

บทความวิจัย

การใช้วิธีสอนแบบเน้นเนื้อหาเพื่อพัฒนาทักษะการเขียนของนักเรียน

ภัทรา แก้วประดิษฐ์*, พิทยา แก้ววงศ์**, ศิริรัตน์ ลิงห์ประจักษ์พงศ์***

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาการใช้วิธีสอนแบบเน้นเนื้อหาเพื่อพัฒนาทักษะการเขียนภาษาอังกฤษ ประชากรคือนักเรียนชั้นมัธยมศึกษาปีที่ 4 โรงเรียนหาดใหญ่วิทยาลัย ในภาคเรียนที่ 1 ปีการศึกษา 2557 กลุ่มตัวอย่างเป็นนักเรียนชั้นมัธยมศึกษาปีที่ 4 จำนวน 50 คน โดยวิธีสุ่มตัวอย่างแบบกลุ่ม (cluster sampling technique) เครื่องมือที่ใช้ในการรวบรวมข้อมูล ได้แก่ 1) แบบทดสอบวัดผลสัมฤทธิ์ในการเขียนภาษาอังกฤษก่อนเรียนและหลังเรียน แบบตัวเลือก 2) แบบฝึกทักษะการเขียนลำดับวิธีสอนแบบเน้นเนื้อหา 3) แบบประเมินการเขียน 4) แผนการสอนโดยใช้วิธีสอนแบบเน้นเนื้อหาเพื่อพัฒนาทักษะการเขียนภาษาอังกฤษของนักเรียน 5) แบบสอบถามวัดแรงจูงใจใน รวมเวลาเรียนทั้งหมด 20 ชั่วโมง จำนวน 10 ลัปดาห์

ผลการวิจัยพบว่า การใช้วิธีการสอนแบบเน้นเนื้อหาเพื่อพัฒนาทักษะการเขียนมีค่าประสิทธิภาพ $81.76/81.35$ สูงกว่าเกณฑ์มาตรฐานที่ตั้งไว้ $80/80$ แตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ $.05$ และสูงใจ โดยรวมของนักเรียนที่มีต่อการใช้วิธีการสอนแบบเน้นเนื้อหาเพื่อทักษะการเขียนอยู่ในระดับสูง

คำสำคัญ: การสอนแบบเน้นเนื้อหา, ทักษะการเขียน

* นักศึกษาปริญญาโท สาขาวิชากดับศึกษา มหาวิทยาลัยทักษิณ

** อาจารย์ประจำ คณะศึกษาศาสตร์ มหาวิทยาลัยทักษิณ

*** อาจารย์ประจำ คณะศึกษาศาสตร์ มหาวิทยาลัยทักษิณ

RESEARCH

Using Content-Based Instruction to Improve Students' English Writing

Patra Kaewpradit^{*}, Pittayathorn Kaewkong^{**}, Sirirak Sinprajakpol^{***}

ABSTRACT

The objectives of this research were : 1) to study the use of Content-Based Instruction (CBI) to improve students' English writing skills, and 2) to examine the students' motivational aspects towards the use of CBI to improve their English writing skills. The population of the study was Matthayomsuksa 4 students who were studying Fundamental English (ENG 31101) in the first semester of the Academic Year 2014 at Hatyai Wittayalai School, Hatyai, Songkhla. The researcher selected fifty students as the sample group by using a cluster sampling technique. The research instruments used for data collection were : 1) a test of writing was used both as pre-test and post-test. 2) Writing tasks for CBI. 3) Writing skills Assessment was used to evaluate students' writing tasks. 4) Lesson plans were designed for the use of CBI to improve their English writing skills. 5) The Motivation Questionnaires. The total time of class was 20 hours, 10 weeks.

The results of the study were as follows : The use of CBI to improve students' English writing skills was higher efficiency than the standard criterion set of 80/80 with 81.76/81.35 at the statistical significance at level .05. The overall of students' motivation towards the use of CBI to improve students' English writing skills was at high degree.

Keywords: Content-Based Instruction(CBI), writing skills

^{*} Master Degree of Education in English, Thaksin University .

^{**} Lecturer, Faculty of Education, Thaksin University.

^{***} Lecturer, Faculty of Education, Thaksin University.

Background of the study

Language is considered as a significant tool for communication in human life. It comprises both spoken and written aspects, and each language contains different systems of symbols representing their certain meanings. It is then necessary to have a common language used by people using varied first languages in order to understand and communicate to one another, particularly in today's world where media and technology have been considerably advanced, and hence the world has made interdependent and complicated.

The most accepted common used language nowadays is English. Undoubtedly, the language has been taught in all regions of the world. Thailand, as elsewhere, realizes its importance and makes it a mandatory foreign language subject at all educational levels. According to the Basic Education Core Curriculum of Thailand B.E.2551 (A.D.2008) states the necessity to learn foreign languages as they are an important tool for communication, education, seeking knowledge, livelihood and creating understanding of cultures and visions of the world community. The foreign language constituting basic learning content that is prescribed for the entire basic education core curriculum is English. The main content includes *Language for communication*, *Language and Culture*, *Language and Relationship with other Learning Areas* as well as *Language and Relationship with the Community and the World*. (The Ministry of Education. 2008 : 266). They are means equipping people with abilities to sustain and entertain their life in the present world.

Learning English is based on practicing two primary skills : productive skills and receptive skills. Productive skills include speaking and writing while receptive skills consist of listening and reading. To attain English mastery, every skill is perceived crucial and all are collaboratively functioned. Also, promotion of a particular language skill can enhance other language skills. Hence, all of these skills needed to be nourished in students.

Although Elbow (1973 : 26) noted that “Man has primitive needs to write. Children want to write, in fact need to write, before they want to read.”, many learners of English as a foreign language acknowledged that writing seemed more difficult than other three skills. Even some native speakers sometimes find it difficult to express themselves through their writing effectively. Therefore, it is challenging for teachers who teach English as a foreign language to provide their students with English writing abilities when such abilities themselves are still deemed as a difficult job for English native speakers.

English writing skills require not only general ideas to be written, but also other relevant language aspects such as grammar, vocabulary, and rhetoric such as an art on writing in a certain discourse (Zhang and Chen.1989 : 34–36).

Nevertheless, the researcher deems that an important factor influencing students' English writing development can be their motivation to write, one of the ways to increase such motivation is through using the right techniques when teaching, and learning about something which is related to students' experience in

class based on the contents or subject matter from lessons textbook as the power and resource for them to write in a meaningful way. With such interesting qualities of content-based instruction and to help students became equipped with the skills, the researcher, hence, viewed it as an effective tool to help develop and improve the students' English writing abilities as the focus of the method was placed on communication and fluency of the text, rather than on the use of words and grammar. Here, the students were expected to feel free to express their ideas freely, and their creativity will be fully activated. Therefore, she decided to conduct this study using content-based instruction to improve students' English writing skills, it is employing content-based instruction in English class and the motivation towards content-based instruction so as to verify whether it could be used successfully with Matthayomsuksa 4 students at Hatyaiwittayalai School, Hatyai, Songkhla, Thailand.

Research Questions

1. Does the use of Content-Based Instruction(CBI) help improve students' English writing skills?
2. What are the students' motivational aspects in English writing skills after the use of CBI to improve the students' English writing skills?

Objectives of the study

The objectives of this study are :

1. to study the use of CBI to improve students' English writing skills, and
2. to examine the students' motivational aspects towards the use of CBI to improve their English writing skills.

Statement of hypotheses

This study aims to prove two hypotheses below:

1. The effectiveness of the use of CBI to improve students' English writing skills at Hatyaiwittayalai School conforms to the standard criterion set of 80/80.
2. The students' English writing skills are significantly increased after they have been trained the use of CBI activities.

Significance of the study

This study aimed to study the use of CBI to improve Matthayomsuksa 4 students' English writing skills. The results of this study are expected to provide four major benefits as follows.

1. The results of this study will probably encourage Thai English as foreign language (EFL) teachers who teach English writing courses to perceive the importance of using CBI in their classes. Simultaneously, they might be aware of their own teaching strategies in their English writing classes,

knowing what constructive strategies they lack, and hence being more open to apply other different teaching strategies.

2. The results of this study will probably provide a guideline for writing courses' committees to adjust some aspects in such courses for the utmost benefit of the students.

3. The results of this study will probably give useful database for researchers and educators in the realm of teaching English writing to English as foreign language (EFL) students.

4. The results of this study will probably present some interesting aspects of English writing for English as foreign language (EFL) students which lead to a theoretical contribution.

Scope and limitation of the study

This study employed the Content-Based Instruction(CBI) method to improve English writing skills of fifty Matthayomsuksa 4 students in Fundamental English course (ENG 31101) in the first semester of the academic year 2014 at Hatyaiwittayalai School, Songkhla. Pertaining to the selection of the participants, the researcher applied cluster sampling technique. The application of CBI in this course included five writing tasks assigned to them: "About you", "Amazing place & My hometown", "Interesting trip & Happy days", "Sports and exercise", and "Eating out". The tasks lasted for 20 hours or 10 weeks (2 hours per week) in this semester.

Research design

In conducting this study, Content-Based Instruction (CBI) has been used in order to improve students' English writing skills. The first week was spent on a pre-test. During the following eight weeks, content-based instruction would be taught and five English writing tasks would be completed. In the last week, they were asked to take a post-test. After finishing these, they would then be asked to respond to a motivation questionnaire. Overall, the data were gathered within 10 weeks or 20 hours in the first semester of the academic year 2014. Here, the use of content-based instruction was based on one group research design. As follows is what was mentioned.

Pre-test	Experiment	Post-test
T ₁	X	T ₂

T₁ = Pre-Test

T₂ = Post-Test

X = Using CBI to improve students' English writing skills.

Population and Sample Group

The population was Matthayomsuksa 4 students who were studying fundamental English (ENG 31101) in the first semester of the academic year 2014 at Hatyaiwittayalai School in Hatyai, Songkhla. This school offers extra programmes as well as normal programmes for the students only in Matthayomsuksak 4 to Matthayomsuksa 6. The extra programmes include DPST (Development and Promotion of Science and Technology Talents Programme) which consists of talented students who have been granted with the Royal Thai Government's scholarship, OBEC (Office of the Basic Education Commission Project) which is for the talented students who are good at Science, SMA (Science and Math Ability) and SMT (Science, Math and Technology Ability), and English Programme. Other normal programmes comprise Science–Math Programme, Math–English Programme, French Programme, Chinese Programme and Thai–Social Studies Programme.

The sample Group was fifty Matthayomsuksa 4 students who were studying fundamental English (ENG 31101) in the first semester of the Academic Year 2014. The sample group was selected by using a cluster sampling technique. This group of students was in a normal programme of the school. It should be noted that the experimental group has been carefully controlled, and the data have been prudently collected and verified.

Research instruments

In order to investigate the use of content–based instruction (CBI) to improve students' English writing, five writing tasks were employed in this study. The researcher studied the Basic Education Core Curriculum B.E.2551, school curriculum and the other related information that involved the use of Content–Based Instruction(CBI) to improve students' English writing skills and motivation towards the use of Content–Based Instruction(CBI).

1. Pre–test and Post–test

Pre–test and post–test were 40 multiple choices. The multiple choices included cloze test, jumbled sentences and error identification. Here, there were four choices in each item for the first writing assessment. The researcher revised and review them before using. They were checked and reviewed by the specialists to investigate the content validity (IOC). After the students completed the tests, they were compared so as to investigate the use of CBI to improve students' English writing abilities. The test had the difficultly index and discriminate index ($p = 0.20–0.80$), ($r = 0.20–1.00$) with the reliability (0.85).

According to Chastain (1988 : 247) claimed that writing is an important means of learning. Writing anything to be learned helps students practice the material and store it in a long term memory. Stahl (2005 : 13) pointed out that students probably have to see a word more than once to place it firmly in their long–term memories. This does not mean mere repetition or drill of the word, but seeing the word in different and multiple contexts. In other words, it is important that vocabulary instruction provide students with opportunities to encounter words repeatedly and in more than one context. It can

be said that testing vocabulary regularly can help learners to be more exposed to vocabulary. One way to test vocabulary is cloze test.

Cloze tests require the ability to understand context and vocabulary in order to identify the correct words that belong to the deleted passages of a text. This exercise is commonly administered for the assessment of native and second language learning and instruction.

2. Writing tasks for Content-Based Instruction

Writing tasks for Content-Based Instruction were designed following the school curriculum of Fundamental English course in the first semester of the academic year 2014 to improve students' English writing skills. The tasks included five topics taken from the student's textbook, UPSTREAM 4 which was used at Hatyai- wittayalai School. The five topics were "About you", "Amazing place & My hometown", "Interesting trip & Happy days", "Sports and exercise", and "Eating out".

There are five strategies: prewriting or writing motivation, writing, revising and editing, rewriting, and evaluation for writing process for using CBI to improve students' English writing skills as follows: 1) Prewriting or writing motivation, the given topic is the nearest information, the students were happy and enjoyed writing, they could use their knowledge in Thai linking with the English contents to convey ideas and opinions. 2) Writing, the students began to write which based on contents and objectives. 3) Revising and editing to improve writing quality, the students or the writers must review and edit their tasks correctly. When the students have finished their tasks, they corrected errors of spelling, language uses in term of structures, word choices and convention. Students reviewed and edited their writing task correctly to improve their writing skills. 4) Rewriting. The students rewrite after taking back the task from the teacher or their friends. 5) Evaluation, the students must carefully recheck their mistakes and correct them. Because their new task must be perfect in order to be ready for evaluation following (Raimes. 1983 : 18, Hedge. 1988 : 15, Tompkins. 1994 : 28, Laksmi. 2006 : 146). The Writing tasks in specific topics were qualified for writing evaluation and outstanding achievement.

3. Writing skills assessment

A writing skill assessment was used to evaluate the students' English writing tasks. The assessment was adapted from Jacobs, et al (1981 : 69), Weigle (2002 : 108), Pairo Narasri (2007 : 29) and Sarah Paul (2014 : Retrieved November 26, 2014, from <http://www.snippetsbysarah.blogspot.com>).

4. Lesson Plans

The lesson plans were designed for these writing tasks in the total time of class was 20 hours or 10 weeks. They were reviewed by the advisor and specialists. All of the instruments were used with all 10 weeks or 20 hours. The students studied for two hours per a week which were involved contents, language features and functions, vocabulary, phrase, structure, language accuracy, language skills and assessment. In each lesson plan would be designed in step by step: warm up (motivation), presentation, practice, production (application), wrap up (review) for using Content-Based Instruction (CBI) to improve students' English writing skills and to examine the students' motivational aspects towards the use of CBI

to improve their English writing skills based on communicative approach from Harmer (2004 : 31–43), the Basic Education Core Curriculum of Thailand B.E.2551 (A.D.2008) (The Ministry of Education. 2008 : 260–279)

5. Motivation questionnaire

The questionnaire contained 15 statements for the students to respond to the use of CBI to improve the students' English writing skills. It was developed from the work of Birjandi (2010 : 211–220), Liao and Wong (2010 : 139–170) and Tuan (2010 : 81–88), Saikhae Suppaketjamnong (2006 : 189) and Watcharee Kulprasit (2012 : 134–136). Each statement made use of a five-Likert scale: strongly agree, agree, unsure, disagree, and strongly disagree.

They were checked for content and language accuracy and reviewed by the specialists of English using the Index of Objective Congruence (IOC).

The refined research instruments were applied in 20 hours (2 hours per week) which lasted for 10 weeks.

Results of Data Analysis

As this research aimed to study using Content-Based Instruction(CBI) to improve students' English writing skills, data collection was undertaken so as to answer the two research questions:

Research question 1: Does the use of CBI help improve students' English writing skills?

Research question 2: What are the students' motivational aspects in writing English after the use of CBI?

The results of this study were presented in the following two parts : the use of Content-Based Instruction(CBI) to improve students' English writing skills and their motivational aspects towards the use of CBI to improve students' English writing skills.

Part 1 was the use of Content-Based Instruction(CBI) to improve students' English writing skills. The analysis in this part the students' scores of pre-test and post-test by 40 multiple choice test items were portrayed as follows;

1. The Students' Scores of Pre-test and Post-test

The students' scores of pre-test and post-test by multiple choice test and a free writing task, the scores in all students' post-test were higher than those in their pre-test. The students' sample mean of achievement pre-test was 23.68 points, the percentage was 59.20, and the sample mean of achievement post-test was 32.54 points, the percentage was 81.35. For comparison of 50 Students' Achievement the Paired Samples, the sample mean score of the post-test of students who learned through the use of Content-Based Instruction to improve students' English writing skills was higher than pre-test, with a statistical significance at .05 level. The sample means for pre-test and post-test were at 23.68 and 32.54. The standard deviation for pre-test and post-test were 1.61 and 2.22 respectively.

2. The Students' Scores of Five Writing Tasks

Students who learned through the use of Content-Based Instruction(CBI) to improve students' English writing skills in five writing tasks; "About you", "Amazing Place & My Hometown", "Interesting Trip & Happy Days", "Sports & Exercise" and "Eating out". The percentage of the students' average score in their five writing tasks was 81.76 ($\bar{X} = 16.35$, S.D. = 5.27) with the highest score in writing task 5, "Eating out", of 82.50 ($\bar{X} = 16.50$, S.D. = 1.39), the second best was 82.10 writing task 4, "Sport and exercise" ($\bar{X} = 16.42$, S.D. = 1.23) and the lowest score was 80.90 ($\bar{X} = 16.18$, S.D. = 1.19) in writing task 1, "About you".

3. The Students' Writing Task in Five Items of Aspects of Assessment

The students' English writing task achievement in five items of aspects of assessment: content & ideas, language, sentence structure, organization and convention to evaluate the learning achievement of the students' English writing skills. It was commonly used to evaluate the learning achievement of students' writing skills in English. The percentage of the highest score was 81.90 ($\bar{X} = 3.08$, S.D. = 0.32) in language. The second highest aspect in content & ideas (S.D. = 0.34), organization (S.D. = 0.43) and convention (S.D. = 0.28) were the same points at the percentage 81.80 and mean 3.27. The percentage of the lowest score was 81.50 for sentence structure. And the percentage of the overall of the students' English writing task achievement was 81.76, the sample mean was at 3.27 and the standard deviation was at 0.33. The Efficiency of the use of Content-Based Instruction(CBI) to improve Students' Writing Skills in English by the 80/80 Standard criteria set, the use of Content-Based Instruction (CBI) to improve students' English writing skills was higher efficiency than the standard criteria set, it was 81.76/81.35.

Part 2 was motivational aspects questionnaire in English writing after the use of Content-Based Instruction (CBI) to improve students' English writing skills.

The overall of 15 students' motivational aspects towards the use of CBI to improve students' English writing skills was in the high degree at the percentage 86.21 which the mean was 4.31 and the standard deviation was 0.87. They strongly agreed and thought English writing skills were important with the highest scores with the percentage was 94.40 ($\bar{X} = 4.72$, S.D. = 0.45). Their motivational aspect of the use of CBI to improve students' English writing skills showed that they could do very well in the topics in CBI to improve their English writing with the percentage was 91.60 ($\bar{X} = 4.58$, S.D. = 0.57). And they strongly agreed that the topics in CBI to improve students' English writing skills could help them feel confident and proud of their English writing was at the percentage 90.40 which was in very high degree, the mean was 4.52 and the standard deviation was 0.72 ($\bar{X} = 4.52$, S.D. = 0.72). In addition, they agreed that the CBI in class was important to improve their English writing skills ($\bar{X} = 4.46$, S.D. = 0.71.), they liked English writing because it was another way to express their ideas ($\bar{X} = 4.44$, S.D. = 0.61.), and it made them improve as well as they could apply the knowledge of English language learning towards writing tasks ($\bar{X} = 4.44$, S.D. = 0.71). And they thought English was fun ($\bar{X} = 4.28$,

S.D. = 0.73) and they enjoyed writing in English ($x = 4.28$, S.D. = 0.67), they did their English writing tasks in CBI to improve students' English writing carefully ($x = 4.26$, S.D. = 0.80), they thought the writing tasks they did in CBI for learning how to write in English would be useful for them in the future ($x = 4.24$, S.D. = 0.77) and the writing process in CBI gave them a path for clear English writing ($x = 4.22$, S.D. = 0.86) and forced them to come up with new ideas ($x = 4.16$, S.D. = 0.74), they believed that learning to write also meant learning to think ($x = 4.12$, S.D. = 0.87), these all were at the high degree of motivation respectively. On the other hand, the percentage of the lowest score at 78.80 ($x = 3.94$, S.D. = 0.71) of the students almost agreed that English writing was a powerful skill to be good at in their digital age. And the percentage 80.00 of the students agreed that the topics in CBI to improve students' English skills were related to their daily life, the mean was 4.00 and the standard deviation was 1.07.

Discussion

The results of the study on using Content-Based Instruction(CBI) to improve students' English writing skills and their motivation towards CBI use provided three interesting topics in accordance with the research questions to discuss.

First, according to the results of the analyzed data gained from the pre-test and the post-test, all of the sample group students in this study obtained higher scores in their post-tests, compared with their pre-tests. This possibly signified that the use of CBI with Matthayomsuksa 4 students was practical, and that it also improved their English writing skills. This study's result in terms of the students' increased writing abilities was in line with the studies done by Malee Devakul Na Ayudhya (2007 : 66) she indicated that the students' English abilities passes the pre-set criteria of 50% and the students' environmental conservation awareness was increased after learning through environmental content-based instruction. It is as Orasri Wiriaykul (2011 : 44-47) she undertook a study to examine Matthayomsuksa 5 students' English learning achievements through the use of CBI. Students were improved from the pre-test to the post-test. The findings of this study showed that the students' achievements were higher with the statistical significance of .05 level. Like Nopmanee Rittikulsithichai (2012 : 167-170), she studied the development of an English instructional model using the content-based and the task-based instruction The students were purposely selected as an experimental group and another group of 30 students were a control group. The experimental group was taught using the content-based and task-based instruction but the control group was taught by conventional teaching. For both group, the scores of pre and post tests were compared. The data were collected and analyzed by using t-test. The findings revealed that the instructional model based on the content-based and task-based instruction was effective in developing learners' English comprehension and task performance since the posttest scores of the experimental group were significantly higher than those of the control group at the significant level .05.

Second, based on the students' scores in their five English writing tasks, the analyzed data revealed that the percentage of the students' total score was 81.76 with the highest score in writing task

5, “Eating out” of 88.50 and the lowest score of 80.90 in writing task 1, “About me”. The students’ English writing task achievement in five items of aspects of assessment: content & ideas, language, sentence structure, organization and convention to evaluate the learning achievement of the students’ English writing skills, it was commonly used to evaluate the learning achievement of students’ English writing skills. The percentage of the highest score was 81.90 in language, they write complete sentences that make sense and use interesting vocabularies and shows personality. The second highest aspect in content & ideas, organization and convention were the same points at the percentage 81.80. They could convey meaning of simple story that related to the topic or express the feelings and show descriptive and interesting details, sentences ends with correct punctuation, commas as well as quotation marks were used when needed vocabulary items were spelled correctly and their tasks were neat, organized, completed and turned in on time and. The percentage of the lowest score was 81.50 for sentence structure, sentences were complete and grammar was correct as well as they use subject or verb agreement. And the percentage of the overall of the students’ English writing task achievement was 81.76. These implied that when the emphasis was directed to the content & ideas, language, sentence structure, organization and convention to evaluate the learning achievement of the students’ English writing skills, the students felt more confident about expressing their ideas fully without having to worry about making grammatical mistakes or errors in their work. In so doing, it also encouraged them to apply their creativity resulting in writing in a more meaningful way. The use of CBI to improve students’ English writing skills was higher efficiency than standard, it was 81.76 / 81.35. And this finding supports by Bayaan Parkmaruk (2002 : 30), she investigated how a Content-Based teaching model influenced students’ development of writing organization and learning behaviors, the students improved most successful (86.66%) in writing a correct topics sentence and writing a paragraph outline. It was as Siripen Chanputsa (2004 : 9–10) suggested that CBI could help prepare students to use the English language in the academic field. The results of the research were also in accordance with the research by Pairo Narasri (2007 : (49–50) showed the students demonstrated successful results in every aspect of their writing proficiency the students demonstrated successful results in every aspect of their writing proficiency: organization, vocabulary, content, mechanics and language use as the overall mean score(3.91) was significantly higher than set criterion (3.50). As a whole, the mean score of writing achievement (3.91) was satisfactory and it indicated that the students would be likely to continue to improve their writing skills in the future. Similarly Sakao Phimphirat (2008 : 72) the result showed that the CBI techniques and strategies employed in the classroom provided the comprehensible input for the students and encouraged them to learn and keep on trying to attain each specific goal. CBI teachers need to be resourceful for both content and language functions to draw out important points for the language learning, friendly and kind so that the students were not threatened to seek help. Like Khwanchit Suwannoppharat and Atima Kaew Sa-ard. (2010 : 54), this study aimed to investigate the effectiveness of CBI approach in developing the tertiary students’ academic reading and writing skills and their attitude towards learning academic reading and writing. The

results indicated the CBI-group got better results in learning academic reading and writing skills than the traditional-group students. As CBI approach enables the students got higher scores than the traditional students.

Third, the students' increasing motivation in English writing after the use of CBI was found, they strongly agreed that they could do very well in the topics in CBI to improve their English writing ($x \bar{x} = 4.58$). Apart from this, as they strongly agreed that the application of CBI triggered their thinking ($x \bar{x} = 4.52$), it probably indicated that such a use developed not only their English writing skills, but also their thinking. The increased motivation of the students in this study was corresponding to the studies undertaken by Pailin Kanjanapanupan (2002 : 180–188), she studied and developed the process of English language instruction as a foreign language with content-based instruction (CBI) for secondary school. The students in CBI class satisfied with this learning approach because integration of English with other subject matters, their daily lives and various activities while learning as well. Like Ratchanee Singkhachan (2005 : 28–30), she carried out a study applying a content-based teaching model with 15 students at a college of Physical Education. The students preferred the body movement activities. Therefore this model put the Kinesthetic learning style, a style using physical activities, competitions, board games in the tasks; at the tasks of the model in order to meet the students learning styles. They could use English in their profession which related to sports and physical education subject matter. It was also to grasp students' attitude towards English. Moreover, it aimed to develop language skills and corresponds more to the way they originally learn their language. As Anchalee Duangjai (2008 : 48–49, based on the data analysis, it was revealed that the model with cooperative learning was effective in motivating students' writing production. The teaching model was found to promote the students' favorable attitudes towards writing activities, as reflected in their behavior outcomes. The students displayed positive behaviors in the aspects of attention participate in writing, work enthusiastically, confidence and satisfaction. Even though some students who could not write English well, they were interested in writing English. Besides, they were more confidence to write. They were not afraid of writing. This could be associated with the research of Pissamai Khunchai (2012 : 54–59) she studied building motivation and English writing ability by using local content-based lesson plans, the purposes of this research were to study building motivation of the students before and after learning through local content-based lesson plans and to compare the students' English writing abilities before and after learning. The findings were showed that students' motivation and English writing ability were increased after using and learning through local content-based lesson plans and they could pass the learning criteria more than 60%.

Nonetheless, even though they agreed that English writing skills were important ($x = 4.72$), they were not quite certain whether CBI was a powerful skill to be mastered in this digital age ($x = 3.94$). This possibly implied that they realized the important of English writing, and they perceived that CBI could help facilitate their English skills. Still, they were not certain about in what ways CBI could

benefit them in this present digital world. This should be remarked as an interesting result found in this study.

Some students had comments about their motivation towards the use of CBI to improve students' English writing skills. With the regard to topic selection, they liked writing about themselves which were more relevant to themselves which were rather easy for them to talk and write. While some students thought that the review about the restaurants in writing task 5, "Eating out" were interesting, they could present their opinions towards the restaurants of their choice which make them feel writing were meaningful and not so difficult.

Some students thought that CBI was a source to practice to get wider knowledge, for example, some students pointed out that there were the sample sentences could lead to the practice of grammar knowledge by transferring and changing words in sentence drills.

Some students suggested some extended ideas about how to expand the use of product of CBI lesson. They thought that it would be more fruitful if they could make a short video clip and put it on YouTube to show their ideas.

Recommendations

The use of Content-Based Instruction (CBI) to improve students' English writing skills and their motivation towards the use of CBI offered two main types of recommendations: practical implications and research implications.

1. Practical implications

The results of this study could be beneficial to EFL teachers teaching English writing in that these could probably help them perceive the usefulness of CBI to improve their students' English writing skills and then decided to apply it in their English writing classes.

Besides, the students themselves might have opportunities to experience English writing in a different way, the way in which they did not have to feel worried too much about their grammatical mistakes and errors. This, to some extent, might help increase their confidence and their positive attitudes towards writing in English.

As this study revealed motivation degree results of the use of CBI to improve students' English writing, the course committee might add this instructional method in their English writing courses.

2. Research implications

As this study was conducted with a certain group of EFL secondary school students in a certain Thai educational setting, it might be interesting for researchers to do similar studies with different groups of students in other educational contexts in order to gauge differences and similarities. In addition, since the study was a quantitative study making use of the pre-test, the post-test, the five English writing tasks, and the motivation questionnaire; it could be possible to gain a more insight into this concern by using a qualitative research design with such qualitative research instruments as observations and interviews.

References

- Anchalee Duangjai. (2008). *The Use of a Cooperative Learning Technique to Improve Students' Writing Skills*. Master's thesis Master of Education. Mahasarakham: Mahasarakham University.
- Baayan Parkmaruk. (2002). *The Effects of using a content-based teaching model on students' development of writing ability*. Master's thesis Master of Education. Mahasarakham : Mahasarakham University.
- Birjandi, P. (2010). "The role of self-assessment in promoting Iranian EFL learners' Motivation," *English Language Teaching Journal*. 3(3), 211 – 220.
- Chastain, K. (1988). *Developing second language skills: Theory and Practice*. University of Virginia.
- Elbow, P. (1973). *Writing in the Disciplines*. NewYork : Oxford University Press.
- Harmer, Jeremy. (2004). *How to teach Writing*. London : Longman.
- Hedge, T. (1988). *Writing*. Oxford : Oxford University Press.
- Jacob et al. (1981). *Testing ESL Composition : A Practical Approach*. Massachusetts : Newbury House Publisher.
- Khwanchit Suwannoppharat and Atima KaewSa-ard. (2010). *Effectiveness of Content-Based Instruction in Developing Academic Reading and Writing Skills at Tertiary Level*. Research report. Chiang Rai : Mae Fah Luang University
- Laksmi, E.D. (2006). "Scaffolding : Students' Writing in EFL Class," *TEFLIN(Teaching English as a Foreign Language in Indonesia) Journal*. 17(2), 144–156.
- Liao, M., & Wong, C. (2010). "Effects of dialogue journals on L2 students' writing fluency, reflections, anxiety, and motivation," *Journal of Reflections on English Language Teaching*. 9(2), 139–170.
- Malee Devakul Na Ayudhya. (2007). *Environment Content-Based Instruction to Promote English Reading and Writing Abilities and Conservation Awareness of Beginner Level Students* . Master's thesis Master of Education. Chiang Mai : Chiang Mai University.
- Ministry of Education. (2008). *Basic Education Curriculum 2008*. Bangkok : teachers' council Publishing, Ladprao.
- Nopmanee Rittikulsithichai. (2011). *The Development of an English Instructional Model Using the Content-Based and the Task-based Instruction to Enhance English Reading Comprehension Ability and Task Performance of Engineering Students*. Doctoral dissertation Doctor of Philosophy in Curriculum and Instruction. Bangkok : Chulalogkorn University.
- Orasri Wiriayakul . (2011). *A Study of English learning achievement of MattayomSuksa 5 students through Content-based Instruction (CBI)*. Master's thesis Master of Art. UbonRatchathani : UbonRatchathaniRajabhat University.

- Pailin Kanjanapanupan. (2002). *Content-Based Instruction : The Development of English Language Instruction for Secondary School*. Doctoral dissertation Doctor of Philosophy in Curriculum and Instruction. Bangkok : Kasetsart University.
- Pairo Narasri. (2007). *Development the English writing skills using both process and product strategies*. Master's thesis Master of Arts. Uttaradit : Uttaradit Rajabhat University.
- Pissamai Khunchai. (2012). *Building motivation and english writing abilities by using local content based lesson plans, Phanomphrai Wittayakarn School, Phanomphrai District, Roi-Et Province*. Master's thesis Master of Education. Bangkok : North Bangkok University.
- Raimes, Ann. (1983). *Techniques in Teaching Writing*. New York : Oxford.
- Ratchanee Singkhachan. (2005). *The Use of a content-based teaching model to improve students' speaking skill*. Master's thesis Master of Education. Mahasarakham : Mahasarakham University.
- Saikae Suppaketjumnong. (2006). *Content-Based Instruction to enhance English Academic reading ability and motivation of science and technology students at Chiang Mai University*. Master's thesis Master of Education. Chiang Mai : Chiang Mai University.
- Sarah Paul. (2014). *Writing Rubrics*. Retrieved November 26, 2014, from <http://www.snippetsbysarah.blogspot.com>
- Siripen Chanputsa. (2004). *The Use of content-based instruction to develop students's communicative skills*. Master of Education. Mahasarakham : Mahasarakham University.
- Stahl, S.A. (2005). “Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction,” E.H. Hiebert and M.L. Kamil (eds.), *Teaching and learning vocabulary: Bringing research to practice*. Mahwah, New Jersey: Erlbaum Press.
- Tompkins, G. E. (1994). *Teaching Writing : Balancing Process and Product*. New York : Merrill Publishing Company.
- Tuan, L. T. (2010). “Enhancing EFL learners’ writing skill via journal writing,” *Journal of English Language Teaching*. 3(3), 81–88. Retrieved November 26, 2014, from <http://www.ccsenet.org/journal/index.php/elt/article/view/7217>
- Watchalee Kulprasit. (2012). *Impact of Journal Writing with Peer Feedback on EFL Students' Writing Ability*. Master's thesis Master of Arts. Songkhla : Prince of Songkhla University
- Weigle, S.C. (2002). *Assessing Writing*. Cambridge : Cambridge University Press.
- Zhang , X. and Chen, J. (1989). *The techniques to teaching writing*. *European Journal of Humanities and Social Sciences* , 27(2), 34–36. Retrieved November 23, 2014, from <http://ejournal.org/index.php/esj/article/download/429/578>