

Effects of Argumentative Writing Instruction Using Genre-Based Approach and Critical Thinking Framework on Argumentative Writing Ability of Upper Secondary School Students

Miss Pariyakorn Kitvilairat



บทคัดย่อและแฟ้มข้อมูลฉบับเต็มของวิทยานิพนธ์ตั้งแต่ปีการศึกษา 2554 ที่ให้บริการในคลังปัญญาจุฬาฯ (CUIR) เป็นแฟ้มข้อมูลของนิสิตเจ้าของวิทยานิพนธ์ ที่ส่งผ่านทางบัณฑิตวิทยาลัย

The abstract and full text of theses from the academic year 2011 in Chulalongkorn University Intellectual Repository (CUIR)

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for the Degree of Master of Education Program in Teaching English as a Foreign

Language

Department of Curriculum and Instruction

Faculty of Education

Chulalongkorn University

Academic Year 2016

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วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรมหาบัณฑิต
สาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

ปีการศึกษา 2559

ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

Thesis Title	Effects of Argumentative Writing Instruction Using Genre-Based Approach and Critical Thinking Framework on Argumentative Writing Ability of Upper Secondary School Students
By	Miss Pariyakorn Kitvilairat
Field of Study	Teaching English as a Foreign Language
Thesis Advisor	Assistant Professor Prannapha Modehiran, Ph.D.

Accepted by the Faculty of Education, Chulalongkorn University in Partial Fulfillment of the Requirements for the Master's Degree

.....Dean of the Faculty of Education
(Associate Professor Siridej Sujiva, Ph.D.)

THESIS COMMITTEE

.....Chairman
(Associate Professor Sumalee Chinokul, Ph.D.)

.....Thesis Advisor
(Assistant Professor Prannapha Modehiran, Ph.D.)

.....External Examiner
(Assistant Professor Suttinee Chuanchaisit, Ph.D.)

5783338927 : MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

KEYWORDS: ARGUMENTATIVE WRITING INSTRUCTION / GENRE-BASED APPROACH /
CRITICAL THINKING FRAMEWORK / ARGUMENTATIVE WRITING ABILITY

PARIYAKORN KITVILAIRAT: Effects of Argumentative Writing Instruction Using
Genre-Based Approach and Critical Thinking Framework on Argumentative
Writing Ability of Upper Secondary School Students. ADVISOR: ASST. PROF.
PRANNAPHA MODEHIRAN, Ph.D., 173 pp.

The objectives of this study were to investigate the effects of argumentative writing instruction using genre-based approach and critical thinking framework on argumentative writing ability of upper secondary school students and to explore upper secondary school students' opinions towards argumentative writing instruction using genre-based approach and critical thinking framework. The participants in this study were fifteen tenth grade students from Latplakhaophitthayakhom School. The study was conducted 10 weeks during the second semester of the academic year 2016. The research instruments were a pretest, completed before conducting the argumentative writing instruction, a lesson plan, a posttest after conducting the instruction, and the questionnaire. The data obtained from the pretest, posttest, and questionnaire was analyzed by using mean scores, standard deviation, and paired-sample t-test. Plus, the data obtained from open-ended questions of the questionnaire was analyzed by using content analysis. The findings revealed that the mean scores of the posttest were higher than the pretest mean scores. This means that the students' argumentative writing improved after receiving the instruction at the significant level of .05. Moreover, the students' opinions towards the argumentative writing instruction were positive.

Department: Curriculum and Instruction Student's Signature

Advisor's Signature

Field of Study: Teaching English as a
Foreign Language

Academic Year: 2016

ACKNOWLEDGEMENTS

I would like to extend my grateful thanks to special people who always provide me useful guidance throughout the process of doing the thesis and people who support me to complete my thesis. First, I would like to express my sincere gratitude to my foremost thesis advisor, Assistant Professor Dr. Prannapha Modehiran, for all her dedication, support, guidance, advice, and valuable time to guide me through the period of conducting the thesis. In addition, I am sincerely grateful to the thesis committee including Associate Professor Dr. Sumalee Chinokul, my chairman, and Assistant Professor Dr. Suttinee Chuanchaisit, my external examiner, for devoting the valuable time in reading my thesis and providing priceless recommendations for improving this thesis.

Furthermore, I am thankful for all the experts who validated all the research instruments including Assistant Professor Dr. Chansongklod Gajaseni, Associate Professor Dr. Phanida Simaporn, and Mrs. Mary Megan Lartey. Plus, I would like to express my appreciation to all instructors at the TEFL program and all the staff at the Faculty of Education. I would also like to thank to my friends, seniors, and juniors in the TEFL program for their help and support. Moreover, my great appreciation goes to all the teachers and students at Latplakhaophitthayakhom School for their kind support.

Most importantly, I would like to thank my beloved family for their love, kind understanding, support, and encouragement throughout my studies and my life.

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CHAPTER I

INTRODUCTION

This chapter begins with the background of the study and the statement of the problems of why genre-based approach, together with the critical thinking framework, is an alternative approach that can be used to teach argumentative writing to students, and how it can enhance students' argumentative writing ability. Moreover, research questions, research objectives, statement of hypothesis, scope of study, and definition of terms are presented as well.

Background and Statement of the Problems

Writing is an important skill and essential tool that people use to communicate with others in different ways (Mandal, 2009). People can use writing to transmit ideas or messages to the receivers. In the school setting, students use writing to achieve various purposes, for example, writing a report, describing a situation, or expressing an argument (Huy, 2015; Sperling & Freedman, 2001). Moreover, they have to deal with English written examination as well. This is why writing is crucial in nowadays.

For high school students, argumentative writing is one of the important types of writing that students have to master before they complete their high school. According to Thai Basic Education Core Curriculum, the grade 12 graduates should be able to “speak and write to describe their own feelings and express opinions about various matters, activities, experiences and news/incidents with proper reasoning.” This means that students have to at least acquire the basic writing skill of argumentation. As in the university setting, they have to express various kinds of opinions, so they have to be prepared when they are in school.

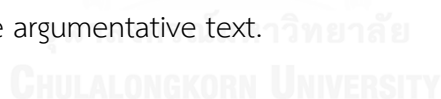
However, writing in second or foreign language is considered to be the most difficult skill to acquire (Rezvani, Saeidi, & Behnam, 2015; Tangpermpoon, 2015). Writing is difficult because writers have to use various sub-skills of language elements, and they have to have high ability of choosing appropriate vocabulary and suitable grammatical usage, and organizing the pattern of idea for conveying and delivering meaningful messages to readers (Suwannasom, 2001). This is quite hard for them as English is not their language. Furthermore, it stated that writing is the complex relationship among writers, readers, and the text as writers have to think of the purpose

of the text and target readers carefully (Schmitt, 2013). In academic setting, there are various genres of academic writing such as description, narration, argumentation, introduction, abstract, and summary, to name a few. Each of these has its own specific linguistic features and writing patterns. Students have to be able to differentiate all writing genres in order to create a good piece of writing that achieves its purpose.

Writing is considered as the difficult skill for English learners since a lot of problems occur while doing writing in foreign language. One of them is that students cannot write directly in English, so they have to write a draft or outline their writing in their mother tongue before translating it into English. This results in making a lot of mistakes, both in terms of forms and meaning, as they translate the text (Boonmoh, Hull, & Singhasiri, 2004). Plus, they may face a lot of obstacles while writing such as linguistic problems, lack of vocabulary knowledge and usage, and do not know how to write to achieve the writing purposes and readers (Saito, 2010).

As mentioned earlier that there are various academic writing genres, many researchers (Ferris, 1994; McCann, 1989; Saito, 2010) identified the argumentative writing to be the most difficult type of writing because of the features itself as students

have to take position on a controversial issue and support evidence by giving reasons to convince readers to agree and accept that position. Writing argumentative text is a complicated cognitive process which involves the writer's purpose, readers' expectation, the rhetorical patterns, and the contextual situation together (Connor, 1987). Argumentative writing requires students to have adequate content knowledge in order to compose a text. They are required to have sufficient information to support their arguments, effective formulation of claim, awareness of audience, and clarity. It is quite difficult for unskilled writers to write argumentation as it also requires critical thinking of the writer as well. Students have to have the ability to think critically in order to compose the argumentative text.



Critical thinking is one of the vital skills that writers should have while doing argumentative writing. Due to the complex process of the critical thinking and a number of sub-skills such as analysis, synthesis, and evaluation that critical thinking consisted, it can increase the ability of students for creating a logical point of view or conclusion to certain arguments (Dwyer, Hogan, & Stewart, 2014). Critical thinking skill is considered to be the 21st Century Skill and is one of several learning and innovation

skills. It is important in academic settings as it allows students to go beyond simply and basic writing, to a more advance level of writing. Moreover, composing the argumentative writing requires the ability to think critically for identifying the issue, considering different views and opinions, supporting the selected position, and reflecting the competing viewpoints. Thus, teachers should help building the students' critical thinking skill for the benefits of the students.

In addition, students in Thailand, all in Thai school, bilingual school, or international school, still have difficulty in writing argumentation. It is mentioned that they are not familiar with argumentative writing as they lack the knowledge about its conventional pattern, and they are not be able to write orderly and convincingly. They write the text without clear supporting evidence and are not aware of the target audience of the text (Udomyamokkul, 2004). According to Crowhurst (1991), it was stated that it is even hard for the native-English-speaker students to produce a good argumentative writing as they have poor performance in writing an argumentative discourse. As a result, the native and non-native-speaker writers face almost the similar problems in writing an argumentation. Thus, the difficulties and problems that students

have faced indicate that appropriate writing instruction should be selected to help students to improve their argumentative writing ability and the quality of the argumentative writing.

Students in Thailand face such problems in argumentative writing as well as they have to write variety kinds of writing such as narrative writing, persuasive writing, argumentative writing, report writing, or even take an IELTS or TOEFL for entering the university which requires the skills of argumentation. However, students still have difficulty in composing the argumentative text. Therefore, it is the best opportunity to employ the suitable argumentative writing instruction in helping to improve and to enhance the students' argumentative writing ability.

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Genre-based approach which focuses on models and specific features of written text for a particular purpose is employed in this study. It refers to teaching students of how to use language patterns that they analyze from the model texts to accomplish coherent and purposeful pieces of writing. It could increase the students' understanding of how the specific texts are organized, and why they are written in that particular way (Hyland, 2004). From analyzing the target texts, students surely

understand the text clearer in terms of the target readers, specific situation, linguistic features, and the communicative purposes that writers intend to deliver the message.

Due to the ability of creating the argumentative writing, students need to use the critical thinking skill and a particular argumentative writing instruction to foster the argumentative writing ability. The genre-based approach (Feez, 1999; Hyland, 2004) focusing on the argumentative text (Toulmin, 1974), together with critical thinking framework (Duron, Limbach, & Waugh, 2006), was adopted in this study as the researcher saw the advantages of combining these approaches together in using them as the model of argumentative writing instruction. Genre-based approach helps students to understand the texts easier and increased the ability of argumentative writing. The argumentative text based on the Toulmin model allows students to see the important elements that are included in the argumentative writing. It can also help students to present their positions correctly. It can be used as a model for analyzing the argument by dividing it into six elements: claim, grounds, warrant, backing, rebuttal, and qualifier. The first three elements are required in the argumentative writing, while the other three elements are optional. By analyzing the argumentative text based on

the Toulmin model, it can help students to construct their own argumentative text effectively as they know what they have to write to make it meaningful (Nesbitt, 2012). Plus, students' critical thinking is fostered by using the critical thinking framework which could help them to think critically while giving the opinions or viewpoints to support their position in the argumentative writing.

Therefore, the researcher saw the benefits of using genre-based approach and critical thinking framework in teaching argumentative writing which could assist students to develop their writing skill in argumentation. Thus, the current study conducted the research on exploring the effects of the argumentative writing instruction using genre-based approach and critical thinking framework. The aim of this study was to investigate the effects of argumentative writing instruction using genre-based approach and critical thinking framework on argumentative writing ability of upper secondary students as well as their opinions towards the argumentative writing instruction.

Research Questions

Two research questions of this study were:

1. To what extent does argumentative writing instruction using genre-based approach and critical thinking framework enhance upper secondary school students' argumentative writing ability?
2. What are upper secondary school students' opinions towards argumentative writing instruction using genre-based approach and critical thinking framework?

Research Objectives

The objectives of the present study were:

1. To investigate the effects of argumentative writing instruction using genre-based approach and critical thinking framework on argumentative writing ability of upper secondary school students.
2. To explore upper secondary school students' opinions towards argumentative writing instruction using genre-based approach and critical thinking framework.

Scope of the Study

1. The population for this study was the tenth grade students from Latplakhaophitthayakhom School.
2. The sample of this study was 15 tenth grade students from Latplakhaophitthayakhom School who enroll in the argumentative writing course in the second semester of the academic year 2016.
3. The variables of this study were as follows:
 - a) Independent variable: Argumentative writing instruction using genre-based approach and critical thinking framework
 - b) Dependent variables: Students' argumentative writing ability, opinions towards GBA and critical thinking framework

Definition of Terms

1. **Argumentative writing** is the writing that the writer has to choose the position on the controversial issue and provide evidence to support the position to persuade the readers to accept the writer's view.

2. Argumentative writing instruction refers to the writing instruction focusing on

the Toulmin model of argument with different contexts used in this research.

Students were given the argumentative writing instruction through the chosen

writing instructional approach to improve their argumentative writing ability.

The argumentative writing instruction emphasized on the elements of Toulmin

model.

3. Genre-based approach is used as an instructional approach in this research to

allow the students to learn the writing from analyzing the provided model text.

4. Writing instruction using genre-based approach refers to the writing

instructional approach used in this research to enhance the writing ability of

upper secondary school students. The instruction consisted of five stages of

learning and cycle proposed by Feez (1999) and Hyland (2004):

I. Building the context– Students revealed the purpose of the text, the

setting, the functions of language, and its meaning in context of the given

text.

- II. Modeling and deconstructing text – Students discussed the whole text to explore the key grammatical, rhetorical features, and the functions of the text.
 - III. Joint construction of the text – Students were divided into groups to construct a paragraph or a text with the supervision from the teacher.
 - IV. Independent construction of the text – Students used knowledge and understanding of what they had learned in the previous stages to construct the text independently.
 - V. Linking related text – Students reviewed and compared the related text of their friends or other texts with the same context. They explored the similarities and differences among texts.
- 5. Critical thinking** refers to the skill that students used in analyzing and composing the argumentative text. The students used critical thinking in order to choose the position with the supported evidence which requires the skill of thinking critically.

6. Critical thinking framework is a 5-step framework that could effectively move students towards critical thinking used in this research. It consisted of determining learning objectives, teaching through questioning, practicing before you assess, reviewing, refining, and improving, and providing feedback and assessment of learning.

7. Argumentative writing instruction using genre-based approach and critical thinking framework refers to the combined framework that consisted of genre-based approach and critical thinking framework which was used to design the argumentative writing instruction. The argumentative writing instruction was taught to the students through five stages of teaching and learning cycle and five steps of critical thinking framework. The elements of Toulmin model of argument were emphasized in the argumentative writing instruction. Students received the argumentative writing instruction to enhance their writing ability.

8. Argumentative writing ability is the skill of students to present the position of the writer with supporting and opposing ideas of the problems which was improved after receiving the argumentative writing instruction. The students

were able to construct the argumentative text based on the elements of Toulmin model of argument. To measure the argumentative writing ability, the Toulmin argumentative essay rubric adapted from Krieger-James (2012) was used in this study. The scores of pretest and posttest were measured through paired sample-*t*-test, means, and standard deviations.

9. Opinions towards argumentative writing instruction using genre-based

approach and critical thinking framework refer to students' views and feelings towards the provided argumentative writing instruction based on Toulmin model concerning the advantages and disadvantages collected through students' questionnaire. มหาวิทยาลัย

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10. Thai upper secondary school students refer to tenth grade students from

Latplakhaophitthayakom School, Bangkok, Thailand who enrolled for the argumentative writing course in the second semester of 2016.

Significance of the study

The result of this study was to prove the argumentative writing instruction using genre-based approach and critical thinking framework on improving the students' argumentative writing ability. Moreover, the result could assist teachers in developing teaching argumentative writing courses using genre-based approach and critical thinking framework. Plus, any teachers can gain benefits from this research by using the provided instruments, content, teaching activities, and lesson plans as a guideline for creating the argumentative lesson. Furthermore, teachers can also adapt this kind of instruction with other types of writing as well.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter reviews the related literature and research for obtaining background information for the study. The literature presents the definition of genre-based approach, the method of genre-based approach, benefits of genre-based approach, research on the uses of genre-based approach, definition of critical thinking, the importance of critical thinking, Critical Thinking Framework, research on the uses of critical thinking, Toulmin model of argument, research on the uses of argumentative writing instruction, definition of argumentative writing, the organization of argumentative writing, and research on the uses of argumentative writing.

Genre-based approach

Definition of genre-based approach

Genre-based approach or GBA is an approach that can be used in English instruction class which is useful in teaching listening, speaking, reading, and especially writing. GBA emphasizes on models and significant features of texts written for a specific purpose, the understanding and production of the particular texts, and the

social purposes of communication (Lin, 2006). The knowledge of language is attached to a social purpose, and the emphasis is on the viewpoint of the readers more than the writer. Students produce the text based on the exploration and analysis of the target genre (Elashri & Ibrahim, 2013). Martin (2009) also pointed that studying through GBA, students need the direct instruction for mastering the written genres. Furthermore, GBA focuses on language at the whole text level and also takes into account of the social and cultural context that it is used (Abbaszadeh, 2013; Dudley-Evans, 1987; Paltridge, 2001). Plus, studying writing through GBA leads students to write a text to achieve the specific purposes.

The method of genre-based approach

Different kinds of teaching method have been used in designing the courses.

One of them is the Curriculum Cycle (figure 1) proposed by systemic-functional linguists such as Derewianka (1990) and Butt, Fahey, Feez, Spinks, and Yallop (2000) consists of four phases for developing the control of a genre: context exploration, text exploration based on model text, joint construction of a text, and individual application. The aim of this genre-based Curriculum Cycle is to aid students to become

aware of the social purpose and understand the target genre better. Each lesson unit consists of a fixed sequence of stages.

In the first stage, *context exploration*, it resembles the pre-English skills (listening, reading, speaking, and writing). The context in this stage refers to the contexts of the situation in which the selected genre will be used. Students explore the context of the text. The second stage, *text exploration*, allows students to be familiar with the target genre, and pay more attention to the organization and linguistic features of the text and the model or example texts play an important part in this stage. *Joint construction* is the third stage in this cycle. After students explore the text, they have to use the knowledge they gained to construct their own text with the teacher. The last stage, *individual application*, requires students to work independently and construct individual writing.

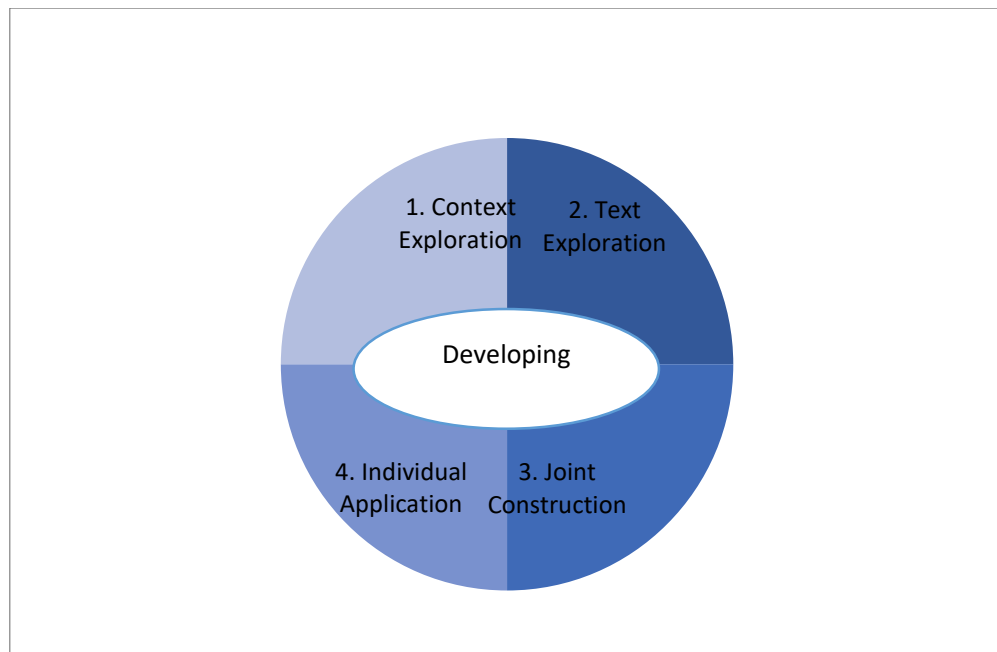


Figure 1 Curriculum Cycle (Derewianka (1990) and Butt, et al (2000))

In the current study, the design of argumentative writing instruction involves the consideration of teaching and learning cycle proposed by Feez (1999) and Hyland (2004). The teaching and learning cycle is the teaching stages that are designed for teaching writing based on the genre-based approach. It consists of five stages: building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking related text, illustrated in the figure

2. Each stage is designed to achieve a particular purpose and associated with variety of activities. The details of each stage are explained below.

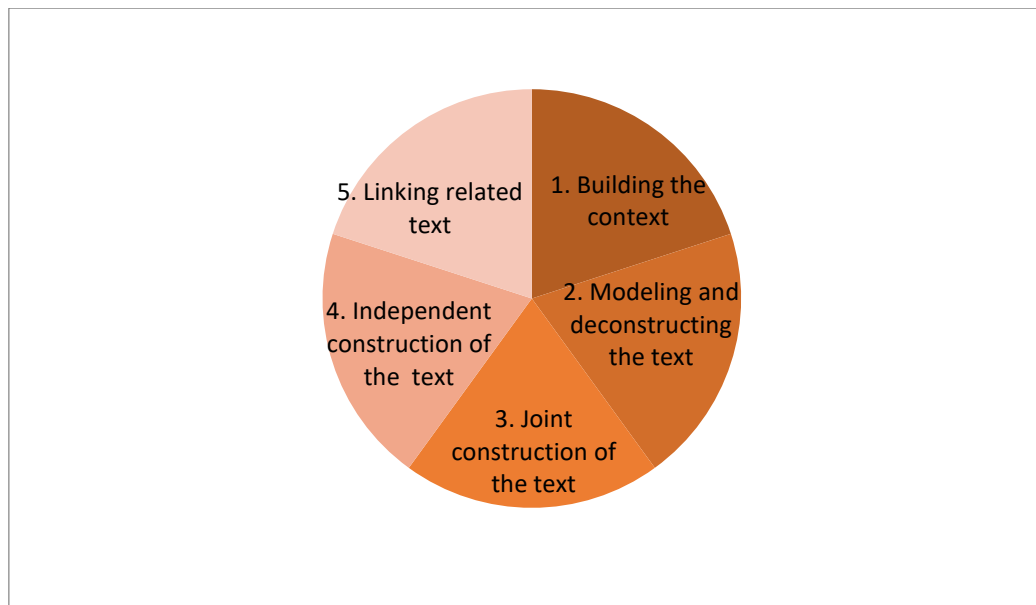


Figure 2 *Teaching and learning cycle (Feez, (1999) and Hyland, (2004))*

1. Building the context

In this stage, the purpose of the genre and the setting are revealed, and the emphasis is on the functions of language and its meaning in context. The students' awareness of the social purpose is raised with different kinds of questions for students to recognize the purpose of the text, the writers, the intended readers, the format, and vocabulary. Activities that can be used in this stage could be discussing the context through pictures, audio-visual material, or guest speakers, and teachers prepare the analytical tasks for students to reveal the aspects of the cultural context. So, teachers can provide them with the sample text and ask them some questions.

2. Modeling and deconstructing the text

This stage emphasizes on participation of teachers and students in investigating and discussing the whole text and the grammatical, structural pattern, and rhetorical features. The sample texts are analyzed and compared. The stages and functions of the text, the language features, the meaning, the relationship between the writer and intended readers are explored. Teachers can get students to do some activities, for instance, matching, labeling, sequencing, reorganizing or rewriting the paragraphs. Teachers can provide activities focusing on cohesive devices such as sets of vocabulary, conjunctions, and modality.

3. Joint construction of the text

Teachers and students work together to construct the particular writing genre. Students begin to contribute more on constructing the text and gain more control over their writing while teachers work as facilitators. The joint construction activities could be teacher questioning, discussing and editing the writing with the whole class, jigsaw or information gap activities, small group construction of texts, and self-assessment and peer assessment.

4. Independent construction of the text

In this stage, students work independently with the text. They have to apply what they have learned and analyzed in the previous stages to construct their texts individually, and the teacher's roles are to supervise and give them advice. Teachers can assess the achievement of the students through the students' performances. The suggested activities are practicing pre-writing, writing a draft, and revising the draft according to the comments.

5. Linking related texts

In this final stage, students investigate how the genre they have learned can be related to other texts in the same or similar contexts. Students can study how the staging information changes comparing to other different purposes and readers. Activities such as role-playing what happen when the writing is used by people with different roles and relationships, comparing written models of the same writing genre, and exploring how the key language feature used in this particular writing genre is used in other genres.

In this study, the five stages of teaching and learning cycle by Feez (1999) and Hyland (2004) building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking related text were adapted as the argumentative writing instruction using genre-based approach framework for designing the instructional instrument because this cycle could be useful for the students as it scaffolds them to move towards the potential level of performance and strengthens the confidence of writing independently.

Benefits of genre-based approach

There are various advantages of using genre-based approach in teaching writing. First, it is an explicit teaching. Students learn explicitly to understand how each target text or writing is organized, and why it is written in a particular way. This increases the students' understanding as they are instructed explicitly. Second, the GBA focuses on the relationship between texts and contexts. In order to create an effective text, students not only know the organization of the texts or the linguistic features, but they also need to become aware of the social purpose and situation of the target genre.

Third, it encourages students to comprehend writing as a tool for them to utilize. They can use what they have learned from the genre or text analysis to construct a new piece of writing. Fourth, it is a useful tool for the beginner and intermediate writers as they need something that they can rely on for their writing as they have little exposure of the target English writing genre. Fifth, the GBA could improve students' writing skill as it helps students to be able to choose appropriate structure, grammar, and vocabulary.

Research on the uses of genre-based approach

Various previous studies investigated the effects of using genre-based approach on different dependent variables as following:

Changpueng (2010) used genre-based approach for the development of an English writing course for undergraduate engineering students at King Mongkut's University of Technology North Bangkok. The findings showed that the writing course development based on the genre-based approach was effective since the students' post-test scores were significantly higher than the pre-test as well as the students also had positive opinions towards the course. The course was effective because of the

effects of the explicit teaching that allowed students to see the organization of the target genre clearly and understand how to choose suitable linguistic features and vocabulary.

Udomyamokkul (2004) investigated the effects of genre-based approach to teaching argumentative writing on EFL students' writing performance. The students were Thai undergraduates of Suranaree University of Technology which were divided into two groups: experimental group and control group. The experimental group was exposed to the genre-based instruction, and the control group was exposed to the instruction on the process of writing. The result revealed that the experimental group gained significantly higher scores on the first drafts' development and organization of claims and rebuttals to counter-arguments. However, after multiple drafting, revising and editing, both groups equally performed on the final draft. The result of the questionnaire showed that the genre-based instruction was useful in helping the students to develop and organize the ideas effectively.

Kongpetch (2006) studied the effect of using the genre-based approach to teach writing to students at the Department of Foreign Languages, Khon Kaen

University, in the northeast of Thailand and the impact of the GBA on students' writing.

The research showed that the GBA gave positive outcomes for studying of English writing which provided a lot of benefits to students. It encouraged students to think, plan, and work at the whole-text level.

Srinon (2011) did a longitudinal study of developments in the academic writing of Thai university students in the context of a genre. The purpose of this research was to study the developments in key aspects of the English writing of Thai students which employed the genre-based pedagogy in the class. The research focused on two argumentative genres: the Exposition and the Discussion. The result showed that there was a significant shift in the students' writing from the first essay to the third essay. In the first essay, students tended to struggle and had some major structural problems in producing the texts. However, in the end, students produced the texts that closely matched with the provided models. Thus, these findings gave strong support to the efficacy of the genre-based approach to teaching writing.

Rezvani et al. (2015) investigated the effects of genre-based instruction of narrative texts on Iranian EFL learners' writing performance. There were also two

groups in this study: experimental group and control group. The findings indicated that the experimental group outperformed the control group. As a result, genre-based approach had significant effects on the students' narrative writing performance, and it was suggested that GBA could help students to improve their writing skill.

Elashri and Ibrahim (2013) did the study to see the effects of the genre-based approach to teaching writing on the EFL Al-Azhr secondary students' writing skills and their attitudes towards writing. There were two groups: experimental group and control group. The experimental group received genre-based instruction whereas the control group received the traditional writing instruction. The result showed that the writing instruction using genre-based approach improved students' performance, and it also helped to develop a positive relationship between the students themselves and their writing performance.

Sabouri, Zohrabi, and Vafa (2014) examined the effects of genre-based approach to teaching writing in EFL contexts using an experimental approach. Forty EFL learners were divided into two groups: one group was taught using the genre-based

writing techniques, while the other was not. The results showed that there was an improvement in the experimental group compared with the other group.

Minaabad and Khoshkholgh (2012) investigated the effect of genre-based pedagogy on English for specific purpose learners' reading comprehension and the interaction between their reading comprehension achievement and general English proficiency. 150 BA students attending English for specific purpose classes in the field of computer engineering were selected and divided based on the subjects' scores on a standard GEP test as a high proficiency level and low proficiency level. Then, each level was divided into an experimental group and a control group. The finding revealed that genre-based pedagogy had a significant effect on learners' reading comprehension and proved the interaction between their reading comprehension achievement and their general English proficiency.

In conclusion, these previous studies showed that the instruction using genre-based approach is effective in order to help students to improve their writing ability as well as reading ability.

Critical Thinking

Definition of critical thinking

According to the National Council for Excellence in Critical Thinking written by Scriven and Paul (1987), critical thinking is defined as “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information. It can be seen as having two components: 1) a set of information and belief generating and processing skills, and 2) the habit, based on intellectual commitment, of using those skills to guide behavior.

The importance of critical thinking

The critical thinking skill is important for every person in nowadays as it offers the ability to think clearly and rationally. It consists of the skills for analyzing arguments, making inferences using reason, evaluating, making decision, and solving problems (Lai, 2011). People with critical thinking would have the ability to engage in reflective and independent thinking. They are able to understand the logical ideas, identify, construct and assess arguments, as well as solving problems systematically.

Critical thinking is important in many ways as it is a domain-general thinking skill. People, with the ability to think clearly and rationally, gain more advantages as they can solve the problems systematically. Moreover, critical thinking can enhance the language and presentation skills. People can arrange and express the ideas in a systematic ways. This also promotes creativity as people who have critical thinking skill can generate new useful ideas and suggest the best solution to the problems. Critical thinking plays a vital part in evaluating new ideas and selecting the most suitable and appropriate ones. Plus, it is crucial for self-reflection. Critical thinking could help people to reflect what they have done and what decisions they have made. People could use critical thinking as the tool for the self-reflection process (Lau, 2017).

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Critical Thinking Framework

The Critical Thinking Framework proposed by Duron et al. (2006) was employed in this study to design lessons for helping the students to increase their critical thinking skill in order to think critically and write an effective argumentative writing with strong opinions. In order to provide the highest benefit to students, teachers should offer a wide range of opportunities for students to move up to higher levels of Bloom's

taxonomy where critical thinking takes place. This 5-step critical thinking framework (figure 3) can be used in any classrooms to help students obtain critical thinking skills.

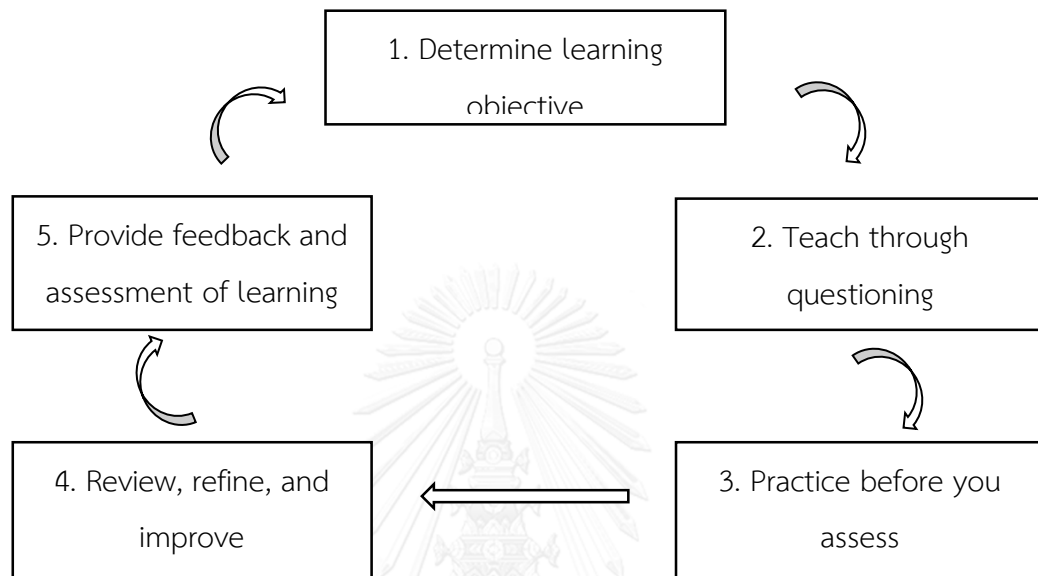


Figure 3 *Critical Thinking Framework* ((Duron et al., 2006))

Every step of critical thinking framework is an important ways that can promote students' critical thinking skill. In the first step of critical thinking framework, determine learning objective, a teacher defines behaviors that students should exhibit when they finish the class. For enhancing critical thinking, the teacher sets the objectives and activities that can tied to the higher levels of Bloom's taxonomy. Content and activities that are carefully chosen by the teacher based on the learning objective can fully enhance the students' critical thinking skill.

Teach through questioning is the second step which can increase much critical thinking skill of the students. In this step, the questioning techniques are employed to allow students to use their thinking skills. Questions can be used to encourage and stimulate the interaction between teachers and students and also challenge the students to think critically for sharing his or her ideas to answer the questions. So, how much critical thinking skill promotes, it depends on the quality of choosing the appropriate questions.

The third step, practice before you assess, allows the teacher to provide active learning that students have a chance to involve in different activities which causes them to think about what they are doing. Reflective dialog could be an important way for active learning. It gives students the opportunity to reflect on their learning experience and important points that they learned. Thus, appropriate kinds of active learning can encourage students' critical thinking skill as it allows students to practice what they have learned.

Review, refine, and improve, the fourth step, allows students to review other texts and to explore the differences among them which make students to think

critically to refine and improve the next pieces of work. Students have an opportunity to think and recognize why it happens in this way and that way. In order to think in these ways, the students have to think critically. Moreover, teachers can receive students' feedback for the improvement of the course to ensure that the instructional techniques are appropriate and are able to help students develop the critical thinking skills.

The last step, provide feedback and assessment of learning, provides students with good feedback from the teachers to enhance the quality of the students' learning and performance. Students can make use of the teacher's feedback and assessment for the future development. Receiving feedback can help students to increase their critical thinking skill because they have to think critically why they receive this kind of feedback, and what they have to make as the improvement.

Research on the uses of critical thinking

Zimmerbaum (2014) conducted the instruction using critical questioning strategy and the Toulmin model of argument with the nine eight-grade English language art students. The researcher believed that it would help the students to

develop the logical and reasoned arguments from the data analysis. The students were exposed to variety of genres and constructed written arguments based on their readings. The results revealed that critical questioning strategies, together with the Toulmin model, were effective to use as the strategy to improve the quality of the students' argumentative writing. Thus, this approach could increase the students' proficiency in creating well-reasoned arguments.

Al Ghamdi and Deraney (2013) implied the teaching of critical thinking in a course format in a Saudi private university. The participants were female students in the fields of business, computer sciences, and interior design. They participated in a CT pre-test and post-test sequence throughout the semester. The data indicated that there was an improvement of argument identification and analysis.

Hasani (2016) described the influence of contextual learning model and critical thinking ability towards the argumentative writing skill. The participants were 147 university students. The results indicated that the contextual learning model had more significant influence, and there was the interaction between the learning model and

critical thinking. As a result, the critical thinking ability and contextual learning model influenced significantly on the argumentative writing skill.

Fahim and Hashtroodi (2012) examined the effects of critical thinking techniques on the argumentative writing development. The participants were 63 university students at Islamic Azad University. They were asked to construct two five-paragraph argumentative essays. The findings implied that the critical thinking techniques helped the students to write longer pieces of argumentative essay.

Amrous and Nejmaoui (2017) investigated the effects of academic level on the development of critical thinking skills of Moroccan EFL learners. 60 students were divided into three groups and did two tests: the Ennis-Weir Critical Thinking Essay Test, targeted the argument evaluation skills, and argumentative writing test, targeted the argument construction skills. The findings showed that the academic level determined the critical thinking development among the Moroccan EFL university students. The argument evaluation skill was low comparing to the students' performance in constructing the argument.

As a conclusion, the previous studies showed that the critical thinking can enhance the students writing ability especially the argumentation.

Argumentative Writing Instruction

Toulmin model of argument

As argumentative writing comes in many forms, the Toulmin model of argument proposed by Stephen Toulmin, the British philosopher has been used in argumentative writing instruction widely. This model is a structure for analyzing arguments and some of the elements in this model were used in this research to teach argumentative writing. There are six elements: claim, data, warrant, backing, rebuttal, and qualifier. The former three are the main elements, while the latter are second-level elements, an extended argument structure which are optional. These elements can help students as both a reader and a writer. It could help them to understand the argument and assess its validity easier as they read the text as a reader, whereas they can include these elements when they write an argumentative text to assure that the validity of their claims will be shown to the readers ("Organizing Your Argument," 2015).

The details of each element are shown in table 1.

Table 1 *Definitions and examples of Toulmin elements (examples chosen from "Organizing Your Argument" 2015).*

Elements	Definitions with examples
Claim	<p>Definition: The statement of opinion that the writer is asking the reader to accept his or her point of view.</p> <p>Example: There should be more laws to regulate texting while driving in order to cut down on dangerous car accidents.</p>
Grounds	<p>Definition: The evidence to support the claim or facts and data that are used to prove the argument.</p> <p>Example: The National Safety Council estimates that 1.6 million car accidents per year are caused by cell phone use and texting.</p>
Warrant	<p>Definition: The principles or reason that connects the grounds to the claim or served as a bridge between them. Plus, it explains why the evidence supports the claim.</p> <p>Example: Being distracted by texting on a cell phone while driving a car is dangerous and causes accidents.</p>

<p>Backing</p>	<p>Definition: Statements that support or back up the warrants. It provides additional support for the claim.</p> <p>Example: With greater fines and more education about the consequences, people might think twice about texting and driving.</p>
<p>Rebuttal</p>	<p>Definition: A counterargument or opposing views or ideas to the claim.</p> <p>Example: Although police officers are busy already, making anti-texting laws a priority saves time, money, and lives. Local departments could add extra staff to address this important priority.</p>
<p>Qualifier</p>	<p>Definition: Words or statements used to express possibility or specification of limitation to claim, warrant, and backing that they are not true in all situations. Examples of qualifier are: some, many, probably, usually, most, and so on.</p> <p>Example: There should be more laws to regulate texting while driving in order to cut down on some of the dangerous car accidents that happen each year.</p>

The relationship among six elements of argument is illustrated below in figure

4. As it is shown below, the grounds support the claim in an argument. A warrant is the connection between the grounds and the claim while backing is the data, facts, or evidence that used to support the warrant. The qualifier is used to show the possibility of the claim. Finally, a rebuttal is the counterargument to the claim.

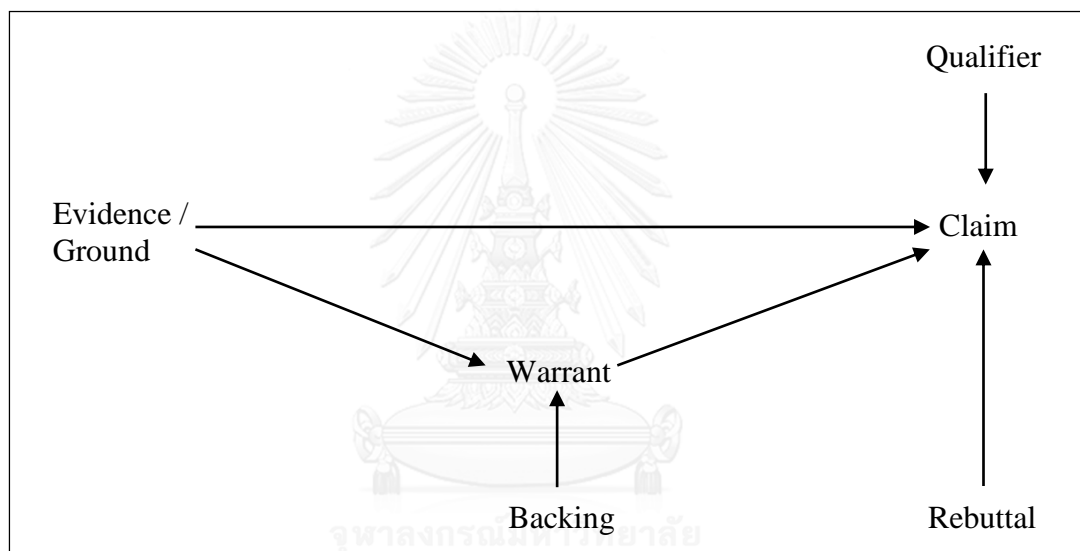


Figure 4 *The relationship among six elements of argument (Toulmin, 1974)*

In this research, only four elements were employed to the study: claim, grounds, warrant, and rebuttal. The researcher focused on these four elements because the participants in this study were the upper secondary school students with low-medium level of English proficiency, so it was appropriate to emphasize on only these essential elements as suggested by the experts. As the first three elements,

claim, grounds, and warrant, are required and necessary in composing the argumentative writing, so they were focused. The other element, rebuttal, is also important in creating a piece of argumentation as its function is to state the counterargument for arguing the chosen position, so it was selected to be another element of argument in this study.

Research on the uses of argumentative writing instruction

Jantasin (2015) investigated the effects of writing instruction based on Toulmin model in flipped learning environment on argumentative writing ability of undergraduate students. She did the experiment with 17 English major seniors from Maharakham University who enrolled in Expository and Argumentative writing course to examine the effects of the writing instruction and to explore the students' perceptions towards the writing instruction. The findings revealed that there was a significant difference in students' mean scores of the pretest and posttest, and the students had positive perception towards the writing instruction. The writing instruction enhanced their argumentative writing ability as it helped them to expose to contents and practice more in their classroom.

Qin and Karabacak (2010) did a study on the analysis of Toulmin elements in Chinese EFL university argumentative writing. The study aimed to analyze the structures of argumentation writing by 133 second-year students who were second language students based on the adapted Toulmin model of argument which consisted of six elements: claim, data, counterargument claim, counterargument data, rebuttal claim, and rebuttal data. The results showed that most second language university students' argumentative papers had two elements of the structures which were claims and data. There were fewer uses of other elements of the model.

Qin (2013) examined the effectiveness of employment of the Toulmin model in teaching argumentative writing to 16 freshmen in a Turkish EFL university classroom. The explicit instruction of the model, awareness-raising of the model and its elements were employed in the 10-week instruction. The results indicated that the students' argumentative papers improved after receiving the instruction. They were able to present complex argument structures and display important elements in argumentation.

Bacha (2010) investigated the improvement of argumentative writings of the students in an advanced EAP course. The argumentative writing instruction was based on the thesis support element of argumentation and the organizational plans. The instruction was instructed through the five steps of teaching and learning cycle. The results indicated that the argumentative structure, and the transfer of the argumentative writing skills to new topic were improved.

In conclusion, the previous research showed different ways of employing argumentative into research, and how argumentative writing could be improved.

Argumentative writing

Definition of argumentative writing

Argumentative writing refers to a piece of writing that the writers argue by taking a position of the controversial issue, providing reasons to support the chosen position, and refuting the counter-arguments. According to Nadell, Langan, and McMeniman (1993), they define the argumentative writing as a writing that uses logic to convince the readers to accept the position. In addition, argumentative writing deals with controversial topics that the writers have to defend the position with their point of

view. To write argumentative writing successfully, the writers have to take a position or make a claim and offer reasonable evidence to support the position or claim with logical arguments and refute counter-arguments (Saito, 2010).

Argumentative writing assessment

Argumentative writing is normally related with logic as the writer has to provide the valid claim which is supported by the relevant reasons, the appropriate number of evidence, and reliable facts (Hillocks, 2011). So, in writing the argumentation, the important point to be focused is that the writer provides strong claim and sufficient relevant reasons and evidence.

The renowned model that teachers used to assess the arguments is called Toulmin model of argumentation. It has been used for teaching argumentative writing as well as assessment (Erduran, Simon, & Osborne, 2004). It provides the assessment for six elements of Toulmin model: claim, grounds, warrant, backing, qualifier, and rebuttal. Consequently, the Toulmin model was used to also assess the different elements of Toulmin model in the students' argumentative text. Besides the elements

of Toulmin model, the accuracy of language is another point in assessment as it should be concerned because it affects the meaning of the text.

The organization of argumentative writing

In writing the argumentative writing, there are different ways to organize the writing. There are three basic organizational plans for argumentative writing proposed by Reid (1988) with the eight-paragraph essay. However, with the time limitation of each period for argumentative writing instruction and the level of the students, the five-paragraph essay was used as an argumentative organization for students to write the text. The five-paragraph essay is the common organization of argumentative writing that is used in class (Baker, 2013). It includes an introduction, three body paragraphs, and a conclusion. Endy (2011) outlines a five-paragraph essay that in the introduction, the general background information is mentioned and at the end of the paragraph, the thesis statement that states the writer's position should be included in the introduction.

For the three body paragraphs, each of them should start with the claim that must connect to the thesis statement. Then, the writer has to provide the supporting

detail or evidence to the claim. Importantly, warrants should also be in the paragraph to show the connection between the claim and the evidence. The counterargument or rebuttal should be stated in the third body paragraph to show stronger argument. In the conclusion paragraph, there should be a summary of what has been written or a summary of the thesis.

Research on the uses of argumentative writing

Saito (2010) examined the major characteristics of argumentative essays written by third-year students majoring in English. 37 students were instructed by the integrated process-genre approach. They were assigned to write the first draft of an argumentative essay and then received teacher's feedback for the revision. The first and second drafts were marked by two raters using holistic and analytic scoring. She used Toulmin's model of argumentative structure to analyze the data. The results showed that the students improved their writing based on the four aspects of the model: claim, data, opposition, and refutation, and could produce well-organized and well-developed argumentative essays.

Ramos (2012) did a research on teaching persuasive argument essay writing to English language learners through the reading to learn approach. The research investigated the effect of the genre-based Reading to Learn approach, grounded in systemic functional linguistics on adolescent ELLs' competency on persuasive argument essays writing, and the way the participants developed as a second language writers. The results indicated that the Reading to Learn approach increased the participants' competency for writing persuasive argument essays as the genre-based instructional framework supported adolescent ELLs' progress towards the development of advanced literacy writing.

Kibler and Hardigree (2017) did an 8-year longitudinal case study of a Spanish-English bilingual to investigate her argumentative writing development in terms of changes in evidential types, evidential functions, and reporting verbs. It showed that the function and range of reporting verbs used were dramatically changed over time as the language proficiency and writing developed.

Liu and Stapleton (2014) examined the effect of students' neglect of counter-argument of their writings. The participants were 125 Chinese university students which

were divided into two groups: experimental and control groups. The experimental group received the argumentative instruction which the counter-arguing and refuting were included, while the control group received the instruction excluded the counter-argumentation. The results showed that the inclusion of counter-arguments and rebuttals was significantly positively correlated with the score of the argumentative essay. Therefore, the counter-argumentation should be included in teaching argumentation.

Chase (2011) determined the inclusive of functional argumentative elements, coherent, cohesive, and of high quality in the argumentative essays and how much the written components and demographic characteristics of the writer lead to the quality of the argumentative writing. 112 writing samples from community college developmental education were analyzed by using descriptive statistics and ordinal logistic regression. The results revealed that the argumentation was developed and coherent. The written components and the demographic characteristics highly contributed to the overall quality of the argumentative writing.

As a summary, this section highlights some of the definitions of the variables in this research and also the related research on the research topic. Therefore, it would help to see how all of these can be combined to benefit the students on argumentative writing.



CHAPTER III

METHODOLOGY

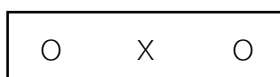
This chapter describes the methodology of the research including the research design, population and participants of the study, research instruments, research procedures, data collection, a pilot study, and data analysis.

Research Design

This research was a one-group pretest-posttest, quasi-experimental design. The research design aimed to collect both quantitative and qualitative data. This study explored the effects of argumentative writing instruction based on Toulmin model of argument using genre-based approach and critical thinking framework on students' argumentative writing ability and students' opinions towards the writing instruction.

The argumentative writing tests, including pretest and posttest, and questionnaire were used to measure the students' argumentative writing ability and the students' opinions. The convenience sampling design was used to select the participants in this research. Every participant received the same pretest, argumentative writing instruction, posttest, and questionnaire. The instruction was conducted for 10 weeks

during the second semester of the academic year 2016. The research design diagram is presented below in figure 5.



O is a pretest and posttest

X is a treatment, the argumentative writing instruction, given in the study

Figure 5 *Research design*

Besides, the researcher also gave out the questionnaire to the students to complete in order to investigate the students' opinions towards the argumentative writing instruction.

Context of the study

The study was conducted at Latplakhaophitthayakhom School which is situated at 540 Latplakhao Road, Chorakhe Bua, Latphrao, Bangkok. The school was founded in 1967 and has the area of 1.72 hectares. The school is a public school that offers education for lower and upper secondary school students. There are approximately 1900 students studying in this school.

Population and participants

The participants in this study were 15 secondary school students, tenth grade, with mixed gender and low-medium level of English ability from Latplakhaophitthayakhom School. The results of this research only generalized to this specific public school.

The researcher conveniently selected this school because the school is around the area of the researcher, and the school was willing to cooperate for allowing the researcher to conduct the argumentative writing instruction with the students. In addition, the students were arranged to enroll in this argumentative writing course by the school. The course was conducted to enhance the students' argumentative writing as they have difficulty in constructing the argumentative writing.

Research Procedure

The research procedure in this study consisted of three stages. The summary of the stages were shown in the table 2 below.

Table 2 *Research Procedure*

Stage 1	Prepare the argumentative writing instruction
1)	<ul style="list-style-type: none"> ● Research, explore, and study the basic concepts related to the current study
2)	<ul style="list-style-type: none"> ● Construct the lesson plans, the Argumentative Writing tests, and questionnaire questions
3)	<ul style="list-style-type: none"> ● Validate the lesson plans and research instruments by the experts
4)	<ul style="list-style-type: none"> ● Pilot study
5)	<ul style="list-style-type: none"> ● Revise the lesson plans and research instruments
Stage 2	Conduct the argumentative writing instruction
1)	<ul style="list-style-type: none"> ● Pretest: <i>Conducting the argumentative writing pretest</i>
2)	<ul style="list-style-type: none"> ● During the argumentative writing instruction process: <i>Conducting the argumentative writing using genre-based approach and critical thinking framework</i>
3)	<ul style="list-style-type: none"> ● Posttest: <i>Conducting the argumentative writing posttest</i> ● Questionnaire: <i>Questionnaire was completed by the participants</i>
Stage 3	Analyze and evaluate the effects of the argumentative writing instruction and students' opinions towards the instruction

	<ul style="list-style-type: none"> ● Compare mean scores of argumentative writing pretest and posttest by using Paired-sample <i>t</i>-test ● Analyze the means of the questionnaire data and do the content analysis
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Instruments

The research instruments of this research were divided into two categories: Instructional tools and Data collection tools.

Instructional Tools

1. Lesson plans

Lesson plans were constructed based on the genre-based approach and teaching and learning cycle (Feez, 1999; Hyland, 2004) which consisted of five stages: building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking related text, and the critical thinking framework (Duron et al., 2006) consisted of determine learning objective, teach through questioning, practice before you assess, review, refine, and improve, and

provide feedback and assessment of learning. The four elements of Toulmin model of argument, claim, grounds, warrant, and rebuttal, were emphasized in the argumentative writing instruction as well.

There were two units which consisted of five lessons each, and the lesson plans were created to teach for 10 weeks, 20 periods: two periods for pretest, 16 periods for the argumentative writing instruction, and two periods for posttest and questionnaire. The scope and sequence is shown in the table 3 below. The lesson plans were constructed based on the framework of this study (see Appendix A).

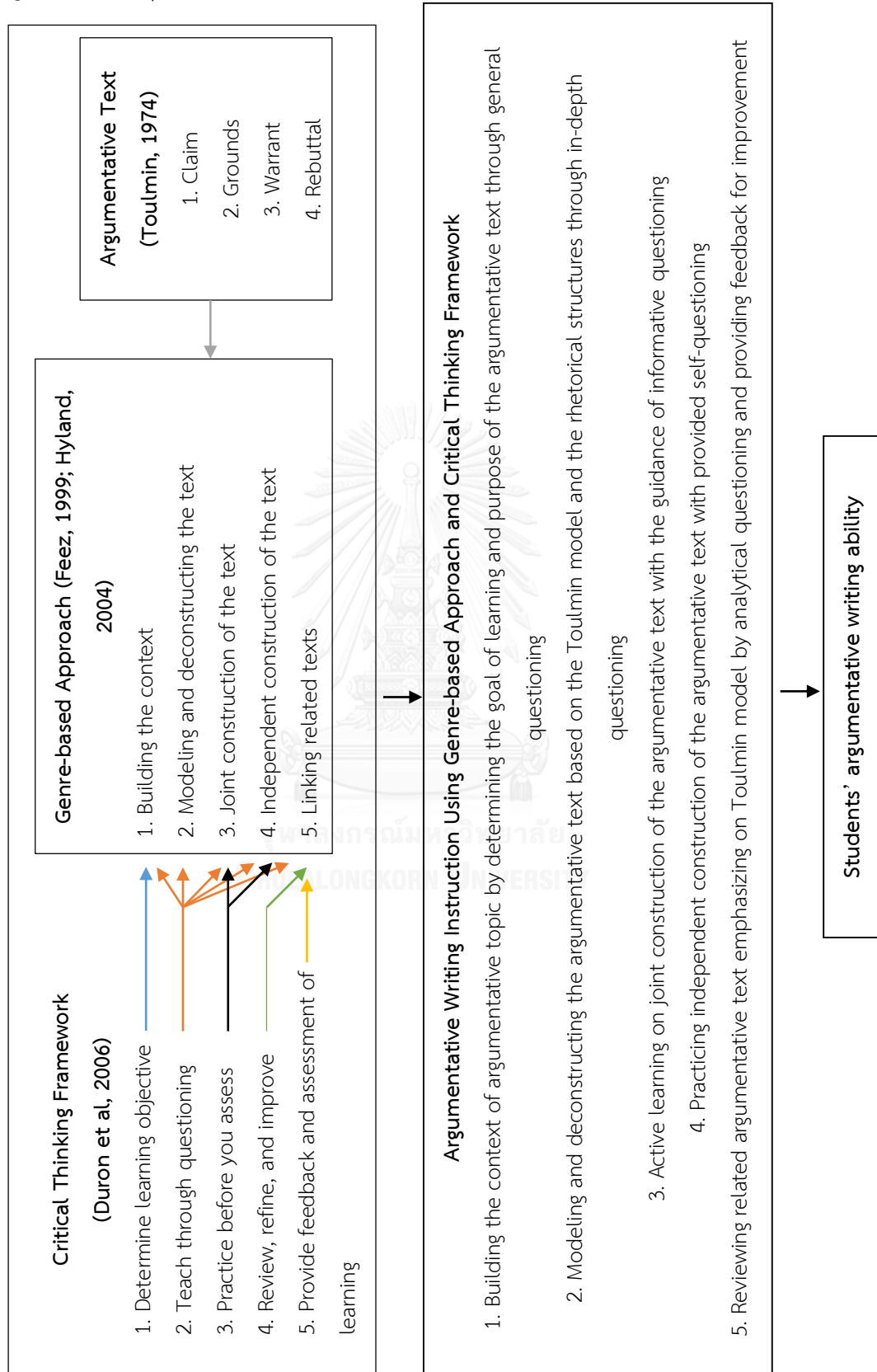
Table 3 *Scope & Sequence*

Period	Unit	Lesson
1-2	Introduction	Argumentative Writing Pretest
3-10	Useful activities	1. Building the Context of Argumentative Topic 2. Modeling and Deconstructing the Argumentative Text 3. Joint Construction of the Argumentative Text

		<p>4. Independent Construction of the Argumentative Text</p> <p>5. Reviewing Argumentative Text</p>
11-18	Transportation	<p>1. Building the Context of Argumentative Topic</p> <p>2. Modeling and Deconstructing the Argumentative Text</p> <p>3. Joint Construction of the Argumentative Text</p> <p>4. Independent Construction of the Argumentative Text</p> <p>5. Reviewing Argumentative Text</p>
19-20	Wrap-up	<p>— Argumentative Writing Posttest</p> <p>— Questionnaire</p>

The proposed conceptual framework of the study is shown in figure 6 in order to illustrate how the researcher combined the genre-based approach, critical thinking framework to teach argumentative writing based on the Toulmin model.

Figure 6 *Conceptual Framework*



According to the conceptual framework above, the four elements of Toulmin (1974): claim, grounds, warrant, and rebuttal, were used in the genre-based approach to teach argumentative writing. The genre-based approach consisted of five stages: building the context of argumentative writing, modeling and deconstructing the argumentative text, joint construction of the argumentative text, independent construction of the argumentative text, and linking related argumentative text. Moreover, the researcher saw the benefits of combining the critical thinking framework into the genre-based approach with the belief that students could write argumentative writing more effectively with the help of critical thinking, so the five-step critical thinking framework was combined in the genre-based approach. The lessons, content, and activities were constructed according to the argumentative writing instruction using genre-based approach and critical thinking framework.

In the first step, *building the context of argumentative topic by determining the goal of learning and purpose of the text through general questioning*, the teacher set the goal of learning for the course to ensure that the students were able to exhibit the critical thinking after learning, and this included all the content and activities which

were done in class as well. Plus, the purpose and the setting of the argumentative writing were revealed through discussion. The emphasis was on the functions of language and the social purpose of the genre. General questions could be asked to allow students to think critically to find the answer for the questions. Examples of general questions were: “what is the text about?,” “what is the purpose of the text?,” “who is the writer of the text?,” “who is the intended or target readers?,” “do you think the writer has the same age as the readers?,” and “what choices of format and vocabulary that the writer uses?”

The second step, *modeling and deconstructing the argumentative text based on the Toulmin model and the rhetorical structures through in-depth questioning*, teachers and students discussed and explored the whole text with the emphasis on the elements of Toulmin model as well as the key grammatical and rhetorical features of the argumentative texts. The teacher provided students the sample argumentative texts to analyze and compare. The in-depth questioning was used in this step for the students to think analytically deep in to the function of the text and language. In-depth questioning could lead students to pay more attention on text details such as

the stages of the text, the functions of each step or paragraph, the main language features of the argumentative text, and cohesive devices.

The third step of the argumentative writing instruction was *active learning on joint construction of the argumentative text with the guidance of informative questioning*. The teacher provided activities to promote active learning. Teacher and students worked together to construct the argumentative text as a whole class, a group, or a pair. In this step, the teacher began to work less as a facilitator for the students to put more contribution and gain higher control on their writing. Informative questioning could be used by the teacher as well as the students as they could gain more information or knowledge to create their pieces of writing.

The fourth step, *practicing independent construction of the argumentative text with provided self-questioning*, allowed students to construct the argumentative text independently. They had to utilize what they had learned to create their own writing with the supervision of the teacher. The teacher could also offer the students advice for their writing. Also, students did the self-questioning which was given by the teacher. They had to complete the checklist to check whether their writing consisted of all the

important components of argumentative writing. Plus, the teacher could also assess their individual writing as well.

The last step, *reviewing related argumentative text emphasizing on Toulmin model by analytical questioning and providing feedback for improvement*, gave the opportunities for students to review the related argumentative text or other texts with the same context based on the Toulmin model. The teacher could do analytical questioning for the students to think analytically and critically to answer the questions while exploring and comparing other texts. Moreover, the teacher's feedback of the written work or discussion was offered to the students for the improvement of the quality of their future work.

Data Collection Tools

The argumentative English writing test and questionnaire questions were used as a data collection tools in this study. These tools were used before and after the treatment to collect both quantitative and qualitative data.

1. Argumentative English writing tests (Pretest and Posttest)

The researcher reviewed different writing prompts related to the argumentative writing. The reasons of choosing the argumentative writing prompt were that the prompt should be related to the students, and it should not be too easy and too hard for the students to express their idea of argumentation. The argumentative English writing tests, including the pretest and posttest, were used to measure and compare the students' argumentative writing ability before and after receiving the treatment. The questions of the pretest and posttest were the same (see Appendix K). The students' argumentative writing ability was evaluated by using the argumentative text scoring rubric.

The argumentative text scoring rubric was used to assess the students' argumentative writing ability (see Appendix L). It was employed to assess two main parts of the argumentative writing including the arguments and convention. The assessment of the arguments part included the formal form of the argumentative essay which consisted of general background, thesis statement with reasons, refutation, and conclusion. Plus, the four elements of Toulmin model were included in this part as

well: claim, grounds, warrant, and rebuttal. For the convention part, it aimed to assess the students' grammatical skills in writing, for example, the spelling, vocabulary, punctuation, and sentence structure.

2. Questionnaire

After the treatment, the questionnaire was distributed to the students to complete. The purpose of doing the questionnaire was to explore and examine the students' opinions towards the argumentative writing instruction course. The questionnaire was constructed to capture important points of view of the students. The questionnaire was designed to explore the students' opinions in different aspects which were the effects of argumentative writing instruction using genre-based approach and critical thinking framework, the improvement of the argumentative writing ability, the advantages of the model texts, the benefits of using the four elements of argument of Toulmin model, the uses of critical thinking, the usefulness of provided questions, the good points of comparing the argumentative texts, the usefulness of receiving feedback from the teacher, and the students' difficulties in learning.

The questionnaire was divided into two parts: general information and the students' opinions. The aim of the first part was to obtain their background information of their gender, age, the duration of studying English, the frequency of reading and writing in English, and also their English writing proficiency. The second part was to explore the students' opinions towards the argumentative writing instruction. There were 13 items for the students to rate their agreement and disagreement, and two items for open-ended questions (see Appendix N). The four-point Likert Scale was used in the questionnaire. The agreement was categorized into 4 point scale: 4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree. The Likert 4-point scale was interpreted by using the formula of Best and Kahn (1993). The interval of 0.75 was used to interpret the mean scores of the questionnaire which means that the mean of 1.00-1.75 is strongly disagree, 1.76-2.50 is disagree, 2.51-3.25 is agree, and 3.26-4.00 is strongly agree. The reason of using the four-point Likert Scale was to avoid the chance of getting a "Neutral" as their opinions from the students when they do not want to answer the truth. The last two open-ended questions were about the

students' argumentative writing improvement and their difficulties in learning the argumentative writing instruction.

The validation of the instruments

To assure the content validity, all the instruments were validated using the item-objective congruence (IOC) by three experts who are experienced in the field of teaching English to measure the appropriateness of the instruments. There were three evaluation forms for the experts to evaluate: lesson plan, test, and questionnaire. The first evaluation form was for the experts to evaluate the effectiveness of the lesson plan which included the learning outcomes, teaching steps, materials, activities, handouts, and time allocation. The second evaluation form was to see the appropriateness of the pretest and posttest questions as well as the time allocation for the test. The last evaluation form was the questionnaire. The purpose of the evaluation was to explore the usefulness of the statements and questions in the questionnaire. All the suggested comments from the experts were used to revise the research instruments.

The evaluation forms consisted of a three-rating scale for each aspect of the research instruments and a space for the experts to give written comment. The three-rating scale is described as follows:

+1 = Appropriate

0 = Not sure

-1 = Inappropriate

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

IOC = Index of Congruence

R = The total score from the experts' opinions

N = The number of expert

The above formula was used to calculate the IOC value obtained from the experts. If the overall IOC value is higher than 0.50, it means that the research instrument is acceptable; however, if the overall IOC value is lower than 0.50, the research instrument should be edited and revised according to the experts' suggestions.

1. Validate the lesson plan

The results received from the lesson plan evaluation form showed that the lesson plan had content validity (see Appendix J). This means that the lesson plans including the learning outcomes, the language level, language use, teaching procedures, and instructions, were appropriate to use for the instruction. The overall IOC score was 0.54. However, some parts of the lesson plans such as content difficulty, materials, activities, and time allocation had to be revised according to the experts' suggestions to make the lesson plan become more effectively.

Expert A suggested that the content difficulty and language level should be revised according to the students' English ability. Plus, the materials and activities used in the lesson should be easier and more motivated.

Expert B suggested that the researcher should give more explanation in each lesson and activity and make the content and language used easier.

Expert C commented that the content was a bit more difficult due to their level of English.

Furthermore, all the experts focused on the same points to be revised which were the content difficulty and the time allocation. They all suggested that the six elements of argument of Toulmin model were very difficult for the target group of students. The elements should be reduced to make the lesson plans more suitable with the students. Besides, the time allocation for each lesson was short, so the time allocation of some of the lessons should be extended. Therefore, the researcher used only four elements of argument to make the lesson less complicated for the students as suggested, and also the time allocation was revised and arranged to suit the content and lessons in each lesson.

2. Validate the argumentative writing test (pretest and posttest)

The results obtained from the argumentative writing test evaluation form revealed that the argumentative writing test had content validity (see Appendix M). This showed that questions, instructions, time allocation, and the scoring rubric were appropriate. The overall IOC score was 0.67.

Only expert B suggested that the instructions should be revised a little to make it clearer. So, the researcher revised the instructions of the pretest and posttest according to the suggestion.

3. Validate the questionnaire

The results from the questionnaire evaluation form presented that the questionnaire had content validity (see Appendix Q). This means that all the statements and questions in the questionnaire were appropriate to use in order to gather the students' opinions towards the argumentative writing instruction. The overall IOC score was 0.58. Nevertheless, some of the statements need to be revised.

Expert C suggested that some of the statements should be revised to make the point clearer. The researcher revised and edited the statements according to the suggestions consequently.

Pilot study

After the researcher revised and edited the research instruments: lesson plans, argumentative writing tests, and questionnaire; these instruments were used to do the pilot testing with a small group of students who had the same level of English

proficiency with the participants in this study. A pilot study was used to examine the possibility of the research instruments. The tests, the first unit of the lesson plan, and questionnaire were used in the pilot study.

The results revealed that the instructions of the tests and time allocation were enough and appropriate. Plus, the expansion of the time allocation for each lesson was suitable with the lessons. The lessons taught in class were understandable and suitable with the students. As a result, the students could follow all the instructions, activities, and lessons taught in class.

Data collection

The data collection took 10 weeks, 20 periods which started from the pretest, the argumentative writing instruction treatment, posttest, and questionnaire.

The pretest was conducted during the first two periods of the course. During the third period to the eighteenth period, the argumentative writing instruction was conducted. Finally, the posttest was conducted during the last two periods which were the nineteenth and twentieth period, and after completing the posttest, the students completed the given questionnaire in the same period.

Data analysis

Both the quantitative and qualitative data analysis was used in the research.

The quantitative data analysis was used for the first research question in measuring the effects of the argumentative writing instruction, and the second research question in exploring the students' opinions towards the argumentative writing instruction in terms of descriptive statistics. The qualitative data analysis was used for the second research question to elicit the students' opinions towards the course in terms of content analysis.

The quantitative data was obtained from the comparison of the students' pretest and posttest writing scores which were conducted before and after the argumentative writing instruction treatment, and from the questionnaire of the students after the treatment. Qualitatively, the data was obtained from the questionnaire as well to explore the students' opinion.

The pretest and posttest scores were analyzed by using paired-sample *t*-test. According to the statistics, the paired-sample *t*-test can be used in this research because the data passed four assumptions that were required for using paired-sample

t-test. The distribution of the differences between the pretest and posttest scores were normally distributed. The students' opinions from the questionnaire were analyzed by content analysis.

Table 4 A summary of research methodology

Research Questions	Research Instruments	Data Analysis
1. To what extent does argumentative writing instruction using genre-based approach and critical thinking framework enhance upper secondary school students' argumentative writing ability?	Argumentative Writing Tests	<ul style="list-style-type: none"> Quantitative: Paired-sample <i>t</i>-test, mean, standard deviations
2. What are upper secondary school students' opinions towards argumentative writing instruction using genre-based approach and critical thinking framework?	Questionnaire	<ul style="list-style-type: none"> Quantitative: mean and standard deviations Qualitative: Content Analysis

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the results from the study regarding the effects of argumentative writing instruction using genre-based approach and critical thinking framework on argumentative writing ability of upper secondary school students in Thailand. The study was conducted with the tenth grade students from Latplakhaophitthayakhom School during the second semester of 2016. This part reports both quantitative and qualitative findings from the research questions of this study. The first research objective was to investigate the effects of argumentative writing instruction using genre-based approach and critical thinking framework on argumentative writing ability of upper secondary school students. The results showed the quantitative data from using the paired-sample *t*-test, mean, and standard deviations to compare the students' argumentative writing pretest and posttest. The second research objective was to explore upper secondary school students' opinions towards argumentative writing instruction using genre-based approach and critical

thinking framework. The results showed the quantitative and qualitative data from using the mean, standard deviations, and content analysis.

Due to the two research objectives of this study, the data was presented into two parts according to the research questions. The first part was to answer the first research question, and the second part was to answer the second research question.

Research question 1: To what extent does argumentative writing instruction using genre-based approach and critical thinking framework enhance upper secondary school students' argumentative writing ability?

To investigate the effects of argumentative writing instruction using genre-based approach and critical thinking framework on argumentative writing ability of upper secondary school students, the students were assigned to complete the argumentative writing tests which were the research instruments for the first research question. The questions of the pretest and posttest were the same, and the total score was 25. The students' argumentative writing pretest and posttest were assessed by using the argumentative text scoring rubric adapted from Toulmin Argumentative Essay Rubric of

Krieger-James (2012) (see Appendix L). The 25 points were divided into five paragraphs and the conventions part. The first paragraph consisted of 3 aspects: general background, thesis statement, and reason. The second and third paragraph consisted of 3 aspects as well: claim, grounds, and warrant. The fourth paragraph composed of four aspects: claim, ground, warrant, and refutation. The last paragraph consisted of one aspect which was the conclusion. Plus, there was also conventions score included in the total score in order to assess their overall grammatical features, punctuation, spelling, and the meaning of the text.

The first research question was to find the differences of the students' argumentative writing pretest and posttest. This was to examine whether the pretest mean scores of the students differed from the posttest mean scores at the significant level of 0.05 by using paired-sample *t*-test, mean, and standard deviations. To find the reliability of assessing the students' argumentative writing tests, the inter-rater reliability was employed. The rater is an English teacher in school and was trained for assessing the argumentative writing tests using argumentative text scoring rubric. After the researcher and another rater graded the students' argumentative writing ability,

the researcher used Pearson Correlation to find the correlation between two raters.

The results presented the correlation between two raters was 0.94 for the pretest and 0.97 for posttest. This implied that the scores from both the researcher and the rater were consistent.

The table 5 below shows the comparison of the students' argumentative writing pretest and posttest mean scores, standard deviations, t-values, and statistical significance.

Table 5 Comparison of students' argumentative writing ability pretest and posttest scores (Total score = 25)

	N	Min	Max	Mean	SD	t	Sig (2-tailed)
Pretest	15	2.00	7.00	4.83	1.848	-9.186	.000*
Posttest	15	5.25	23.50	15.70	4.097		

* $p < .05$

From the table 5, it shows that the mean scores of the students' posttest increased from the students' pretest. The mean scores of the students' pretest was 4.83 (SD =1.848), whereas the mean scores of the students' posttest was 15.70 (SD =4.097). The mean difference of both tests was 10.87. The lowest score of the pretest

was 2.00, and the highest score was 7.00. On the other hand, the lowest score of the posttest was 5.25, and the highest score was 23.50. The t-value of both pretest and posttest was -9.186. To sum up, the results of the posttest indicated that the students had a significant improvement of their argumentative writing ability after receiving the argumentative writing instruction at the level of 0.05 ($p < 0.05$).

As the raw scores showed in table 6, not any students passed the pretest, whereas, for the posttest, almost all of the students passed the test. Student 8 (S8) gained the largest score difference of the pretest and posttest (18.5) which means that the student had a lot of improvement on the argumentative writing ability. Only one student (S4) did not pass the posttest and got the smallest score difference (2.25) which means that the student gained a little improvement of the argumentative writing ability.

Table 6 The pretest and posttest scores of the students

Participants (N=15)	Pretest	Posttest	Difference
S1	7.00	14.25	7.25
S2	2.00	14.75	12.75
S3	5.00	19.00	14
S4	3.00	5.25	2.25*
S5	7.00	16.00	9
S6	2.00	19.50	17.5
S7	3.00	20.00	17
S8	5.00	23.50	18.5**
S9	6.00	17.00	11
S10	6.50	13.00	6.5
S11	7.00	13.75	6.75
S12	4.00	14.50	10.5
S13	3.00	15.50	12.5
S14	6.00	13.75	7.75
S15	6.00	15.75	9.75
Average	4.83	15.70	10.87

** = largest score difference / * = smallest score difference

In conclusion, the scores of the posttest were higher than the pretest at a significant level of 0.05. The students' argumentative writing ability was improved significantly after receiving the argumentative writing instruction using genre-based approach and critical thinking framework supported by the different scores from the two tasks.

Research question 2: What are upper secondary school students' opinions towards argumentative writing instruction using genre-based approach and critical thinking framework?

To explore upper secondary school students' opinions towards argumentative writing instruction using genre-based approach and critical thinking framework, the questionnaire was used as the instrument. The questionnaire was distributed to every student, and the students did the questionnaire after they completed the posttest. The questionnaire consisted of two parts. The former was about the general information, and the latter was about the students' opinions towards the argumentative writing instruction. The data obtained from the 13 statements and two open-ended questions was analyzed in this research. The descriptive statistics: mean

and standard deviations was used to analyze the result from 13 statements, and the content analysis was used to analyze the open-ended questions.

Table 7 *Students' opinions towards argumentative writing instruction using genre-based approach and critical thinking framework*

	Questionnaire Items	Mean	SD
1.	This argumentative writing instruction improves my argumentative writing skill.	3.53	0.516
2.	This argumentative writing instruction encourages me to write argumentative writing in the future.	3.60	0.507
3.	Model text helps me to understand how to construct the argumentative writing.	3.60	0.507
4.	Using model text as a guideline makes me feel more confident in writing an argumentation.	3.67	0.488
5.	The elements of argument help me to understand more about argumentative writing and be able to write the argumentative text.	3.67	0.488
6.	I use critical thinking in analyzing the model text.	3.60	0.507
7.	I use critical thinking in writing argumentative text.	3.60	0.507
8.	Questions in the lessons help me to understand the argumentative text more.	3.73	0.458
9.	Questions in the lessons help me to brainstorm ideas to write an argumentation.	3.73	0.458

10.	Questions in the lessons help me think more critically.	3.53	0.516
11.	Comparing my friend's argumentative texts allows me to think critically and explore the differences among them.	3.40	0.507
12.	Feedback received from the teacher helps me to develop my next argumentative writing.	3.67	0.488
13.	I prefer to study other writings in the same way as this class.	3.47	0.640
Average		3.60	0.507

Table 7 reports the results of the Likert 4-point scale questionnaire from the students. The overall mean scores of the questionnaire item was higher than 3.26, and the average mean scores of the questionnaire was 3.60 which indicates that the students had positive opinions towards the argumentative writing instruction using genre-based approach and critical thinking framework.

The ranking of the highest mean scores to the lowest mean scores of the students' opinions from the questionnaire are shown as follows: 8) Questions in the lessons help me to understand the argumentative text more (\bar{x} = 3.73); 9) Questions in the lessons help me to brainstorm ideas to write an argumentation (\bar{x} = 3.73); 4) Using

model text as a guideline makes me feel more confident in writing an argumentation ($\bar{x} = 3.67$); 5) The elements of argument help me to understand more about argumentative writing and be able to write the argumentative text ($\bar{x} = 3.67$); 12) Feedback received from the teacher helps me to develop my next argumentative writing ($\bar{x} = 3.67$); 2) This argumentative writing instruction encourages me to write argumentative writing in the future ($\bar{x} = 3.60$); 3) Model text helps me to understand how to construct the argumentative writing ($\bar{x} = 3.60$); 6) I use critical thinking in analyzing the model text ($\bar{x} = 3.60$); 7) I use critical thinking in writing argumentative text ($\bar{x} = 3.60$); 1) This argumentative writing instruction improves my argumentative writing skill ($\bar{x} = 3.53$); 10) Questions in the lessons help me think more critically ($\bar{x} = 3.53$); 13) I prefer to study other writings in the same way as this class ($\bar{x} = 3.47$); and 11) Comparing my friend's argumentative texts allows me to think critically and explore the differences among them ($\bar{x} = 3.40$).

For the two open-ended questions, the questions were about asking the students' opinions of the argumentative writing instruction whether it helped the students to improve their argumentative writing, and the difficulty of studying the

argumentative writing instruction. The questionnaire was translated into Thai and did the back-translation method in order to assess the content validity of the questionnaire.

Key phrase frequencies were counted in order to report the students' opinions towards the argumentative writing instruction from both open-ended questions. The first open-ended question was "*Do you think this argumentative writing instruction help you improve your argumentative writing ability?*" The results from this question are shown below.

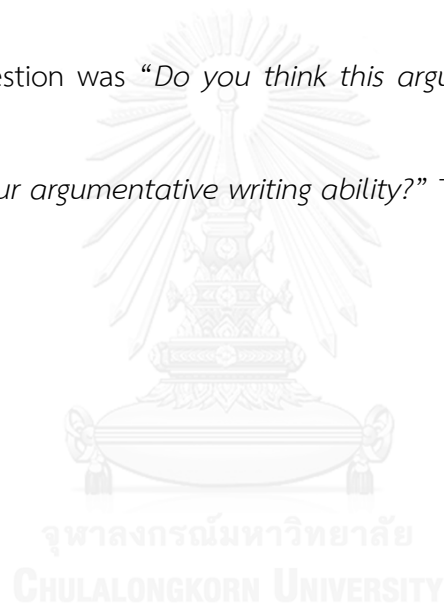


Table 8 *Students' opinions regarding their improvement of argumentative writing ability after receiving the argumentative writing instruction*

Students' opinions	Frequencies of key phrases in the answer	Percentage
1. know and understand more of how to construct a piece of argumentative writing	8	36.36%
2. know more vocabulary	5	22.72%
3. develop the process of constructing a piece of argumentative writing	3	13.63%
4. create a longer piece of writing	2	9.09%
5. develop the method of writing to make it clearer	1	4.55%
6. help in doing the work and help creating a good piece of writing	1	4.55%
7. have more experience in writing more than those who do not study in this argumentative writing instruction	1	4.55%
8. create a piece of writing with correct grammar	1	4.55%

Table 8 reports the summary of the students' opinions towards the argumentative writing instruction using genre-based approach and critical thinking framework. Every participant mentioned that the argumentative writing instruction

helped them to improve their argumentative writing ability with various reasons supported their opinions. The highest frequencies of students' opinions that was mentioned was "know and understand more of how to construct a piece of writing" ($f = 8$), followed by "know more vocabulary" ($f = 5$), "develop the process of constructing a piece of writing" ($f = 3$), "create a longer piece of writing" ($f = 2$), "develop the method of writing to make it more clear" ($f = 1$), "help in doing the work and help creating a good piece of writing" ($f = 1$), "have more experience in writing more than those who do not study in this argumentative writing instruction" ($f = 1$), and "create a piece of writing with correct grammar" ($f = 1$).

The second open-ended question was "*What is the difficulty in studying this argumentative writing instruction?*" The results of this question are shown below.

Table 9 Students opinions regarding their difficulties in learning argumentative writing

Students' opinions	Frequencies of key phrases in the answer	Percentage
1. Lack of vocabulary	8	38.09%
2. Lack of English knowledge	5	23.81%
3. Sentence structure	4	19.05%
4. Knowledge of writing	2	9.53%
5. Grammar	1	4.76%
6. No difficulty	1	4.76%

As shown in Table 9, it reports the summary of the students' opinions whether they had difficulty in learning towards the argumentative writing construction using genre-based approach and critical thinking framework. 14 participants mentioned that they had difficulty in learning with various reasons, while one participant stated that he or she had no difficulty in learning the argumentative writing instruction. The reasons that were stated are listed in the table 11. The highest frequencies of students' opinions that was mentioned was "lack of vocabulary" ($f = 8$), followed by "lack of English knowledge" ($f = 5$), "sentence structure" ($f = 4$), "lack of knowledge of writing" ($f = 2$), and "grammar" ($f = 1$).

To sum up, the findings from the 13 items and open-ended questions of the questionnaire revealed that the students had positive opinions towards the argumentative writing instruction. The students reported that they knew and understood more of how to construct the argumentative writing in a correct way and pattern to make it clear for the readers. They knew the effective process of constructing a piece of argumentative writing. Plus, they also learned more vocabulary and how to write in a correct grammatical feature. This showed the effectiveness of the instruction in helping the students to improve their argumentative writing ability. The next chapter will be the summary of the findings, the discussion, limitation, and recommendation for future research.

CHAPTER V

DISCUSSIONS AND RECOMMENDATIONS

This chapter deals with the discussion of the study: the effects of argumentative writing instruction using genre-based approach and critical thinking framework on argumentative writing ability of upper secondary school students in Thailand. The chapter presents the summary of the study, the research findings, the discussion of the research findings, conclusion, limitations, pedagogical implication, and recommendation for further studies.

Summary of the study

There were two research objectives of the study which aimed to investigate the effects of argumentative writing instruction using genre-based approach and critical thinking framework on argumentative writing ability of upper secondary school students and to explore the upper secondary school students' opinions towards the argumentative writing instruction using genre-based approach and critical thinking framework. This study was a one-group pretest-posttest, quasi-experimental design.

The participants of this study were 15 tenth grade students from Latplakhaophitthayakhom School. The argumentative writing instruction was conducted 10 weeks during the second semester of the academic year of 2016.

There were two research instruments used in this study. The first one was instructional tool which consisted of lesson plans that were constructed based on the conceptual framework of this study that the researcher combined the genre-based approach with critical thinking framework to teach argumentative writing based on the four elements of Toulmin model: claim, grounds, warrant, and rebuttal. The second one was the data collection tools: the argumentative English writing tests (pretest and posttest) and the questionnaire.

Before the experiment, the students were assigned to do the argumentative English writing pretest in order to measure the students' argumentative writing ability. After that, the students received the argumentative writing instruction that was designed by using the genre-based approach and critical thinking framework. At the end of the experiment, the students took the argumentative English writing posttest for measuring the improvement of the argumentative writing ability of the students

after receiving the argumentative writing instruction and also completed the questionnaire in exploring the students' opinions towards the instruction.

The students' argumentative writing tests were assessed by using argumentative text scoring rubric. The data obtained from the argumentative writing instruction using genre-based approach and critical thinking framework was analyzed by using Paired-sample *t*-test. The data was shown descriptively in the form of mean scores, standard deviations, *t*-values, and statistical significance. The data from the questionnaire was analyzed by using means, standard deviations and content analysis.

Summary of the findings

The findings obtained from the study answered two research questions of this study. For research question one: *“To what extent does argumentative writing instruction using genre-based approach and critical thinking framework enhance upper secondary school students' argumentative writing ability?”*, it was found that there was a significant difference between the pretest and posttest mean scores at the significance level of 0.05. The mean score of the pretest was 4.83, and the mean score of the posttest was 15.70. The findings revealed that the argumentative writing

instruction used in the current study significantly improved the students' argumentative writing ability.

For research question two: *“What are upper secondary school students' opinions towards argumentative writing instruction using genre-based approach and critical thinking framework?”*, the results from the questionnaire revealed that the students' opinions towards the argumentative writing instruction were positive. Every student reported that this argumentative writing instruction helped them to improve the argumentative writing ability. They understood more of how to write the argumentation in the correct way and pattern after they analyzed the model texts and practiced writing argument using critical thinking. They also learned new vocabulary, grammar, and sentence structure.

Discussion

This study was to investigate the effects of using genre-based approach and critical thinking framework and to explore the opinions of the upper secondary school students towards the writing instruction. The findings of this study showed interesting points to be discussed as follows.

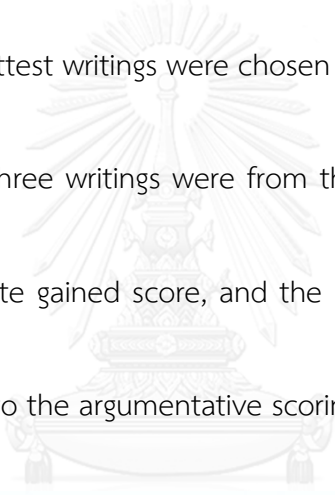
Improvement of students' pieces of argumentative writing

By analyzing the argumentative model text using critical thinking through genre-based approach and knowing how to construct the argumentative writing with important elements of argument, the students' argumentative writing ability was improved. Every student got higher scores on the posttest than the pretest. This proved that the argumentative writing instruction using genre-based approach and critical thinking framework was effective.

According to the findings from the argumentative writing tests of the study, the whole class gained higher scores in the posttest. For the pretest, the students were not able to write argumentation in the correct way of the argumentative pattern. They all wrote one paragraph, and there were few students did not even write a paragraph.

There were no introduction, body, and conclusion. The four elements of argument of Toulmin model: claims, grounds, warrants, and a rebuttal, were hardly found in the students' pretest. They tended to express their opinions only without considering the purpose of writing argumentation, the pattern of the argumentative essay, and the importance of giving reasons to convince the readers with proper evidence. These were

the reasons why all students' pretest scores were failed. However, after the students received the argumentative writing instruction, their posttest consisted of most of the essential aspects in writing the argumentation. It tended to have all of the elements of Toulmin model, and almost all of the students were able to construct a five-paragraph essay: one introduction, three bodies, and one conclusion. So, three students' pretest and posttest writings were chosen to analyze deeply in order to see their improvement. The three writings were from the students who had the highest gained score, the moderate gained score, and the lowest gained score. The writings were analyzed according to the argumentative scoring rubric.



I think Online learning better than Face to Face learning because is more convenient and easy to learn on the internet or social media and less time.
And Face to Face spend a lot of time to learn, I think Face to Face learning is expensive than Online learning, because I was studied in "Claire" and the cost of learning is 8900 baht and have a lot of homework.

Figure 7 The pretest writing of student 8 with the highest gained score

Nowadays, there are many ways of learning is online learning and face to face learning. In my opinion, I think online learning is better than face to face because it's more convenient and students can learn everytime they want,

Online learning it is more convenient than face to face because it takes less time and we don't need to go to place for learn something, It doesn't take a lot of time.

You can learn everytime they want, you don't need to take a bus to come to study, So you can learn everytime when you have a free time, and you going to have a lot of time to do anything eles instead of waiting a bus to go to study

If you study online learning, sometime you can't ask or you can't do some activity like when you learn in classroom. If you can't ask or you shy to ask, It going to make you wondering and you don't get enough knowledge after you learn. Maybe you don't get knowledge enough, And you should accept a bad point because it has a lot of goodpoint and It's help you learn a lot and you don't need to spend a lot of time for this

Online learning has a lot of good points but it has bad points, too. You should accept a bad point because good point is better you don't have to go to plate to learn and this very good for student.

Figure 8 The posttest writing of student 8 with the highest gained score

According to figure 7 and figure 8, the pretest and posttest writing pieces of the student who got the highest difference between the pretest and posttest were shown.

The student got 5.00 on the pretest and 23.50 on the posttest with the difference of 18.50. The pretest showed that there were no five paragraphs according to the instructions. In terms of argumentative writing, there were no structure at all. Only

thesis statement and reasons supporting the chosen position were presented in the pretest. However, after learning the argumentative writing instruction, the argumentative writing was improved. In the posttest, the five paragraphs with general background, thesis statement, reasons, claims, grounds, warrants, rebuttal, refutation, and conclusion were presented. As can be seen in the posttest, the thesis statement was clearer than the pretest. The student demonstrated a clear position and addressed all parts of the question. Furthermore, the student also had a conclusion paragraph for concluding the writing.

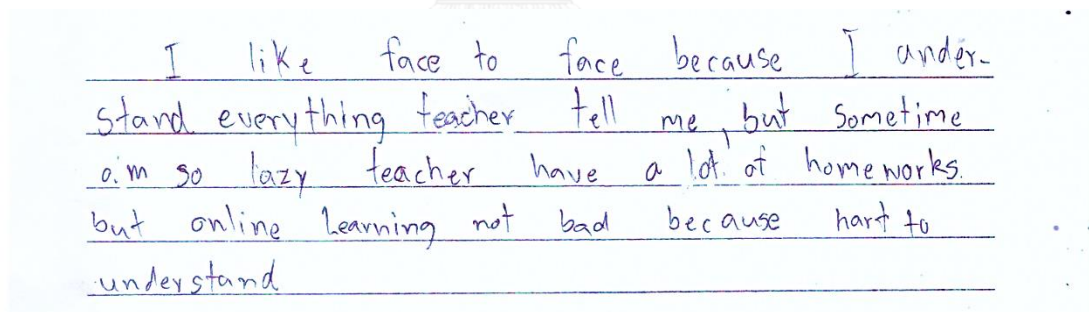


Figure 9 *The pretest writing of student 12 with the moderate gained score*

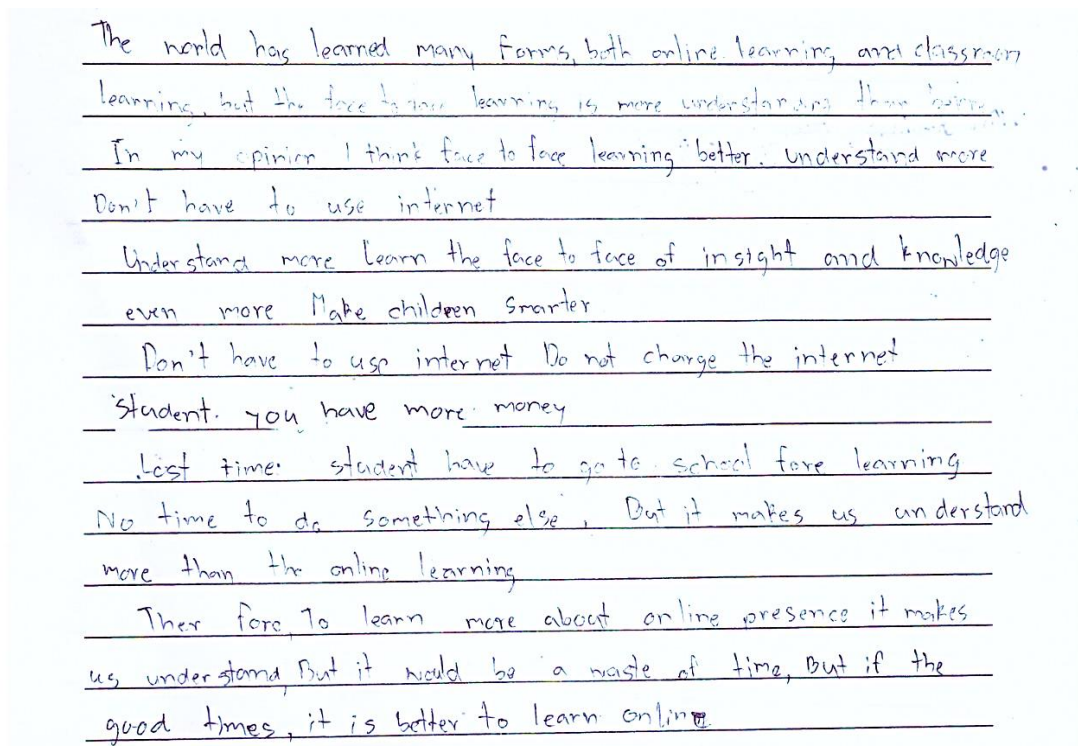


Figure 10 The posttest writing of student 12 with the moderate gained score

The above writings were the pretest and posttest from S12 who got moderate gained score on the posttest. The student got 4.00 on the pretest and 14.50 on the posttest with the difference of 10.50. The pretest in figure 9 showed that the student wrote only one paragraph with no structure of argumentative text. The text was very short and was unable to convey the appropriate arguments for the readers. The writing consisted of the thesis statement which was quite unclear and ineffectively identified the purpose and position. The thesis statement restated the question, but did not take

a strong position. The reasons were also provided to support the students' position.

The student wrote the rebuttal as well but without giving the ground and warrant to

support the rebuttal. Nevertheless, on the posttest in figure 10, there were five

paragraphs in the text. The thesis statement was improved as the student provided

the thesis statement that demonstrated a direction and addressed some parts of the

question. The claims, grounds, warrants, and the rebuttal were presented in the text,

but some of the paragraph, they were missing. The general background and conclusion

were also shown in the text.

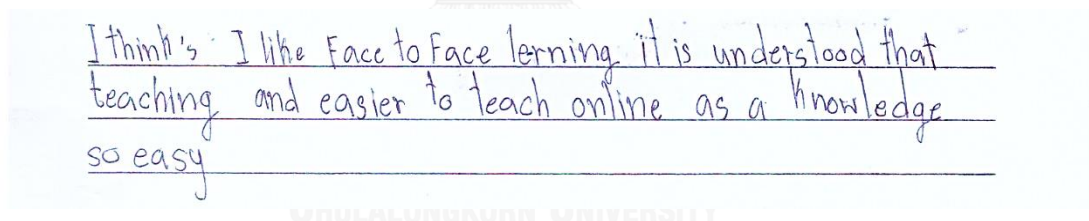


Figure 11 *The pretest writing of student 4 with the lowest gained score*

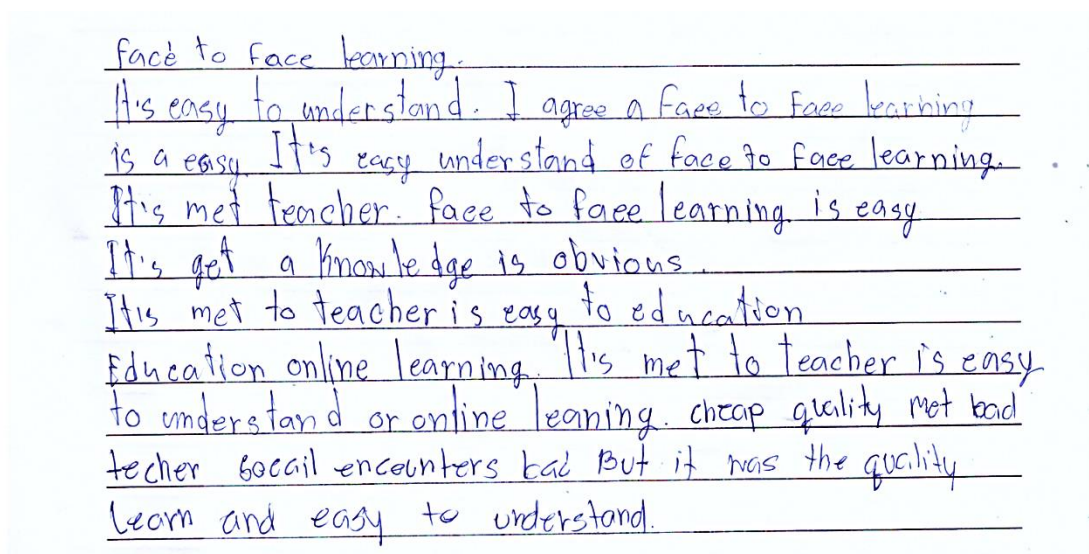


Figure 12 The posttest writing of student 4 with the lowest gained score

The last pretest and posttest of the student who got the lowest difference between both pretest and posttest were presented in figure 11 and figure 12. The student got 3 on the pretest and 5.25 on the posttest. S4 did not pass both pretest and posttest, but at least the student gained little improvement. On the pretest, the student wrote only two sentences which was not even a paragraph. Obviously, the student was not able to construct the argumentative writing, and not even knew how the argumentative text should be. Even though the thesis statement was there in the writing, it ineffectively identified the position. The student stated the reason to support the position that was chosen; however, there were no claims, grounds, warrants,

rebuttal, refutation, and conclusion. On the posttest, the student improved little bit. There were the claim, rebuttal, refutation, and few sentences of conclusion were provided, but there were no structure of argumentative pattern. The student was kind of repeating the same point over and over, so there were not enough supporting arguments to the chosen position.

Therefore, after receiving the argumentative writing instruction, the students' argumentative writing tended to consist of the important aspects of writing argumentation. The reasons of improving were from the advantages of using genre-based approach which will be discussed in the next discussion point.

Genre-based approach and argumentative writing development

According to the results of the students' argumentative writing test, it is clearly shown that the students improved their argumentative writing ability. At the beginning, the students had no idea of argumentative writing. They did not know what the important aspects of argumentative writing were, so they were not able to construct the effective argumentative text. After they were taught argumentative writing by using genre-based approach and critical thinking framework, their argumentative writing

ability was enhanced. The students were able to create clearer thesis statement with reasons as they learned how to provide a clear stance for the chosen position. They also provided claims to support the thesis statement, grounds to support the written claims, warrants to connect the provided grounds to the claims, and rebuttal to provide counter-arguments for the readers. These elements effectively supported the thesis statement which made it even stronger. This corresponds with Udomyamokkul's study (2004) which reported that the students did better on the argumentation after receiving the treatment. The claims and rebuttals were greatly developed. Plus, Khodabandeh et al.,'s study (2013) also revealed that the participants improved considerably with the elements of Toulmin model. Jantasin (2015) reported that her participants also provided stronger claims, more effective supporting ground, warrants, and a rebuttal after receiving the experiment. Besides the usefulness of genre-based approach, the critical thinking questions were another factor that helped the students to be able to construct argumentative writing.

Critical thinking questions and the ideas to write

The benefits of using critical thinking questioning affected the students' argumentative writing. Various types of questioning techniques were used in different stages of teaching in order to guide the students to think critically. At the very first, the students were not able to think much of what to write. Their ideas of writing were limited due to their low-medium level of English proficiency and their English content knowledge. So, the critical thinking questions were given to the students to help and guide their ideas of what to be written. The students were able to brainstorm ideas to write more due to the provided questions and create a longer writing. This is in line with Zimmerbaum's study (2014) that the students' argumentative writing scores increased through the use of critical questioning technique. Because of the genre-based approach and critical questioning, the amount of writing and the number of paragraphs were increased as the students had more ideas to construct longer pieces of argumentative text which corresponds with the reported opinions of the students.

Board activities and students' analysis of writing models

The provided activities could be the reason of improving the important aspects and elements of Toulmin model. The students practiced recognizing and analyzing the elements through activities. The provided activity in stage two of the conceptual framework of this study helped the students to analyze the elements of arguments of the given model text. The students had the opportunities to think about the important elements of arguments in the model text. During the beginning, the students struggled a little; thus, the critical thinking questions were provided for helping the students to think and be able to recognize and differentiate the elements critically. They were able to think which sentence was the thesis statement, claim, ground, warrant, and rebuttal, and which one was the reason supporting another. The evidence was shown on the writing board in appendix D. This activity promoted the students to understand and see how each elements functioned and how each of them should be written respectively. The students' argumentative writing were developed, and the elements of arguments were presented clearer. Although the argumentative writing is the difficult skill to acquire, the usefulness of genre-based approach together with the critical

thinking framework was helpful even for the students with low-medium level of English proficiency which will be discussed in the next point.

Argumentative writing instruction and students with low-medium level of English proficiency

Even though the students were low-medium level of English proficiency and had limited English content knowledge and vocabulary, this argumentative writing instruction was appropriate with the students because of the suitable content and activities that were designed to match with the level of the students. It gave them a lot of strengths in learning. The genre-based approach and critical thinking framework gradually assisted them to be able to compose the argumentation. The students had a chance to explore the model texts which helped them to be familiar with the argumentative text, and the analysis of the model texts helped them in constructing the argumentative texts as they used the model texts as their guidance and examples in writing. They had less knowledge in doing argumentation, so the model texts were really helpful. Plus, the students worked in a group and a pair to build their skills in doing argumentative writing before constructing the argumentative text independently.

They also had the opportunity to do independent construction of the argumentative text and compare their own writings with others to explore the similarities and differences. These slowly aided and built the argumentative writing ability of the students.

Students' opinions about the benefits of analyzing model text

The results from the questionnaire revealed that the students had positive opinions towards the argumentative writing instruction using genre-based approach and critical thinking framework. Most of the students stated that they saw the benefits of using the model text to analyze which helped them to know and understand more about how to create the argumentative writing which corresponds with the results from the questionnaire items that they strongly agreed. The items asking about the usefulness of model texts highly ranked among other items. This showed that the model texts were useful in aiding them to construct the effective argumentative writing. Apart from the model texts, the teacher's feedback gave benefits to the students as well.

Students' opinions about the benefits of teacher's feedback

Feedback was another important aspect in improving the students' argumentative writing. The students reported in the questionnaire that the feedback from the teacher helped them to develop their next writings. They received the feedback on their elements of arguments. The students were able to provide claim but did not state a strong position. So, suggestions were made for revision of the stronger claim. Most of the students tended to get confused with the grounds and warrants. This is in line with Knudson (1992) that the problem that was found the most was the students were unable to provide grounds and warrants. So, they were commented for their mistakes in order for them to learn and write the correct one in the next writing.

Conclusion

The argumentative writing instruction using genre-based approach and critical thinking framework was used in this study to teach the upper secondary school students. It was found to be an effective argumentative writing instruction as the students' argumentative writing ability was improved significantly after learning. Plus,

the students had positive opinions towards the instruction. Consequently, the genre-based approach with the help of critical thinking assisted the students to acquire knowledge logically and be able to produce logical pieces of argumentative writing.

Limitations of the Study

There were some limitations occurred in this study even though the argumentative writing instruction was conducted successfully, and all the findings were received to answer the research questions. The limitations were as follows:

Firstly, the students' English level proficiency was one of the limitations. They were students with low-medium level of English proficiency and did not expose much in English writing. This was a little bit hard for the researcher to conduct the argumentative writing. So, the content of the instruction was revised to make it more suitable for the students.

Secondly, as the students' English level proficiency was low-medium, their knowledge of English and vocabulary was limited. It was reported that this was their difficulty in learning the argumentative writing because they had to read the model

texts and analyze them. As a result, they were helped by the teacher, and sometimes, they helped themselves in searching for the meaning which took them some time.

Lastly, in order to write the argumentation more effectively, it takes a lot of time. This study took only a semester to teach argumentative writing, so the researcher had no time to pay much attention on the accuracy of language content. The researcher did not really teach them these aspects directly as they learned by analyzing the model texts. Some of the important aspects were picked up to focus in class, but not all of them. They needed more understanding of the language content in order to construct the writing.

Pedagogical implications

The findings from this research suggested some pedagogical implications as follows:

First, the chosen model texts should be motivated and suitable with the level of the participants, so that they will enjoy more in learning. There should be various model texts in order to build different contexts for the students. The topic of the

model texts should be something interesting which meets the students' interest. So, they want to engage more in the learning.

Second, teachers can maximize the time usage in the class to give time for the students to practice. The time can be given to the students who need help, and also teachers can spend time in giving individual feedback in order to help the students to effectively improve their writing.

Third, class size should not be too large. As writing is considered to be the most difficult skill, every student needs advice from the teacher while they are doing their writing. If the class size is big, teachers will not be able to facilitate every student. Therefore, the small class size would be more suitable to teach argumentative writing.

Lastly, the elements of Toulmin model can be used to teach students in different levels. Teachers can design the lessons and choose the suitable numbers of elements to teach which should be appropriate to the students' English level proficiency as well.

Suggestions for future research

After conducting argumentative writing instruction using genre-based approach and critical thinking framework with the students, the findings of the study gave some recommendations for future research. The suggestions are as follows:

First, this study was conducted with upper secondary school students, the future research could be conducted with different levels of students such as university students. The results could show something quite different because university students are more exposed to English than upper secondary school students.

Second, the genre-based approach could be used as the writing instruction with other types of writing. Any types of writing can employ genre-based approach to teach. Students can analyze the model text of the particular genre and learned how to construct the writing and be able to create different types of writing.

Third, the critical thinking could be added in teaching other types of writing. Any writings require the students to think critically in order to write the effective writing. If the critical thinking is added, students will be able to think and write critically. This will help the students to create a good pieces of writing.

Fourth, this study is a one group pretest-posttest, more groups could be added in future research. More numbers of groups can show more different results from each group.

Lastly, future researcher could employ other types of instruments to explore the students' opinions towards the instruction such as interview and students' logs.

These can gain more deep opinions from the students as there are more tools for them to express their opinions.



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Appendix A
Sample of Lesson Plan

Instructor: Pariyakorn Kitvilairat

Level: Grade 10

Title: Useful activities

Time: 400 minutes (8 periods)

Learning outcomes:

1. Students will be able to identify the context of the argumentative text about useful activities and its purpose.
2. Students will be able to identify the elements of argument and the language uses and the function of the argumentative text.
3. Students will be able to construct their own argumentative text as a group.
4. Students will be able to construct their own argumentative text independently.
5. Students will be able to compare the similarities and differences of the related argumentative text as well as giving and receiving feedback.

Materials:

- Model text on joining clubs
- Writing boards
- Handouts and worksheets

Stages	Teacher	Students
<i>1. Building the context of argumentative topic by determining the goal of learning and the purpose of the text through general questioning</i>		
<ul style="list-style-type: none"> ● Students are asked to discuss the purpose and the setting of the given argumentative text. The functions of 	<ul style="list-style-type: none"> ● Teacher distributes the model text on the topic of “<i>Should students join a club in school?</i>” (Appendix B) to students for them to read as a pair or small group. 	<ul style="list-style-type: none"> ● Students answer and discuss together as a class.

language are also revealed.

"Should students join a club in school?"

CLUBS

Many Thai students do not know their talents and the jobs that they want to do. So, it is not enough for students to learn only in the classroom because students learn only lessons. They should do activities that help them to find their real interests and learn how to work in real environment at the same time. The good way to solve this problem is that students should join a club in school as it can develop their interested skills, help students to use their time wisely, and learn how to manage their time appropriately.



Joining the club is a good way to find out the students' interests and enhance their interested skills. As many teachers said that finding what the students like mostly comes from joining or doing different activities. So, it is better for students to join a club to find what they want to do and to be.



Participating in a club can help students to spend time with useful activities and keep them from bad behaviors, such as playing games, doing drugs, and drinking alcohol. Nowadays, there are many students who tend to do useful activities including joining a club. There are many activities in the club that students can choose. These activities can help them change their mind, see new things, and do something enjoyable with others which they can learn a lot from doing activities.



However, students may get low GPA when joining the club. Some students pay too much attention to do the activities in the club, or what they are interested in more than their lessons or homework in other subjects. So, doing this will make their grades become low in these subjects. Nevertheless, if they can manage their time well, they will get higher GPA and improve their interested skills when they join a club.



To solve the problem that many students do not know their interests or jobs, students should join a club in school because not only joining the club helps students to find out their real interests and future jobs, but also improve their skills and avoids them from bad behaviors. If they can manage their time of their interests and other subjects, their working lives will be successful and they will be happy in the future.

- Teacher uses general questions to prompt students to spot the model text.

Examples:

- "What is the text about?"

- "What is the purpose of the text?"

- "Who is the writer of the text?"


- The answers can be varied.

- The possible answers:

- The text is about the good and bad points of joining clubs in a school.


- The purpose of the text is to persuade the readers to join the club or to provide or give advantages and disadvantages for readers to see.

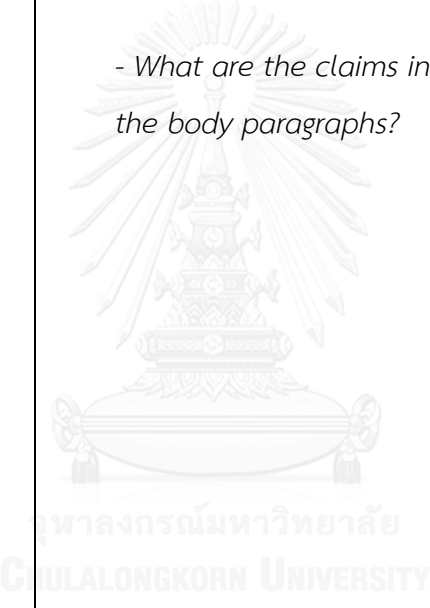
- The writer of the text may be


	<p>- “Who is the intended reader?”</p> <p>- “Do you think the writer has the same age as the readers?”</p>  <p>- “Is the vocabulary simple?”</p> <p>- “Is the sentence easy to understand?”</p> <p>- “Do you understand the words in text clearly?”</p>	<p>students in school who join the club in school.</p> <p>- The intended reader may be the students in school.</p> <p>- The writer and readers might have the different ages. The writer might be older as they seem to be experienced in joining clubs because they can state the advantages and disadvantages of joining clubs.</p> <p>- The answers can be yes and no.</p>
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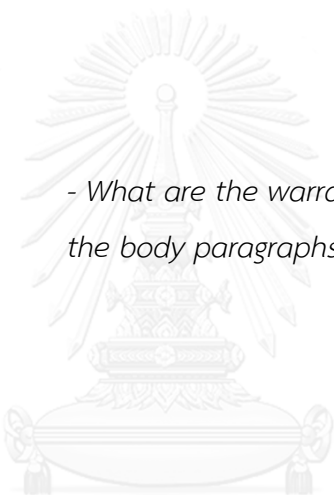
<p>2. Modeling and deconstructing the argumentative text based on the Toulmin model and the rhetorical structures through in-depth questioning</p>		
<ul style="list-style-type: none"> ● Students are asked to discuss and explore the whole text focusing on the Toulmin model of argument, the key grammatical and rhetorical features, and the function of the model argumentative text. 	<ul style="list-style-type: none"> ● Before asking the students to identify the four elements of argument in the model text: claim, ground, warrant, and rebuttal, the teacher introduces the elements by providing the handouts and worksheets for giving some statements, meanings, example sentences and exercises for them practice in order to be more familiar with the elements. Sample of handouts and worksheets are shown in Appendix C. ● After the students learn and gain more knowledge of the four elements, the students form a group of three, and the in-depth questions are given to the students to ask them to identify the functions of the text and the four elements. There are writing boards 	<ul style="list-style-type: none"> ● The answers can be varied.

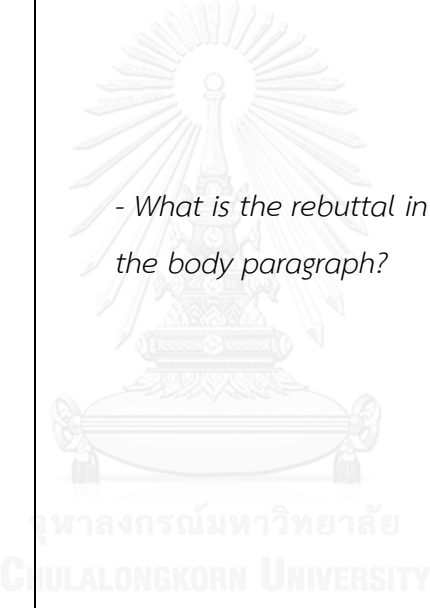
	<p>provided for students to write their answers for the in-depth questions and pieces of paper from the given model text for them to put on the provided boards (Appendix D). After they finish doing the task, they have to present to the class.</p> <p>Examples of in-depth questioning:</p> <ul style="list-style-type: none"> - <i>“How many paragraphs are in the text?”</i> - <i>“What does each paragraph represent in the text?”</i> - <i>“How does each paragraph function?”</i> 	<ul style="list-style-type: none"> ● The possible answers: <ul style="list-style-type: none"> - <i>There are five paragraphs in the text.</i> - <i>The first paragraph is the introduction, the second, the third, and the fourth paragraphs are the body paragraphs, and the fifth paragraph is conclusion.</i> - <i>The first paragraph introduces the text and shows</i>
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	 <p>จุฬาลงกรณ์มหาวิทยาลัย CHULALONGKORN UNIVERSITY</p>	<p><i>the writer's statement of position or the thesis statement. The second and third paragraphs give details of the text or state the claims, grounds, and warrants that demonstrate the positive of joining clubs. In the fourth paragraph, the writer gives a negative point-of-view or counterargument about joining clubs. The last paragraph is a summary of what the writer has written and states a little suggestion for preventing the negative effects to occur.</i></p>
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	<p>- What tenses does the writer use?</p> <p>- What is the thesis statement?</p> <p>- What are the claims in the body paragraphs?</p> 	<p>- The answers can be varied according to the text.</p> <p>- The thesis statement is “Student should be required to join a club in school.”</p> <p>-The claim of the first body paragraph is “Joining the club is a good way to find out the students’ interests and enhance their interested skills.”</p> <p>- The claim for the second body paragraph is “Participating in a club can help students to spend time with useful activities and keep them from bad behaviors.”</p>
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	<p>- What are the grounds in the body paragraphs?</p>  <p>จุฬาลงกรณ์มหาวิทยาลัย CHULALONGKORN UNIVERSITY</p>	<p>- The claim for the third body paragraph is “However, students may get low GPA when joining the club.”</p> <p>-The ground for the first body paragraph is “As many teachers said that finding what the students like mostly comes from joining or doing different activities.”</p> <p>- The ground for the second body paragraph is “Nowadays, there are many students who tend to do useful activities including joining a club.”</p> <p>- The ground for the third body</p>
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	 <p>- What are the warrants in the body paragraphs?</p>	<p>paragraph is</p> <p>“Some students pay too much attention to do the activities in the club, or what they are interested in more than their lessons or homework in other subjects.”</p> <p>- The warrant for the first body paragraph is</p> <p>“So, it is better for students to join a club to find what they want to do and to be.”</p> <p>- The warrant for the second body paragraph is</p> <p>“These activities can help them change their mind, see new things, and do something enjoyable with</p>
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	 <p>- What is the rebuttal in the body paragraph?</p>	<p>others which they can learn a lot from doing activities.”</p> <p>- The warrant for the third body paragraph is “So, doing this will make their grades become low in these subjects.”</p> <p>- The rebuttal in the third body paragraph is “Nevertheless, if they can manage their time well, they will get higher GPA and improve their interested skills when they join a club.”</p>
<p>3. Active learning on joint construction of the argumentative text with the guidance of informative questioning</p>		
<ul style="list-style-type: none"> ● Students are asked to work as a group to 	<ul style="list-style-type: none"> ● The students are divided into four groups. Teacher gives the pieces of 	<ul style="list-style-type: none"> ● Students do activities and construct the

<p>construct the argumentative text in an active learning environment.</p>	<p>sentences of the text with the topic of “<i>Should students join a music club in school?</i>” to students, and they are assigned to rearrange all the pieces of paper into a proper text on the provided writing boards. Then, they are asked to present their text to the class in order to see and discuss the order of the text they arranged.</p> <ul style="list-style-type: none"> ● After that, the teacher gives out the “<i>Should students join a music club in school?</i>” text, and teacher and students analyze the text together. ● Next, teacher provides the argumentative topic: “<i>Should every student watch foreign movies?</i>” to the students (See appendix E). ● Teacher and students brainstorm ideas together as a class. Then, the students are divided as a 	<p>text as a group with the consideration of elements of Toulmin model.</p> <ul style="list-style-type: none"> ● Students create the text based on the elements of Toulmin model.
--	---	--

	<p>group to work on the assigned topic.</p> <ul style="list-style-type: none"> ● Teacher provides the worksheet for students to complete. The position of the writer is chosen for the students, they have to write the thesis statements with appropriate reasons. The claims and the rebuttal are given for the students to write the grounds and warrants to support the given claims. Lastly, they have to provide conclusion for the text as well. ● While students are doing the writing, teacher can help guiding the students by asking informative questions. Examples: <ul style="list-style-type: none"> - <i>“What is the purpose of the text?”</i> - <i>“Why is the writer writing the text?”</i> - <i>“Who is the intended reader?”</i> 	<ul style="list-style-type: none"> ● The answers will be varied according to the students’ writing.
--	---	--

	<p>- “Does the paragraph contain the elements of argument?”</p>	
<p>4. Practicing Independent construction of the argumentative text with provided self-questioning</p>		
<ul style="list-style-type: none"> ● Students are assigned to construct the argumentative text independently and do self-questioning using checklist. 	<ul style="list-style-type: none"> ● Teacher helps the students to write by teaching them how to write an outline of the text. The worksheet is given to the students (Appendix F). ● Then, teacher assigns students to write on a topic of: <i>“Should students join a/an _____ club in school?”</i> Students can choose any clubs they want to write an argumentation. ● Teacher supervises the students while they do the writing. ● Teacher gives students a checklist for self-questioning (Appendix G). ● Teacher offers advice for writing to students. 	<ul style="list-style-type: none"> ● Students construct the argumentative independently with the consideration of the checklist. ● Students question themselves while doing the writing. ● The answers of the checklist will be varied

		according to their writing.
<p>5. <i>Reviewing related argumentative text emphasizing on Toulmin model by analytical questioning and providing feedback for improvement</i></p>		
<ul style="list-style-type: none"> ● Students are asked to review the related argumentative text based on Toulmin model of argument or other texts with the same context through analytical questioning. Feedback is also given in this stage. 	<ul style="list-style-type: none"> ● Teacher allows students to compare their own argumentative text with other friends' argumentative text to explore the similarities and differences. ● Teacher gives out the worksheet for finding similarities and differences (Appendix H). Teacher also asks analytical questions to guide them. <ul style="list-style-type: none"> - Examples: <ul style="list-style-type: none"> “What are the similarities?” “How are they similar?” “What are the differences?” “How are they different?” “What are the tenses?” “Is the word choice different?” ● Teacher allows students to discuss and share opinions to the class. 	<ul style="list-style-type: none"> ● Students compare the text, answer the analytical questions, and discuss together. ● The answers will be varied according to the comparison.

	<ul style="list-style-type: none">• Teacher gives overall feedback to the class and also to individual students.	
--	--	--



Appendix B

Sample of argumentative Model Text

“Should students join a club in school?”



Many Thai students do not know their talents and the jobs that they want to do. So, it is not enough for students to learn only in the classroom because students learn only lessons. Thai students should do activities that help them to find their real



interests and learn how to work in real environment at the same time. The good way to solve this problem is that students should join a club in school as it can develop their interested skills, help students to use their time wisely, and learn how to manage their time appropriately.

Joining the club is a good way to find out the students' interests and enhance their interested skills. As many teachers said that finding what the students like mostly comes from joining or doing different activities. So, it is better for students to join a club to find what they want to do and to be.



Participating in a club can help students to spend time with useful activities and keep them from bad behaviors, such as playing games, doing drugs, and drinking alcohol. Nowadays, there are many students who tend to do useful activities including joining a club. There are many activities in the club that students can choose. These activities can help them change their mind, see new things, and do something enjoyable with others which they can learn a lot from doing activities.

However, students may get low GPA when joining the club. Some students pay too much attention to do the activities in the club, or what they are interested in more than their lessons or homework in other subjects.



So, doing this will make their grades become low in these subjects. Nevertheless, if they can manage their time well, they will get higher GPA and improve their interested skills when they join a club.

To solve the problem that many students do not know their interests or jobs, students should join a club in school because not only joining the club helps students to find out their real interests and future jobs, but also improves their skills and avoids them from bad behaviors. If they can manage their time of their interests and other subjects, their working lives will be successful and they will be happy in the future.

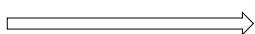


Appendix C

Sample of Handouts and Worksheets

Elements of Argument

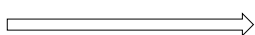
Thesis statement



ใจความหลักของเรื่อง และจุดยืนของผู้เขียน

Ex: In my opinion, there should be more laws to regulate texting while driving because....

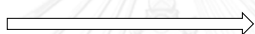
Claim



ข้ออ้าง / ข้อสรุป = ข้อความที่แสดงความคิดเห็นของผู้เขียนที่ต้องการให้ผู้อ่านยอมรับ

Ex: Having laws to regulate texting while driving can cut down on dangerous car accidents.

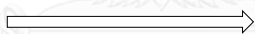
Ground



ข้อเท็จจริง / หลักฐาน ที่สนับสนุนความคิดเห็นหรือจุดยืนของผู้เขียน

Ex: The statistics shows that 1.6 million car accidents per year are caused by cell phone and texting.

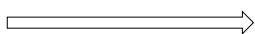
Warrant



ข้อสนับสนุน = เหตุผลที่เชื่อมโยงข้อเท็จจริงหรือหลักฐานกับข้ออ้างหรือข้อสรุป

Ex: Being distracted by texting on a cell phone while driving a car is dangerous and causes accidents.

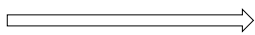
Rebuttal



ข้อแย้ง = ความคิดเห็นที่ตรงกันข้ามกับจุดยืนของผู้เขียน

Ex: However, controlling texting while driving will take a lot of time in doing and the responsibility of the police will be increased.

Refutation

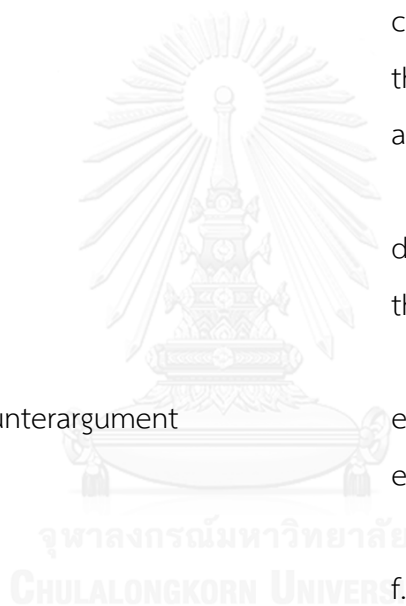


ข้อถกเถียงหรือทางออกเพื่อหักล้าง (ข้อแย้ง) rebuttal

Ex: Although some people might say that having laws to regulate texting while driving will not work much and increase the police's responsibility, making anti-texting laws a priority will save time, money, and lives.

Exercise 1. Match the word with its meaning

- | | |
|-------------------------------|---|
| 1. Thesis statement | a. The evidence that uses to support the opinion or position of the writer. |
| 2. Claim | b. The opposing view or position of the writer. |
| 3. Ground | c. The statement of opinion that the writer wants the reader to agree with. |
| 4. Warrant | d. The statement that disproves the opposing view. |
| 5. Rebuttal / Counterargument | e. The reason that connects the evidence to the claim. |
| 6. Refutation | f. The position of the writer. |



Exercise 2. Put ✓ in front of the thesis statements that are strong and put X in front of the thesis statements that are weak.

- _____ 1. It rains every day in Thailand.
- _____ 2. In this paper, I will talk about how the Government of Thailand works.
- _____ 3. At least 25 percent of the federal budget should be spent on limiting pollution.
- _____ 4. America's anti-pollution efforts should focus on privately owned cars.
- _____ 5. Thai people should exercise more in order to decrease the chance of getting obesity.

Thesis statement – A thesis is a direct statement that explains the topic of your essay, what you believe about the topic, and why you believe it.

A thesis statement is made up of three different parts:

- | | |
|--------------------|--|
| 1.) Identification | (What is the topic you are talking about?) |
| 2.) Your position | (What do you believe about the topic?) |
| 3.) Direction | (What are the two main reasons you can support your position?) |

Exercise 3. Write the thesis statement of the given information.

Writing Prompt: Educators often discuss whether high school sports have a positive influence on students. Some educators think high school sports have a positive influence because students can learn different things from athletic competition. Other educators think high school sports do not have a positive influence because the emphasis on sports often overshadows student achievement in other areas. In your opinion, do high school sports have a positive influence on students?

Example:

<u>ID- Identify topic</u>	<u>Your position-What you believe</u>	<u>Direction-2 general reasons you believe your position is true</u>
- Sports offered in high school	- They have a positive influence	- Teach social skills - Provide exercises
<u>Thesis statement:</u> High school sports have a positive influence on high school students because they teach social skills, teach time-management skills, and provide exercises for students to participate.		

1. Writing Prompt: In Thailand, 18-year-old people can have the permission to own the driving license and drive a car. Some people feel that 18-year-old people lack the responsible of driving a car, and the age should be changed from 18 to 20. Others argue that 18-year-old people are mature enough to use a car. In your opinion, should the driving age be raised from 18 to 20?

<u>ID- Identify topic</u>	<u>Your position-What you believe</u>	<u>Direction-2 general reasons you believe your position is true</u>
<u>Thesis statement:</u>		

2. Writing Prompt: Should cell phones be banned in high schools?

<u>ID- Identify topic</u>	<u>Your position-What you believe</u>	<u>Direction-2 general reasons you believe your position is true</u>
<u>Thesis statement:</u>		

Exercise 4. Form a paragraph in a correct order (claim, ground, warrant) using the giving sentences.

1. – Sleeping before 11 p.m. is important because people can fully receive the growth hormone.
 - So, if they have enough sleep, their body can grow faster and healthier as well.
 - Growth hormone is a peptide hormone that stimulates growth and cell reproduction which is important to human development.

2. – Your body will have a good digestion if you eat enough vegetables and fruits.
 - Vegetables and fruits contain a lot of fiber which aids your digestion.
 - Eating vegetables and fruits is good for your health.

3. – Drinking at least 8 glasses of water is important for your body.
 - Drinking enough water can help your body working properly.
 - As your body mostly composed of water, so you should drink enough water.

Exercise 5. Write down a warrant that links these claims and grounds.

Example: Mrs.Krebopple is a rotten teacher. She is having an affair with the principal.

Warrant: Good teachers don't sleep with the principal.

1. Alex should never have been allowed to be the team captain. Half the players on the team are more talented athletes.

Warrant: _____

2. It is pointless to get upset about yesterday's screaming match. There is nothing you can do to change it now.

Warrant: _____

Exercise 6. Write the refutation to the given rebuttal/ counterargument.

1. Studying in international school helps students to develop their skills of foreign languages: listening, speaking, reading, and writing. However, it might decrease the ability of using their mother tongue language and forget their traditions and cultures as well.

Refutation: _____

2. Using cell phones since early childhood is good for many children. They learn how to use technology in communicating with others. Children can also learn different things from using cell phones. However, this might distract students from learning and get bad grades as they are too addicted to social networks

Refutation: _____

Appendix D

Sample of Students' Boards

GROUP A

How many paragraphs are there in the text? 5 Paragraphs	What does each paragraph represent in the text? 1. Introduction 2. Body 1 3. Body 2 4. Body 3 5. Conclusion	How does each paragraph function? Intro Body 1: Problem Body 2 Body 3 Conclusion	What tenses does the writer use? Future Present Past Simple
Thesis Statement In my opinion, I disagree with the statement as I think that using a personal car is more comfortable than using a public transportation because it is easier to go anywhere, and it also saves a lot of time.	Rebuttal However, people who use their personal cars may find it hard to park their cars.	Refutation Although, there might be some bad points of having a personal car, it will give them a lot of benefits. Nevertheless, if they manage their time carefully, the chaos of getting their problems is less.	
Claim Body 1 However, people who use their personal cars may find it hard to park their cars.	Ground Bo1 When people want to go to far places, sometimes they have to change a lot of vehicles in order to reach the place, but having personal cars is just easier such problem. Bo2 They do not have to wait for a public transportation such as buses, taxis, BRTK, or MRT. Body 3 As we all know that eventually, there are a large number of cars, and there are not enough parking lots.	Warrant Bo1 So, if they have their own cars and use them to transport, they do not have to change buses, they can go to places directly. Bo2 If they use their personal cars, they can go wherever they want at any time. Bo3 For example, when there is an emergency call and suddenly we have to go to that place immediately, they can get in the car and drive right away. Body So people have to spend a lot of time looking for a parking place to park their cars. Therefore, they prefer to use a public transportation instead.	

GROUP B

How many paragraphs are there in the text? 5 paragraphs	What does each paragraph represent in the text? 1. Introduction 2. Body 3. Conclusion	How does each paragraph function? - paragraph 1: introduction the text - paragraph 2: explains the text - paragraph 3: concludes the text	What tenses does the writer use? Present Simple Past Future etc
Thesis Statement The good way to solve this problem is that students should join a club in school as it can develop their interest skills, help students to use their time wisely, and learn how to manage their time appropriately.	Rebuttal	Refutation Nevertheless, if they can manage their time well, they will get higher GPA and improve their interest skills when they join a club.	
Claim Body 1 Joining a club is a good way to find out the students' interests and enhance their interest skills. Body 2 Participating in a club can help students to spend time with useful activities and keep them away from bad behaviors such as playing games, using drugs, and drinking alcohol. Body 3 However, students may get low GPA when joining the club.	Ground Body 1 As some students said that studying was the students like mostly comes from joining or doing activities. Body 2 Nevertheless, there are many things that can be done useful activities including joining a club. Body 3 Some students may not have abilities to do the activities in the club or what they are interested in other than their lessons or homework in other subjects.	Warrant Body 1 So, it is better for students to join a club to find what they want to do and to be... Body 2 These activities can help them change their mind, see new things, and do something interesting with others which they can learn a lot from doing activities. Body 3 So, doing this will make their grades become low in those subjects.	

Appendix E

Sample of Worksheet for Group Work

Instructions. Write thesis statement, grounds, warrants, refutation, and conclusion in order to form an essay.

“Should every student watch foreign movies?”

Nowadays, there are many useful activities that students can choose to join such as joining clubs, reading books, playing sports, and doing hobbies. Watching foreign movies is considered to be a useful activity as well as it provides a lot of benefits to students. Therefore, _____

Students can gain new knowledge from watching foreign movies.

Watching foreign movies can help them relax from stress in their lives.

However, students may be too addicted to this activity which causes them to have low grades in their studies. _____

Appendix F
Sample of Tentative Outline of Argumentative Essay

INTRODUCTION

Background:

Thesis statement: Your position on this issue

Reasons: Summarize of supporting reasons

BODY PARAGRAPH #1: First supporting point

Claim: _____ _____ _____	Ground: _____ _____ _____
--------------------------------	---------------------------------

Warrant: _____

BODY PARAGRAPH #2: Second supporting point

Claim: _____ _____ _____	Ground: _____ _____ _____
--------------------------------	---------------------------------

Warrant: _____

BODY PARAGRAPH # 3: Rebuttal

Claim: _____ _____ _____	Ground: _____ _____ _____
--------------------------------	---------------------------------

Ground: _____ _____ _____	Refutation: _____ _____ _____
---------------------------------	-------------------------------------

CONCLUSION

Conclusion: _____

Appendix G

The Students' Self-questioning Checklist

Instructions: After finishing your argumentative writing, put ✓ to check whether your argumentative text contains the following components:

- | | | |
|--|------------------------------|-----------------------------|
| 1. A thesis statement with reasons, | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. the claim in body paragraph 1, | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. the ground in body paragraph 1, | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. the warrant in body paragraph 1, | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. the claim in body paragraph 2, | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. the ground in body paragraph 2, | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. the warrant in body paragraph 2, | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8. the claim/rebuttal in body paragraph 3, | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9. the ground in body paragraph 3, | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10. the warrant in body paragraph 3, | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11. the refutation in body paragraph 3, | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 12. and the purpose of the text? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 13. Is my argumentative writing in an appropriate order? | | _____ |




 Yes

 No


Appendix I
Lesson Plan Evaluation Form

Instructions: Please put \surd in the box to indicate your evaluation (appropriate, not sure, or inappropriate) of each statement and give your comments or suggestions for the improvement of the lesson plan.

Statements	Evaluation			Comments or Suggestions
	(+1) Appropriate	(0) Not sure	(-1) Inappropriate	
1. The learning outcomes of the lesson plans are appropriate.				
2. The contents difficulty is appropriate for the target group of students.				
3. The language level is appropriate for the target group of students.				
4. The language used in lesson plans is clear and understandable.				

5. The teaching procedures are consistent with Argumentative Writing Instruction Using Genre-Based Approach and Critical Thinking Framework.				
6. The materials and activities used in the lesson plans are appropriate for the target group of students.				
7. The instructions of the tasks are understandable and easy to follow.				
8. Time allocation for each lesson is appropriate.				

Comments:

.....

.....

.....

Appendix J

The Percentage of the Experts' Evaluation on the Sample of Lesson Plan (IOC)

Statements	Evaluation			Comments or Suggestions
	(+1) Appropriate	(0) Not sure	(-1) Inappropriate	
1. The learning outcomes of the lesson plans are appropriate.	3 (100%)	0 (0%)	0 (0%)	1 (reserved)
2. The contents difficulty is appropriate for the target group of students.	1 (33.3%)	1 (33.3%)	1 (33.3%)	0 (should be revised)
3. The language level is appropriate for the target group of students.	2 (66.7%)	1 (33.3%)	0 (0%)	0.67 (reserved)
4. The language used in lesson plans is clear and understandable.	3 (100%)	0 (0%)	0 (0%)	1 (reserved)
5. The teaching procedures are consistent with Argumentative Writing Instruction Using Genre-Based	2 (66.7%)	1 (33.3%)	0 (0%)	0.67 (reserved)

Approach and Critical Thinking Framework.				
6. The materials and activities used in the lesson plans are appropriate for the target group of students.	2 (66.7%)	0 (0%)	1 (33.3%)	0.33 (should be revised)
7. The instructions of the tasks are understandable and easy to follow.	2 (66.7%)	1 (33.3%)	0 (0%)	0.67 (reserved)
8. Time allocation for each lesson is appropriate.	1 (33.3%)	1 (33.3%)	1 (33.3%)	0 (should be revised)
			Total	0.54 (reserved)

Appendix K
Argumentative Writing Test (Pretest & Posttest)

Instructions: Write a five-paragraph argumentative essay with appropriate reasons to support your position. (150-250 words)

Time allocation: 100 minutes

Nowadays, there are many ways of learning for students to access. One of them is the online learning which students can learn anywhere they want. In your opinion, is online learning better than face to face learning?



Appendix L

Argumentative Text Scoring Rubric

(Adapted from Toulmin Argumentative Essay Rubric of Krieger-James, 2012)

ARGUMENT SCORE*INTRODUCTION*

Components	3 Points	2 Points	1 Point	POINTS
General Background			General background is presented	/1
Thesis statement – Precise and arguable	Excellent Thesis - Formulates a clear, specific thesis which states purpose and position. Thesis demonstrates a clear position and addresses all parts of the question.	Sufficient Thesis - Formulates a specific thesis which adequately states purpose and position. Thesis demonstrates a direction, and addresses some parts of the question.	Weak Thesis - Formulates an unclear thesis which ineffectively identifies a purpose or position. Thesis restates the question but does not take a position or identifies a purpose.	/3
Listing of parallel reasons			Listing of parallel reasons is presented	/1
			Total points for ‘Introduction’	/5

BODY Paragraph #1

Components	3 Points	2 Points	1 Point	POINTS
CLAIM of body paragraph 1 ties to the first reason listed in thesis			The claim ties to first reason and clearly states in the body paragraph.	/1
GROUND/DATA/EVIDENCE to prove your claim	Excellent Grounds <i>- Uses relevant and effective evidence. Evidence directly connects to and strengthens the claim of the thesis statement.</i>	Sufficient Grounds <i>- Uses relevant evidence. Evidence connects to and supports the claim.</i>	Weak Grounds <i>- Sources used in an ineffective or irrelevant manner which fails to support thesis. Some evidence fails to support the claim.</i>	/3
WARRANTS are clear			Warrants are related to the claim and ground and clearly connect the grounds to the stated claim.	/1
			Total points for 'Body paragraph#1'	/5

BODY Paragraph #2

Components	3 Points	2 Points	1 Point	POINTS
CLAIM of body paragraph 2 ties to the first reason listed in thesis			The claim ties to second reason and clearly states in the body paragraph.	/1
GROUND/DATA/EVIDENCE to prove your claim	Excellent Grounds <i>- Use relevant and effective evidence. Evidence directly connects to and strengthens the claim of the thesis statement.</i>	Sufficient Grounds <i>- Uses relevant and effective evidence. Evidence connects to and supports the claim.</i>	Weak Grounds <i>- Sources used in an ineffective or irrelevant manner which fails to support thesis. Some evidence fails to support the claim.</i>	/3
WARRANTS are clear			Warrants are related to the claim and ground and clearly connect the grounds to the stated claim.	/1
			Total points for 'Body paragraph#2'	/5

BODY Paragraph #3

Components	3 Points	2 Points	1 Point	POINTS
CLAIM / REBUTTAL of body paragraph 3 states the opposing view or position of the writer.			The claim/rebuttal clearly states in the body paragraph.	/1
GROUND/DATA/EVIDENCE to prove your claim	Excellent Grounds - Use relevant and effective evidence. Evidence directly connects to and strengthens the claim of the thesis statement.	Sufficient Grounds - Uses relevant and effective evidence. Evidence connects to and supports the claim.	Weak Grounds - Sources used in an ineffective or irrelevant manner which fails to support thesis. Some evidence fails to support the claim.	/3
WARRANTS are clear			Warrants are related to the claim and ground and clearly connect the grounds to the stated claim.	/1
Refutation			Counterargument is presented in the paragraph with proper reasoning and evidence to	/1

			support the opposing view.	
			Total points for 'Body paragraph#3'	/6

CONCLUSION

Components	3 Points	2 Points	1 Points	POINTS
Conclusion			The writer summarizes the important points and/or provides a clear conclusion with proper advice.	/1
			Total points for 'Conclusion'	/1



CONVENTIONS SCORE

	3 Points	2 Points	1 Point
	There are minor errors on grammatical features, punctuation, and spelling that do not obscure the meaning of the text. The essay is understandable and readable.	There are noticeable errors that distract the reader from reading the essay. The errors are numerous, but the whole essay is readable.	There are noticeable and numerous errors that distract the reader and affect the meaning of the whole essay.
		Total points for 'Conventions'	/3

GRAND TOTAL SCORES	Argument Score (___/22)	Conventions Score (___/3)	TOTAL Score (___/25)
---------------------------	------------------------------------	--------------------------------------	---------------------------------

Appendix M

The Percentage of the Experts' Evaluation on the Argumentative Writing Tests
(IOC)

Statements	Evaluation			Comments or Suggestions
	(+1) Appropriate	(0) Not sure	(-1) Inappropriate	
1. Content Validity				
● Pretest & Posttest	2 (66.7%)	1 (33.3%)	0 (0%)	0.67 (reserved)
2. The instructions of the test is understandable.	2 (66.7%)	1 (33.3%)	0 (0%)	0.67 (reserved)
3. The time given is appropriate for students to complete the test.	2 (66.7%)	1 (33.3%)	0 (0%)	0.67 (reserved)
4. Scoring Rubric is appropriate for the test.	2 (66.7%)	1 (33.3%)	0 (0%)	0.67 (reserved)
Total				0.67 (reserved)

Appendix N

Questionnaire Questions (English version)

This questionnaire is designed to explore the students' opinion towards the argumentative writing instruction using genre-based approach and critical thinking framework. All answers from the questionnaire are confidential.

Please put ✓ in the box of your choice and write your answer where lines are provided.

1. Gender Male Female
2. How long have you been studying English? _____
3. How often do you read in English per week?
 Everyday 3-5 days 1-2 days Never
4. How often do you write in English per week?
 Everyday 3-5 days 1-2 days Never
5. What is your current English writing skill?

	Very good	Good	Average	Weak	Very weak
Writing					

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. This argumentative writing instruction improves my argumentative writing skill.				
2. This argumentative writing instruction encourages me to write argumentative writing in the future.				
3. Model text helps me to understand how to construct the argumentative writing.				
4. Using model text as a guideline makes me feel more confident in writing an argumentation.				
5. The elements of argument help me to understand more about argumentative writing and be able to write the argumentative text.				
6. I use critical thinking in analyzing the model text.				
7. I use critical thinking in writing argumentative text.				
8. Questions in the lessons help me to understand the argumentative text more.				
9. Questions in the lessons help me to brainstorm ideas to write an argumentation.				

10. Questions in the lessons help me think more critically.				
11. Comparing my friend's argumentative texts allows me to think critically and explore the differences among them.				
12. Feedback received from the teacher helps me to develop my next argumentative writing.				
13. I prefer to study other writings in the same way as this class.				

14. Do you think this argumentative writing instruction help you improve your argumentative writing ability? Please explain.

15. What is the difficulty in studying this argumentative writing instruction? Please explain.

Appendix O

Questionnaire Questions (Thai version)

แบบสอบถามเกี่ยวกับความคิดเห็นต่อรูปแบบการสอนการเขียนเชิงสารก

แบบสอบถามนี้ถูกจัดขึ้นเพื่อสอบถามความคิดเห็นของนักเรียนเกี่ยวกับรูปแบบการสอนการเขียนเชิงสารกแบบเน้นประเภทและกรอบแนวคิดการคิดเชิงวิเคราะห์ คำตอบทั้งหมดของนักเรียนจะถูกเก็บเป็นความลับ

โปรดใส่เครื่องหมาย ✓ และเขียนคำตอบลงในช่องว่างที่กำหนดให้

1. เพศ ชาย หญิง
2. คุณเรียนภาษาอังกฤษมานานเท่าไรแล้ว? _____
3. คุณอ่านภาษาอังกฤษต่อสัปดาห์บ่อยแค่ไหน?

 ทุกวัน 3-5 วัน 1-2 วัน ไม่เคย
4. คุณเขียนภาษาอังกฤษต่อสัปดาห์บ่อยแค่ไหน?

 ทุกวัน 3-5 วัน 1-2 วัน ไม่เคย
6. ทักษะการเขียนภาษาอังกฤษของคุณตอนนี้อยู่ในระดับใด?

	ดีมาก	ดี	ปานกลาง	แย่	แย่มาก
กรเขียน					

ประโยค	เห็นด้วย อย่างมาก	เห็นด้วย	ไม่เห็น ด้วย	ไม่เห็น ด้วย อย่าง มาก
1. การสอนการเขียนเชิงสาธกนี้พัฒนาทักษะการเขียนเชิงสาธกของฉัน				
2. การสอนการเขียนเชิงสาธกนี้กระตุ้นให้ฉันเขียนการเขียนเชิงสาธกในอนาคต				
3. บทความตัวอย่างช่วยให้ฉันเข้าใจว่า จะต้องเขียนการเขียนเชิงสาธกอย่างไร				
4. การใช้บทความตัวอย่างเป็นแนวทางในการเขียนช่วยให้ฉันมั่นใจในการเขียนเชิงสาธกมากยิ่งขึ้น				
5. ส่วนประกอบของการเขียนเชิงสาธกช่วยให้ฉันเข้าใจเกี่ยวกับการเขียนเชิงสาธกมากยิ่งขึ้นและสามารถช่วยให้ฉันเขียนการเขียนเชิงสาธกได้				
6. ฉันใช้การคิดเชิงวิเคราะห์ในการวิเคราะห์บทความตัวอย่าง				
7. ฉันใช้การคิดวิเคราะห์ในการเขียนเชิงสาธก				
8. คำถามในบทเรียนช่วยให้ฉันเข้าใจการเขียนเชิงสาธกมากยิ่งขึ้น				
9. คำถามในบทเรียนช่วยให้ฉันรวบรวมความคิดในการเขียนเชิงสาธก				
10. คำถามในบทเรียนช่วยให้ฉันคิดเชิงวิเคราะห์มากยิ่งขึ้น				

11. การเปรียบเทียบงานเขียนเชิงสารกของเพื่อนทำให้ฉันคิดเชิงวิเคราะห์และหาข้อแตกต่างระหว่างงานเขียนนั้นๆ				
12. การตอบกลับของอาจารย์ช่วยให้ฉันพัฒนาการเขียนเชิงสารกของฉันในครั้งต่อไป				
13. ฉันอยากที่จะเรียนการเขียนรูปแบบอื่นในวิธีการสอนแบบเดียวกับวิชานี้				

14. คุณคิดว่าการสอนการเขียนเชิงสารกนี้ช่วยให้คุณพัฒนาศักยภาพการเขียนเชิงสารกของคุณหรือไม่? โปรดอธิบาย

15. อะไรคืออุปสรรคในการเรียนวิชาการเขียนเชิงสารกนี้? โปรดอธิบาย

Appendix P
Questionnaire Evaluation Form

Instructions: Please put \checkmark in the box to indicate your evaluation (appropriate, not sure, or inappropriate) of each statement and give your comments or suggestions for the improvement of the questionnaire.

Statements	Evaluation			Comments or Suggestions
	(+1) Appropriate	(0) Not sure	(-1) Inappropriate	
Content Validity				
1. This argumentative writing instruction improves my argumentative writing skill.				
2. This argumentative writing instruction motivates me to write argumentative writing.				
3. Model text helps me to understand how to construct the argumentative writing.				

4. Using model text as a guideline makes me feel more confident in writing an argumentation.				
5. The elements of argument help me to understand more about argumentative writing and be able to write the argumentative text.				
6. I use a lot of critical thinking in analyzing the model text.				
7. I use a lot of critical thinking in writing argumentative text.				
8. Questions help me to understand the argumentative text more.				
9. Questions help me to brainstorm ideas to write an argumentation.				

10. Questions help me to think more critically.				
11. Comparing argumentative texts allows me to think analytically and explore the differences among them.				
12. Feedback received from the teacher helps me to develop my next argumentative writing.				
13. I prefer to study other writings in the same way as this class.				
14. Do you think this argumentative writing instruction help you improve your argumentative writing ability? Please explain.				

15. Do you have any difficulty in studying this argumentative writing instruction? Please explain.				
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Comments:

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Appendix Q

The Percentage of the Experts' Evaluation on the Questionnaire (IOC)

Statements	Evaluation			Comments or Suggestions
	(+1) Appropriate	(0) Not sure	(-1) Inappropriate	
Content Validity				
1. This argumentative writing instruction improves my argumentative writing skill.	2 (66.7%)	1 (33.3%)	0 (0%)	0.67 (reserved)
2. This argumentative writing instruction motivates me to write argumentative writing.	1 (33.3%)	2 (66.7%)	0 (0%)	0.33 (should be revised)
3. Model text helps me to understand how to construct the argumentative writing.	2 (66.7%)	1 (33.3%)	0 (0%)	0.67 (reserved)
4. Using model text as a guideline makes me feel more confident in writing an argumentation.	2 (66.7%)	1 (33.3%)	0 (0%)	0.67 (reserved)

5. The elements of argument help me to understand more about argumentative writing and be able to write the argumentative text.	2 (66.7%)	1 (33.3%)	0 (0%)	0.67 (reserved)
6. I use a lot of critical thinking in analyzing the model text.	2 (66.7%)	1 (33.3%)	0 (0%)	0.67 (reserved)
7. I use a lot of critical thinking in writing argumentative text.	2 (66.7%)	1 (33.3%)	0 (0%)	0.67 (reserved)
8. Questions help me to understand the argumentative text more.	2 (66.7%)	1 (33.3%)	0 (0%)	0.67 (reserved)
9. Questions help me to brainstorm ideas to write an argumentation.	2 (66.7%)	1 (33.3%)	0 (0%)	0.67 (reserved)
10. Questions help me to think more critically.	2 (66.7%)	1 (33.3%)	0 (0%)	0.67 (reserved)

11. Comparing argumentative texts allows me to think analytically and explore the differences among them.	0 (0%)	3 (100%)	0 (0%)	0 (should be revised)
12. Feedback received from the teacher helps me to develop my next argumentative writing.	2 (66.7%)	1 (33.3%)	0 (0%)	0.67 (reserved)
13. I prefer to study other writings in the same way as this class.	1 (33.3%)	2 (66.7%)	0 (0%)	0.33 (should be revised)
14. Do you think this argumentative writing instruction help you improve your argumentative writing ability? Please explain.	2 (66.7%)	1 (33.3%)	0 (0%)	0.67 (reserved)

15. Do you have any difficulty in studying this argumentative writing instruction? Please explain.	2 (66.7%)	1 (33.3%)	0 (0%)	0.67 (reserved)
Total				0.58 (reserved)



Appendix R

Scores of Argumentative Writing Tests from Two Raters

Participants	Pretest		Posttest	
	Rater A	Rater B	Rater A	Rater B
S1	7	6	14.25	16.5
S2	2	1.5	14.75	14.75
S3	5	4	19	18
S4	3	3	5.25	6.25
S5	7	7.5	16	16.5
S6	2	2	19.5	18.75
S7	3	4	20	18.75
S8	5	6	23.5	23
S9	6	5	17	18
S10	6.5	6	13	14.5
S11	7	7	13.75	14.5
S12	4	4	14.5	13.5
S13	3	3	15.5	14.5
S14	6	5.5	13.75	14.5
S15	6	5.5	15.75	17

Appendix S

Scores of Two Independent Writings from Two Raters

Participants	1 st Independent Writing		2 nd Independent Writing	
	Rater A	Rater B	Rater A	Rater B
S1	13.5	14	14	14.5
S2	12.5	12.25	17	15.5
S3	16.5	18	21	20
S4	15.5	16	16	16
S5	11	13	17.5	19.5
S6	15	14	19	18.25
S7	14.5	14	19	20
S8	15.5	14.5	21.5	22
S9	14.75	14	16.5	17
S10	16	17	16	16.5
S11	16.5	19.5	17.5	18
S12	14	15	19	18
S13	7.75	9.75	16	14.5
S14	25	25	21.5	22
S15	16	16.5	16.5	17.5

VITA

Pariyakorn Kitvilairat was born on October 24th, 1991 in Bangkok, Thailand. After completing her Bachelor's Degree in Business English Communication (second class honor) from Faculty of Liberal Arts, Thammasat University, she continued her Master's Degree in Teaching English as a Foreign Language at the Faculty of Education, Chulalongkorn University. She is currently an English tutor and she is aiming to teach English in higher education level.

