมั่นใจในการเขียนมากขึ้น พัฒนาทักษะการเขียนภาษาอังกฤษ และได้เรียนรู้คำศัพท์และไวยากรณ์มากขึ้น อย่างไรก็ตาม ผู้เรียนบางคนมีความเห็นว่ายังประสบปัญหาในการเรียนอยู่บ้าง กล่าวคือ มีข้อจำกัดในการใช้ภาษาและคำศัพท์ รวมถึงเวลาในการเขียนไม่เพียงพอ

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ลายมือชื่อนิสิต \_\_\_\_\_  
ลายมือชื่ออ.ที่ปรึกษาวิทยานิพนธ์หลัก \_\_\_\_\_

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The objectives of this study were to: 1) investigate the effects of task-based writing instruction on students' writing ability; and 2) explore students' opinions towards task-based writing instruction. The samples were 35 Grade 10 students at Chulalongkorn University Demonstration Secondary School. They were enrolled in English Writing Through Tasks course in the first semester, academic year 2008. The data were collected quantitatively and qualitatively. A within-group paired-sample t-test was used to investigate the differences between the mean scores from the pre and post English writing test. The qualitative data were analyzed using content analysis and shown in frequency and percentage.

The findings of the study revealed that (1) there was a significant difference in students' mean scores on English writing abilities before and after the students' participation in task-based writing instruction at the significant level of .05; (2) students reflected towards the benefits and difficulties in the learning logs. They reported that task-based writing instruction enhanced their confidence in writing, developed their writing skills, and promoted their knowledge of vocabulary and grammar. In terms of the limitations, students said that they had problems with language use, vocabulary, and time allocation.

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## CHAPTER I

### INTRODUCTION

#### **Background and Statement of the Problems**

In relation to language skills, which are comprised of listening, speaking, reading and writing, the last skill seems to be the most complicated and difficult for both teachers and learners as Byrne (1982) stated that writing is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. Also, Bell and Burnaby (1984) indicated that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. These include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation (Cited in Nunan, 1989: 36). It can be assumed that writing is disliked and avoided because it is frustrating, unnatural and it must be learned. Generally, someone has to teach you how to write.

Writing is a difficult activity for most people, both in the mother tongue and in a foreign language; still it is widely used in daily life (Byne, 1982). It is significant that writing plays a major role in communication. Writing can also generate knowledge and help the writer discover and create ideas (Fulwiler, 1987). According to Scribner and Cole (1991), writing is very crucial in daily life because it is the use of alphabet or symbols as a tool in communication and transferring knowledge, ideas, feelings and emotions. Furthermore, writing is a significant tool in cultural transmission in order to empower the society.

As writing is vital in daily life and it must be learned, students are taught to write in the classroom. However, the low-level writing activity they mostly study in class such as making lists, copying instructions, and taking notes does not seem to help students develop the skill, build up confidence, and create motivation to write in English (Pochanapan, 2007). In consequence, most teachers found their students' English writing ability unsatisfactory (Suwannasom, 2001; Wiriyachitra, 2001; Pochanapan, 2007). Many students have some writing problems in vocabulary, grammar, mechanics, content, and organization (Volante, 2008). In addition, students' lack of writing skill and confidence is another reason leading to the students' poor writing ability (Pochanapan, 2007).

Teachers in many parts of the world have tried to find out the best way to improve students' English writing ability. A half century ago, writing teachers were mostly concerned with the final product of writing and what that product should "look" like (Brown, 2001). Teachers give high marks in the writing course when students pass their writing paper with a good product. However, presently, the process of writing is more emphasized than its product. The need is to find ways to help them develop accuracy in their writing such as a composition with correct grammatical structures, spelling and punctuation, clear content and good paragraphing or organization; also, to motivate them to participate in the writing process (Volante, 2008). The process approach is an attempt to take advantage of the nature of the written code to give students a chance to think as they write. It can be planned and given an unlimited number of revisions before its release. Also, in more recent years, with the communicative focus of the foreign language classroom, there has been a shift towards writing for the transmission of ideas, information, and personal messages. Teachers, nowadays, are more apt to differentiate between writing

for communication and thinking and writing for practice and mastery of the language and its structure (Morris, 1998).

According to Chavez, Matsumura & Valdes (2004), in the United States, many districts have focused on raising students' literacy skills. To this end, as the result of research focusing on the best way to support students' writing development, the process approach to writing instruction has been codified as the standard for instruction in many states and districts such as Illinois State Board of Education (1997), California State Board of Education (1999), Massachusetts Department of Education (2001), Kentucky Department of Education (2003).

In Thailand, the Basic Education National Curriculum B.E. 2544 (A.D. 2001) promotes students to learn and understand writing processes of foreign languages which stated in the first strand - language for communication – standards two and three. In standard two, it is indicated that learners need to possess skills for language communication, for information and ideas exchanges and to apply technology to express feeling and manage learning processes appropriately as well. For standard three, learners need to understand speaking and writing processes, communicate opinions and concepts of various subjects creatively, efficiently and aesthetically.

According to the Basic National Curriculum, there is a need to let learners know the process of writing since it is a systematic approach that encourages a writer to follow a precise and logical process (Thammasarnsophon, 1991; Glass, 2005; Shulman, 2005).

Due to the significance and the requirement of the learning process, one of the most popular approaches, task-based instruction, is introduced in order to meet the needs. As Feez (1998) indicated that the focus of task-based instruction is on process rather than product. Besides, Richards and Rodgers (2001: 228) cited that “tasks are

believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning.” Also, Nunan (2004) stated that task-based instruction has strengthened the provision of opportunities for learners to focus not only on language but also on the learning process itself. Edwards and Willis (2005) also viewed that task-based instruction provides better contexts for activating learner acquisition processes and promoting second language learning.

In sum, task-based instruction seems to help students become successful in writing since it can increase students’ participation in the writing process. To date, there have been only a few studies regarding writing process and task-based instruction in Thailand. Therefore, the current study is aimed at investigating whether task-based writing instruction enhances upper secondary school students’ English writing ability.

### **Research Questions**

In this study, the researcher attempts to answer the following questions:

1. To what extent does task-based writing instruction enhance upper secondary school students’ English writing ability?
2. What are upper secondary school students’ opinions towards task-based writing instruction?

### **Research Objectives**

The objectives of the present study are as follows:

1. To study the effects of task-based writing instruction on English writing ability of upper secondary school students.

2. To explore upper secondary school students' opinions towards task-based writing instruction.

### **Statements of hypothesis**

1. Students who learn through task-based writing instruction will gain higher average scores on the posttest than the pretest at the significant level of .05.

2. Students who learn through task-based writing instruction will have positive opinions towards task-based writing instruction.

### **Scope of the study**

1. The population for this study was upper secondary school students of Chulalongkorn University Demonstration School

2. The sample for this study was 35 Grade 10 students

3. The variables in this study were as follows:

3.1 Independent variable was task-based writing instruction.

3.2 Dependent variables were students' writing ability and opinions towards task-based writing instruction.

### **Definition of Terms**

**1. Task-based writing instruction** refers to the teaching of writing by using tasks as the core unit of planning the teaching procedures which comprised three phases: pretask, task cycle and language focus (Willis, 1996). Students understand the theme and objectives and prepare themselves by doing the pretask activities before doing the real tasks. Then, they were provided with opportunities to



plan and use language in order to complete six writing tasks individually, in pairs or small groups. Finally, students were instructed the language features and form.

**2. English writing ability** was the ability to write in English. It was evaluated by the English writing test's scores before and after learning through task-based writing instruction. The written tasks and test were measured by the criteria of Jacob and others (1981).

**3. Opinions towards task-based writing instruction** refer to students' opinions towards task-based writing instruction measured by students' writing learning log which will be assigned three times during this course: the fifth week, the ninth week and the thirteenth week.

**4. Upper secondary school students** are thirty-five of Grade 10 students who enrolled in the English writing course: English Writing Through Tasks as an elective at Chulalongkorn University Demonstration School in the first semester of the academic year 2008.

## **CHAPTER II**

### **REVIEW OF THE LITERATURE**

This study investigated the effects of task-based writing instruction on English writing ability of Grade 10 students. Related literature and research were reviewed to obtain sufficient background information for the study. The literature first presents a general description with a framework of task-based instruction. Then, the benefits of task-based instruction as well as research on task-based instruction are explained. Fourth, a general description of writing and approach to process writing are described. Also, a definition of English writing ability and also writing assessment are reviewed.

#### **Task-based instruction**

##### **Definition of task-based instruction**

Task-based instruction (TBI), also known as Task-based language learning (TBLL) or Task-based language teaching (TBLT) is a method of instruction in the field of language acquisition. It focuses on the use of authentic language, and to students doing meaningful tasks using the target language; for example, visiting the doctor, conducting an interview, or calling customer services for help. Assessment is primarily based on task outcome (ie: the appropriate completion of tasks) rather than simply accuracy of language forms. This makes TBI especially popular for developing target language fluency and student confidence.

Task-based instruction (TBI) is an approach based on the use of tasks as the core unit of planning and instruction in language teaching (Edwards and Willis, 2005; Richards and Rodgers, 2001). Therefore, in TBI, what teachers ask students is that

they carry out a series of tasks, for which they will need to learn and recycle some specific items of language. The main focus is on the tasks to be done and language is seen as the instrument necessary to carry them out. TBI focuses on the instrumental value of language (Estaire and Zanón, 1994). In addition, TBI views the learning process as a set of communicative tasks that are directly linked to the curricular goals they serve, the purposes of which extend beyond the practice of language for its own sake (Brown, 2001).

The key assumptions of task-based instruction are summarized by Feez (1998: 17) as follows:

- The focus is on process rather than product.
- Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.
- Activities and tasks can be either:
  - those that learners might need to achieve in real life;
  - those that have a pedagogical purpose specific to the classroom.
- Activities and tasks of a task-based syllabus are sequenced according to difficulty.
- The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

Bowen (2006) defined that task-based learning offers the student an opportunity to process language which is being learned or recycled more naturally. The primary focus of classroom activity is the task and language is the instrument

which the students use to complete it. The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning, they are free to use any language they want. Playing a game, solving a problem or sharing information or experiences, can all be considered as relevant and authentic tasks. In TBI an activity in which students are given a list of words to use cannot be considered as a genuine task. Nor can a normal role play if it does not contain a problem-solving element or where students are not given a goal to reach. In many role plays students simply act out their restricted role. For instance, a role play where students have to act out roles as company directors but must come to an agreement or find the right solution within the given time limit can be considered a genuine task in TBI.

### **The importance of task-based instruction**

Many theorists and researchers proposed task-based instruction for it has strengthened the principles and practices such as a needs-based approach to content selection, an emphasis on learning to communicate through interaction in the target language, the introduction of authentic texts into the learning situation, the provision of opportunities for learners to focus not only on language but also on the learning process itself, an enhancement of the learner's own personal experiences as important contributing elements to classroom learning, the linking of classroom language learning with language use outside the classroom, the focus on process rather than product, using purposeful activities and tasks that emphasize communication and meaning (Feez, 1998; Nunan, 2004).

### The method of task-based instruction

The design of a task-based lesson involves consideration of the stages or components of a lesson that has a task as its principal component. Various designs have been proposed (e.g. Prabhu 1987; Nunan, 1989; Estaire and Zanon 1994; Skehan 1996). However, they all have in common three principal phases, which are shown in Figure 2.1. These phases reflect the chronology of a task-based lesson. Thus, the first phase is 'pre-task' and concerns the various activities that teachers and students can undertake before they start the task, such as whether students are given time to plan the performance of the task. The second phase, the 'during task' phase, centres around the task itself and affords various instructional options, including whether students are required to operate under time-pressure or not. The final phase is 'post-task' and involves procedures for following-up on the task performance. Only the 'during task' phase is obligatory in task-based teaching. Thus, minimally, a task-based lesson consists of the students just performing a task.

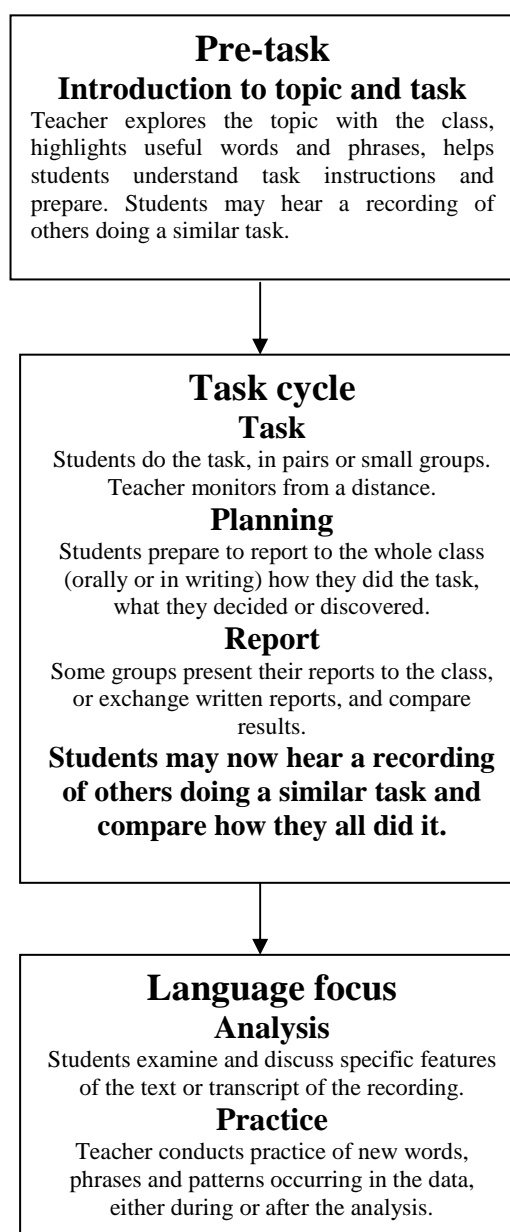
Figure 2.1: A framework for designing task-based lessons

Phase	Examples of options
A. Pre-task	<ul style="list-style-type: none"> <li>* Framing the activity (e.g. establishing the outcome of the task)</li> <li>* Planning time</li> <li>* Doing a similar task</li> </ul>
B. During task	<ul style="list-style-type: none"> <li>* Time pressure</li> <li>* Number of participants</li> </ul>
C. Post-task	<ul style="list-style-type: none"> <li>* Learner report</li> <li>* Consciousness-raising</li> <li>* Repeat task</li> </ul>

According to Willis (1996: 38), she recommends the sequence of task-based instruction which comprises three phases; pretask, task cycle and language focus. (See Figure 2.2)

Figure 2.2

*The Sequence of Task-based Instruction (Willis, 1996)*



## **Pretask**

The step of *pretask* aims to expose students to the target language. In this phase, teacher lets students prepare themselves by introducing the topic and task. Teacher also helps students to understand the theme and objectives of the task, for example, brainstorming ideas with the class, using pictures, mime, or personal experience to introduce the topic. After the introduction to topic and task, these activities can happen, for example, students may do pretask activities such as puzzles, odd-word-out games, matching games, teacher may highlight useful words and phrases, but would not preteach new structures, students can be given preparation time to think about how to do the task, students can hear a recording of a parallel task being done and so forth.

## **The task cycle**

This phase is divided into three steps: task, planning and report. In *task cycle*, the objectives are to provide the opportunities for students to use the language, both spontaneously and planned and also to motivate students to listen and talk, read and write, study and reflect. In this stage, teacher acts as monitor and encourages students, ensures the purpose of the report is clear, acts as language adviser, helps students rehearse oral reports or organize written ones, acts as chairperson, selecting who will speak next, or ensures all students read most of the written reports and may give brief feedback on content and form. For students, they do the task in pairs/small groups. It may be based on a reading/listening text, prepare to report to the class how they did the task and what they discovered/decided, rehearse what they will say or draft a written version for the class to read and present their spoken reports to the class, or circulate/display their written reports.

### **The language focus**

The last stage is *language focus*. The goal of this stage is to instruct students by focusing on language form. In this stage, teacher brings other useful words, phrases and patterns to students' attention, picks up on language items from the report stage, and conducts practice activities after analysis activities where necessary, to build confidence. Besides, students do consciousness-raising activities to identify and process specific language features from the task text and/or transcript and practice words, phrases and patterns from the analysis activities.

In conclusion, Willis divided task-based language into three main phases: pretask, task cycle and language. For the step of pretask, it can be viewed as the step of preparation before doing the real tasks. Teacher explores the topic with the class, highlights useful words and phrases, and helps students understand task objectives and instructions. Students may hear a recording of others doing a similar task. The second step is the task cycle which is divided into three phases: task, planning and report. In this stage, students use languages in order to accomplish the tasks. The last step is language focus which is divided into two main steps: analysis and practice. Students are taught and stimulated to analyze the language and then practice using it.

In conclusion, Figure 2.3 presents the components of TBI, conditions for learning and some samples of activities (Willis, 1996).



Figure 2.3: The components of TBI, conditions for learning and some samples of activities (Willis, 1996)

Components	Conditions for Learning	Sample Activities
<p><b>Pre task</b> Discuss topic and situation. Teacher sets written task, which could be based on a reading text.</p>	<p><b>Exposure</b> to the target language.</p>	<p><b>The students</b> - note down useful words and phrases from the pre-task activities and/or the recording - may spend a few minutes preparing for the task individually <b>The teacher</b> - introduces and defines the topic - uses activities to help students recall/learn useful words and phrases - ensures students understand task instructions</p>
<p><b>Task cycle</b> <b>Task</b> Students discuss task orally in pairs or groups, to decide content.</p>	<p><b>Opportunities</b> to use the language, both spontaneously and planned.</p> <p><b>Motivation</b> to listen and talk, read and write, study and reflect.</p>	<p><b>The students</b> - do the task in pairs/small groups. It may be based on a reading/listening text <b>The teacher</b> - acts as monitor and encourages students</p>
<p><b>Planning 1</b> Pairs draft notes, discuss outline, write first draft. Exchange drafts with another pair and ask them to suggest improvements. <b>Planning 2</b> Redraft, check, improve, make final checks. Final draft ready for audience</p>		<p><b>The students</b> - prepare to report to the class how they did the task and what they discovered/decided - rehearse what they will say or draft a written version for the class to read <b>The teacher</b> - ensures the purpose of the report is clear - acts as language adviser - helps students rehearse oral reports or organize written ones</p>
<p><b>Report</b> Pieces of writing read by all, for a set purpose. Class discussion of findings. Summing up.</p>		<p><b>The students</b> - present their spoken reports to the class, or circulate/display their written reports <b>The teacher</b> - acts as chairperson, selecting who will speak next, or ensuring all students read most of the written reports - may give brief feedback on content and form</p>
<p><b>Language focus</b> <b>Analysis</b> Students examine and discuss specific features of the text or transcript of the recording.</p>	<p><b>Instruction</b> Focus on language form</p>	<p><b>The students</b> - do consciousness-raising activities to identify and process specific language features from the task text and/or transcript <b>The teacher</b> - brings other useful words, phrases and patterns to students' attention - may pick up on language items from the report stage</p>
<p><b>Practice</b> Teacher conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis.</p>		<p><b>The students</b> - practice words, phrases and patterns from the analysis activities <b>The teacher</b> - conducts practice activities after analysis activities where necessary, to build confidence</p>

In this study, three steps of task-based instruction by Willis (1996) were adapted as the framework in order to design the instructional instrument because it is quite practical and straightforward. Furthermore, it is the model most commonly cited and employed by classroom teachers and teacher-researchers (Edwards and Willis, 2005). Another reason is that task-based instruction provides a primary focus on meaning. That is to say, tasks and activities in this instruction promote communicative language use, but supplement these with activities designed to promote accuracy. The initial aim is to encourage learners to engage in meaning with the language resources they already have. Then, they may do a repeat task which gives them the opportunity to incorporate some of the language they have focus on at an earlier stage (Willis and Willis, 2007).

## **Tasks**

### **The definition of tasks**

The concept of 'task' was defined in a variety of ways as following:

Long (1985) frames his approach to task-based language teaching in terms of target tasks which are non-technical and non-linguistic, that is a piece of work undertaken for oneself or for others, freely or for some reward. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between.

For Prabhu (1987), a task is “an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process” (Quoted in Richards and Rodgers, 2001).

Skehan (1998), drawing on a number of other writers, puts forward five key characteristics of a task as follows:

- meaning is primary
- learners are not given other people's meaning to regurgitate
- there is some sort of relationship to comparable real-world activities
- task completion has some priority
- the assessment of the task is in terms of outcome

Mostly, this term, task, is also defined in two ways; real-world or target tasks, and pedagogical tasks. For the definition of a pedagogical task, many theorists offer the variety of definitions as follows:

Richards and others (1986) cites that it is an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks”.

However, Breen (1987: 23) and Ellis (2003: 16) define a pedagogical task in different way, that is “...a range of workplans which have the overall purpose of a facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision-making”. This definition is very broad, implying as it does, that just about anything the learner does in the classroom qualifies as a task. It could, in fact, be used to justify any procedure at all as 'task-based', and is not particularly helpful.

More circumscribed is the following from Willis (1996), cited in Willis and Willis (2001). A classroom undertakes where the target language is used by the learners for a communicative purpose (goal) in order to achieve an outcome. Here the notion of meaning is subsumed in 'outcome'. Language in a communicative task is seen as bringing about an outcome through the exchange of meanings.

Nunan (2006) defines that a task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.

While these definitions vary somewhat, the theorists all emphasize the fact that tasks involve communicative language use in which the user's attention is focused on meaning rather than grammatical form. This does not mean that form is not important. Nunan (2006) refers to the deployment of grammatical knowledge to express meaning, highlighting the fact that meaning and form are highly interrelated, and that grammar exists to enable the language user to express different communicative meanings. However, as Willis and Willis (2001) point out, tasks differ from grammatical exercises in that learners are free to use a range of language structures to achieve task outcomes - the forms are not specified in advance.

To conclude, target or real-world tasks refer to uses of language in the world beyond the classroom, while pedagogical tasks are those that occur in the classroom.

## Types of tasks

Some theorists categorize tasks in various ways as follows:

Pica, Kanagy, and Falodin (1993) classifies tasks according to the type of interaction that occurs in task accomplishment and give the following classification:

- jigsaw tasks: These tasks involve learners in combining different pieces of information to form a whole (e.g., three individuals or groups may have three different parts of a story and have to piece the story together).

- information-gap tasks: Tasks in which one student or group of students has one set of information and another student or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.

- problem solving tasks: Students are given a problem and a set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.

- decision-making tasks: Students are given a problem for which there are number of possible outcomes and they must choose one through negotiation and discussion.

- opinion exchange tasks: Learners engage in discussion and exchange of ideas. They do not need to reach agreement.

Willis (1996: 26-28) introduces task types as following:

### 1. Listing

Listing may seem unimaginative, but practice, listing tasks tend to generate a lot of talk as learners explain their ideas.

The processes involved are:

- brainstorming, in which learners draw on their own knowledge and experience either as a class or in pairs/ groups
- fact-finding, in which learners find things out by asking each other or other people and referring to books, etc.

The outcome would be the completed list, or possibly a draft mind map.

### 2. Ordering and sorting

These tasks involve four main processes:

- sequencing items, actions or events in a logical or chronological order
- ranking items according to personal values or specified criteria
- categorising items in given groups or grouping them under given headings
- matching to identify specific points and relate them to each other

### 3. Comparing

Broadly, these tasks involve comparing information of a similar nature but from different sources or versions in order to identify common points and/or differences. The processes involved are:

- matching to identify specific points and relate them to each other
- finding similarities and things in common
- finding differences

### 4. Problem solving

Problem-solving tasks make demands upon people's intellectual and reasoning powers, and, though challenging, are engaging and often satisfying to

solve. The processes and time scale will vary enormously depending on the type and complexity of the problem.

#### 5. Sharing personal experiences

These tasks encourage learners to talk more freely about themselves and share their experiences with others. The resulting interaction is closer to casual social conversation in that it is not so directly goal-oriented as other tasks. For that very reason, however, these open tasks may be more difficult to get going in the classroom.

#### 6. Creative tasks

These are often called projects and involve pairs or groups of learners in some kind of freer creative work. They also tend to have more stages than other tasks, and can involve combinations of task types: listing, ordering and sorting, comparing and problem solving. Out-of-class research is sometimes needed. Organisational skills and team-work are important in getting the task done. The outcome can often be appreciated by a wider audience than the students who produced it.

In this study, the researcher will use the task types adapted from Willis (1996) which comprised six various types as mentioned above: listing, ordering and sorting, comparing, problem solving, sharing personal experiences and creative tasks.

### **Benefits of task-based instruction**

The main advantages of TBI are that language is used for a genuine purpose meaning that real communication should take place, and that at the stage where the learners are preparing their report for the whole class, they are forced to consider language form in general rather than concentrating on a single form. The aim of TBI is to integrate all four skills and to move from fluency to accuracy plus fluency. The

range of tasks available (reading texts, listening texts, problem-solving, role-plays, questionnaires, etc.) offers a great deal of flexibility in this model and should lead to more motivating activities for the learners (Bowen, 2006).

In sum, task-based learning is advantageous to the student because it is more student-centered, allows for more meaningful communication, and often provides for practical extra-linguistic skill building. Although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them to use all the language they know and are learning, rather than just the 'target language' of the lesson. Furthermore, as the tasks are likely to be familiar to the students, students are more likely to be engaged, which may further motivate them in their language learning.

### **Research on the uses of task-based instruction**

Many previous studies investigated the effects of task-based instruction on different dependent variables as following:

Nakkyo (2001) investigated the effects of form-focused instruction in communicative tasks on English oral ability of the information system undergraduates, Business Administration Faculty at Rajamangala Institute of Technology, Bangkok Commercial Campus. The findings showed that English oral proficiency of the undergraduates after being taught by using form-focused instruction in communicative tasks was higher than that before being taught at the .01 level of significance.

Al-Jarf (2005) studied the effects of task-based instruction on English writing ability of EFL Struggling College Writers. Pretest results showed that the students could not put two words together. The posttest results showed a great improvement in



writing ability. The students could write fluently and communicate easily. Spelling, punctuation and capitalization errors significantly decreased. Improvement was noted in essay length, neatness, mechanical correctness and style. Improvement was due to student factors and efficient task management factors. Although the students' English was extremely poor, they were eager to learn. They accepted comments on their essays and were always ready to try again. Each week a variety of small writing tasks were practiced. For each task, the objective was stated, what to be performed was explained and illustrated by examples while students are attentive. Then the students practiced the task under supervision. Individual help was provided. Extension activities were done in class within a time limit. At the end of the week, all the tasks were put together in writing a one-paragraph essay. Students were encouraged to write and not to worry about spelling, grammatical, punctuation or capitalization mistakes. Communicative feedback focusing on meaning was given and only errors related to tasks under study were highlighted. Feedback was provided on the presence and location of errors but no correct forms were provided. Self-editing and peer-editing were encouraged. Extra credit was given for good paragraphs. Quizzes were given every other week. They required completion of similar tasks or writing of an essay alternatively. Graded quizzes were returned with comments on strengths and weaknesses, and with words of encouragement. Answers were always discussed in class.

Chimroylarp (2007) also studied the effects of task-based instruction on the learning outcomes of Buddhist missionary monks and explored the missionary monks' views on TBI. The findings revealed that the post-test scores of all students were significantly higher than the pre-test scores, especially in terms of speaking skills. In addition, the open-ended part of the questionnaire was distributed to the

monks. The result was that the majority of the students felt that TBI helped a lot in preparing them to face the real challenges of the various situations they had to face when working abroad. Moreover, the role playing gave them opportunities to rehearse and increase their confidence in using English in real life. All the findings based on both quantitative and qualitative data seemed to confirm each other suggesting that TBI was workable in an intensive English course for monk students.

## **Writing**

In this section, the definition of writing, approach to process writing, the definition of English writing ability and also writing assessment, and previous research on writing are reviewed.

### **Definition of writing**

The definition of writing was defined in two different ways: activity and process. According to Byne (1982) and Thornton (1983), they both define writing as the linguistic activity which involves the encoding of a message normally engaged in by an individual who is responding to a demand, and who is literate enough to switch into the written mode to make that response. When people translate their thoughts into language, they have to ensure what they write can be understood without any further help from others. Hence, it is important for writers to take care with their writing. It is by the organization of their sentences into a text, into a coherent whole which is as explicit as possible and complete in it. These sentences are able to communicate successfully with readers through the medium of writing. In every case, there will be a function for the writing to perform, and an audience to whom it is to be addressed. That is why writers have to be concerned with the form and the style of

writing. Writers who can govern appropriate form and style can be “masters of writing system”.

Writing is also viewed as a process of thinking by collecting and organizing language usage. The writer needs to combine sentences correctly according to structure and content. Besides, writing is a recursive process which means a writer must often double back while writing, altering content, making changes in organization and wording, rethinking a text at every level in order to communicate and intention to the readers (Calderonello and Edwards, 1986; Suwannasom, 2001).

In conclusion, writing is the process of thinking by organizing languages from letters to words, from words to sentences, from sentences to texts, and so on in order to communicate to readers.

### **Approach to process writing**

In writing, good writers start with planning, rearranging, deleting text, rereading, revising multiple drafts before they actually produce their finished document. Writing is then a creative act which requires time and positive feedback to be done well. Through this writing process, the teachers are expected to change their roles from being passive, being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself to a more active role by facilitating and guiding students to correct their mistakes by themselves. In addition, the teachers can initiate the process of peer editing and allowing their peers to help the students edit the writing task.

To help students become successful in writing, teachers thus have to raise awareness of process writing. Allen and Mascolini (1997) and Sharples (1999) have shared the similar writing process. They describe three stages of the process of

writing consisting of pre-writing, focusing ideas, and evaluating structuring and editing. These stages will be described in details as follows:

### **1. Pre-writing**

The teacher needs to stimulate students' creativity to get them to think how to approach a writing topic. In this stage, the most important thing is the flow of ideas. It is not always necessary that students actually produce much written work. In case of much produced, then the teacher can contribute with advice on how to improve their initial ideas. The students in this stage are supposed to brainstorm their ideas, analyze the audience, determine the purpose for their message, and think about the form of their messages. Then students have to plan to accomplish the purpose. However, the plan can be compared and discussed in groups before writing takes place.

### **2. Focusing ideas**

During this stage, students are not supposed to write with the accuracy of their work or the organization. However, the most important feature is meaning. Hence, the students should concentrate on the content of the writing. Students in this stage are to do fast writing on a topic for five to ten minutes without worrying about correct language or punctuation because, later, this text can be revised. Then students might work together in groups and share ideas. The last activity of this stage is composing. While composing, the students have to recognize and be able to apply the basic rules for writing effective paragraphs for any practical purpose which are to compose a precise topic sentence, to show how the supporting sentences relate to the topic, and to arrange the supporting sentences in a logical way.

### **3. Evaluating structuring and editing**

Students in this stage should focus more on form and on producing a finished piece of work while the teachers can help with error correction and give organization advice. The activities to evaluate and edit the text; for example, organizing by taking notes, self editing their own text by looking for errors and structure, and peer editing and proof reading which are done by other students. It is important for teachers to teach students to recognize the importance of writing and process writing in order to succeed in writing.

#### **English writing ability**

Teaching students to write well is one major goal of education (Kiewra & Benton, 1996). In Thai education, students are expected to write fluently and accurately with (1) effective use of language; (2) clear content and organization; (3) correct sentence structures; (4) correct grammar and mechanics; and (5) appropriate vocabulary (Wiriyachitra, 2001). One of the aims of Thai Ministry of Education for Thai students is to be literate in writing English so they may confidently prepare themselves for their future career (Yenprasert, 2007). However, EFL students still have problems in their ability in writing. One of the reasons is that many EFL learners cannot write directly in English; some of them need to write a draft in their mother tongue before translating it into English. This problem is also found in Thai learner's learning process. Boonmoh (2003) mentioned in his study that because of translation, students' writing contained many mistakes, both in terms of forms and meanings. Basically, it is assumed that the mistakes might arise from insufficient linguistic and lexical knowledge (Sanguanpuak, et al. 2005). Keruyavong (1996) also pointed out that students were passive that they did not want to take responsibility for their own

learning. Thus, many schools have implemented several approaches to overcome these problems in writing and so that students may also experience a self-learning or independent learning approach. This approach is beneficial for students so that they can be independent learners. Meyers & Jones (1998) point out that for learning to become meaningful, students have to be able to acquire knowledge and make it their own.

English writing ability is not only the production of graphic symbols but also produces a sequence of sentences arranged in a particular order and linked together in certain ways (White, 1980; Byrne, 1982). To be able to write a piece of prose, students must be able to write a connected series of sentences which are grammatically and logically linked. This means they produce a piece of discourse which embodies correctness of form, appropriateness of style and unity of theme and topic. Also, English writing ability is the ability by which writers can organize and put sentences fit into the writers' purpose. It is the process of combining their thoughts and knowledge which interpret what writers want to say.

To sum up, being literate in writing can be an advantage for students in many ways, particularly in preparation for their future goal since Thailand is embracing cooperation with other countries around the globe. Hence, the Thai government is expecting Thai learners to be fluent and accurate in writing. To be fluent, students have to write as much as they can with clear content and organization and with effective use of language. To be accurate, students have to write with correct sentence structures, grammar and mechanics, and appropriate use of vocabulary. In helping students to take responsibility in their own writing, students have to learn to be independent and know their own progress in writing.

## **Writing assessment**

In the field of second language teaching, only half a century ago experts were saying that writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language (Brown, 2004). It follows logically that the assessment of writing is not simply by setting exams and giving grades. Scores and evaluative feedback contribute to the learning of individual students and to the development of an effective and responsive writing course. As a result, an understanding of assessment procedures is necessary to ensure that teaching is having the desired impact and that students are being judged fairly (Hyland, 2003).

Brown (2004) stated that when teachers assess student's writing ability, they need to be clear about their objectives or criteria. Furthermore, each objective can be assessed through a variety of tasks. Thus, assessment provides data that can be used to evaluate student progress, identify problems, suggest instructional solutions, and evaluate course effectiveness. There are many important issues to assess writing skills. When it comes to assessing students' actual production of written texts in a second or foreign language, three approaches have traditionally been used to rate learners' writing (Bailey, 1998). The three approaches are categorized based on the scoring criteria used, rather than by the stimulus material, the task posed, or the learner's response.

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

## **Scoring writing**

The scoring of authentic assessments should always be defined before the exercises and assessment procedures are developed. Three types of rating scales

generally used in scoring writing are primary trait, holistic, and analytic scoring (See Table 2.1).

Table 2.1: Types of rating scales used for the assessment of writing (Weigle, 2002)

	<b>Specific to a particular writing task</b>	<b>Generalize to a class of writing tasks</b>
<b>Single score</b>	Primary Trait	Holistic
<b>Multiple scores</b>		Analytic

As the table shows, primary trait scales are specific to a particular writing task, while holistic and analytic scales can be used for grading multiple tasks. Some details are as follows:

### **1. Primary Trait Scoring**

In primary trait scoring, the rating scale is defined with respect to the specific writing assignment and essays are judge according to the degree of success with which the writer has carried out the assignment. That is to say, products or performances are evaluated by limiting attention to a single criterion or a few selected criteria. These criteria are based upon the trait or traits determined to be essential for a successful performance on a given task.

For each writing task in a primary trait assessment, a scoring rubric is created which includes: (a) the writing task; (b) a statement of the primary rhetorical trait (for example, persuasive essay, congratulatory letter) elicited by the task; (c) a hypothesis about the expected performance on the task; (d) a statement of the relationship between the task and the primary trait; (e) a rating scale which articulates levels of performance; (f) sample scripts at each level; and (g) explanations of why each script was scored as it was (Weigle, 2002). The trait could be a language-based feature such



as Idea Development/ Organization or Sentence Fluency/ Structure. Alternatively, the scoring could be based on a content-based feature, such as accurate content or use of concepts in the subject area. A student's paper could be evaluated for 1) accurate and sufficient content about civil disobedience, 2) comparisons of civil disobedience with at least one other approach to civil rights, and 3) coherence of the overall paper. In primary trait scoring, the paper is scored only on these features, and other features of the paper are ignored.

The benefit of this approach is in focusing on specific aspects of instruction that most reflect the objectives being covered when the writing assignment is given. Also, it provides rich information about students' abilities. However, according to Lloyd-Jones (1997), creating this kind of scoring guide is a very time- and labor-intensive activity as it is fairly detailed and very specific in terms of how different test takers approach the writing task and it must be developed for every writing task. Consequently, primary trait scoring has not been generally adopted in many assessment programs (Cited in Weigle, 2002: 110). Still, Hamp-Lyons (1991) points out that primary trait scoring might be particularly valuable for second-language learners in a school context, where parents, who are themselves not proficient in the language of the school, can benefit from a description of what their child is capable of doing with the language (Cited in Weigle, 2002: 112). Figure 2.4 illustrates an example of primary trait scoring rubric for writing mechanics.

Figure 2.4: Primary trait scoring rubric for writing mechanics

<b>Trait</b>	<b>Exceptional</b>	<b>Acceptable</b>	<b>Amateur</b>	<b>Unsatisfactory</b>
<b>Sentences and paragraphs</b>	- Usage of sophisticated sentence patterns. - Paragraphs indicate shift in thought and are used to make sequence of events clear.	- Simple and some complex sentences are used. - Some paragraphing to show sequence of events/ideas.	- Sentence structure is usually correct. - Simple sentences are used. - Little attempt made to paragraph writing.	- Sentences do not make sense. - No paragraphing.
<b>Word choice</b>	- Words are used correctly and precisely.	- Acceptable vocabulary. - Words are technologically appropriate.	- Simple vocabulary.	- Incorrect vocabulary.
<b>Spelling</b>	- Spelling is correct, including complex and irregular words.	- Spelling is generally accurate.	- Frequent spelling errors.	- Spelling errors interfere with understanding.
<b>Punctuation</b>	- A range of punctuation including commas, apostrophes, colons and semicolons is used accurately and effectively.	- Periods and capitals are used correctly and punctuation is beginning to be used within the sentence.	- Frequent punctuation errors.	- Insufficient or lacks punctuation. - Incorrect use of capital letters.

## 2. Holistic Scoring

Many assessment programs rely on holistic scoring, or the assigning of a single score to a script based on the overall impression of the script (Weigle, 2002). Each point on a holistic scale is given a systematic set of descriptions, and the reader-evaluator matches an overall impression with the descriptors to arrive at a score. For example, the first descriptor across all score categories may address the quality of task achievement, the second may deal with organization, the third with grammatical or rhetorical considerations, and so on (Brown, 2004). The rationale for using a holistic scoring system is that a whole piece of writing is greater than the sum of its

parts. With this method, essays are read for the total impression they create, rather than for individual aspects.

A well-known example of a holistic scoring rubric in ESL is the used for the TOEFL Writing Test (See Figure 2.5). The scale contains descriptors of the syntactic and rhetorical qualities of six levels of writing proficiency (Weigle, 2002).

6	<p>An essay at this level</p> <ul style="list-style-type: none"> <li>- effectively addresses the writing task</li> <li>- is well organized and well developed</li> <li>- uses clearly appropriate details to support a thesis or illustrate ideas</li> <li>- displays consistent facility in use of language</li> <li>- demonstrates syntactic variety and appropriate word choice though it may have occasional errors</li> </ul>
5	<p>An essay at this level</p> <ul style="list-style-type: none"> <li>- may address some parts of the task more effectively than others</li> <li>- is generally well organized and developed</li> <li>- uses details to support a thesis or illustrate an idea</li> <li>- displays facility in the use of language</li> <li>- demonstrates some syntactic variety and range of vocabulary, though it will probably have occasional errors</li> </ul>
4	<p>An essay at this level</p> <ul style="list-style-type: none"> <li>- addresses the writing topic adequately but may slight parts of the task</li> <li>- is adequately organized and developed</li> <li>- uses some details to support a thesis or illustrate an idea</li> <li>- demonstrates adequate but possibly inconsistent facility with syntax and usage</li> <li>- may contain some errors that occasionally obscure meaning</li> </ul>

Figure 2.5 TOEFL writing scoring guide

3	<p>An essay at this level may reveal one or more of the following weaknesses:</p> <ul style="list-style-type: none"> <li>- inadequate organization and development</li> <li>- inappropriate or insufficient details to support a thesis or illustrate generalizations</li> <li>- a noticeably inappropriate choice of words or word forms</li> <li>- an accumulation of errors in sentence structure and/or usage</li> </ul>
2	<p>An essay at this level is seriously flawed by one or more of the following weaknesses:</p> <ul style="list-style-type: none"> <li>- serious disorganization or underdevelopment</li> <li>- little or no detail, or irrelevant specifics</li> <li>- serious and frequent errors in sentence structure or usage</li> <li>- serious problems with focus</li> </ul>
1	<p>An essay at this level</p> <ul style="list-style-type: none"> <li>- may be incoherent</li> <li>- may be undeveloped</li> <li>- may contain severe and persistent writing errors</li> </ul>
0	<p>A paper is rated 0 if it contains no response, merely copies the topic, is off-topic, is written in a foreign language, or consists of only keystroke characters.</p>

*Figure 2.5 (continued)*

The advantages of holistic scoring are that it is faster to read a script once and assign a single score than to read it several times, each time focusing on a different aspect of writing. It is also intended to emphasize the writer's strengths so that writers are rewarded for what they do well (White, 1985). In contrast, holistic scoring has some disadvantages. First, a single score does not provide useful diagnostic information about a person's writing ability since a single score does not allow raters to distinguish between various aspects of writing such as control of syntax, depth of vocabulary, organization and so on (Weigle, 2002). This might be a problem for

second-language writers for different aspects of writing ability develop at different rates for different writers. For example, some writers have excellent writing skills in terms of content and organization but may have much lower grammatical control. Another drawback is that the scale may not apply equally well to all genres of writing. According to Brown (2004), holistic scoring provides very little information for classroom instructional purposes. In general, teachers and test designers lean toward holistic scoring only when it is expedient for academic purposes such as for admission into an institution or placement into courses.

### **3. Analytic Scoring**

The third type of rating scale uses analytic scoring. Analytic scales separate the features of a composition into components that are each scored separately. The separate components are sometimes given different weights to reflect their importance in instruction. Scripts are rated on several aspects of writing or criteria rather than given a single score (Weigle, 2002).

One of the best known and most widely used analytic scales in ESL was created by Jacob and others (1981) (See Table 2.2). The scripts are rated on five aspects of writing: content, organization, vocabulary, language use, and mechanics. The five aspects are differentially weighted to emphasize first content (30 points) and next language use (25 points), with organization and vocabulary weighted equally (20 points) and mechanics receiving very little emphasis (5 points).

Table 2.2

*Analytic Scores from Jacob and Others (1981)*

<b>Aspects</b>	<b>Point</b>	<b>Criteria</b>
Content (30 points)	30-27	Excellent to Very good: knowledgeable, substantive thorough development of thesis, relevant to assigned topic
	26-22	Good to Average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
	21-17	Fair to Poor: limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization (20 points)	20-18	Excellent to Very good: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	Good to Average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to Poor: non fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate

Table 2.2(continued)

<b>Aspects</b>	<b>Point</b>	<b>Criteria</b>
Vocabulary  (20 points)	20-18	Excellent to Very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to Average: adequate range, occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>
	13-10	Fair to Poor: limited range, frequent errors of word/idiom Form, choice, usage, <i>meaning confused or obscured</i>
	9-7	Very poor : essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language  Use  (25 points)	25-22	Excellent to Very good: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to Average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense number, word order/function, articles, pronouns, prepositions and/or fragment, run-ons, deletions, <i>meaning confused or obscured</i>

Table 2.2 (continued)

Aspects	Point	Criteria
	17-11	Fair to Poor: major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics (5 points)	5	Excellent to Very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>
	3	Fair to Poor: frequent errors of spelling, punctuation, capitalization, poor handwriting paragraphing <i>meaning confused or obscured</i>
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate



Two advantages of this type of rubric are in providing feedback to students on specific aspects of their writing and in giving teachers diagnostic information for planning instruction. Another special advantage of analytic scoring with students is in providing positive feedback on components of writing on which they have progressed most rapidly. Two limitations of analytic scoring are that teachers sometimes do not agree with the weights given to the separate components and that they may have to spend more time completing the scoring.

In the present study, the researcher selected the last type of assessment, analytic scoring, to assess students' writing tasks and tests for two main reasons. First, it is preferred over holistic schemes by many writing specialists since analytic scoring schemes provide more detailed information about a test taker's performance in different aspects of writing (Weigle, 2002). Additionally, it is suitable for classroom evaluation of learning as it enables learners to address not only their strengths but also their weaknesses (Brown, 2004).

The researcher adapted analytic scoring rubric by Jacob and others (1981) because this kind of assessment is best served through three steps of task-based writing instruction: pretask, task cycle, and language focus. In the step of pretask, students understand the theme and objectives and prepare themselves by doing the pretask activities before doing the real tasks (content). In the task cycle phase, students plan and use languages in order to complete six writing tasks (organization). In the last step, language focus, students were instructed the language features and form (vocabulary, language use, and mechanics). There were 100 points for each part evaluation. These points were divided into five parts (20 points for each part).

## **Summary**

The theoretical framework for this study incorporates the basic concepts of task-based instruction and process of writing. In teaching task-based writing instruction, the researcher designed the instructional instrument based on three steps of task-based instruction according to Willis (1996): pretask, task cycle and language. For the step of pretask, it can be viewed as the step of preparation before doing the real tasks. Teacher explores the topic with the class, highlights useful words and phrases, and helps students understand task objectives and instructions. The second step is task cycle which is divided into three phases: task, planning and report. In this stage, students use language in order to accomplish the tasks. The last step is language focus which is divided into two main steps: analysis and practice. Students are taught and stimulated to analyze the language and then practice using it.

The research designs reviewed in this chapter are applied in this study and presented in the next chapter.

## CHAPTER III

### RESEARCH METHODOLOGY

#### Introduction

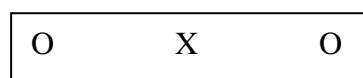
This chapter describes: (1) setting, (2) population and sample of the study, (3) the design of task-based writing instruction, (4) research procedure, and (5) research instruments. It ended with data collection and data analysis. The research objectives of this study are:

1. To study the effects of task-based writing instruction on English writing ability of upper secondary school students.
2. To explore upper secondary school students' opinions towards task-based writing instruction.

#### Research Design

This study was a single group design using quantitative and qualitative research methods. The English writing test and the learning log designed by the researcher were used to measure Grade 10 students' writing ability and their opinions towards task-based writing instruction respectively. The independent variables referred to the task-based writing instruction used in this study and the participants' scores on these measures were dependent variables. The design of the study is presented as follows.

Figure 3.1: Research design



O means a pretest and posttest which was the same form of the test

X means a treatment which was task-based writing instruction

Apart from investigating writing ability between the pretest and the posttest, the researcher constructed the learning log to learn more in depth information on students' opinions towards task-based writing instruction. After that, the data were analyzed by using content analysis.

### **Setting**

The setting chosen for this study was Chulalongkorn University Demonstration Secondary School (CUD), which is located in Bangkok Province. This school was founded on June 20<sup>th</sup>, 1958 by Professor Thanpuying Poonsapaya Navawongs na Ayudhya, the first Dean of the Faculty of Education, Chulalongkorn University. In 1969 the school was divided into a primary school which takes charge of pre-elementary and grades 1 to 6, and a secondary school which is responsible for grades 7 to 12.

CUD, as the laboratory for the Faculty of Education, has two major roles. Firstly, the school provides basic education for students, according to the National Curriculum 2001, and also encourages teachers to do classroom researches along with teaching on the basis of the student-centered approach to enhance effective learning outcome. Secondly, the school provides university level education. Student teachers who come to intern at CUD will have a chance to practice and prepare themselves to become successful teachers in the future.

### **Population and Sample**

The population for this study was the 224 Grade 10 students who were studying at Chulalongkorn University Demonstration Secondary School in the first semester of the academic year 2008. The sample of this study was 35 students who enrolled in the English Writing Through Tasks course (See Appendix A). The course

was designed as an elective course in which the students could enroll to improve their English writing ability.

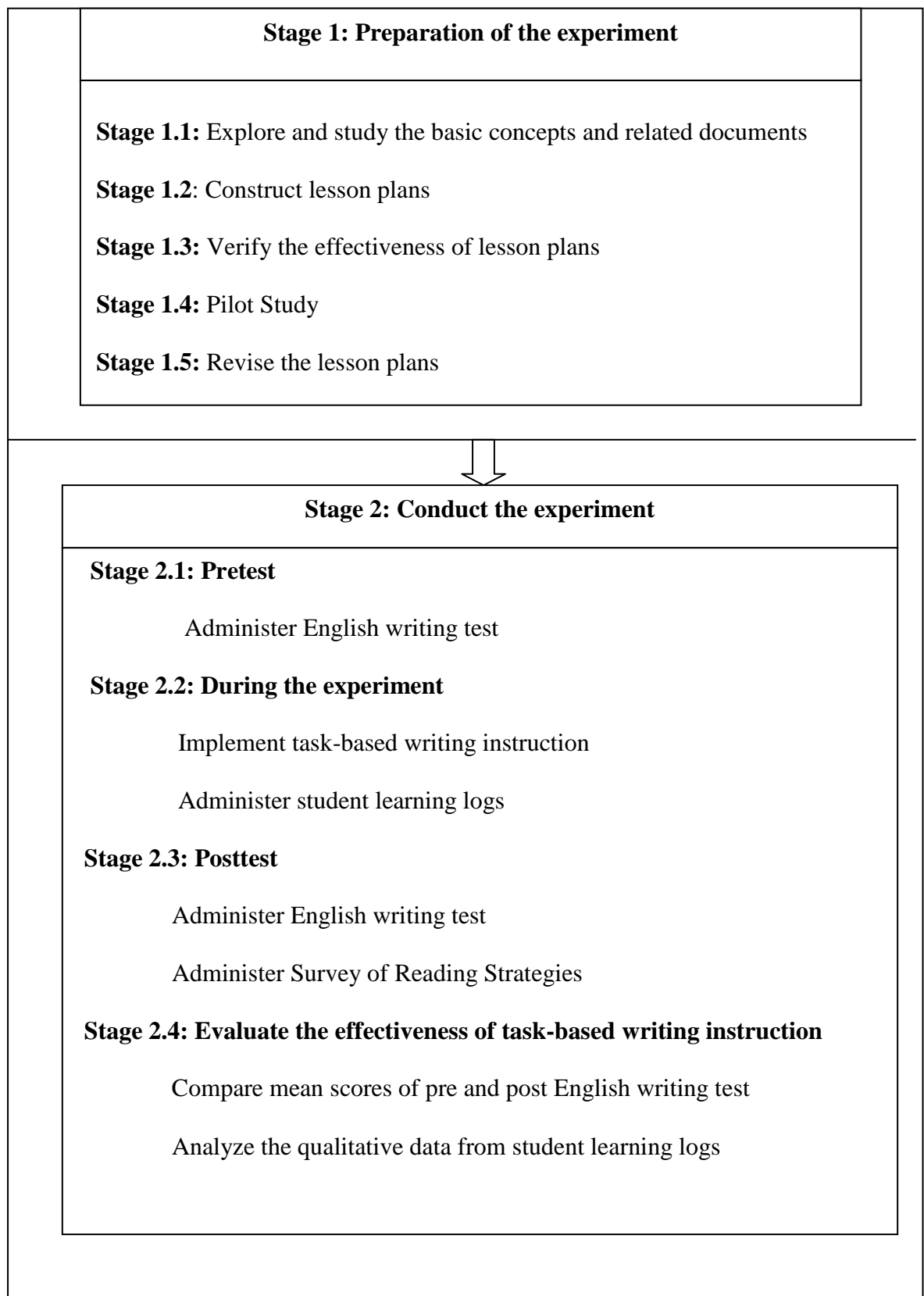
The 35 students in this study consisted of 18 males and 17 females between the ages of 15 and 17 at the time of the research. This class was mixed level of language proficiency; low, medium and high.

72.50% of the samples received an average English grade from Foundation English and English Skills courses in which they enrolled last year (Grade 9) of between 3.5 and 4.00. 17.50% received a grade between 2.5 and 3.00, while the rest received below 2.00. From students' previous English grades, they assumed that most students were in the high English proficiency level.

### **Research Procedure**

There were two stages of research procedures. The first stage involved the preparation of task-based writing instruction. The second stage involved the implementation of task-based writing instruction. (See figure 3.2)

Figure 3.2: Research procedure



## Stage 1 The preparation of task-based writing instruction

### Stage 1.1 Explore and study the basic concepts and related documents

The basic concepts and related documents dealing with task-based writing instruction were explored. The theories and concepts of each can be summarized as follows.

#### 1.1.1 Task-based Language Teaching

Task-based Language Teaching (TBLT) was an approach based on the use of tasks as the core unit of planning and instruction in language teaching (Edwards and Willis, 2005; Richards and Rodgers, 2001). In addition, TBLT viewed the learning process as a set of communicative tasks that were directly linked to the curricular goals they served, the purposes of which extended beyond the practice of language for its own sake (Brown, 2001).

#### 1.1.2 Task-based Writing Instruction

Task-based Writing Instruction was the writing instructional approach based on the use of tasks as the core unit of planning and instruction which was developed by the researcher.

In the present study, the researcher has adopted the three phases of TBLT proposed by Willis (1996) discussed earlier in the literature review. The first phase is called “pre-task”. The purpose of this phase was to expose students to the target language. In this phase, the teacher let the students prepare themselves by introducing the topic and task. The teacher also helped the students to understand the theme and objectives of the task, for example, brainstorming ideas with the class, using pictures, mime, or personal experience to introduce the topic. After the introduction to topic and task, the activities took place, for example, the students did pretask activities such as puzzles, odd-word-out games, matching games, and so on. Also, the teacher highlighted useful words and phrases, but did not preteach new

structures; while the students were given preparation time to think about how to do the task.

The second phase of the instruction is called “task cycle”. This phase is divided into three steps: task, planning and report. In this stage, the objectives were to provide opportunities for the students to use the language, both spontaneously and planned and also to motivate the students to listen and talk, read and write, study and reflect. In this phase, the teacher acted as monitor and encouraged the students, ensured the purpose of the report was clear, acted as language adviser, helped the students organize written reports, and gave brief feedback on content and form. For the students, they did the task which was based on a reading text in pairs, small groups or even individually. They prepared to report to the class how they did the task and what they discovered or decided, drafted a written version for the class to read and then presented their written reports.

The last phase is called “language focus”. The goal of this phase was to instruct the students by focusing on language form. In this last phase of the instruction, the teacher brought other useful words, phrases and patterns to the students’ attention, picked up on language items from the report stage, and conducted practice activities after analysis activities where necessary, to build confidence. Besides, the students did consciousness-raising activities to identify and process specific language features from the task text and practiced words, phrases and patterns from the analysis activities.

### Stage 1.2 Construct lesson plans

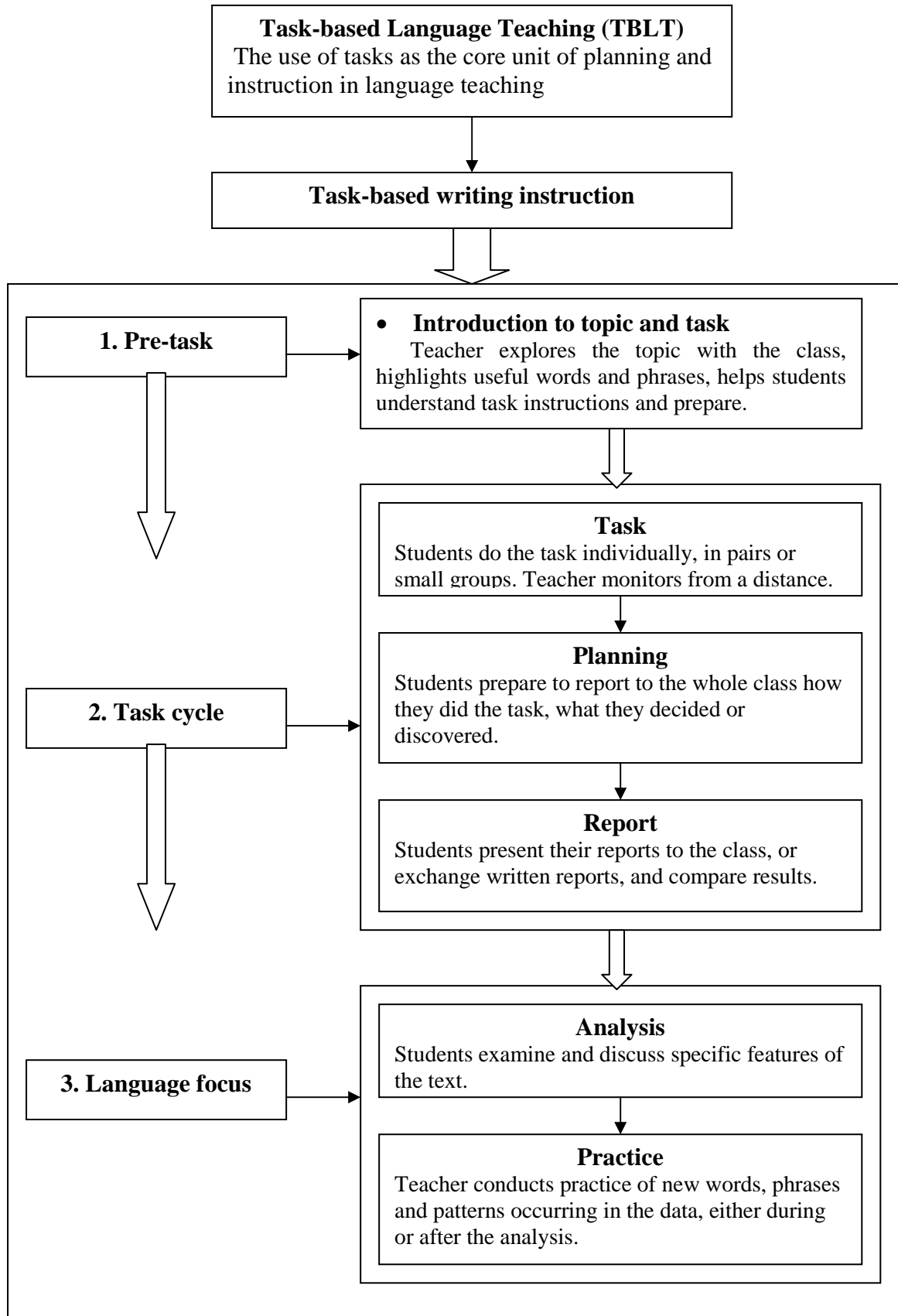
1.2.1 The information from the first stage was compiled and became a theoretical framework for the development of an instruction.

1.2.2 The instruction and its components were specified. A proposed framework of task-based writing instruction used in this study has been



modified based on Willis (1996). The proposed framework was illustrated in Figure 3.3.

Figure 3.3: The proposed framework of task-based writing instruction



1.2.3 Lesson plans were developed by the researcher (See Appendix B). Task-based writing instruction was planned into six topics and tasks. Each topic was divided into four periods in order to deal with the length of the teaching procedures. Each lesson plan lasted two periods per week (double periods) which was 50 minutes per period including objectives, materials, evaluation, and teaching procedures. The researcher developed 12 lesson plans (two lesson plans for each unit) using the following procedures:

#### 1.2.3.1 Study of content topics and tasks

The researcher began the selection of writing topics and tasks by studying the English students' textbook "New Opportunities (Pre-Intermediate)" (Harris, Michael; Mower, David & Sikorzynska, Anna (2007)) which was the textbook used in Grade 10 at Chulalongkorn University Demonstration School. 16 topics and 10 writing tasks from the textbooks were listed in the needs survey questionnaire.

#### 1.2.3.2 Survey of content topics and tasks

In order to investigate the participants' needs, this questionnaire was distributed to the 35 Grade 10 students who enrolled in the English Writing Through Tasks course. The results reported that the students were interested in the following topics respectively: communication (33.4%), the web (30.9%), food (20.3%), gadgets (6.3%), homes (5.9%), and lifestyles (3.2%). For the writing tasks, the six most preferred ones were chosen including an e-mail (29.8%), a web page (25.4%), a brochure (19.3%), an advert (16.8%), a letter (7.2%), and the news (1.5%) respectively.

Based on the results of students' needs analysis, six topics and six writing tasks were selected as shown in the scope and sequence of task-based writing instruction (See Figure 3.4).

Figure 3.4: Scope and sequence of task-based writing instruction

Topics	Content Area	Pretask Activities	Task Cycle Activities	Language Focus Activities
1. Food	Dessert and Recipes	<ul style="list-style-type: none"> <li>- Brainstorming: learners draw on their own knowledge and experience about cooking as a class</li> <li>- Matching each word with the given pictures</li> <li>- Sequencing pictures in a logical order</li> </ul>	<ul style="list-style-type: none"> <li>- Writing cooking instructions as a draft</li> <li>- Writing cooking instructions in the form of brochure</li> </ul>	<ul style="list-style-type: none"> <li>- Listing: vocabulary related to cooking and Imperatives</li> </ul>
2. The Web	Tourist Attractions	<ul style="list-style-type: none"> <li>- Matching the topics with the paragraph</li> <li>- Drawing the mind maps about Auckland</li> <li>- Fact-finding: learners find things out by referring to textbooks</li> <li>- Matching the information with the words or phrases in the notes</li> </ul>	<ul style="list-style-type: none"> <li>- Writing about interesting places as a draft</li> <li>- Writing a web page about interesting places</li> <li>- Completing a learning log</li> </ul>	<ul style="list-style-type: none"> <li>- Listing: vocabulary used in the description of interesting places, present and past simple tenses</li> </ul>

Figure 3.4: Scope and sequence of task-based writing instruction (cont.)

Topics	Content Area	Pretask Activities	Task Cycle Activities	Language Focus Activities
3. Communication	Medias	<ul style="list-style-type: none"> <li>- Fact-finding: learners find things out by asking each other or other people about their last holidays</li> <li>- Sharing their experiences with others</li> <li>- Matching the topics with the paragraph</li> </ul>	<ul style="list-style-type: none"> <li>- Writing about their last holidays as a draft</li> <li>- Writing an e-mail to their friends about their last holidays</li> </ul>	<ul style="list-style-type: none"> <li>- Listing: vocabulary related to holiday and past tenses</li> </ul>
4. Gadgets	Things used in daily life	<ul style="list-style-type: none"> <li>- Brainstorming: learners draw on their own knowledge and experience about things used in daily life as a class</li> <li>- Sharing their experiences with others</li> <li>- Categorising items in given groups or grouping them under given headings</li> </ul>	<ul style="list-style-type: none"> <li>- Writing about their own things as a draft</li> <li>- Writing an advert about things used in daily life</li> <li>- Completing a learning log</li> </ul>	<ul style="list-style-type: none"> <li>- Listing: vocabulary used in the description of the things and adjectives</li> </ul>

Figure 3.4: Scope and sequence of task-based writing instruction (cont.)

Topics	Content Area	Pretask Activities	Task Cycle Activities	Language Focus Activities
5. Homes	Home and Routines	<ul style="list-style-type: none"> <li>- Fact-finding: learners find things out by asking each other or other people about their home and routines</li> <li>- Sharing their experiences with others</li> <li>- Drawing the mind maps about themselves</li> </ul>	<ul style="list-style-type: none"> <li>- Writing about themselves as a draft</li> <li>- Writing a letter about themselves in order to find new friends (a pen pal)</li> </ul>	<ul style="list-style-type: none"> <li>- Listing: vocabulary used in the description of themselves and present tenses</li> </ul>
6. Lifestyles	Personal Lifestyles	<ul style="list-style-type: none"> <li>- Fact-finding: learners find things out by asking each other or other people about their home and routines</li> <li>- Sharing their experiences with others</li> <li>- Matching the topics with the paragraph</li> </ul>	<ul style="list-style-type: none"> <li>- Writing about the person's or their own lifestyles as a draft</li> <li>Write about the person's or their own lifestyles in the form of the news</li> <li>- Completing a learning log</li> </ul>	<ul style="list-style-type: none"> <li>- Listing: vocabulary used in the description of person's or their own lifestyle and present and past simple tenses</li> </ul>

### Stage 1.3 Verify the effectiveness of lesson plans

#### 1.3.1 Construct evaluation forms to evaluate the lesson plans

An evaluation form for the lesson plans was constructed to assess the effectiveness of the instrument (See Appendix F).

#### 1.3.2 Verify the lesson plans

Three language experts validated the lesson plans (See Appendix G ). Each expert was asked to evaluate a few samples of the lesson plans consisting of two topics (lesson plans 1-4). For each lesson plan, the experts had to evaluate the terminal objective, enabling objectives, teaching procedures and the overall of the lesson plan. The results from task-based writing instruction lesson plan evaluation form were calculated for mean scores and compared using the following criteria:

4.00 – 3.50 = Excellent

3.49 – 2.50 = Good

2.49 – 1.50 = Average

1.49 – 1.00 = Revise.

Items scoring higher than 3 were reserved and those scoring lower than 3 were modified (see Table 3.1).

Table 3.1: The results of task-based writing instruction lesson plan assessment

<b>Assessment issues</b>	<b>Expert A</b>	<b>Expert B</b>	<b>Expert C</b>	<b>Total</b>	<b>Meaning</b>
1. Terminal Objective	3.28	3.85	2.71	<b>3.28</b>	Good
2. Enabling Objectives	3.50	3.62	2.50	<b>3.20</b>	Good
3. Teaching Procedures	3.33	3.33	3.00	<b>3.20</b>	Good
<b>Overall</b>	<b>3.37</b>	<b>3.60</b>	<b>2.73</b>	<b>3.23</b>	Good

The results from the task-based writing instruction lesson plan evaluation form indicated that the average scores of the lesson plan were between 3.20 and 3.28 and the overall score was 3.23. It implied that the lesson plans contained the majority of relevant characteristics and the overall lesson plans were also good. However, the three experts gave some additional comments for revising the lesson plans. Comments and suggestions from the experts were as follows.

**Expert A** suggested that the lesson objectives should be more specific and able to be assessed. So the lesson objectives were rewritten more clearly to make it more achievable.

**Expert B** suggested that the lesson objectives should be more concrete. Additionally, the teacher should provide more activities or exercises to teach students vocabulary. Accordingly, more activities and supplementary materials were prepared for each lesson.

**Expert C** commented that the activities and games should be added in order to make it more fun for the students.

Whilst the results from task-based writing instruction lesson plan evaluation showed they contained good characteristics, they were revised according to the experts' suggestions and prepared for the pilot study.

#### Stage 1.4 Pilot study

After the revision of the lesson plans, a pilot study was carried out four weeks (two topics and two tasks) before the main study was undertaken. The sample group comprised 35 Grade 10 students who were studying at Chulalongkorn University Demonstration Secondary School in the first semester of the academic year 2008 but not those who enrolled in the course.

### Stage 1.5 Revise the lesson plans

The lesson plans were revised based on the information learned from the pilot study. The researcher found that lesson plans needed to be more organized to be concise because students could not finish their tasks in time. Some exercises could be shortened due to time.

### Stage 2 Conduct the experiment

The duration of the experiment was 16 weeks. The procedures in conducting the experiment were as follows.

#### Stage 2.1 Pretest

Prior to task-based writing instruction (Week 1), all students took a pretest in order to assess their writing ability. The English writing test was administered to the students with the time allocation of 100 minutes (two contact periods).

#### Stage 2.2 Assign the instruction

During the experimentation period (Week 2-15), of approximately 100 minutes instruction a day, the researcher engaged the students in six topics and six writing tasks during class time based on task-based writing instruction. This model consisted of three phases of instruction: pre-task, task cycle and language focus. In week 5, 9, and 13, the students wrote their opinions of the instruction in the learning log.

#### Stage 2.3 Posttest

At the end of task-based writing instruction (Week 16), all of the participants had to undertake the writing posttest which was the same as the pretest. The English writing test was administered to the students with the time allocation of 100 minutes (two contact periods).



### Stage 2.4 Evaluate the effectiveness of the instruction

The data obtained from the pre and post English writing tests were statistically analyzed by means of arithmetic mean, standard deviation, and t- test in order to compare the differences in the students' writing ability before and after learning through task-based writing instruction. The data was used to determine whether task-based writing instruction enhanced students' writing ability. Additionally, the opinions written in the learning logs were transcribed and analyzed qualitatively.

### **Research Instruments**

Two main instruments of research were used in this study, namely, an English writing test and learning logs (see Figure 3.5).

Figure 3.5: Research instruments

<b>Instruments</b>	<b>Research Objectives</b>	<b>Time of distribution</b>	<b>Statistics</b>
<b>1. English Writing Test (same forms)</b>	To study the effects of task-based writing instruction on English writing ability of upper secondary school students.	Before and after the period of instruction	1. Mean ( $\bar{X}$ ), S.D. 2. Dependent t-test
<b>2. Learning Log</b>	To explore upper secondary school students' opinions towards task-based writing instruction.	Week 5, 9 and 13.	Content analysis

### ***1. English Writing Test***

The same form of pretest and posttest was designed according to the writing tasks from the lesson plans (See Appendix C). This writing test aimed to evaluate students' writing ability through two tasks which they had learnt and primarily chosen from the needs analysis. In order to view six writing tasks overall and assess the students' different styles of writing, the researcher attempted to group the six writing tasks into two main categories; formal and informal. In consequence, there were two parts in the test and the total score was 200 points (100 points for each part). Two writing tasks which were writing the paragraphs about Siam Square or Samyan (formal) and writing an e-mail about their last holidays to their friends (informal) were chosen as parts A and B respectively. The time allowed to take the test is 100 minutes (two contact periods). The English writing test was administered to Grade 10 students twice, in June (pretest) and September (posttest).

The analytic scoring scheme for assessing students' written tasks and tests was adapted from Jacob and others (1981) as a rubric designed for a written response (See Appendix D). There were 100 points for the writing evaluation. These marks were divided into five parts; content, organization, vocabulary, language use and mechanics; each part was comprised of 20 points.

#### **Validity and Reliability of the English writing test**

Three language specialists validated the English writing pretest and posttest which were the same (See Appendix G). The specialists had to evaluate the directions of the test, content validity, construct validity, analytic scores and the overall of the test. The results from the English writing test evaluation form were calculated for mean scores and compared using the following criteria:

4.00 – 3.50 = Excellent

3.49 – 2.50 = Good

2.49 – 1.50 = Average

1.49 – 1.00 = Revise

Items scoring higher than 3 were reserved and those scoring lower than 3 were modified (see Table 3.2).

Table 3.2: The results obtained from English writing test evaluation form

Assessment issues	Expert	Expert	Expert	Total	Meaning
	A	B	C		
1. Directions	3.33	3.33	3.00	<b>3.20</b>	Good
2. Content Validity	3.00	3.00	3.33	<b>3.11</b>	Good
3. Construct Validity	3.33	3.33	3.00	<b>3.20</b>	Good
4. Analytic Scores	4.00	4.00	3.60	<b>3.86</b>	Excellent
<b>Overall</b>	<b>3.41</b>	<b>3.41</b>	<b>3.23</b>	<b>3.34</b>	Good

The results from the English writing test evaluation form indicated that the average scores of the test were between 3.11 and 3.86 and the overall score was 3.34. It implied that the test was suitable for allowing students to display their writing ability to their potential. However, there was only one aspect which needed to be modified according to the experts' suggestion. That is to say, the experts suggested that the directions of the two parts should be clearer and more specific.

After the revision of the English writing test, the pretest and posttest were piloted before the main study was undertaken. The sample group comprised of 35 Grade 10 students who were studying at Chulalongkorn University Demonstration Secondary School in the first semester of the academic year 2008 but not those who

enrolled in the course. Inter-rater reliability was used to find reliability of two raters for grading students' writing in both pretest and posttest by using the Pearson Product-Moment Correlation. After students completed both tests, the researcher and another rater read pretest and posttest and gave them scores. The scores from the two raters were analyzed using the criteria of Jacob and others (1981). There were 100 points for each part evaluation. These points were divided into five parts (20 points for each part); content, organization, vocabulary, language use and mechanics. Table 3.3 illustrates the result of inter-rater reliability obtained from the pretest and posttest in the pilot study.

Table 3.3: The result obtained from grading the pretest and the posttest between the researcher and another rater in the pilot study

<b>Rater</b>	<b>Pearson Product Moment</b>	
	<b>Pretest</b>	<b>Posttest</b>
$R_1 + R_2$	0.90	0.91

According to Table 3.3, the Pearson correlation between the scores related by the researcher and another rater of pretest and posttest were 0.90 and 0.91 respectively. It implied that grading students' writing from two raters in the pilot study was reliable.

In the main study, inter-rater reliability was also used to find reliability of two raters for grading students' writing in both pretest and posttest by using the Pearson Product-Moment Correlation as in the pilot study. The same procedure was conducted and the result of inter-rater reliability obtained from the pretest and posttest in the main study is presented in Table 3.4.

Table 3.4: The result obtained from grading the pretest and the posttest between the researcher and another rater in the main study

<b>Rater</b>	<b>Pearson Product Moment</b>	
	<b>Pretest</b>	<b>Posttest</b>
$R_1 + R_2$	0.96	0.98

From Table 3.4, the Pearson correlation between the scores related by the researcher and another rater of pretest and posttest were 0.96 and 0.98 respectively. It implied that scoring students' writing from two raters in the main study was highly consistent.

## ***2. Learning Log***

The learning logs were constructed in order to investigate the students' opinions towards task-based writing instruction three times during the course; in the fifth week, in the ninth week and in the thirteenth week (See Appendix E). Students were required to write comments in their learning logs in order to keep track of their feedback or comments and what had happened in class. In order to validate the learning log approved by the advisor, the researcher constructed and revised it based on the experts' suggestions as following (See list of experts on Appendix G):

**Expert A** suggested that the first question should be relevant to students' learning experiences and/or their previous learning.

**Expert B** suggested that students should be asked about the effectiveness of the instruction, their learning improvement and difficulties in terms of their skills, knowledge, abilities and qualities.

**Expert C** commented that the question should let students report what they like and dislike during the instruction.

Consequently, the five questions asked in the learning log were as follows:

- What was the most interesting thing in the unit?
- Does this approach improve your writing? If yes, how?
- Do you have any learning difficulties during the instruction? If yes, what are they?
- What steps / activities do you like most in task-based writing instruction? Why?
- What steps / activities do you like least in task-based writing instruction? Why?

The researcher counted the frequencies of key words that appeared in the learning log, summarized and recorded in the summary table. The findings from the learning logs were collected to ensure the effectiveness of task-based writing instruction.

### **Data Collection**

Both quantitative and qualitative data were collected to examine the effectiveness of task-based writing instruction. The data collection was administered to 35 Grade 10 students at Chulalongkorn University Demonstration Secondary School, in semester 1, academic year 2008. The data was collected in three phases; before, during and after the experimental study.

Prior to task-based writing instruction (Week 1), the English writing test was distributed to the students in order to assess their writing ability. The students received the treatment for 12 weeks. During task-based writing instruction (Week 2-13), learning logs were used three times; in the fifth, in the ninth and in the thirteenth

week. The students also presented their projects for two weeks (Week 14 and 15). At the end of task-based writing instruction (Week 16), all of the participants were post tested. The English writing test was conducted again in order to examine the effects of task-based writing instruction on students' writing ability.

## **Data Analysis**

### Data analysis for research questions 1

Research question 1 was concerned with the effects of task-based writing instruction on the students' writing ability. The independent variable was task-based writing instruction and the dependent variable was group mean scores on the English writing test. Inter-rater reliability was used to find reliability of two raters for grading students' writing in both pretest and posttest by using the Pearson Product-Moment Correlation. After students completed both tests, the researcher and another rater read pretest and posttest and gave them scores. The scores from the two raters were analyzed using the criteria of Jacob and others (1981). The data obtained from the pre and post writing test were statistically analyzed by means of arithmetic mean, standard deviation, and t- test (Paired samples test) in order to compare the differences in the students' writing ability.

### Data analysis for research questions 2

Research question 2 was concerned with the students' opinions towards task-based writing instruction. In the learning logs, the students could use Thai or English to report about their learning experiences, the things they like and do not like most in this instruction and the feedback after learning through task-based writing instruction.

Qualitative data obtained from the students' learning logs three times during the course (Week 5, 9 and 13) were translated into English, transcribed and analyzed by using the content analysis in order to evaluate the effectiveness of task-based writing instruction. The frequencies of key words that appeared in the learning log were counted, summarized and recorded in the summary table by frequency and percentage.

### **Summary**

The study aims to examine whether task-based writing instruction enhances Grade 10 students' writing ability. It was conducted with 35 students for 16 weeks. It compared students' writing ability mean scores before and after taking the task-based writing instruction. Furthermore, the effects of task-based writing instruction were investigated in order to compare pre and post mean scores using a within-group paired-sample t-test. The students' opinions towards task-based writing instruction were also explored through writing the learning logs. The results and findings for each research question will be presented in Chapter IV.



## **CHAPTER IV**

### **FINDINGS**

#### **Introduction**

This chapter reports both quantitative and qualitative results based on two research questions. The first question was to investigate the effects of task-based writing instruction on the English writing ability of upper secondary school students. This question reported quantitative results obtained from the pretest and posttest mean scores. The second research question was to explore upper secondary school students' opinions towards task-based writing instruction. Data from the learning log was analyzed by using content analysis and was presented in forms of percentage in order to evaluate the effectiveness of task-based writing instruction.

According to the objectives of the study, the analysis of the data was presented in two main parts. The first part was to answer the research question 1 and the second part was to answer the research question 2.

#### **Research question 1**

To what extent does task-based writing instruction enhance upper secondary school students' English writing ability?

The research instrument used to answer research question 1 was the English writing test. The test consisted of two parts based on two different types of tasks: formal and informal. The total score was 200 points (100 points for each part). The analytic scoring scheme adapted from Jacob and others (1981) was used to assess students' writing ability. The 100 points were divided into five aspects (20 points for each aspect); content, organization, vocabulary, language use and mechanics.

The first research question focused on identifying whether the pretest mean scores differed from the posttest mean scores at the significant level of 0.05. Thus, the statistical analysis of within-group paired-sample t-test was used to explore whether there was a significant difference between the pretest and posttest mean scores of students. Inter-rater reliability was used to find reliability of grading students' writing in both pretest and posttest. The result revealed the correlation between the researcher and another rater was 0.96 on the pretest and 0.98 on the posttest which implied that grading students' writing from two raters was consistent. The students' pretest and posttest mean scores, standard deviations, t-values, and statistical significance are presented in Table 4.1.

Table 4.1: Means, standard deviations, mean difference, t-values, and statistical significance of the English writing pretest and posttest considering the total scores

Group	Pretest			Posttest		Mean Difference	t	Sig
	n	$\bar{x}$	S.D.	$\bar{x}$	S.D.			
Grade 10 Students	35	129.97	19.43	141.03	16.92	-11.06	-10.92	.000*

\*p < .05

From Table 4.1, the students' posttest mean scores ( $\bar{x} = 141.03$ ) on the English writing test were higher than the pretest mean scores ( $\bar{x} = 129.97$ ). The total score was 200 points (two parts), the mean difference was -11.06, and the t-value was -10.92 with a degree of freedom of 34 ( $n = 35$ ). Also, the result revealed that there was a significant difference between the pretest and posttest mean scores of the English writing test at a significant level ( $p < .05$ ). Hence, the first hypothesis was

accepted. In other words, students' writing ability enhanced after taking task-based writing instruction.

The values of effect size were used to measure the magnitude of the effect of task-based writing instruction on students' English writing ability. By using the means and standard deviations, Cohen (1988) defined effect sizes as follows: greater than 0.5 = large, 0.5-0.3 = moderate, 0.3-0.1 = small, and anything smaller than 0.1 is trivial.

The effect size of task-based writing instruction on students' English writing ability is shown in Table 4.2.

Table 4.2: The effect size of task-based writing instruction on students' English writing ability

<b>Effect Size</b>	<b>Percentile Standing</b>	<b>Meaning</b>
0.6070826	73.00	Large

From Table 4.2, the result of the mean effect size correlation was 0.6 which represented large effect size according to Cohen (1988). It means that the score of the average person in the posttest group was 0.6 standard deviation above the average person in the pretest group, and thus exceeded the score of 73% of the pretest group. Therefore, it can be concluded that task-based writing instruction had a large effect on improving students' writing ability.

### **Research question 2**

What are upper secondary school students' opinions towards task-based writing instruction?

The research instrument used to reply to research question 2 was a learning log. Three learning logs were completed three times during the course of the research (week 5<sup>th</sup>, 9<sup>th</sup>, and 13<sup>th</sup>). Students were required to write comments and express their opinions towards task-based writing instruction in their learning logs. In the logs, the students were asked about their learning experiences, the things they like and do not like most in this instruction and the feedback after learning through task-based writing instruction. The frequencies of key words that appeared in the learning log were counted, summarized and recorded in the summary table by frequency and percentage.

The students' comments and opinions towards task-based writing instruction from three learning logs were summarized and reported in two main aspects: benefits and limitations.

Table 4.3 shows the students' opinions on the benefits they obtained from task-based writing instruction.

Table 4.3

*Students' opinions on benefits of task-based writing instruction*

<b>Aspects</b>	<b>Week 5</b>		<b>Week 9</b>		<b>Week 13</b>	
	Frequency of Response (n = 28)	%	Frequency of Response (n = 31)	%	Frequency of Response (n = 33)	%
Confidence in writing	13	46.43	16	51.61	15	45.46
Improvement of writing skills	9	32.14	10	32.26	10	30.30
Learning new vocabulary and grammar	6	21.43	5	16.13	8	24.24

*Note.* There were 35 participants who completed the learning log.

n = the frequencies of key words that appeared in the learning log.

From Table 4.3, the comment that task-based writing instruction promotes the students' confidence in writing represents the highest percentage (week 5 = 46.43%, week 9 = 51.61%, and week 13 = 45.46%). Furthermore, some of the students viewed that this instruction could improve their writing skills: week 5 (32.14%), week 9 (32.26%), and week 13 (30.30%). Learning new vocabulary was also one of the benefits that some participants thought that they gained from task-based writing instruction (week 5 = 21.43%, week 9 = 16.13%, and week 13 = 24.24%). In detail, the benefits of this instruction that students reported can be described as follows.

### *Confidence in Writing*

Task-based writing instruction boosted the students' confidence in writing when they were taught writing sequences through written tasks. The teacher explored the topic with the class, highlighted useful words and phrases, helped students understand task instructions and prepare to complete the tasks. Then, students were to follow and to carry out the task sheets which led them to the final writing tasks assigned by the teacher. In other words, students were ensured by working on familiar tasks which were useful to their writing. See the following examples.

1. “การทำชีทและงานของอาจารย์ ทำให้รู้วิธีการเขียนมากขึ้น ทำให้มั่นใจมากขึ้นและกล้าที่จะเขียน”

[Week 5, Topics 1 and 2: Food and The Web]

*“Working on task sheets and writing tasks assigned by the teacher, I know more how to write. It also makes me feel more confident and dare to write...”*

2. “รู้สึกมั่นใจมากขึ้นเวลาเขียน รู้จักใช้คำที่หลากหลาย เรียงลำดับเหตุการณ์เรื่องราวต่างๆ ได้มากขึ้น”

[Week 9, Topics 3 and 4: Communication and Gadgets]

*“I feel more confident when I write something. I know how to use various kinds of words and also organize the story better.”*

### *Improvement of Writing Skills*

Students’ writing skills were developed when the teacher and their peers gave them some feedback on their written drafts and work. Students were asked to write a draft in the step of task cycle (planning) before producing their writing work in the step of report. Next, the students’ drafts were first checked using a paragraph checklist (Glass, 2005) (See Appendix H) by students themselves and then corrected and given some suggestions written by their peers and the teacher respectively. After that, the drafts were rewritten as a final draft according to the teacher’s and friends’ suggestions. This procedure could help students improve their writing skills gradually. See the following examples.

1. “ชอบที่อาจารย์ให้ comment และให้เพื่อนช่วยตรวจให้ ทำให้พัฒนาทักษะการเขียนของเราให้มากขึ้นและยังฝึกให้มีรูปแบบในการเขียนที่ถูกต้องอีกด้วย” [Week 13, Topics 5 and 6: Homes and Lifestyles]

*“The thing I like is that the teacher and friends checked my drafts and gave me some comments. It can help me develop my writing skill and learn the correct styles of writing as well.”*

2. “ได้เรียนรู้จากการเขียน draft เพราะได้ฝึกเขียนมากขึ้น ทำให้เรารู้ข้อดีและข้อด้อยของตัวเองมากขึ้นและนำไปปรับปรุงให้ถูกต้องได้” [Week 13, Topics 5 and 6: Homes and Lifestyles]

*“I have learnt from writing drafts because I can practice writing many times. Consequently, I can identify my strengths and weaknesses in writing in order to develop my written tasks.”*

*Learning new vocabulary and grammar*

Also, task-based writing instruction could broaden their knowledge of vocabulary and grammar when students were asked to list the useful vocabulary related to each topic and also tenses used in their writing task on the board in the step of language focus (analysis and practice). Moreover, learning sheet and worksheet related to vocabulary and grammar were distributed so that students could comprehend the usage and practice using them appropriately. See the following examples.

1. “คิดว่ากร list คำศัพท์และตัวอย่างประโยคจากงานเขียนของเราเป็นประโยชน์ต่อทั้งตัวเราและเพื่อน ซึ่งจะทำให้เราได้เรียนรู้คำศัพท์ที่หลากหลายและเข้าใจ grammar เพิ่มขึ้น” [Week 9, Topics 3 and 4: Communication and Gadgets]

*“I think that making the list of vocabulary and example sentences is beneficial to me and my friends. In consequence, I have learnt the various vocabularies and comprehend the grammar better.”*

2. “อาจารย์มีชีทให้อ่านและทำแบบฝึกหัดเพิ่มเติม ทำให้ได้ใช้ทบทวนเวลาไม่เข้าใจในเรื่องนั้นๆ โดยเฉพาะ grammar ได้อีกด้วย” [Week 13, Topics 5 and 6: Homes and Lifestyles]

*“The teacher provided the supplementary learning sheet and worksheet which I can use to review the lessons, especially the grammar that I don’t understand.”*

To conclude, the benefits of task-based writing instruction could enhance students’ confidence in writing, develop students’ writing skills, and boost students’ knowledge of vocabulary and grammar as well.

Although there were some benefits of task-based writing instruction as mentioned earlier, some limitations were found from the learning log. The problems were illustrated in Table 4.4.

Table 4.4

*Students' opinions on limitations in learning through task-based writing instruction*

Aspects	Week 5		Week 9		Week 13	
	Frequency of Response (n = 31)	%	Frequency of Response (n = 30)	%	Frequency of Response (n = 26)	%
Language use	14	45.16	13	43.33	11	42.31
Vocabulary	14	45.16	12	40.00	10	38.46
Time allocation	3	9.68	5	16.67	5	19.23

*Note.* There were 35 participants who completed the learning log.

n = the frequencies of key words that appeared in the learning log.

From Table 4.4, a lot of students thought that language use was difficult for them: week 5 (45.16%), week 9 (45.16%), and week 13 (9.68%). They also had limited vocabulary (week 5 = 21.43%, week 9 = 16.13%, and week 13 = 24.24%). In addition, a few of them had problems with the time available to complete their tasks. In detail, the difficulties the students had were as follows.

#### *Language and Vocabulary Limitations*

Most of the students reported that they had language and vocabulary limitations when they were asked to write in the step of task cycle. For example,



1. “คิดว่าการเขียนยาก เพราะใช้ภาษาในการเขียนไม่เป็น” [Week 5, Topics 1 and 2: Food and The Web]

*“I think that writing is difficult for me because I don’t know how to use the written language appropriately.”*

2. “บางทีอยากเขียนได้เยอะๆ แต่รู้คำศัพท์น้อย ทำให้เขียนไม่ได้และกลัวใช้คำศัพท์ผิด” [Week 13, Topics 5 and 6: Homes and Lifestyles]

*“Sometimes I want to write fluently but I have limited vocabulary and I am not sure how to use them.”*

#### *Time Constraint*

Additionally, the time constraint was one of the problems found in this study. Students were expected to work on every task in class. Actually, writing required a large amount of time to complete. In other words, there was not enough time for some students to do the tasks completely. See the following example.

1. “อยากมีเวลาเขียนให้มากกว่านี้ เพราะบางงานต้องใช้เวลาในการปรึกษากับเพื่อนอีก ทำให้เวลาเขียนน้อยลง เขียนออกมาไม่ค่อยดี” [Week 9, Topics 3 and 4: Communication and Gadgets]

*“I need more time to write since some tasks required brainstorming which takes too much time. Hence, there was not enough time for us to write effectively.”*

In summary, students reported that task-based writing instruction enhanced students’ confidence in writing, developed students’ writing skills, and promoted students’ knowledge of vocabulary and grammar. Still, three limitations were mentioned in the learning log: language use, vocabulary, and time allocation.

### Additional Findings

As stated earlier, the English writing test was divided into two parts: formal and informal. The former was writing the paragraphs about Siam Square or Samyan (Part A) and the latter was writing an e-mail about their last holidays to their friends (Part B). In order to compare the students' writing ability in parts A and B both before and after receiving task-based writing instruction, descriptive statistics of the dependent variables from pretest and posttest computed were illustrated. The means, standard deviations, minimum values, and maximum values are listed in Table 4.5.

Table 4.5: Means, standard deviations, minimum values, and maximum values from parts A and B in the English writing pretest and posttest

Descriptive Statistics	Total Score (200 points)		Scores for Part A (100 points)		Scores for Part B (100 points)	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest
	Minimum	92	110	39	53	36
Maximum	161	180	83	91	86	89
Mean	129.97	141.03	64.69	70.37	64.94	70.69
S.D.	19.43	16.92	9.45	8.06	12.10	10.26

The result from Table 4.5 revealed that the mean scores of parts A and B in English writing pretest were 64.69 and 64.94 while those in English writing posttest were 70.37 and 70.69 respectively. That is to say, the mean scores of parts A and B in both English writing pretest and posttest were nearly equal. It can be implied that the students' writing ability in different styles which were formal and informal were not hugely different. The mean scores of part B (informal) in both pre and posttest were

slightly higher than those of part A (formal).

Considering only part A in English writing pretest and posttest, the mean score of the posttest ( $\bar{x} = 70.37$ ) was higher than the pretest mean score ( $\bar{x} = 64.69$ ). The standard deviations of the pretest and posttest focusing on part A were 9.45 and 8.06 accordingly.

From the scores focusing on part B in English writing pretest and posttest, the mean score of the posttest ( $\bar{x} = 70.69$ ) was also higher than the pretest mean score ( $\bar{x} = 64.94$ ). The standard deviations of the pretest and posttest focusing on part B were 12.10 and 10.26 respectively. Besides, the result revealed that the minimum and maximum scores of the posttest both parts A and B were also increased.

Additionally, the scores on the English writing test were analyzed more in depth based on five aspects of analytic scoring scheme: content, organization, vocabulary, language use, and mechanics. The score was 20 points for each component.

The first aspect of writing assessment was content. The students' written tasks were evaluated by using the criteria of knowledge of subject, substance, and relevance to assigned topic.

The second component was organization. Each student's work was marked according to the fluent expression, clear ideas, well-organized and logical sequencing and coherence as well.

The third one was vocabulary. This aspect focused on the range, meaning, effectiveness of word or idiom choice and usage, word form mastery and appropriate register.

Language use was viewed as the fourth aspect for scoring students' written tasks. The levels of construction, the correctness of agreement, tense, number, word

order/ function, articles, pronouns, prepositions and/or fragments were considered in order to grade students' work.

The last element was related to mechanics. Each written work was judged based on the spelling, punctuation, capitalization, and also paragraphing.

The finding of the students' pretest and posttest mean scores, standard deviations, t-values and statistical significance of the English writing pretest and posttest scores considering parts A and B together at the five components of writing scoring defined by Jacob and others (1981) are illustrated in Table 4.6.

Table 4.6: Means, standard deviations, mean differences, t-values, and the significance of the English writing pretest and posttest scores considering parts A and B together at the five components of writing scoring

<b>Components of Writing Scoring (40 points each)</b>	<b>Pretest</b>		<b>Posttest</b>		<b>Mean Differences</b>	<b>t</b>	<b>Sig</b>
	$\bar{x}$	<b>S.D.</b>	$\bar{x}$	<b>S.D.</b>			
Content	26.97	3.46	29.43	2.97	-2.46	-9.68	.000*
Organization	25.17	4.92	27.66	3.90	-2.49	-7.62	.000*
Vocabulary	26.11	4.15	27.89	3.71	-1.77	-4.68	.000*
Language Use	25.06	4.65	27.31	4.23	-2.26	-7.09	.000*
Mechanics	26.66	5.86	28.74	4.66	-2.09	-5.35	.000*

\*p < .05

The result of the t-test on Table 4.4 showed that the posttest mean scores on every component of writing scoring, including content ( $\bar{x} = 29.43$ ), organization ( $\bar{x} = 27.66$ ), vocabulary ( $\bar{x} = 27.89$ ), language use ( $\bar{x} = 27.31$ ), and mechanics ( $\bar{x} = 28.74$ ), were higher than the pretest mean scores ( $\bar{x} = 26.97, 25.17, 26.11, 25.06,$  and  $26.66$  respectively). The mean differences were  $-2.46, -2.49, -1.77, -2.26,$  and  $-2.09$  accordingly. In addition, there was significant difference between the pretest and posttest mean scores considering parts A and B together at the five components of writing scoring at a significant level ( $p < .05$ ). Therefore, it can be concluded that the students' writing ability improved in all aspects of writing assessment after learning through task-based writing instruction.

### **Summary**

The chapter reported the findings in response to two research questions. The results were statistically analyzed and used to test the hypotheses. The hypotheses testing regarding the effects of task-based writing instruction on English writing ability of upper secondary school students, the students earned a higher posttest mean score than a pretest mean score on the English writing ability test. The hypothesis which stated that there were significantly higher average scores on the post English writing ability test than the pre English writing ability test was accepted.

Additionally, students commented on the benefits and difficulties they encountered while learning through task-based writing instruction. Students said that this instruction enhanced their confidence in writing, developed students' writing skills, and promoted students' knowledge of vocabulary and grammar. It enhanced students' confidence in writing when they were taught writing sequences through written tasks. Students were ensured by working on familiar tasks which were useful

to their writing. Furthermore, students developed their writing skills when the teacher and their peers gave them some feedback on their written drafts and work. Besides, students' knowledge of vocabulary and grammar was increased because students were asked to list the useful vocabulary related to each topic and also tenses used in their writing task on the board. Moreover, a learning sheet and a worksheet related to vocabulary and grammar were distributed so that students could comprehend the usage and practice using them appropriately. Amongst the limitations and difficulties of task-based writing instruction, students said that they had problems with language use, vocabulary, and time allocation.

In conclusion, the findings from the current study revealed that task-based writing instruction is an effective instructional framework that helps develop students' writing ability. The next chapter will cover a summary of the findings, a discussion of the findings and their recommendations for future research.

## **CHAPTER V**

### **SUMMARY, DISCUSSION AND RECOMMENDATIONS**

This chapter is comprised of five parts. The first part presents a brief summary of the study. The second part reveals the research findings. The third part discusses the findings. The fourth part relates to the pedagogical implications drawn from the study. The chapter ends with recommendations for future studies.

#### **Summary**

The objectives of this study were: 1) to study the effects of task-based writing instruction on English writing ability of upper secondary school students, and 2) to explore upper secondary school students' opinions towards task-based writing instruction. This study was a one-group pretest-posttest experimental design. It compared the English writing ability of students before and after taking task-based writing instruction. The samples in this study were 35 Grade 10 students at Chulalongkorn University Demonstration Secondary School during the first semester of academic year 2008. They voluntarily enrolled in "English Writing through Tasks" offered by the researcher. The course was designed as an elective course using task-based writing instruction as a treatment for this research. The Grade 10 students could enroll in it to improve their English writing ability.

This study was divided into two phases. Phase one was involved with the preparation of task-based writing instruction. In this phase, the instruments were developed and pilot tested to validate them. Phase two concerned the implementation of the instruction.

### Phase I: The preparation of task-based writing instruction

The six stages of the preparatory process of task-based writing instruction were as following: 1) to explore and study the basic concepts and related documents; 2) to construct the instructional instrument; 3) to construct the research instruments; 4) to verify the effectiveness of the lesson plans and the English writing test; 5) to pilot the lesson plans and English writing test; and 6) to revise the lesson plans and English writing test.

Stage one, the basic concepts and related documents dealing with task-based writing instruction were explored. The relevant topics were Task-based Language Teaching (TBLT) and task-based writing instruction.

Stage two, information from the first stage was compiled and became a theoretical framework for the development of an instruction. The lesson plans were constructed based on data gained from the needs survey questionnaire. Each lesson plan included objectives, materials, evaluation, and teaching procedures.

Stage three, the research instruments comprised of an English writing test, an analytic scoring scheme, and the learning log were designed in order to investigate the effects of task-based writing instruction.

Stage four, the checklists were constructed to evaluate the effectiveness of lesson plans and research instruments. The lesson plans and research instruments were revised after being validated by six experts.

Stage five, after the revision of the lesson plans and research instruments, they were piloted tested with 35 Grade 10 students who were studying at Chulalongkorn University Demonstration Secondary School in the first semester of the academic year 2008 but not those who enrolled in the course. A pilot study was carried out four



weeks (two topics and two tasks) prior to the main study. Also, the English writing test was pre and posttested in the pilot study.

Stage six, the lesson plans and research instruments were revised based on the information learned from the pilot study.

#### Phase II: The implementation of task-based writing instruction

The implementation of task-based writing instruction consisted of four stages that were to: 1) pretest; 2) assign the instruction; 3) posttest; and 4) evaluate the effectiveness of the instruction.

Stage one, before taking task-based writing instruction (week 1), students were pretested with the English writing test in order to assess their writing ability.

Stage two, during the experimentation period (Week 2-15), six topics and six writing tasks based on task-based writing instruction were taught to students who enrolled in the course for 12 weeks including two weeks of project presentation. Each topic lasted for two weeks, approximately 100 minutes a day (double periods). This model consisted of three phases of instruction: pre-task, task cycle and language focus. In week 5, 9, and 13, the students also wrote their opinions on the instruction in the learning log.

Stage three, at the end of the main study (Week 16), all of the participants had to take the English writing posttest which was the same as the pretest in order to measure their writing ability after learning through task-based writing instruction.

Stage four, in order to evaluate the effectiveness of the instruction, the scores obtained from the pre and post English writing tests were statistically analyzed by using arithmetic means, standard deviation, and within-group paired-sample t-test. In relation to the benefits and limitations, the students' opinions of task-based writing instruction written in the learning logs were transcribed and analyzed qualitatively.

The analytic scoring scheme for assessing students' written tasks and tests was adapted from Jacob and others (1981) as a rubric designed for a written response. There were 100 points for the writing evaluation. These marks were divided into five parts; content, organization, vocabulary, language use and mechanics; each part was worth 20 points.

Inter-rater reliability was used to find reliability of grading students' writing in both pretest and posttest. The result revealed the correlation between the researcher and another rater were 0.96 on the pretest and 0.98 on the posttest which implied that grading students' writing from two raters was consistent.

## **Findings**

The findings of the study can be summarized in two major aspects: 1) the students' writing ability and 2) the students' opinions on the benefits and limitations of task-based writing instruction.

### **English writing ability**

In response to the research question one, to what extent does task-based writing instruction enhance upper secondary school students' English writing ability?, the posttest mean scores of the English writing test were significantly higher than the pretest mean scores at the .05 level.

As stated earlier, the same form of pre and post English writing test was divided in two parts: formal (Part A: writing the paragraphs about Siam Square or Samyan) and informal (Part B: writing an e-mail about their last holidays to their friends). The results showed that the mean scores of parts A and B in both English writing pretest and posttest were nearly equal. The mean scores of part B (informal) in both pre and posttest were slightly higher than those of part A (formal).

Considering parts A and B in English writing pretest and posttest separately, the mean scores of the posttest of the two parts were both higher than the pretest mean scores.

Additionally, the scores on the English writing test were analyzed more in depth based on five aspects of analytic scoring scheme: content, organization, vocabulary, language use, and mechanics. The findings revealed that the posttest mean scores on every component of writing scoring were higher than the pretest mean scores. Consequently, task-based writing instruction significantly enhanced Grade 10 students' writing ability. In other words, students improved their writing ability after receiving task-based writing instruction.

The effect size of task-based writing instruction on students' writing ability was 0.61, which was indicated the large effect size. Hence, it can be concluded that task-based writing instruction had large effect on improving students' writing ability.

### **Benefits and limitations of task-based writing instruction**

In response to the research question two, what are upper secondary school students' opinions towards task-based writing instruction?, the research instrument applied in this study was a learning log. Students were required to write comments and express their opinions towards task-based writing instruction in their learning logs three times during the course of the research (week 5<sup>th</sup>, 9<sup>th</sup>, and 13<sup>th</sup>). The students' comments and opinions towards task-based writing instruction from three learning logs were summarized and reported in two main aspects: benefits and limitations.

Related to the benefits, students reported that task-based writing instruction enhanced their confidence in writing, developed their writing skills, and promoted

their knowledge of vocabulary and grammar. Students' mostly commented that their confidence in writing was promoted.

In terms of the limitations and difficulties of task-based writing instruction, students said that they had problems with language use, vocabulary, and time allocation. The majority of the students discovered that language use was difficult for them.

In conclusion, the two hypotheses were accepted. That is to say, there were significantly higher average scores on the post English writing test than the pretest. Also, the data gained from the students' learning logs asserted that the students had a good attitude towards task-based writing instruction.

## **Discussion**

As mentioned earlier, the objectives of this study were to investigate the effects of task-based writing instruction on English writing ability of upper secondary school students and to explore upper secondary school students' opinions towards task-based writing instruction. In consequence, the findings were examined and discussed in relation to two main aspects: students' English writing ability and their opinions.

### **1. Students' English writing ability**

In the hypothesis 1 testing, there was significant difference between the pretest and posttest mean scores of the English writing test at a significant level ( $p < .05$ ). The students' posttest mean scores on the English writing test were higher than the pretest mean scores. In other words, task-based writing instruction significantly improved upper secondary school students' writing ability.

Many previous studies related to task-based instruction (e.g. Harden, 1996; Vadhanamra, 1996; Nakkyo, 2001; Rattanawong, 2004; Luchini, 2005; Jeon & Hahn, 2006; Muller, 2006; Chimroylarp, 2007; Ruso, 2007) have shown that this instruction results in language learning. That is to say, the above researchers found the benefits of task-based instruction.

In this study, students were explicitly taught writing through six tasks: a cooking brochure, a web page, an e-mail, an advert, a letter, and the news. The primary focus of classroom activity was the tasks and language was the instrument which students used to complete it. To this end, Task-based Language Teaching (TBLT) invites students to act as language users rather than learners, with the explicit analysis of language structures and forms emerging from difficulties experienced during the completion of tasks (Dunn & Ogilvie, 2007). The tasks reflected students' real lives and primarily focused on meaning. As Long (1985: 89) stated, "... by 'task' is meant the hundred and one things people *do* in everyday life, at work, at play, and in between. 'Tasks' are the things people will tell you they do if you ask them and they are not applied linguists." Consequently, students could write fluently and communicate easily.

The result of this study was consistent with the study of Al-Jarf (2005) who investigated the effects of TBLT on EFL freshman students' writing skills development in Saudi Arabia. It indicated that students' writing ability significantly improved as a result of TBLT. The improvement of students' writing ability was discussed in more detail concerning five aspects of writing ability.

### Five aspects of writing ability

The scores on the English writing test were analyzed more in depth based on five aspects of the analytic scoring scheme: content, organization, vocabulary, language use, and mechanics. The findings indicated that the posttest mean scores on every component of writing scoring were higher than the pretest mean scores. That is to say, each step of task-based writing instruction could enhance students' writing ability in all five aspects as shown in Figure 5.1.

Figure 5.1: The relation of task-based writing instruction to five aspects of writing ability

<b>Components of task-based writing instruction</b>	<b>Five aspects of writing ability</b>
<p style="text-align: center;"><b><u>Pre task</u></b></p> <p>Teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions and prepares some knowledge relevant to the topic.</p>	<p style="text-align: center;"><b><u>Content</u></b></p> <p>The students' written tasks were evaluated by using the criteria of knowledge of subject, substance, and relevance to assigned topic.</p>
<p style="text-align: center;"><b><u>Task cycle</u></b></p> <p><b><i>Task</i></b> Students do the task individually, in pairs or small groups. Teacher monitors from a distance.</p> <p><b><i>Planning</i></b> Students write the draft.</p> <p><b><i>Report</i></b> Students present their reports to the class, or exchange written reports, and compare results.</p>	<p style="text-align: center;"><b><u>Organization</u></b></p> <p>Each student's work was marked according to the fluent expression, clear ideas, well-organized and logical sequencing and coherence as well.</p>

Figure 5.1: The relation of task-based writing instruction and five aspects of writing ability (Cont.)

<b>Components of task-based writing instruction</b>	<b>Five aspects of writing ability</b>
<p style="text-align: center;"><b><u>Language focus</u></b></p> <p><i>Analysis</i> Students examine and discuss specific features of the text.</p> <p><i>Practice</i> Teacher conducts practice of new words, phrases and patterns occurring in the data, either during or after the analysis.</p>	<p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>This aspect focused on the range, meaning, effectiveness of word or idiom choice and usage, word form mastery and appropriate register.</p> <p style="text-align: center;"><b><u>Language use</u></b></p> <p>The levels of construction, the correctness of agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments were considered in order to grade students' work.</p> <p style="text-align: center;"><b><u>Mechanics</u></b></p> <p>Each written work was judged based on the spelling, punctuation, capitalization, and also paragraphing.</p>

However, it was noticed that the mean scores on the content aspect were the highest among other aspects both in the pre and posttest. As Ashwell (2000) stated, the students were worried more on the grammar they are writing than the content issues. Furthermore, from the studies of Chinnawong (2001) and Pidchamook (2003) who conducted research regarding providing writing feedback, they found that structure is a big problem for Thai students, especially vocabulary and grammar. It can be concluded that students could perform their writing ability better on content aspect than any other aspects although the findings showed that they improved their writing ability in all five aspects. This means that students had knowledge of the

subject, substance, and relevance to assigned topic (*what* to write) more than the form (*how* to write).

## **2. Students' opinions towards task-based writing instruction**

In response to the research question two, the data gained from students' comments in the learning log were discussed in two main areas; benefits and limitations as follows.

### **2.1 Benefits**

#### *The step of pretask*

Students reported that task-based writing instruction promoted their confidence in writing. This instruction boosted the students' confidence in writing when they were taught writing sequences through written tasks in the steps of pretask. The teacher explored the topic with the class, highlighted useful words and phrases, helped students understand task instructions and prepare to complete the tasks. Then, students were to follow and to carry out the task sheets which led them to the final writing tasks assigned by the teacher. In other words, students were ensured by working on familiar tasks which were useful to their writing. In the field of second language acquisition (SLA) theoretical perspective, this concept is similar to the Input Hypothesis from Krashen (1982) who believed that learners acquire languages when they understand messages (input) in the target language that are just a little beyond their current level of acquired competence. In order for learners to progress from one stage of acquisition to the next, they need to comprehend language that includes a structure at the stage beyond that of their current level. Extensive opportunities for listening and reading should precede speaking and writing, particularly in the early



stages of the acquisition process. That is to say, reception should come before production.

In addition to the Input Hypothesis, the Output Hypothesis from Swain (1985) was drawn to support the finding of this study. He stated that input is necessary but not sufficient for acquisition. In addition to input, learners need opportunities to produce the target language. This is because production involves different psycholinguistic process from comprehension. In comprehending an utterance in a target language, one can largely bypass the syntax and 'go for meaning'. However, in order to produce a comprehensible utterance, one has to 'syntacticize' the utterance, that is, encode it grammatically.

In sum, Krashen's and Swain's theories supported task-based writing instruction based on three stages. The first of these is the pre-task stage, during which the teacher introduces and defines the topic and the learners engage in activities that either help them to recall words and phrases that will be useful during the performance of the main task or to learn new words and phrases that are essential to the task. This stage is followed by the "task cycle". Here the learners perform the task individually, in pairs or small groups. They then prepare a report for the whole class on how they did the task and what conclusions they reached. Finally, they present their tasks to the class in written form. The final stage is the language focus stage, during which specific language features from the task are highlighted and worked on (Willis, 1996).

To illustrate, a student commented in week 5 that "*Working on task sheets and writing tasks assigned by the teacher, I know more how to write. It also makes me feel more confident and dare to write...*" Another student also reported in week 9 that,

*“I could learn how to write easily through a step-by-step procedure. Also, I feel more confident when I write something. I know how to use various kinds of words and also organize the story better.”*

The results supported the previous study of Chimroylarp (2007) which indicated that the majority of both the students and the graduates felt that task-based instruction (TBI) helped a lot in preparing them to face the real challenges of the various situations. Moreover, this instruction increased their confidence in using English in real life.

#### *The step of task cycle*

Students' writing skills were developed when the teacher and their peers gave them some feedback on their written drafts and work. Students were asked to write a draft at the stage of task cycle (planning) before producing their writing work at the report stage. Next, the students' drafts were corrected and given some suggestions written by their peers and the teacher respectively. After that, the drafts were rewritten as a final draft according to the teacher's and friends' suggestions. This procedure could help students improve their writing skills gradually. This is agreed by the students. For example, a student commented on week 13 that,

*“The thing I like is that the teacher and friends checked my drafts and gave me some comments. It can help me develop my writing skill and learn the correct styles of writing as well.”*

This result reflects the fact that the students may gain benefits from peer assistance. This is known as co-construction knowledge and scaffolding. This concept is derived from Vygotsky (1978) who has believed that social interaction is an important fundamental to develop students' ability. Vygotsky (1978) mentioned that students have their own actual development; nevertheless, with practical, it leads

them to reach their potential development. This development is called zone of proximal development (ZPD). From this result, ZPD is believed to improve students' English writing ability which appears twice: social interaction and individual level (Phochanapan, 2007).

In the field of second language acquisition (SLA) theoretical perspective, this concept is similar to the Interaction Hypothesis (Long, 1996: 451-452). He stated that the restructuring and interactional modifications that occur in the course of authentic interaction fuel the acquisition process. In this study, students could improve their writing skills through self-editing, peer-editing and teacher's comments. They also could identify their own mistakes better and learned how to correct them. This result was consistent with the studies of Al-Jarf (2005), Hee Ko (2007), and Rojanasai (2005) in that there was a significant increase in students' English writing skills as a result of giving students some feedback and comments. These researchers believe that learning from mistakes helps the students to enhance their writing abilities. For example, a student commented in week 9 that *"I liked it because it was interactive in many aspects. I had to participate in small/pair work. This was not one-way instruction that students received things from a teacher."* Another comment from a student in week 13 was that *"I have learnt from writing drafts because I can practice writing many times. Consequently, I can identify my strengths and weaknesses in writing in order to develop my written tasks."*

#### The step of language focus

Students stated that task-based writing instruction could broaden their knowledge of vocabulary and grammar when students were asked to list the useful vocabulary related to each topic and also tenses used in their writing task on the board at the stage of language focus (analysis and practice). Moreover, a learning sheet and

a worksheet related to vocabulary and grammar were distributed so that students could comprehend the usage and practice using them appropriately. A student commented in week 9 that *“I think that making the list of vocabulary and example sentences is beneficial to me and my friends. In consequence, I have learnt the various vocabularies and comprehend the grammar better.”* Another student stated in week 13 that *“The teacher provided the supplementary learning sheet and worksheet which I can use to review the lessons, especially the grammar that I don’t understand.”*

The results of this study confirmed the study of Chimroylarp (2007) which indicated that students with both high and low proficiency improved most in the areas of grammar. They made significant improvement in vocabulary as well. The reason was probably due to the principles of TBI that primarily focused on conveying meaning, when students could get the message across during the task cycle. Then, they would get a chance to analyze and practice vocabulary and structure; this would enable them to be more aware of grammatical structures and become more fluent in using vocabulary. In addition, Ruso (2007) examined the influence of task-based learning on students’ classroom performance and motivation in EFL classrooms. In her study, diaries, interviews and questionnaires were used to generate data. The findings of the diary studies also indicated that tasks have been beneficial for vocabulary learning. Vocabulary learned while watching a film or while listening to a song becomes more effective and permanent.

Additionally, the participants had valuable comments reflecting their satisfaction with the tasks used. They reported that each task was interesting because it involved their real lives. In other words, real world tasks can motivate students in

language learning. Willis (1996) also points out that, carefully chosen tasks make learners participate in complete interactions and this raises motivation.

## **2.2 Limitations**

Although students gained benefit after learning through task-based writing instruction, some limitations were found during the instruction as follows.

### *The step of task cycle*

Most of the students reported that they had language and vocabulary limitations when they were asked to write at the stage of task cycle. For example, a student commented about his/her own limitations in week 5 that *“I think that writing is difficult for me because I don’t know how to use the written language appropriately.”* This result still confirmed the studies of Chinnawong (2001) and Pidchamook (2003) who conducted research regarding providing writing feedback; they found that structure is a big problem for Thai students, especially vocabulary and grammar. Another student reported in week 13 that *“Sometimes I want to write fluently but I have limited vocabulary and I am not sure how to use them.”* However, the results regarding language and vocabulary limitations revealed that the frequency of response gradually appeared less in the learning log. This might be due to the step of language focus (analysis and practice) as mentioned earlier. That is to say, the more students are drilled, the more they learn.

Another problem found at the stage of task cycle was the time constraint. Foster and Skehan (1996) have shown that giving learners time to plan before they begin a task significantly increases the complexity, accuracy, and fluency of the language they use, and that these effects increase in relation to the cognitive difficulty of the task. In the present study, students were expected to work on every task in class. Writing requires a large amount of time to complete, especially when students

are able to write. Consequently, there was not enough time for some students to do the tasks completely as one of the students commented in week 9 that *“I need more time to write since some tasks required brainstorming which takes too much time. Hence, there was not enough time for us to write effectively.”*

This finding was consistent with the study of Hee Ko (2007) who investigated Korean university students’ reactions to the TBLT approach and found that students took more class time to learn writing compared to the traditional method because it involved a series of tasks.

In conclusion, students’ responses indicated that they believed task-based writing instruction enhanced their writing ability because of the steps of pretask, task cycle and language focus. Also, this instruction could promote students’ confidence in writing, developed students’ writing skills, and broadened students’ knowledge of vocabulary and grammar.

### **Limitations of the Study**

Although the present study achieved its objectives, some limitations were found in this study. First, the course was an elective course with recruiting voluntary students as participants and no grades were given. It is possible that the students may not pay attention to the class or homework as much as they should. Second, the time constraint was another problem as mentioned earlier. Students were expected to work on every task in class. Writing requires a large amount of time to complete, especially when students are able to write. In some units, teacher tried to save time by assigning the task sheets at the stage of language focus as students’ homework instead of completing them in the class time.

## **Pedagogical Implications**

The findings from the current study can be applied to task-based writing instruction. The main objective of task-based writing instruction was to help students develop their writing ability. Several suggestions for EFL writing teachers can be implied on the basis of the findings of the study.

First, at the stage of pretask, teachers should be aware of students' goals in learning writing and then select interesting topics and tasks of writing based on students' needs, interests, and objectives. It is highly recommended that teachers should do a needs analysis before designing the course.

The second implication deals with the implementation of task-based writing instruction. In relation to writing tasks, teachers should provide their students with a variety of enjoyable tasks. Carrying out a variety of tasks influences students' progress and attitudes towards the lesson. Therefore, serious consideration should be given to task-based instruction and language teachers should provide their students with opportunities to make progressive use of content learnt through a variety of tasks. As Ellis (2003) mentions, tasks should result in a kind of language use that resembles that in the outside world. Also, tasks should give rise to a number of interactional and cognitive processes, believed to enhance language learning.

Third, students need to know how to learn as well as what to learn. In consequence, task-based writing instruction should be taught explicitly by telling students what the objectives and procedures of this instruction are. When students realize the objectives and feel familiar with the procedures, they can then write effectively. The teacher should also stress or explain explicitly what was really important after the task. Moreover, teachers should inform students what the criteria of grading their scores were at an early stage in order to guide them how they should

perform in terms of writing.

Fourth, based on students' comments in the learning log, they reported the difficulty concerning the time constraint. Teachers should focus more on time management while they are planning the lessons. In other words, teachers should provide the time in accordance with their objectives, students' ability, the types of tasks and the context as well.

Fifth, language teachers are recommended to provide different topics in writing tests in order to see the students' writing ability in different writing styles.

Finally, this instruction requires a change in the traditional teacher's role. Teachers do not introduce and 'present' language or interfere ('help') during the task cycle. They are observers during the task phase and become language informants only during the 'language focus' stage.

### **Recommendations for Future Research**

Further research related to task-based instruction may be employed to provide more empirical evidence on this issue.

1. The study should explore other independent variables such as gender, level of study, the field of study and writing styles.
2. Future research should examine the issue by using different English proficiency levels.
3. Further research should investigate the effects of each stage of task-based instruction.



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## APPENDICES

**Appendix A**  
**Course Syllabus**

**Chulalongkorn University Demonstration Secondary School**

<b>1. Course Title:</b>	Writing Through Tasks
<b>2. Number of Credit:</b>	2 credits
<b>3. Number of periods per week:</b>	2 (double periods)
<b>4. Semester:</b>	First semester
<b>5. Academic Year:</b>	2008
<b>6. Instructor's name:</b>	Krittarat Krittawattanawong
<b>7. Type of Course:</b>	Elective
<b>8. Course Level:</b>	Grade 10
<b>9. Number of Students:</b>	35

**10. Course Description:**

Students are stimulated to think about themselves and their relations with the world around them through the activities of writing. Various kinds of authentic writing tasks are used as materials for students to study and learn both meanings and forms in order to write for communication in the real world purposes. Students produce written work dealing with such topics and tasks by thinking about their readers and how they can transfer the information and their ideas.

**11. Course Objectives:**

1. Students will improve their writing ability focusing on both forms and meanings through carrying out the writing tasks.
2. Students will learn the writing process through tasks in order to transfer the information and their ideas.

**12. Course content:**

Week 1	Overview and pre-test
Week 2-3	Brochures of cooking instructions (recipes)
Week 4-5	Web pages about interesting places
Week 6-7	E-mails about last holidays
Week 8-9	Adverts about things used in daily life
Week 10-11	Letters to find new friends (a pen pal)
Week 12-13	News about people's lifestyles
Week 14-15	Project Presentation and Wrap-up
Week 16	Post-test

**13. Methods of Instruction:** Writing tasks, class discussion, group discussion, presentation, group work, pair work, and individual work

**14. Instructional Materials:** Authentic materials, learning sheets and task sheets

**15. Evaluation:**

15.1 Class attendance and participation	10 %
15.2 Class assignments (6 writing tasks)	60 %
<ul style="list-style-type: none"> <li>- Write cooking instructions in the form of brochure (Week 2-3)</li> <li>- Write a web page about interesting places (Week 4-5)</li> <li>- Write an e-mail to friends about last holidays (Week 6-7)</li> <li>- Write an advert about things used in daily life. (Week 8-9)</li> <li>- Write a letter to find new friends (a pen pal) (Week 10-11)</li> <li>- Write the news about people's lifestyles (Week 12-13)</li> </ul>	
15.3 Final Presentation	30 %
Total	100 %



<p>- Do you know what it's called in English?</p> <p>- First, I'd like you to read the recipe that I give you.</p> <p>(T gives the recipes to each student.)</p> <p>- Class, what kind of dessert do you get?</p> <p>- Have you ever eaten or cooked it before?</p> <p>- Right. Today, we're not going to cook food but we're going to write the cooking instructions or recipes in the form of a brochure. Let's look at the recipe that I gave you again and tell me what topics are inside.</p> <p>- You need to include those kinds of things in order to write the recipes and also the illustrations.</p> <p>- Let's look at the part of ingredients. Tell me what are inside.</p> <p>- Right. You need to specify by listing what and how much of the ingredients you need in cooking.</p> <p>- The next part is the instructions. Look at the recipe and tell me the first word of each step. (T lists the words on the board.)</p> <p>- Ok. Do you see the 'subject' in each sentence?</p> <p>- This means that you can omit the 'subject' that is 'you' in order to write the instructions and begin the sentence</p>	<p>- Recipes</p> <p>(Ss read the recipes.)</p> <p>- Cookies</p> <p>- Yes/No.</p> <p>- The name of food, ingredients, and instructions.</p> <p>- The things we need in cooking and the amount of them.</p> <p>(Ss say the first word of each step such as mix, pour, boil, bake, fry, etc.)</p> <p>No.</p>
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<p>with verb infinitive without 'to' which is the verb that we cannot change the form. Understand?</p> <p>- Now, I'd like you to work in groups of three and do Task Sheet 1. You have to look at the words and then match each word with the given pictures. (T monitors Ss.)</p> <p>(Ss do the Task Sheet 1 in groups.)</p> <p>- Let's check the answers together. (T and Ss check the answers together.)</p> <p>- Now, you need to work with your group again. This time, you have to carry out Task Sheet 2. For this task, you have to write the sentences to describe each illustration. Then, rearrange the illustrations in a correct order. (T monitors Ss.)</p> <p>(Ss do the Task Sheet 2 in groups.)</p> <p>- If you finish, I'll call some groups to write your answers on the board. (T calls some groups to write their answers on the board.)</p> <p>- Let's look at your answers together. (T corrects Ss' answers and if there are various answers, T will ask Ss to share their ideas in order to find the most appropriate ones.)</p>	<p>Yes.</p> <p>(Ss work on the Task Sheet 1 in group.)</p> <p>(Ss do the Task Sheet 2 in groups.)</p> <p>(Some groups of Ss write their answers on the board.)</p> <p>(Ss share their ideas with T and their friends.)</p>
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**Task cycle:****Task** (approx 10 mins)

- Now, I'd like you to work in groups of three. You need to discuss and decide to choose one recipe from me in order to write the instructions. (T gives Ss Task Sheet 3.)

(Ss discuss and choose their recipes to write the instructions.)

**Planning 1** (approx 30 mins)

- If you've already chosen your recipe, try to write a step-by-step instruction by using illustrations to help you. You can use vocabulary and grammar that you've learnt to help you. (T monitors Ss and helps them to complete the task.)

(Ss write the step-by-step instruction.)

- If you finish your work, exchange it with other groups and write the suggestions for them.

(Ss exchange their work with other groups and write the suggestions for their friends.)

**Planning 2** (approx 20 mins)

- Now, check and rewrite your work by using your friends' suggestions. Then, write the final draft and hand it in to me. (T checks Ss' work out of class time and gives it back to them in the next period.)

- I'll collect your work to make corrections again. Next time, we're going to write the brochure by using the cooking instructions that you've done today, so you need to prepare the materials that you need in making the

<p>brochure such as pictures, paper, scissors, glue, pens, coloured pencils, etc. After that, you need to present it in front of the class. Any questions?</p> <p>- OK, try to review all the things that we've learnt today and practice as much as possible. That's all for today.</p>	<p>No.</p> <p>- Thank you, teacher.</p>
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You need to use the pictures to explain each step and decorate the brochure creatively and beautifully because after you present it to your friends, we're going to vote for the best one. That group will get the highest score.

(T monitors Ss.)

(After Ss finish making their brochures, T asks Ss to present it to their friends. Then, Ss have to vote for the best group.)

**Language focus** (approx 50 mins)

**Analysis**

Now, I'd like you to look at the brochure that you've done and the recipes that I gave you last week.

(T draws the table on the board.)

Ingredients	Cooking tools	Verbs related to cooking

- Now, each group needs to tell me about the ingredients of your recipe.

(T lists the ingredients on the board.)

Ingredients	Cooking tools	Verbs related to cooking
flour, butter, egg, sugar, salt, margarine, ...	frying pan, saucepan, oven, ...	mix, pour, slice, add, bake, ...

(Ss work on the brochure in groups.)

(Ss present it to their friends and vote for the best group.)

(Ss look at their brochures.)

(Ss say the ingredients such as flour, butter, egg, margarine, sugar, salt, etc.)

<p>- What about the cooking tools?</p> <p>(T lists the cooking tools on the board.)</p> <p>- Tell me about the verbs that are related to cooking.</p> <p>(T lists the verbs that are related to cooking on the board.)</p> <p>- You will see that the verbs that are related to cooking, which begin every sentence, are in the imperatives. Do you know what it is?</p> <p>(T gives Ss the learning sheet about the imperatives.</p> <p>- OK. These are the useful words and grammar that you need to know in order to write the cooking instructions. You need to note them down in your notebook.</p> <p>- Do you know the meaning of every word?</p> <p>(T and Ss help one another supply the meaning of each word.)</p> <p><b><u>Practice</u></b></p> <p>- Let's do Task Sheet 4 in pairs in order to practice and learn more about the vocabulary. (T gives Ss the Task Sheet 4.)</p> <p>- You need to complete each blank by matching the words given with the definitions. You may need to guess the words that you don't know.</p>	<p>(Ss say the cooking tools such as frying pan, saucepan, oven, etc.)</p> <p>(Ss say the verbs that are related to cooking such as mix, pour, slice, add, etc.)</p> <p>Yes/No.</p> <p>(Ss study the learning sheet.)</p> <p>(Ss note them down in their notebooks.)</p> <p>Yes/No.</p> <p>(T and Ss work together to provide the meaning of each word.)</p> <p>(Ss do the Task Sheet 4 with their partners.)</p>
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<p>- Now, let's check the answers together. (T calls some Ss to write the answers on the board, and then T corrects them.)</p> <p>- To practice using the infinitives, I'd like you to do Task Sheet 5 individually. (T gives Ss the Task Sheet 5.)</p> <p>-For this task, you need to fill in each blank with the infinitives in order to make the sentences complete.</p> <p>- Now, let's check the answers together. (T calls some Ss to write the answers on the board, and then T corrects them.)</p> <p>- Ok. You did very well today. Let's summarize what we've learnt today.</p> <p>- Well done. I think the things we've learnt today are useful for you. Try to practice as much as you can. That's all for today. See you next time.</p>	<p>(Some Ss write the answers on the board.)</p> <p>(Ss do the Task Sheet 5 individually.)</p> <p>(Some Ss write the answers on the board.)</p> <p>- How to write the cooking instructions in the form of a brochure, using vocabulary related to cooking and the imperatives.</p> <p>- Thank you teacher, goodbye.</p>
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## Samples of recipes

### Double Chocolate Mint Cookies

*SUBMITTED BY: Paula Jo*

"This is a simple cookie that my family loves."



#### INGREDIENTS

- 2 1/2 cups butter, softened
- 4 cups white sugar
- 4 eggs
- 1 teaspoon vanilla extract
- 1 teaspoon peppermint extract
- 4 cups all-purpose flour
- 1 1/2 cups unsweetened cocoa powder
- 2 teaspoons baking soda
- 1 teaspoon salt
- 2 cups semisweet chocolate chips

#### INSTRUCTIONS

1. Preheat oven to 350 degrees F (175 degrees C).

2. Cream together, butter, sugar and eggs. Mix in remaining ingredients.

Blend well.

3. Drop by teaspoonful onto a cookie sheet. Bake at 350 degrees F (175 degrees C) for 8-9 minutes. Cookies will be soft. Cool about 1 minute on cookie sheet then remove to a wire rack to cool completely.

4. Recipe Variation: For a different flavor, omit peppermint extract and use a total of 2 teaspoons of vanilla. Also substitute peanut butter flavored chips for the chocolate chips.

**Source: <http://allrecipes.com/Recipe/Double-Chocolate-Mint-Cookies/Detail.aspx>**



**Task Sheet 1:**

A: Work in groups of three people. Look at the words given below. Then, match each word with each picture. Write them in the blank given.

<b>margarine</b>	<b>bake</b>	<b>oven</b>	<b>saucepan</b>	<b>mix</b>
<b>slice</b>	<b>peel</b>	<b>pour</b>	<b>frying pan</b>	<b>flour</b>



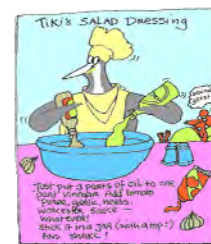
1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



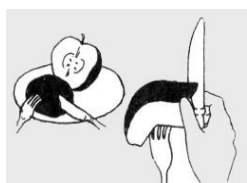
6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_



**Task Sheet 2:**

A: Work in groups of three people. Look at the pictures below and then write the sentences to match each picture.

**Answers:**

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

g. \_\_\_\_\_

h. \_\_\_\_\_

i. \_\_\_\_\_

B: Reorder the sentences above into the correct order. Write only a, b, c, ...

**Answers:**

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**Task Sheet 3:****Ama-za-zing Chocolate Chip Cookies**

[http://visualrecipes.com/recipe-details/recipe\\_id/373/Ama-za-zing-Chocolate-Chip-Cookies/](http://visualrecipes.com/recipe-details/recipe_id/373/Ama-za-zing-Chocolate-Chip-Cookies/)

**Submitted By:** SuperMoonMan



**Preparation Time:** 30 minutes or less    **Cooking Time:** 30 minutes or less    **Serves:** 10  
**Category:** Dessert    **Sub-Category:** Cookies    **Cuisine:** American

**Ingredients:**

1 Cup Sugar  
 1/2 Cup Brown Sugar  
 2 Tsp. Vanilla  
 2 Eggs  
 1 Cup Butter (2 Sticks)  
 2 1/3 Cups Flour  
 1 Tsp. Salt  
 1 Tsp. Baking Soda  
 3 Cups Chocolate Chips

**Instructions****Step 1:**


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Step 2:

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---

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Step 3:

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Step 4:

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Step 5:

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---

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Step 6:

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## Learning Sheet

### Imperatives

Imperatives are used to give orders or suggestions. For example: "Come here!" or "Have a cookie".

Imperatives almost always have no subject, and the second person is usually implied as the subject instead. For example "Come here!" implies the subject "(you) Come here!".

Here are some of the situations you can use imperatives.

### Orders

Close the door! - Stand up! - Sit down! - Open your books!

### Instructions

To make a cup of coffee:

- Boil some water
- Put some coffee in a cup
- Add some water
- Drink the coffee.

### Directions

To go to the bank

Turn **left** at Orchard Street, and then go **straight**.

### Offers and Invitations

- Have some tea
- Come **over** to our house sometime.

### Let's

The verb *let* is often used as an imperative to give strong suggestions.

*Let's* is a contraction of *let us*. For example:

- Let's go home!
- Let's watch a movie!

Imperatives can also be used in negative statements. Negative statements are formed using the auxiliary **do**, followed by the word **not**. The contraction **don't** is often used in spoken English. For example:

Without Contractions

Do not work so hard.

Do not be afraid.

With Contractions

Don't work so hard.

Don't be afraid.

\*\*\* Notes Imperative of the verb **to be** is **be**.

e.g. Be more alert!

Be quiet, please.



**Task Sheet 4: Vocabulary****Cooking****Work with your partner. Match the words with the proper meaning:****1 cook / fry / boil / simmer / bake / stew / roast**

- ..... - prepare food; make ready or fit for eating by the means of heat; person who prepares food
  - ..... - heat to a temperature at which vapour forms (100 °C for water); prepare (as food) in a liquid heated to the point that it begins to give off steam
  - ..... - cook in dry heat especially in an oven
  - ..... - cook in a lot of fat or oil
  - ..... - cook by dry heat (e.g. on a gridiron)
  - ..... - stew gently; cook in a liquid at a temperature below boiling point
  - ..... - cook in a little liquid, usually with the lid on the pot; a dish of boiled meat and vegetables
- 

**2 pot / saucepan / frying-pan / kettle / teapot / plate / oven / cooker / fireplace**

- ..... - a device on which you prepare food by heating (usually electric or gas-)
  - ..... - a rounded container (e.g. for preparing or keeping food)
  - ..... - a broad, shallow and open container/pot, usually with a handle
  - ..... - a deep pot, often with a lid and/or a handle, used for cooking
  - ..... - a deep pot for boiling water
  - ..... - a dish on which food is served
  - ..... - a pot for making tea, usually made of porcelain
  - ..... - a device for baking
  - ..... - an opening made in a chimney to hold an open fire
- 

**3 pepper / beef / cabbage / fish / meat / bread / pepper chips / mutton / pork / sugar / milk / veal / tomato / potato**

- ..... - animal flesh used as food
- ..... - edible plant grown in the ground
- ..... - flesh of a sheep
- ..... - vegetable with a large head of leaves
- ..... - fried, chipped potatoes
- ..... - flesh of a cow or bull
- ..... - pig meat
- ..... - seeds of a plant grown in water, the main food in China

- ..... - white, sweet substance
- ..... - white liquid given by cows
- ..... - baked food made of flour
- ..... - flesh of a young calf
- ..... - water animal with fins and usually scales
- ..... - round, red fruit or vegetable
- ..... - vegetable with hot or sweet fruit; hot spice, usually black

**Task Sheet 5:****Ama-za-zing Chocolate Chip Cookies**

Submitted By: SuperMoonMan



**Preparation Time:** 30 minutes or less    **Cooking Time:** 30 minutes or less    **Serves:** 10  
**Category:** Dessert    **Sub-Category:** Cookies    **Cuisine:** American

**Ingredients:**

1 Cup Sugar  
 1/2 Cup Brown Sugar  
 2 Tsp. Vanilla  
 2 Eggs  
 1 Cup Butter (2 Sticks)  
 2 1/3 Cups Flour  
 1 Tsp. Salt  
 1 Tsp. Baking Soda  
 3 Cups Chocolate Chips

**Directions: Complete each blank by using verbs in the form of infinitive.**

**Instructions****Step 1:**

\_\_\_\_\_ oven until 375 degrees. \_\_\_\_\_ together  
 sugar, brown sugar, vanilla, eggs, and butter until creamy.



**Step 2:**

\_\_\_\_\_ flour, salt, and baking soda and \_\_\_\_\_ together until fully blended.

**Step 3:**

\_\_\_\_\_ chocolate chips and \_\_\_\_\_ until the chips are evenly distributed.

**Step 4:**

\_\_\_\_\_ on the pan.

**Step 5:**

\_\_\_\_\_ sure to distribute the cookies evenly so that they have room to spread. Also, try to keep them all the same size.

**Step 6:**

\_\_\_\_\_ in the oven for approximately 9 minutes or until thoroughly cooked.



[http://visualrecipes.com/recipe-details/recipe\\_id/373/Ama-za-zing-Chocolate-Chip-Cookies/](http://visualrecipes.com/recipe-details/recipe_id/373/Ama-za-zing-Chocolate-Chip-Cookies/)

### Lesson Plan (1) Theme 2: The Web

**Subject:** Writing Through Tasks

**Mattayom 4**

35 students

**Date:**

**Time:** 100 minutes

**Period 7-8**

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**Terminal Objective:** Students will be able to write about interesting places.

**Enabling Objectives:** Students will be able to:

1. use the vocabulary necessary for writing about interesting places
2. use the correct grammar in writing about interesting places
3. complete each task given

**Background Knowledge:** Vocabulary: Words used in the description of interesting places

Grammar: Present and past simple tenses

**Materials:** 1. Computer

2. Task sheet

3. Paper

**Evaluation:** 1. Task sheet

2. Writing task

3. Teacher's observation

#### Procedures

Teacher	Students
(Greeting)  <b><u>Pretask</u></b> (approx 40 mins)  - Have you ever seen or used a thing like this before? (T shows the web page about a place to Ss.)  - OK. This is one of many ways that we can find the information about interesting places.	(Greeting)    Yes/No.

<p>- Do you know what it's called in English?</p> <p>- First, I'd like you to read the web page that I have shown you. (T shows the web page again.)</p> <p>- Class, what is it about?</p> <p>- Have you ever been there before?</p> <p>- OK. No matter what your answer is, everyone here has already known about Auckland more, right?</p> <p>- Today, we're going to write the information about an interesting place in the form of a web page.</p> <p>(T gives Ss work sheet.) Let's look at the work sheet that I give you and match the topics (1-6) with the paragraphs (A-E) After that, you need to tell me what the topics are.</p> <p>- Good. You need to include those kinds of things and also the illustrations in order to write about the place.</p> <p>- Also, you need to add more information in details to each topic if you like by creating "links" like this. (T shows the "links" to Ss.)</p> <p>- Now, let's underline every verb in every sentence and consider what tenses are used in the passage. Can you tell me in which topic or part we have to use "past tense" and why?</p> <p>- Yes, very good. For the other topics, we can use present tense.</p> <p>- Now, I'd like you to work in groups of five and do Task</p>	<p>- The web page/ Internet page.</p> <p>(Ss read the web page.)</p> <p>- Auckland, New Zealand.</p> <p>- Yes/No.</p> <p>-Yes</p> <p>(Ss complete the work sheet and then say the topics.)</p> <p>(Ss click "links" on the web page.)</p> <p>- The history of the city. Because it happened in the past.</p>
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<p>Sheet 1. You have to read the web page again, and then draw the mind map about Auckland. You can use the topics in the Work Sheet to help you and decorate your mind map as you like. (T monitors Ss.)</p> <p>(Ss draw the mind maps about Auckland in groups.)</p> <p>- Now, I'd like each group to show your mind map to your friends (T asks Ss to show their mind maps to their friends.). We're going to discuss the unknown words together. (Ss list the unknown vocabulary on the board.)</p> <p>- Now, you need to work with your group again. This time, you have to carry out Task Sheet 2. For this task, you need to complete the note about Vancouver with this information given. Then, match the information with the words or phrases in the notes. (T monitors Ss.)</p> <p>(Ss work on Task Sheet 2 in groups.)</p> <p>- If you finish, I'll call some groups to tell your answers to the class. (T corrects Ss' answers.)</p> <p><b><u>Task cycle:</u></b></p> <p><b><u>Task</u></b> (approx 10 mins)</p> <p>- Now, I'd like you to work in groups of five as the same. You need to discuss and choose one place in order to write about that place on the web page.</p>	<p>(Ss draw the mind maps about Auckland in groups.)</p> <p>(Ss show their mind maps to their friends and list the unknown vocabulary on the board)</p> <p>(Ss complete Task Sheet 2 in groups.)</p> <p>(Some groups of Ss tell the class their answers.)</p> <p>(Ss discuss and choose one place to do the web page.)</p>
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**Planning 1** (approx 30 mins)

- If you've already chosen the place, try to write a step-by-step description according to each topic that you chose. You can use vocabulary and grammar that we've learnt to help you. (T monitors Ss and helps them to complete the task.)

- If you finish your work, exchange it with other groups and write the suggestions for them.

(Ss write a step-by-step description by using their own information.)

(Ss exchange their work with other groups and write the suggestions for their friends.)

**Planning 2** (approx 20 mins)

- Now, check and rewrite your work by using your friends' suggestions. Then, write the final draft and hand it in to me. (T checks Ss' work out of class time and gives it back to them in the next period.)

- I'll collect your work to check and make corrections again. Next time, we're going to do the web page by using the information that you've worked on today, so you need to prepare the information that you need in doing the web page, especially the illustrations. After that, you need to present it to your friends. Any questions?

- OK, try to review all the things that we've learnt today and practice as much as possible. That's all for today.

- No.

- Thank you, teacher.





by using the information that you've worked on during the last period. (T gives Ss back their work.)

You need to create the "links" where you would like to add the extra information like this. (T shows the "links" to Ss.) Understand?

OK. Good. You can create your web page creatively and beautifully with fonts and illustrations that you like because after you present it to your friends, we're going to vote for the best one. That group will get the highest score.

(T monitors Ss.)

(After Ss finish doing their web pages, T asks Ss to present them to their friends. Then, Ss have to vote for the best group.)

**Language focus** (approx 50 mins)

**Analysis**

Now, I'd like you to look at the web page that you've done.

(T draws the table on the board.)

Topics	Useful vocabulary	Tenses and examples sentences

- Now, each group needs to tell me about the topics that you selected for your places. (T provides some paper for

Yes.

(Ss do the web page in groups.)

(Ss present their work to their friends and vote for the best group.)

(Ss look at their web pages.)

(Ss list the topics such as introduction, history,

<p>Ss.)</p> <p>(Ss list the topics on the board.)</p>			<p>tourist attraction, activities, food, etc.)</p>
<p><b>Topics</b></p>	<p><b>Useful vocabulary about places</b></p>	<p><b>Tenses and example sentences</b></p>	
<p>introduction, history, tourist attraction, activities, food, ...</p>	<p>population, settlement, location, climate, temperature, average, ...</p>	<p>- Present simple tense (Auckland <u>is</u> the largest city in New Zealand.), Past simple tense (European settlement in Auckland <u>began</u> in 1840 when the British arrived.), ...</p>	
<p>- Next, I'd like you to share the vocabulary that you think are useful to your friends.</p> <p>(Ss list the useful vocabulary on the board.)</p> <p>- Tell me about the tenses you used in your article and give me some examples of the sentences.</p> <p>(Ss list the tenses they used in their articles and give some examples on the board.)</p>			<p>(Ss list the useful vocabulary such as population, settlement, location, climate, temperature, average, etc.)</p> <p>(Ss list the tenses they used in their articles and some sample sentences such as, Present simple tense</p>

<p>- You will see that the tenses that you mainly used in your web page are present and past simple tenses. Do you remember what they are? (T gives Ss the learning sheet about the tenses.)</p> <p>- OK. These are the useful words and grammar that you need to know in order to write the information about places. You need to note them down in your notebook.</p> <p>- Do you know the meaning of every word? (T and Ss help one another write the meaning of each word.)</p> <p><b><u>Practice</u></b></p> <p>- Let's do Task Sheet 3 in pairs in order to practice and learn more about the vocabulary. (T gives Ss the Task Sheet 3.)</p> <p>- You need to find ten words used in describing places in</p>	<p>(Auckland is the largest city in New Zealand.), Past simple tense (European settlement in Auckland began in 1840 when the British arrived.), etc.)</p> <p>Yes/No. (Ss study the learning sheet.) (Ss note them down in their notebooks.)</p> <p>Yes/No. (T and Ss work together to provide the meaning of each word.)</p> <p>(Ss do Task Sheet 3 with their partners.) (Some Ss write the answers</p>
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<p>the word search. Then, write the meaning in Thai.</p> <p>- Now, let's check the answers together. (T calls some Ss to write the answers on the board, and then correct them.)</p> <p>- To practice using the present and past simple tenses and vocabulary as well, I'd like you to do Task Sheet 4 in groups. (T gives Ss Task Sheet 4.)</p> <p>- This is the task that you've done. For this task, you need to form a group of three in order to use the notes that you've completed to write key sentences for each paragraph. Understand? (T lets Ss create sentences by using their notes.)</p> <p>(T calls some groups to write the sentences on the board. For the rest, T corrects their work out of class time focusing on the tenses they used.)</p> <p>- Ok. You did very well today. Let's summarize what we've learnt today.</p> <p>- Well done. I hope the things we've learnt today are useful for you. Try to practice as much as you can. That's all for today. See you next time.</p>	<p>on the board.)</p> <p>(Ss do Task Sheet 4 in groups.)</p> <p>Yes. (Ss create sentences by using their notes.)</p> <p>(Some groups of the students write their sentences on the board.)</p> <p>- How to write the information about the interesting places in the form of web page, vocabulary related to the description of places and the present and past simple tenses.</p> <p>- Thank you teacher, goodbye.</p>
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## The Web Page

# Welcome to **AUCKLAND!**

Welcome to the City of Sails!

While you're here, why not explore all the sights and exciting activities our fair city has to offer?

Auckland is a mixing pot of cultures surrounded by natural beauty matched by few places on earth. The City is abounding with first-class restaurants, pubs, art museums, theatres, shopping, tramping, sports and lots and lots of sunshine!



## The Web Page (2)

### **AUCKLAND ● New Zealand ● a guide**

Auckland is the largest city in [New Zealand](#). It has a population of just over a million people and is located in the [North Island](#). This harbour city is an important business centre for New Zealand's [economy](#). It is also the most dynamic and multicultural city in New Zealand.

The [history of the city](#) goes back approximately 650 years when the [Maori](#) settled in the area. European settlement in Auckland began in 1840 when the British arrived. New Zealand's first governor, Captain William Hobson, made Auckland the capital. Later, the capital moved to [Wellington](#), because it was more central. Since 1945, the city of Auckland has grown and today has the latest Polynesian population in the South Pacific. In 1997, the Sky Tower was completed. At 328 metres it is the tallest tower in the southern hemisphere. In 1985, the New Zealand government made the whole country a [nuclear free zone](#) and since then Auckland has been a centre for protest against nuclear testing in the Pacific.

Famous sights include [Mt Eden](#), one of many large, volcanic hills, as well as the [Auckland Harbour Bridge](#). At [Parnell Village](#) you can visit some of the first European settlers' homes. In the city is the beautiful [Auckland Domain](#) which is famous for its large palm trees, exotic plants as well as native trees. You can see traditional Maori dance performances at the [Auckland Museum](#).

Auckland boasts wonderful views of the sea from many parts of the city. Auckland's nickname is 'the City of Sails' because of the number of yachts that sail in and around the harbour. It has a warm climate with plenty of sunshine - the average temperature in January (summer) is 23.4°C and in July (winter) it is 14.5°C. It has some of the best beaches in New Zealand for doing water sports: swimming, diving, fishing, sailing and windsuifing.

It is easy to travel between Auckland and the rest of New Zealand. There are regular international flights, too. Flights to [Australia](#) are cheap but flights to Europe take over twenty-four hours and are expensive.

**Work Sheet:****AUCKLAND ● New Zealand ● a guide**

- [A] Auckland is the largest city in [New Zealand](#). It has a population of just over a million people and is located in the [North Island](#). This harbour city is an important business centre for New Zealand's [economy](#). It is also the most dynamic and multicultural city in New Zealand.
- [B] The [history of the city](#) goes back approximately 650 years when the [Maori](#) 5 settled in the area. European settlement in Auckland began in 1840 when the British arrived. New Zealand's first governor, Captain William Hobson, made Auckland the capital. Later, the capital moved to [Wellington](#), because it was more central. Since 1945, the city of Auckland has grown and today has the latest Polynesian population in the South Pacific. In 1997, the Sky Tower was 10 completed. At 328 metres it is the tallest tower in the southern hemisphere. In 1985, the New Zealand government made the whole country a [nuclear free zone](#) and since then Auckland has been a centre for protest against nuclear testing in the Pacific.
- [C] Famous sights include [Mt Eden](#), one of many large, volcanic hills, as well as the 15 [Auckland Harbour Bridge](#). At [Parnell Village](#) you can visit some of the first European settlers' homes. In the city is the beautiful [Auckland Domain](#) which is famous for its large palm trees, exotic plants as well as native trees. You can see traditional Maori dance performances at the [Auckland Museum](#).
- [D] Auckland boasts wonderful views of the sea from many parts of the city. 20 Auckland's nickname is 'the City of Sails' because of the number of yachts that sail in and around the harbour. It has a warm climate with plenty of sunshine - the average temperature in January (summer) is 23.4°C and in July (winter) it is 14.5°C. It has some of the best beaches in New Zealand for doing water sports: swimming, diving, fishing, sailing and windsuifing.  
25
- [E] It is easy to travel between Auckland and the rest of New Zealand. There are regular international flights, too. Flights to [Australia](#) are cheap but flights to Europe take over twenty-four hours and are expensive.

Match the topics (1-6) below with the paragraphs (A-E). There is one extra topic.

\_\_\_\_\_ 1. The History of the City

\_\_\_\_\_ 4. Things to See in Auckland

\_\_\_\_\_ 2. Travel Links

\_\_\_\_\_ 5. Water Lover's Paradis

\_\_\_\_\_ 3. Nightlife in Auckland

\_\_\_\_\_ 6. New Zealand's Largest City



**Task Sheet 1:**

Work in a group of five people. Read the web page again. Then, draw the mind map about Auckland. You can use the topics in the Work Sheet to help you and decorate your mind map as you like.

**Task Sheet 2:**

A: Work in a group of five people. Complete the notes about Vancouver with the information below.

**ice hockey      Gallery of Tribal Art      Pacific coast      skiing**  
**original name – Gas town      Vancouver Aquarium      500, 000**

## **VANCOUVER (CANADA)**

### **1. INTRODUCTION/HISTORY: Vancouver**

located: British Columbia / \_\_\_\_\_

general: multicultural / picturesque location

population: over \_\_\_\_\_

history: established 1862 \_\_\_\_\_

### **2. THINGS TO SEE:**

places to visit: Stanley Park / \_\_\_\_\_ /

Van Dusen Botanical Gardens / \_\_\_\_\_

landscape: coast / forest / mountains

### **3. THINGS TO DO:**

sports: sailing / \_\_\_\_\_ / \_\_\_\_\_

tourism: Rocky Mountains / S. Vancouver Island

going out: international cuisine / Chinatown

B: Match the information below with the words or phrases in the notes.

1. It is an island off the Pacific coast of Canada. It is a popular retirement area.

Size: 32,137 sq km. \_\_\_\_\_

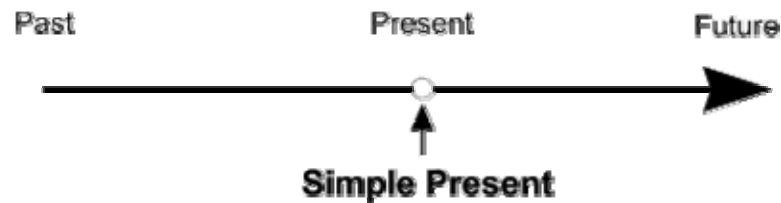
2. A province in western Canada. The economy is based on agriculture, mining, fishing and tourism. \_\_\_\_\_

3. Spanning over 1,000 acres in central Vancouver with beautiful trees, gardens and an aquarium. \_\_\_\_\_

## Learning Sheet

### Simple Present (Present Simple) - Introduction

Simple present is also called present simple.



The simple present expresses an action in the present taking place once, never or several times. It is also used for actions that take place one after another and for actions that are set by a timetable or schedule. The simple present also expresses facts in the present.

### Simple Present - Form

**be**

Use:

- *am* with the personal pronoun I
- *is* with the personal pronouns he, she or it (or with the singular form of nouns)
- *are* with the personal pronouns we, you or they (or with the plural form of nouns)

example: I am hungry.

	Positive	Negative	Question
I	I am.	I am not.	Am I?
he/she/it	He is.	He is not.	Is he?
you/we/they	You are.	You are not.	Are you?

**have**

Use:

- *have* with the personal pronouns *I, you, we* and *they* (or with the plural form of nouns)
- *has* with the personal pronouns *he, she, it* (or with the singular form of nouns)

example: *I have a dog. / I have got a dog.*

'have got' is mainly used in British English. You can also use 'have' on its own (especially in American English). In this case, however, you must form negative sentences and questions with the auxiliary verb 'do' (see 'All other verbs').

	Positive	Negative	Question
<i>I/you/we/they</i>	<i>I have got. / I have.</i>	<i>I have not got. / I do not have.</i>	<i>Have I got? / Do I have?</i>
<i>he/she/it</i>	<i>He has got. / He has.</i>	<i>He has not got. / He does not have.</i>	<i>Has he got? / Does he have?</i>

**All other verbs**

Use:

- the infinite verb (*play*) with the personal pronouns *I, you, we* and *they* (or with the plural form of nouns)
- the verb + *s* (*plays*) with the personal pronouns *he, she, it* (or with the singular form of nouns)

	Positive	Negative	Question
<i>I/you/we/they</i>	<i>I play.</i>	<i>I do not play.</i>	<i>Do I play?</i>
<i>he/she/it</i>	<i>He plays.</i>	<i>He does not play.</i>	<i>Does he play?</i>

**Tips on how to form negative sentences and questions**

Negative sentences and questions are formed with the auxiliary verb 'do'.

The 3rd person singular of 'do' is 'does'. This means that in negative sentences and questions the 's' of the main verb is placed behind 'do'.

## Simple Past (Past Simple)

The simple past expresses an action in the past taking place once, never, several times. It can also be used for actions taking place one after another or in the middle of another action.

### Form of Simple Past

	Positive	Negative	Question
<b>no differences</b>	I spoke.	I did not speak.	Did I speak?

For irregular verbs, use the past form. For regular verbs, just add “ed”.

### Exceptions in Spelling when Adding ‘ed’

Exceptions in spelling when adding <i>ed</i>	Example
after a final <i>e</i> only add <i>d</i>	love – loved
final consonant after a short, stressed vowel or <i>l</i> as final consonant after a vowel is doubled	admit – admitted travel – travelled
final <i>y</i> after a consonant becomes <i>i</i>	hurry – hurried

### Use of Simple Past

- action in the past taking place once, never or several times  
**Example:** He *visited* his parents every weekend.
- actions in the past taking place one after the other  
**Example:** He *came* in, *took* off his coat and *sat* down.
- action in the past taking place in the middle of another action  
**Example:** When I was having breakfast, the phone suddenly *rang*.
- if sentences type II (If I talked, ...)  
**Example:** If I *had* a lot of money, I would share it with you.

### Signal Words of Simple Past

- yesterday, 2 minutes ago, in 1990, the other day, last Friday
- If- Type II (If I talked, ...)

**Task Sheet 3:**

A: Work with your partner. Find ten words about the information of places in the word search. Then, write the meaning in Thai.

Words about the Information of Places

K V Y W E A D C N E Q L S T H  
 I V O E N N A C O I U D N O R  
 A C Y W M P R I I J F E Z K R  
 B E I T I M F J T L M G S X T  
 E S C T M L C B A E H O M B G  
 X R A O U K O D L E T O E H L  
 W L U Q N B V T U R T O Q I G  
 F R I T N O T Y P H K A Q S O  
 R J K N A E M J O C H F C T L  
 M K B J S R N Y P Z I X J O U  
 L F N G O V E R N M E N T R L  
 E T A M I L C P A O N W H Y M  
 G R D S N C K T M F Z G G W H  
 W M Q U F B H U K E E I I R W  
 R I O T Q Z G H K K T A S E P

1. CAPITAL =

2. GOVERNMENT =

3. POPULATION =

4. TEMPERATURE =

5. ECONOMY =

6. CLIMATE =

7. HISTORY =

8. SETTLEMENT =

9. LOCATE =

10. SIGHT =

**Task Sheet 4:**

Use the notes to write key sentences for each paragraph.

## **VANCOUVER (CANADA)**

### **1. INTRODUCTION/HISTORY: Vancouver**

Located: British Columbia / Pacific coast

General: multicultural / picturesque location

Population: over 500, 000

History: established 1862 original name – Gas Town

### **2. THINGS TO SEE:**

Places to visit: Stanley Park / Gallery of Tribal Art /

Van Dusen Botanical Gardens / Vancouver Aquarium

Landscape: coast / forest / mountains

### **3. THINGS TO DO:**

Sports: sailing / ice hockey /skiing

Tourism: Rocky Mountains / S. Vancouver Island

Going out: international cuisine / Chinatown

**EXAMPLE**

Vancouver is an attractive city located in British Columbia, on the Pacific coast of Canada.

### **1. INTRODUCTION/HISTORY: Vancouver**

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**2. THINGS TO SEE:**

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**3. THINGS TO DO:**

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## Appendix C English Writing Test

Name \_\_\_\_\_ Class \_\_\_\_\_ No. \_\_\_\_\_ Date \_\_\_\_\_



This test of writing comprises two parts. You have 100 minutes to do the test (50 minutes for each part). Read the instructions carefully and then do the test as the instructions stated.

### PART A (100 marks)



(1) Samyan Market



OR



(2) Siam Square



As you are a student at Chulalongkorn University Demonstration School which is surrounded by many famous places, especially Samyan and Siam Square. Choose **one** of those two places in order to write **three** paragraphs regarding **three** main topics as follows:

- ❖ introduction,
- ❖ things to see, and
- ❖ things to do

Write your paragraphs about 100-150 words on the next page.

**PART B (100 marks)**

You write **an e-mail** to your friend about your last holiday. You need to write about **80-100 words**.

In your e-mail, tell your friend:

- ❖ where you stayed
- ❖ whom you went with
- ❖ what you did
- ❖ other things you would like him/her to know.

**Write your email on the next page.**

**Appendix D**  
**Analytic Scores**

(adapted from Jacob and others (1981))

<b>Score</b>	<b>point</b>	<b>criteria</b>
Content (20 points)	16-20	Excellent to Very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	11-15	Good to Average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail
	6-10	Fair to Poor: limited knowledge of subject, little substance, inadequate development of topic
	1-5	Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization (20 points)	16-20	Excellent to Very good: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	11-15	Good to Average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	6-10	Fair to Poor: non fluent, ideas confused or disconnected, lacks logical sequencing and development
	1-5	Very poor: does not communicate, no organization, or not enough to evaluate
Vocabulary (20 points)	16-20	Excellent to Very good: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register
	11 -15	Good to Average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	6-10	Fair to Poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	1-5	Very poor : essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to Evaluate
Language Use (20 points)	16-20	Excellent to Very good: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	11 -15	Good to Average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
	6-10	Fair to Poor: major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
	1-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics (20 points)	16-20	Excellent to Very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	11 -15	Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	6-10	Fair to Poor: frequent errors of spelling, punctuation, capitalization, poor handwriting paragraphing meaning confused or obscured
	1-5	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

**Appendix E**  
**Learning Log**

**Write your own opinions according to the following questions.**

**1. What was the most interesting thing in the unit?**

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**2. Does this approach improve your writing? If yes, how?**

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**3. Do you have any learning difficulties during the instruction? If yes, what are they?**

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**4. What steps / activities do you like most in task-based writing instruction?  
Why?**

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**5. What steps / activities do you like least in task-based writing instruction?  
Why?**

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## Appendix F

## Lesson Plan Evaluation Form

Please mark a tick (✓) in the box number 4, 3, 2, or 1 according to the following criteria.

**4**            **Excellent**

**3**            **Good**

**2**            **Average**

**1**            **Revised**

No.	Topics	4	3	2	1	Notes
1.	Terminal Objective					
2.	Enabling Objectives					
3.	Teaching Procedures					
	3.1 Pretask					
	3.2 Task cycle - Task - Planning 1 - Planning 2					
	3.3 Report					
	3.4 Language Focus - Analysis - Practice					

**Comment**

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**Is this lesson appropriate?**

Yes       No

## Writing Test Evaluation Form

Please mark a tick (✓) in the box number 4, 3, 2, or 1 according to the following criteria.

- |          |                  |
|----------|------------------|
| <b>4</b> | <b>Excellent</b> |
| <b>3</b> | <b>Good</b>      |
| <b>2</b> | <b>Average</b>   |
| <b>1</b> | <b>Revised</b>   |

No.	Topics	4	3	2	1	Notes
1.	Directions -Part A -Part B					
2.	Content Validity -Part A -Part B					
3.	Construct Validity -Part A -Part B					
4.	Analytic Scores					

**Comment**

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**Is this test appropriate?**

- Yes       No

## **Appendix G**

### **List of experts validating the instruments**

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#### **A. Experts validating the lesson plans**

1. Associate Professor Sumalee Chinokul, Ph.D.  
Faculty of Education, Chulalongkorn University
2. Associate Professor Punchalee Wasanasomsithi, Ph.D.  
Language Institute, Chulalongkorn University
3. Rewadee Hirun  
Foreign Language Department,  
Chulalongkorn University Demonstration School

#### **B. Experts validating English writing test and learning logs**

1. Associate Professor Suphat Sukamolson, Ph.D.  
Language Institute, Chulalongkorn University
2. Assistant Professor Jirada Wudthayagorn, Ph.D.  
Faculty of Liberal Arts, Maejo University
3. Satita Watanapokakul, Ph.D.  
Language Institute, Chulalongkorn University

#### **C. Inter rater reliability**

1. Sanyaluck Sriyakorn  
Foreign Language Department,  
Chulalongkorn University Demonstration School



## **BIOGRAPHY**

Krittarat Krittawattanawong was born on the 27<sup>th</sup> January 1982 in Bangkok, Thailand. In 2003, she graduated with a Bachelor's degree (first class honours) in Education majoring in English and French, Chulalongkorn University. She continued her Master's degree in Teaching English as a Foreign Language, Faculty of Education, Chulalongkorn University in the year 2005. She presently teaches English at Chulalongkorn University Demonstration Secondary School, Bangkok.