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APPENDICES

Appendix A

(Final version) Checklist (Identifying content and organization)

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

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

Appendix B

(First draft) Checklist (Module 1: Identify for content and organization)

evaluation form used by the specialists to validate the checklist

| Items | Questions | Yes | No | Identifying the sentence |
|----------------------------|---|-----|----|--------------------------|
| Topic Sentence | 1. Does the paragraph have the topic sentence? | | | |
| | 2. Does the topic sentence fit the paragraph? | | | |
| | 3. Are there any controlling idea? (If so) is it clear? | | | |
| Supporting Details | 4. Is there enough support to explain the topic sentence? | | | |
| | 5. Does each support clearly relate to or develop the topic sentence? | | | |
| | 6. Is the relationship between support sentences clear? | | | |
| Concluding Sentence | 7. Is there the concluding sentence? | | | |
| | 8. Does the concluding sentence tie the paragraph together? | | | |
| | 9. Does the paragraph have the required organizational pattern? | | | |

THE CHECKLIST EVALUATION FORM

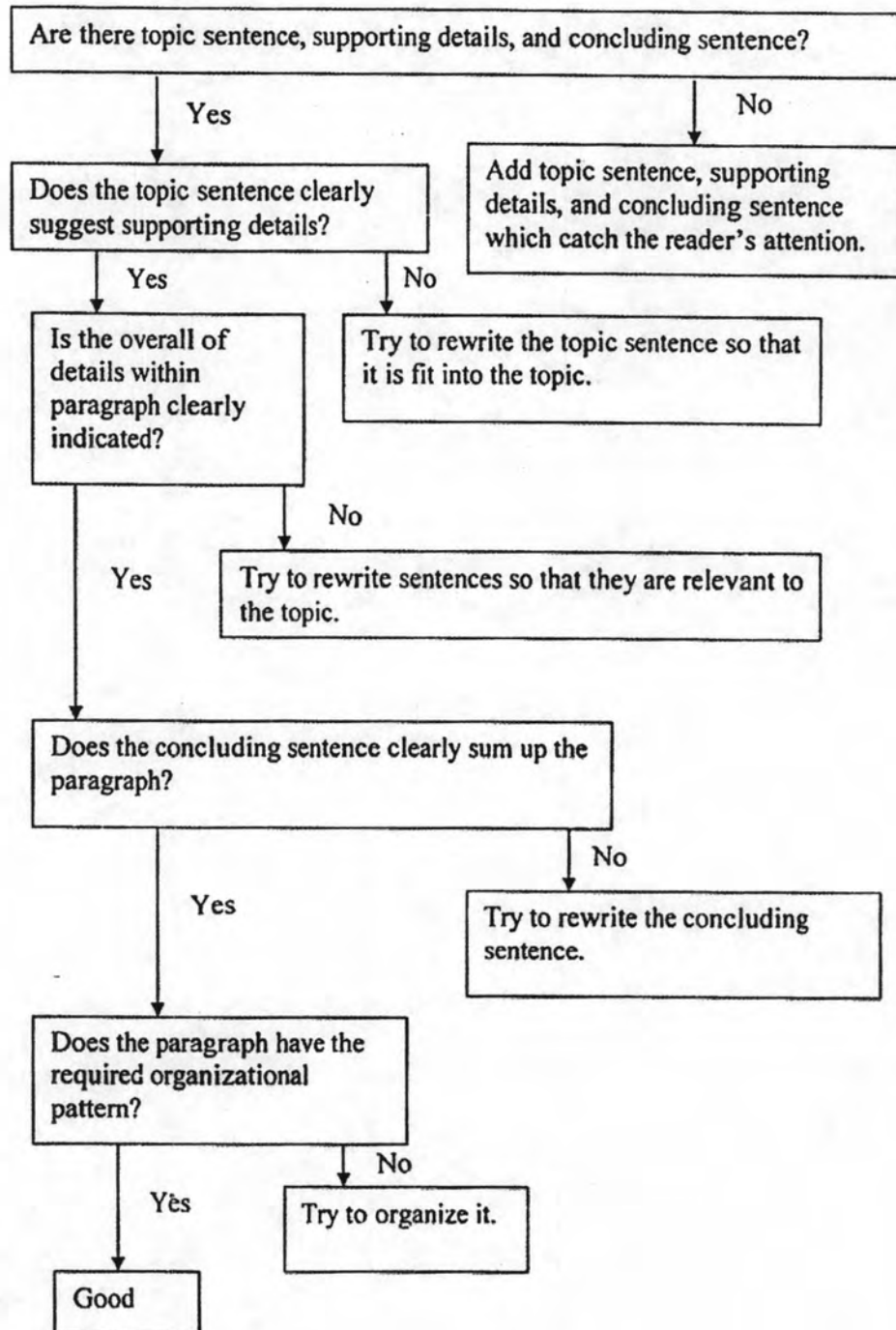
Please put a tick (✓) in the box (agree, in different, disagree) to state their opinion on each question. Please also specify comments for each question.

| Items | Questions | agree | in different | Disagree | Comments |
|----------------------------|-----------|-------|--------------|----------|----------|
| Topic Sentence | 1 | | | | |
| | 2 | | | | |
| | 3 | | | | |
| Supporting Details | 4 | | | | |
| | 5 | | | | |
| | 6 | | | | |
| Concluding Sentence | 7 | | | | |
| | 8 | | | | |
| | 9 | | | | |

Comments

Appendix C

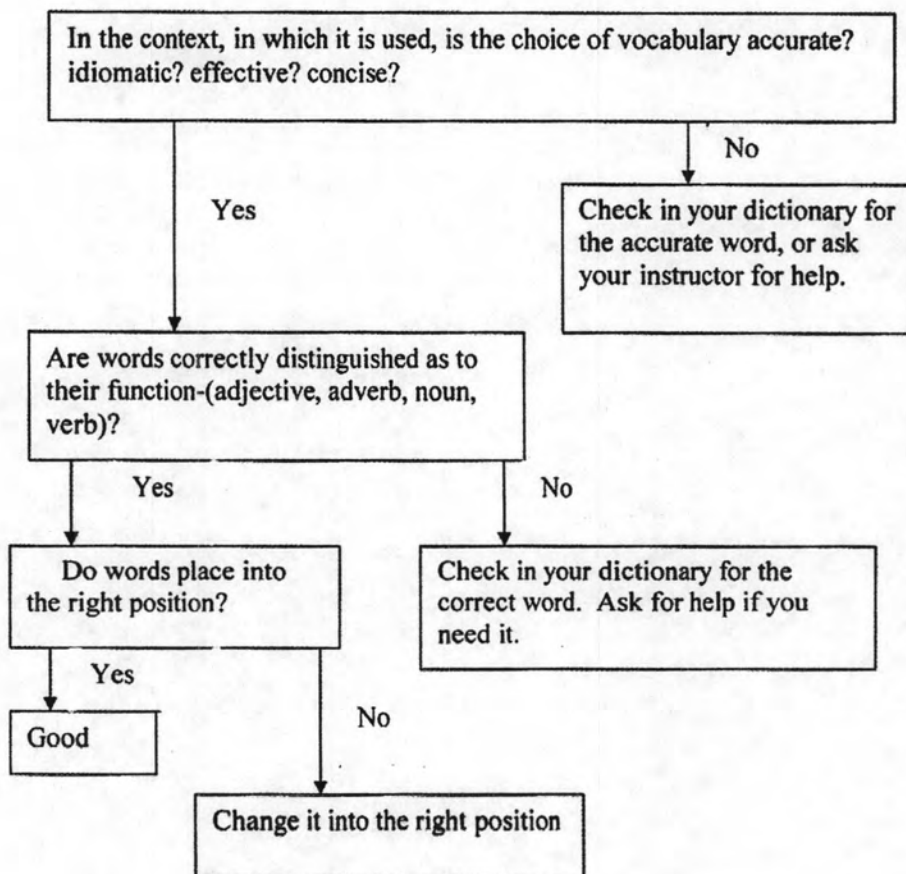
Guideline for checking content and organization



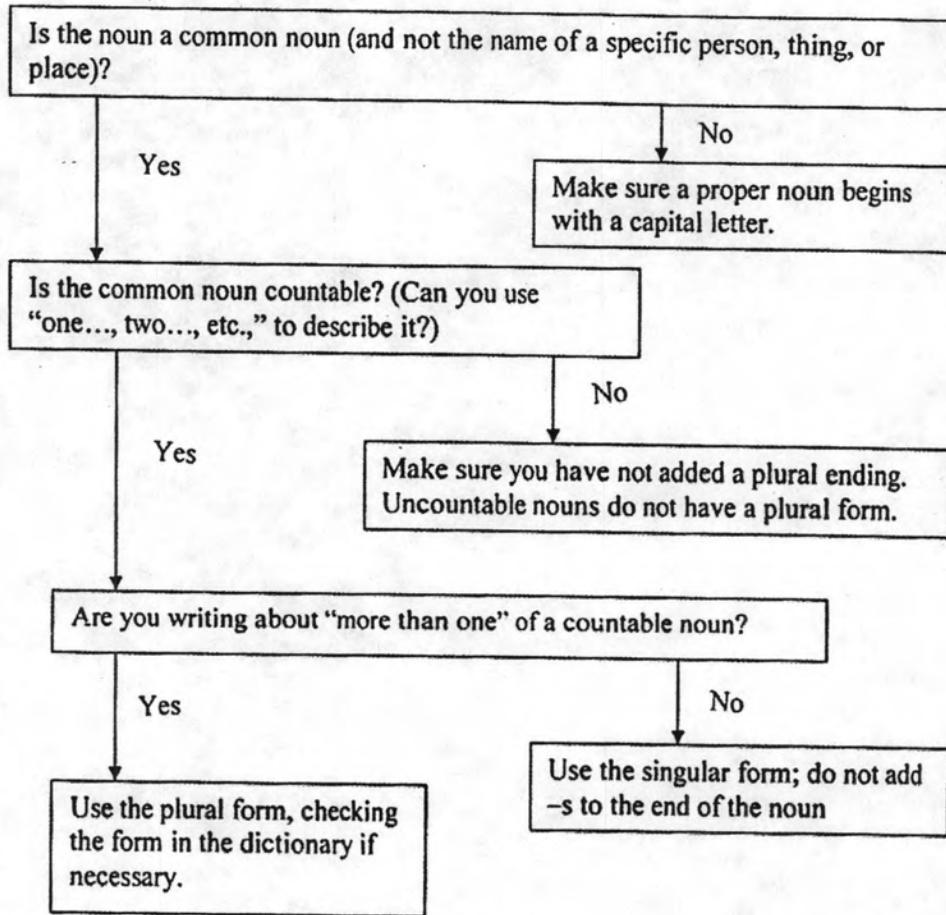
Appendix D

Guidelines for verifying the forms

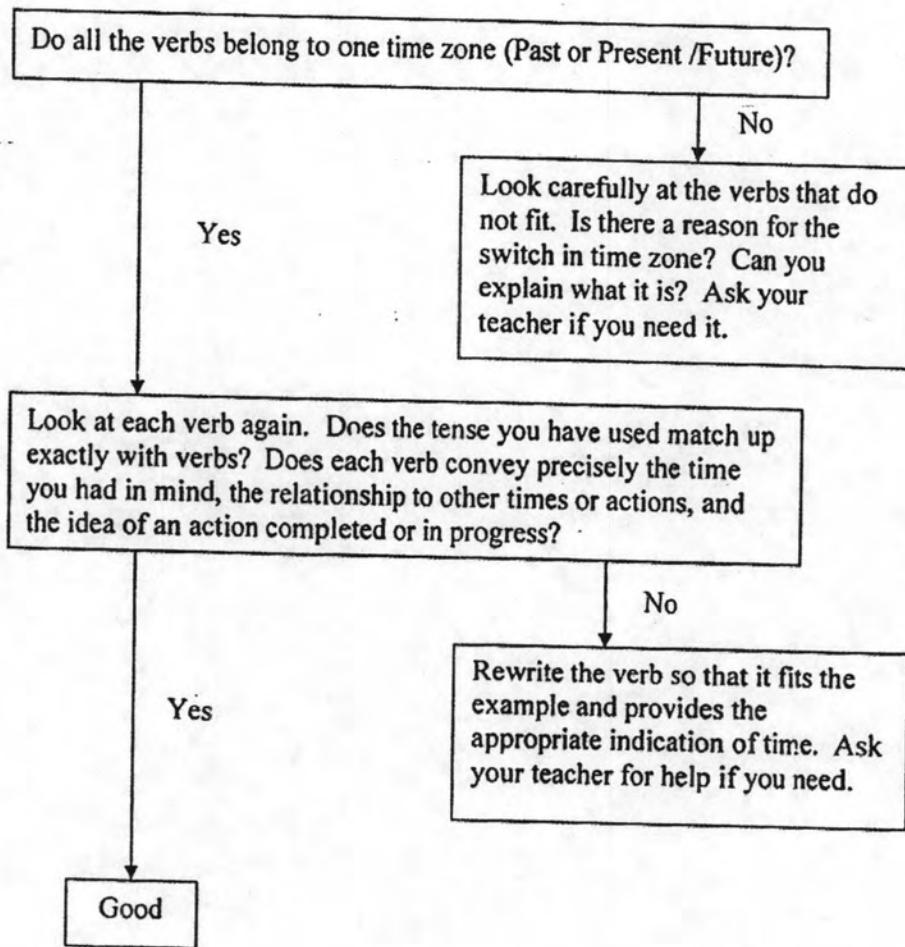
Word choice/word order



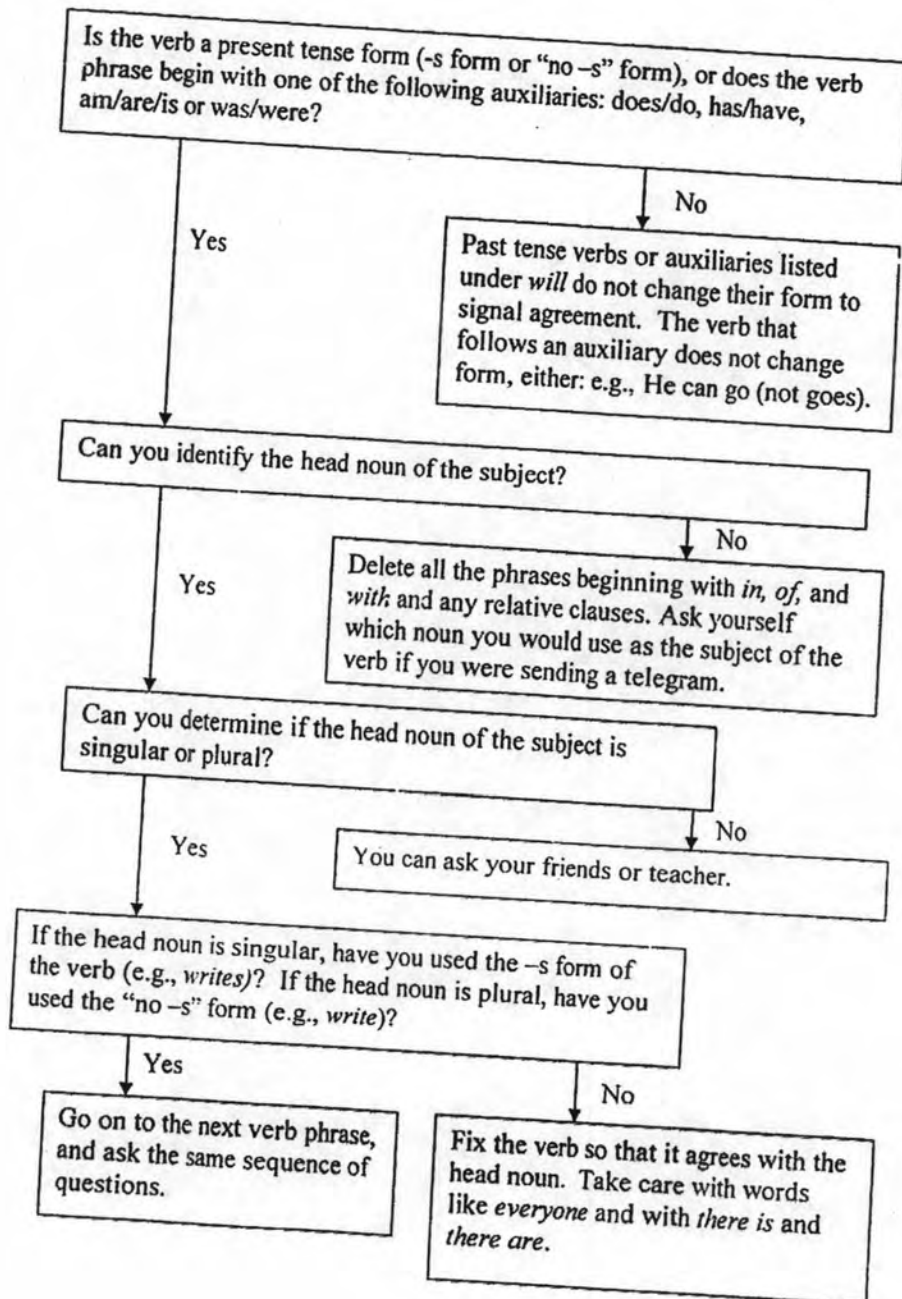
Noun



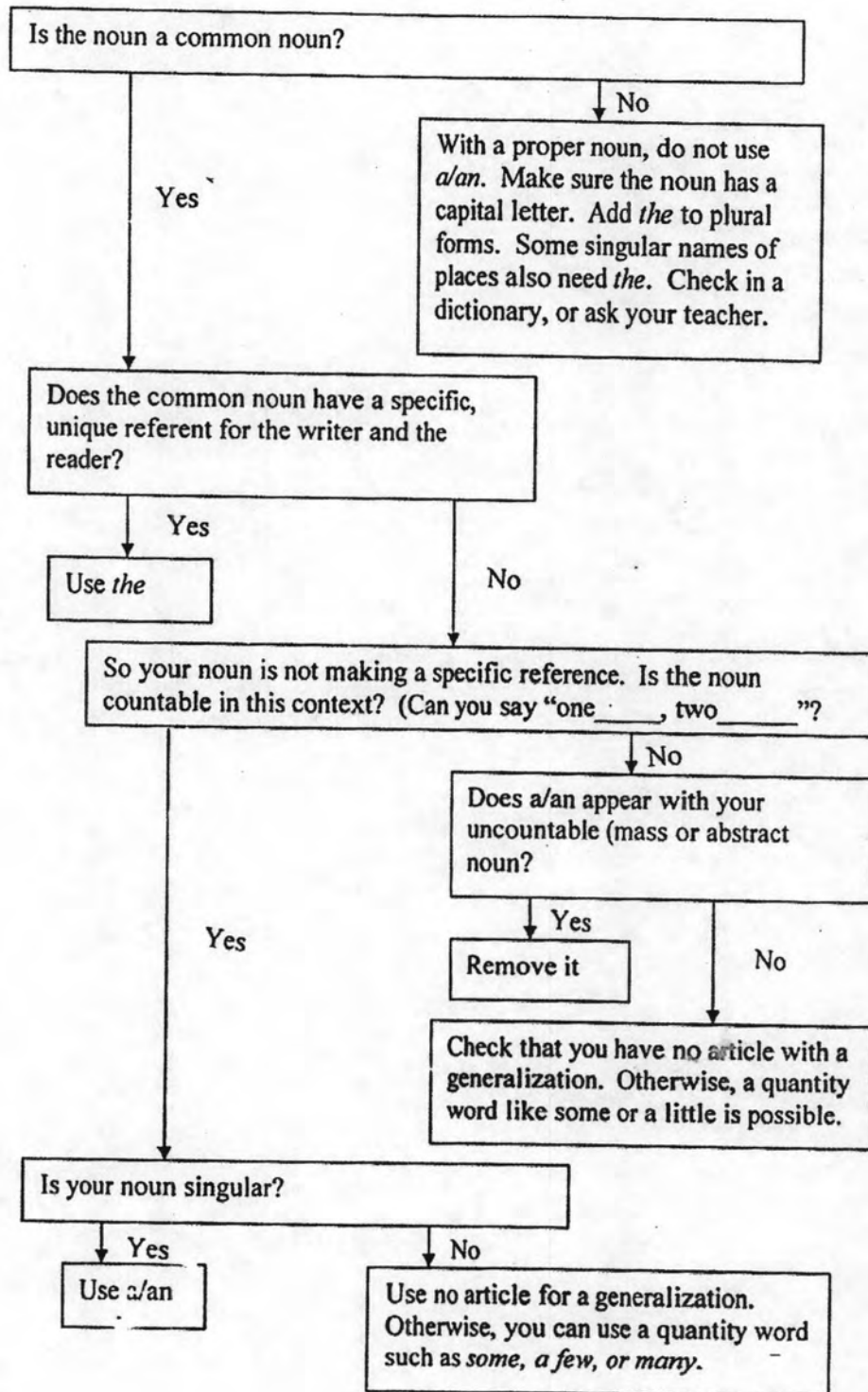
Verb tense



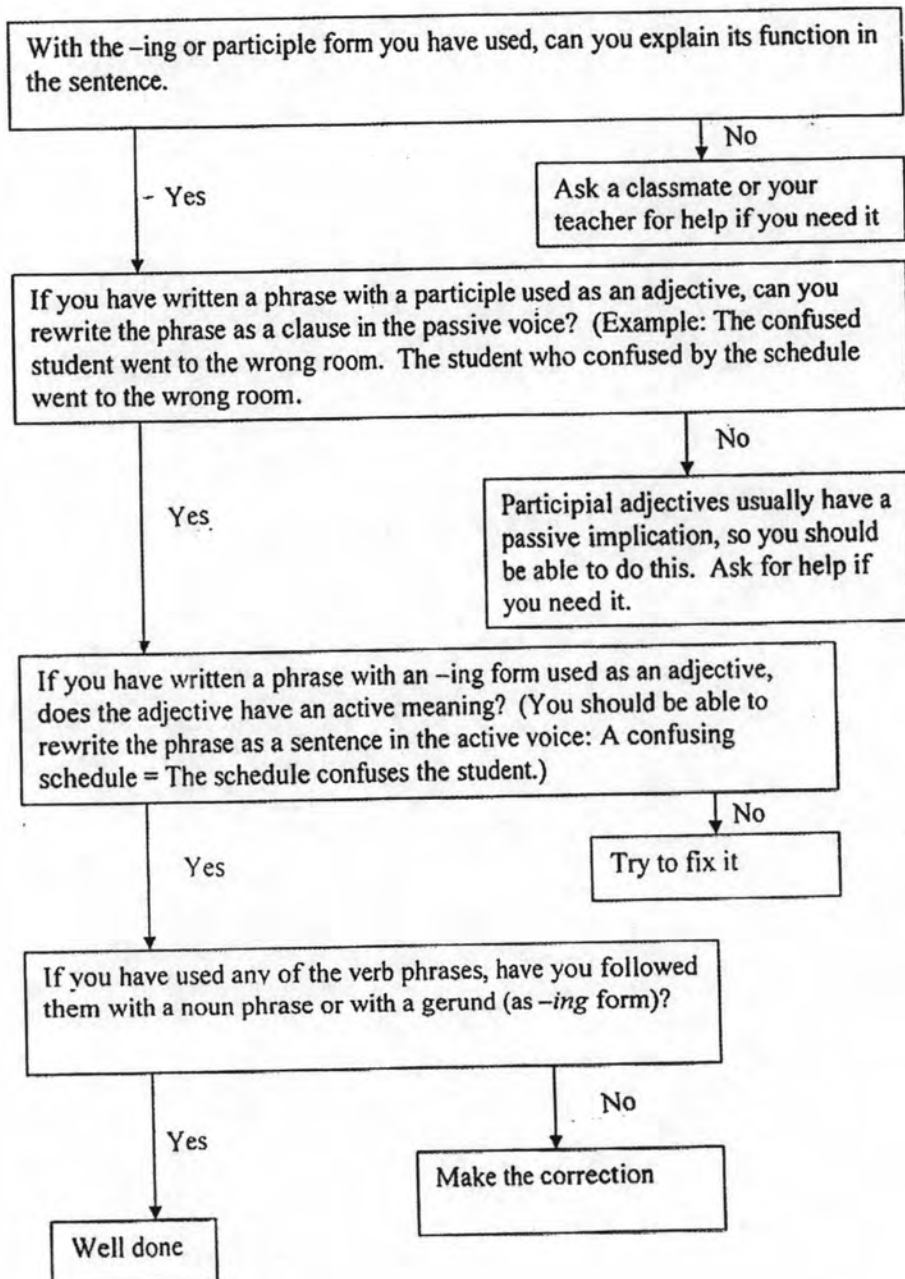
Agreement

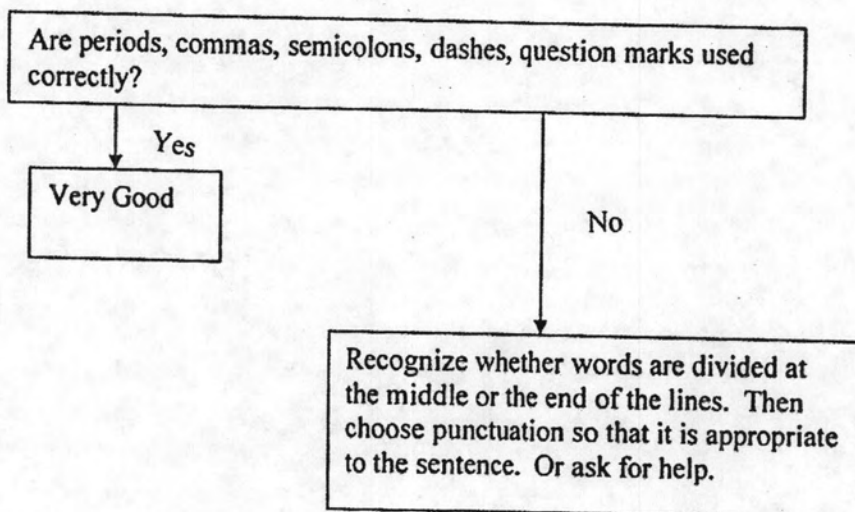


Articles



present/past participle form



Punctuation

Appendix E

Topic evaluation form used by the specialists to validate the topic

Please put a tick (✓) in the box (agree, in different, disagree) according to your opinion. Please also specify comments for each item and overall.

| Themes | Topic | agree | in different | disagree | Comments |
|---------|--|-------|--------------|----------|----------|
| Holiday | My Vacation (Pretest) | | | | |
| Fashion | My Uniform Impression | | | | |
| | My Role Model | | | | |
| Music | A Song That Means A Lot to Me | | | | |
| | My Favorite Musical Group/Singer | | | | |
| Holiday | The Place Where I Live | | | | |
| | My Favorite Holiday | | | | |
| | My Unforgotten Dream (Posttest) | | | | |

Appendix F

Lesson Plan1

Subject: Self-Monitoring English Writing Strategies
Lesson: Self-Monitoring English Writing Strategies Orientation
Date: **Time:** 2 hours

Terminal objective: Students will be able to identify the elements of a descriptive paragraph written for a general audience.

Enabling objectives:

1. Students will be able to identify topic sentence consisting of the topic and a controlling idea.
2. Students will be able to identify supporting details: primary and secondary details.
3. Students will be able to identify concluding sentence.
4. Students will be able to identify time linking words.

Materials: worksheet, course syllabus, writing paper, journal writing paper, evaluation sheet

Evaluation: Worksheet: Students will do the task 1 to identify the elements of paragraph.

Procedures:

| Teacher's activity | Student's activity |
|---|--------------------|
| <p><u>Introduction</u></p> <ul style="list-style-type: none"> - Teacher talks to students that this course they have to write a paragraph. - Teacher tells students paragraph is a piece of writing beginning on a new line and contains at least one sentence. | |

| Teacher's activity | Student's activity |
|---|--|
| <ul style="list-style-type: none"> - Teacher asks students what the good writers should be. - Teacher writes the word "purpose and audience" on the board. - Teacher tells students when they write a paragraph, they should know what the purpose of writing. To explain? To summarize? To describe? If they know the purpose, it helps them to scope their writing. Besides, it helps them to make decision how formal or informal in their writing. - Teacher asks students to write a descriptive paragraph to the teacher as the reader on the topic of "My Vacation" for 30 minutes. - Then teacher asks students to write the journal in Thai according to the questions given by teacher for 10 minutes. - Teacher gives students the course syllabus and explains what they will learn and get in this course based on the syllabus. | <ul style="list-style-type: none"> - Students brainstorm their idea. - Students write the paragraph of "My Vacation." - Students write the journal. |

| Teacher's activity | Student's activity |
|--|--|
| <ul style="list-style-type: none"> - Teacher gives students the worksheet 1 and asks them to read. - Teacher asks students what the paragraph is about. - Teacher writes it on the board. - Teacher asks students where Jason went when he was in San Diego. - Teacher writes the answer on the board. - Then teacher asks students to circle on the time order words they found when they read the paragraph. - Teacher discusses the answer with students. <p><u>Modeling</u></p> <ul style="list-style-type: none"> - Teacher asks students to read carefully one more time. - Teacher asks students to predict what the elements of paragraph are by looking the hint what teacher wrote on the board and the first and the last sentence in the paragraph. | <ul style="list-style-type: none"> - Students read the paragraph. - Students say that it is the trip to San Diego on Thanksgiving Day. - Students answer that he went to museum, zoo, hotel, city tour, and airport. - Students circle time order word. - Students discuss the correct answer with teacher. - Students predict what the elements of paragraph are (topic sentence, supporting details, and concluding sentence). |

| Teacher's activity | Student's activity |
|---|---|
| <p>- Teacher asks any volunteer students to answer the elements of paragraph. (If nobody can answer, teacher writes the answer on the board consisting of topic sentence, supporting details, and concluding sentence. Then teacher asks students to match the answer with what teacher wrote on the board.)</p> <p><u>Scaffolding</u></p> <p>- Teacher asks students to underline topic sentence, controlling idea, supporting details, and concluding sentence. (Teacher asks students to work in pairs.) At this time, teacher tells students that controlling idea is the part of topic sentence in which it shows the main point of the topic.</p> <p>- Teacher discusses the answers with students.</p> | <p>- Volunteer students answer the elements of paragraph which consist of topic sentence, supporting details, and concluding sentence.</p> <p>- Students work in pairs to identify topic sentence, controlling idea, supporting details, and concluding sentence.</p> <p>- Students discuss the answers with teacher.</p> |

| Teacher's activity | Student's activity |
|---|---|
| <p data-bbox="254 256 471 290"><u>Repeated practice</u></p> <ul data-bbox="254 324 763 868" style="list-style-type: none"><li data-bbox="254 324 763 437">- Teacher asks students what the elements of paragraph are.<li data-bbox="254 539 763 653">- Then teacher tells students to be aware of writing the controlling idea.<li data-bbox="254 687 763 868">- At the end, teacher gives compliment to all students that they can remember the elements of paragraph. | <ul data-bbox="787 324 1247 505" style="list-style-type: none"><li data-bbox="787 324 1247 505">- Students answer that a paragraph consists of topic sentence, supporting details, and concluding sentence. |

Worksheet 1**MY TRIP TO SAN DIEGO**

By Jason

The vacation that I took in San Diego at Thanksgiving was enjoyable. When I first arrived, I visited the museum. I saw American Indian costumes, painting of the war between the Indians and the Mexicans, and weapons used by both the Indians and the Mexicans. Next I visited the zoo. I saw many kinds of animals and birds like deer, elephants, monkeys, foxes, and snakes. It was fun to see their movements and their colors. I watched not only the animals but also the other people who were visiting the zoo; how nice it was to see so many people enjoying themselves as I was! Finally I returned to my hotel; that evening I watched television until I fell asleep, completely tired and relaxed. The next day I took a bus tour of the city and looked at the high buildings, the open markets, and many restaurants. That evening I returned to the airport, and while I waited for my plane I watched the people saying hello and goodbye. Finally I climbed onto my plane, sat down, and felt very happy; my trip had been peaceful and interesting, and it had left me with a pleasant feeling.

From: Reid, J.M. (1994). The Process of Paragraph Writing. 2nd edition. New Jersey: Prentice Hall Regents.

Lesson Plan 2

Subject: Self-Monitoring English Writing Strategies

Lesson: My Vacation (Content & Organization)

Date:

Time: 2 hours

Terminal objective: Students will be able to revise the content of their first week's paragraph writing using the content & organization guideline.

Enabling objectives:

1. Students will be able to identify the elements of English paragraph writing by using the checklist of content.
2. Students will be able to compare and evaluate the important of elements of English paragraph writing of their first week with the guideline for identifying content & organization.

Materials: worksheets, checklist, guideline for identifying content & organization, visualizer

Evaluation:

1. Worksheets: Students will do the task 1-2 to check their comprehension of writing a paragraph.
2. Checklist: Students will check the checklist to guide them what they should look for before correcting the content and organization.
3. A paragraph: Students will revise their content as the second draft.

Procedures:

| Teacher's activity | Student's activity |
|---|---|
| <p><u>Introduction</u></p> <ul style="list-style-type: none"> - Teacher reviews students by asking what the elements of paragraph are. <p><u>Modeling</u></p> <ul style="list-style-type: none"> - Teacher gives students the checklist. - Teacher discusses with students what each question refers to. - Teacher demonstrates how to check the checklist by using a students' paragraph as the example. - Then teacher asks students to do the checklist by using the draft they were assigned to compose the last period. - While students are examining the paragraph against the checklist, teacher asks them to underline and label the topic sentence, supporting details, and the concluding sentence. | <ul style="list-style-type: none"> - Students answer the compositions of paragraph: topic sentence, supporting details, and concluding sentence. <ul style="list-style-type: none"> - Students use the checklist. - Students underline and label the topic sentence, supporting details, and the concluding sentence. |

| Teacher's activity | Student's activity |
|--|--|
| <ul style="list-style-type: none"> - Teacher gives students the guideline for identifying content and organization. - Teacher tells students that the guideline will help them to edit the paragraph easily. - Teacher demonstrates how to use the guideline by using a student's writing as an example. (Teacher asks volunteer student's writing to show his paragraph on visualizer.) - Teacher follows each step of guidelines and asks students for help. - While teacher is following the guideline, she will underline what needs to be revised. - Teacher asks students to follow the guideline to check their paragraph they wrote last period. At this time, teacher asks students to write the symbol or underline of which they have to rewrite. | <ul style="list-style-type: none"> - Students help teacher follow the guidelines. - Students do the task with the guideline by writing the symbol or underlining the part which needs to be changed. |

| Teacher's activity | Student's activity |
|--|--|
| <p><u>Scaffolding</u></p> <ul style="list-style-type: none"> - Teacher gives students the worksheet and assigns them to do task 1 in pairs. - Teacher and students discuss on the correct answer. - Teacher tells students to do task 2 in groups of 4. - Teacher asks a volunteer group to present their answers of task 2 in front of the class. - Teacher asks other groups for any suggestions about their friends' answer. | <ul style="list-style-type: none"> - Students do task 1. - Students answer the questions. - Students do task 2. - A group presents their work in front of the class. |
| <p><u>Repeated practice</u></p> <ul style="list-style-type: none"> - Teacher asks students to revise their writing. Teacher tells them to use the checklist and the guideline for identifying content and organization as the hint. - Teacher tells the class that they could edit well if they understand the checklist and the guideline clearly. | <ul style="list-style-type: none"> - Students rewrite their content of writing as the second draft. |

Task 1 Read the following topic sentences carefully. Then underline the words that give the topic and circle the words that show controlling idea (the writer's view of the topic).

EXAMPLE More school should adopt a twelve-month calendar.

Computers simplify our lives.

1. Traveling by train offers many advantages.
2. Billboard should be banned along scenic highways.
3. Of all my friends, Dana has the most ambition.
4. Nurses are not appreciated as much as they should be.
5. There are four key steps to running the copy machine.
6. Being an only child is a lonely existence.

7. Many parents believe that rock videos encourage sexual experimentation.

8. Freedom of speech does not mean what many people think it does.

9. A student who works full-time and runs a household has busy evenings.

10. Drop/ add policies at this school are too strict.

Task 2 Read each paragraph below.

1. Underline the topic sentence.
2. Circle the key words or phrases in the topic sentence that could be used to add coherence.
3. Revise the paragraphs, and put in connecting words and phrases to show clearly how sentences relate to each other and to the topic sentence. Use the key words or variations of them.
4. Put in "time signal" words like "then" or "next" or "later."
5. Use "for example" to introduce specific examples.
6. If any, you may combine ideas if necessary to make each paragraph flow more smoothly. Finally, make sure that the concluding sentence clearly refers to the main idea in the topic sentence.

Example:

~~Carol and Dev had a good time at the movie.~~ ^{When they went in, they} Carol and Dev decided to sit
~~in the back where they could relax and have lots of room.~~ ^{so} They liked the movie because the
~~The music was exciting and the~~ ^{During the show, they} ~~exciting.~~ The story was suspenseful. ^{They ate popcorn and drank a soft}
~~The best part of all was watching the~~ ^{in front of them.} All of these
~~drink.~~ ^{There were} ~~lots of good-looking guys there.~~ They enjoyed
~~things added up to an enjoyable~~ ^{their afternoon at the movies.}

Paragraph 1

My favorite birthday present was a trip through the zoo. I was ten years old.

My mom took me and three of my friends. My sister went, too. We made a lot of noise when we saw the snakes. My mom said she liked tigers. We saw birds and monkeys at the zoo. I took pictures of everybody with a new camera. We had a picnic lunch. They gave me presents. We had a great time at the zoo.

Paragraph 2

Renting videos has many advantages over going to the movies. Videos are approximately one-third the price of a theater movie ticket. Convenience is a factor. Video can be rented from many different stores at convenient times, and selection is good. Control over the explicit nature of the movie is something many people do not realize they have. Inappropriate scenes can be avoided by using the fast-forward button. More and more people are watching movies at home rather than going to movie theaters.

Paragraph 3

In an attempt to stay healthy, more and more people in America are altering their lifestyles. They start the day with a healthy breakfast. They pass up junk food at lunch time. Later that evening, they eat a nutritious dinner. They often exercise. These people usually feel better and look forward to each new day.

Lesson Plan 3

Subject: Self-Monitoring English Writing Strategies

Lesson: My Vacation (Form)

Date: **Time:** 2 hours

Terminal objective: Students will be able to revise the form (grammar) of their first week paragraph writing.

Enabling objective: Students will be able to verify the errors on word choice/word order, noun, verb tenses, agreements, articles, -ing/participle forms, and punctuation by following the guideline for verifying the form.

Materials: worksheets, guidelines for verifying the form

Evaluation: 1. Worksheets: Students will do the tasks to practice verifying the form.

2. A paragraph: Students will revise their form as the final draft.

Procedures:

| Teacher's activity | Student's activity |
|--|--------------------|
| <p><u>Introduction</u></p> <p>- Teacher reviews the elements of paragraph by asking what they consist of: topic sentence, supporting details, and concluding sentence.</p> | |

| Teacher's activity | Student's activity |
|---|---|
| <ul style="list-style-type: none"> - Teacher asks two volunteer students to read their paragraph they revised during the last period in front of the class. - Teacher asks students to check their content and organization of their paragraph they revised last period based on the checklist again. - Teacher tells students when they revise the paragraph, they have to concentrate on form in order to make an effective paragraph. So they will not only revise the content but have to revise their form too. - Teacher gives task 1. - Teacher explains students that we will focus more on errors of word choice, noun, verb tense, agreement, articles, - present participle/ past participles form, and punctuation. - Teacher gives students information of each structure. - Teacher asks students to do task 1 in order to identify these kinds of errors. | <ul style="list-style-type: none"> - Students read their paragraph writing. - Students use the checklist to check their content and organization. - Students do task 1 |

| Teacher's activity | Student's activity |
|--|--|
| <p><u>Modeling</u></p> <ul style="list-style-type: none"> - Teacher gives students the guidelines for verifying the form: <i>word choice</i>. - Teacher explains the step to verify the errors on word choice and demonstrates how to edit the errors by following the guideline. (Teacher uses the paragraph of task 1 as the example when she demonstrates. - Then teacher gives students the guidelines for verifying the form: <i>noun</i>. - Teacher explains the step to verify the errors on noun and demonstrates how to edit the errors by following the guideline. - Teacher gives students the guidelines for verify the form: <i>verb tense</i>. - Teacher explains the step to verify the errors on verb tense and demonstrates by following the guideline. - Then teacher gives students the guidelines for verifying the form: <i>agreement</i>. | <p>(During teacher's demonstration, students are asked to help her edit the errors.)</p> |

| Teacher's activity | Student's activity |
|--|--------------------|
| <ul style="list-style-type: none"> - Teacher explains the step to verify the errors on agreement and demonstrates how to edit the errors by following the guideline. - Teacher gives students the guidelines for verifying the form: <i>articles</i>. - Teacher explains the step to verify the errors on articles and demonstrates by following the guideline. - Then teacher gives students the guidelines for verifying the form: <i>present/ past participles form</i>. - Teacher explains the step to verify the errors on preset/past participles form and demonstrates by following the guideline. - Teacher gives students the guidelines for verifying the form: <i>punctuation</i>. - Teacher explains the step to verify the errors on punctuation and demonstrates by following the guideline. - Teacher tells the correct answer on task 1 to students one more time. | |

| Teacher's activity | Student's activity |
|--|--|
| <p><u>Scaffolding</u></p> <ul style="list-style-type: none"> - Teacher gives students task 2 and asks them to work in pairs, using the guidelines for verifying the form to help them verify and edit. - Teacher and students discuss the answer. | <ul style="list-style-type: none"> - Students do task 2 in pairs. - Students discuss the answer with the teacher. |
| <p><u>Repeated practice</u></p> <ul style="list-style-type: none"> - Teacher asks students to verify and edit their paragraph "My Vacation" which they revised last period. (During this time, teacher looks around the class and gives suggestions. Teacher will praise students who edit correctly, and tell students who are in trouble with correction that they could do it better next time. (Also teacher provides dictionary, and grammar book to the class.) | <ul style="list-style-type: none"> - Students verify their form on their own paragraph. Then students have to revise it as the final draft. |

Task 1

Read the following paragraph carefully. Write down the errors you find in the table, according to kinds of errors. (Some types of errors might not be found in the paragraph.)

My brother and I used to go to my grandfather's house which is a two-story house beside an Aragon River in a Pyrenees mountain during our summer vacation. We woke up in the morning at 5:30. Then we got in his tiny boat, and we went fishing. Usually we didn't caught many fishes, but many mosquitoes caught us. Around 7:00 we stopped fishing, we went back to the house, and my grandmother had breakfast for us. After breakfast we walked 6 km around a nearby mountain. On our walk we saw many animal such as birds deers and rabbits. In the afternoon my brother and I swimmied in the river, and my grandparents slept in the house. At night we all sat besides the river, and my grandfather told funny and scary stories. At 10:00 we went to slept.

From: George, M.R. (1999). *Share Your Paragraph: An Interactive Approach to Writing*. Prentice Hall Regents.

| Types of errors | Error | Error | Error | Error |
|------------------------|-------|-------|-------|-------|
| Word Choice/word order | | | | |
| Noun | | | | |
| Verb Tense | | | | |
| Agreement | | | | |
| Article | | | | |
| -ing/participles form | | | | |
| Punctuation | | | | |

Task 2

Read the following paragraph carefully. Write down the errors you find in the table, according to kinds of errors, and try to edit those errors. (Some types of errors might find only one or two errors.)

When I was a children in Algeria I used to spent most of my summer vacations at beach. My family stayed near Algiers, and my parents often took my sister and me to beach near Azeffoun. Azeffoun is besides the Mediterranean Sea; it had beautiful white beaches and warm blue water. Of course, we swam a lot of the beach, and we build a lot of sand castle. In addition we spent many afternoons looking for sea shells and catching small fish. We also played a special kind of racquetball at the beach. Now, it was impossible to swim near Azeffoun because the army has make it a military base.

From: George, M.R. (1999). *Share Your Paragraph: An Interactive Approach to Writing*. Prentice Hall Regents.

| Types of errors | 1 st Error | | 2 nd Error | | 3 rd Error | |
|-----------------------|-----------------------|---------|-----------------------|---------|-----------------------|---------|
| | Mistake | Correct | Mistake | Correct | Mistake | Correct |
| Word Choice | | | | | | |
| Noun | | | | | | |
| Verb Tense | | | | | | |
| Agreement | | | | | | |
| Articles | | | | | | |
| -ing/participles form | | | | | | |
| Punctuation | | | | | | |

Task 3

Proofread the paragraph and correct any errors with problem words.

This passed weekend, my friend Jeremy and I decided to take a trip too an amusement park that I use to go to when I was a child. When we got there, I told Jeremy I wanted to ride the roller coaster. Since Jeremy likes to ride a roller coaster less then I do, he said that I should go on it by myself. Maybe I should of taken his advise, but I told him, "Know way! Your coming too because its to scary alone." Jeremy was fine while the ride was stationery, but as soon as it began too move, Jeremy began screaming at the top of his lungs. When the ride was over, Jeremy said that it had been altogether to long. Jeremy choose to sit the next ride out, so I had to go on it alone. When that ride was over, Jeremy had all ready decided that we should go shopping for souvenirs. I bought a teddy bear, and Jeremy chose to get a cup with his name on its side. I had to lend him money for the tax because he said that all of his lose change had fallen out of his pockets on the roller coaster. While we were shopping, the whether began to get cloudy, so I thought that we should have some lunch and wait for the sun to come out again. However, Jeremy said he couldn't bare to eat right after the roller coaster. Their was a man doing magic tricks, an we stopped to watch him. I was just about to complement him on his trick when it started to rain, and the hole crowd ran indoors accept for the magician. When the rain finally stopped, I was starving, and I convinced Jeremy to go for a peace of pizza. Our day at the amusement park was a lot of fun, and Jeremy and I are already planning to go back next weak.

From: *Robitaille, J., & Connelly, R. (2004). Writing Resources From Sentence to Paragraph. USA: Wadsworth.*

Appendix G

The example of lesson plan1 evaluation form used by the specialists to validate the lesson plan 1

Part 1: Content objectives

| Objectives | Agree | in different | disagree | Comments |
|---|-------|-----------------|----------|----------|
| 1. Terminal objective - Students will be able to identify the elements of paragraph. | | | | |
| 2. Enabling objectives - Students will be able to identify topic sentence: topic, controlling idea. - Students will be able to identify supporting details: primary, secondary details. - Students will be able to identify concluding sentence. - Students will be able to identify time linking words. | | | | |

Are these objectives in this lesson plan appropriate?

_____ Yes

_____ No

Comments:

Part 2: Teaching Procedures

| Procedures | agree | in different | disagree | Comments |
|---|--------------|-------------------------|-----------------|-----------------|
| 1. Introduction | | | | |
| 2. Modeling | | | | |
| 3. Scaffolding | | | | |
| 4. Repeated practice and reinforcement | | | | |

Are the procedures in this lesson plan appropriate?

_____ Yes

_____ No

Appendix H

Course syllabus

1. **Course Title:** Self-Monitoring English Writing Strategies
2. **Credit Hours:** 2 hours
3. **Semester:** First semester
4. **Academic Year:** 2007
5. **Instructor's name:** Duangkamol Phochanapan
6. **Course Level:** 3rd year pre-cadets
7. **Course Description:** This course aims to develop the course participants self-monitoring writing strategies to improve their English writing at the paragraph level. Students are trained to check their content and organization, and verify form of their writing. They are guided to correct errors in multiple drafts after checking content and organization, and verifying the form.
8. **Course Objectives:** Pre-cadets will be able to:
 1. write an effective English paragraph
 2. check the content of their paragraph based on the checklist given
 3. verify the form of their paragraph by using the loops as hints
 4. correct both content and form after the checking and verifying stages.
9. **Weekly Content:**

| | |
|--------|---|
| Week 1 | - pre-test & journal writing |
| | - course orientation |
| | - paragraph writing: brainstorming the idea of the elements of good English paragraph |
| Week 2 | - training checking content & organization |
| Week 3 | - training verifying form |
| Week 4 | - evaluating topic sentence and paragraph |
| | - practicing using agreement |
| Week 5 | - checking supporting details |
| | - practicing using word choice/word order |

- Week 6 - practicing using punctuation, noun, and articles
- journal writing
- Week 7 - practicing using transitional words
- practicing using verb tense
- Week 8 - practicing using –ing/participle form
- Week 9 - practicing revising content and form
- journal writing
- Week 10 - post-test & summarization

10. Assessment:

Class attendance and participation 10%

Class assignments (6 writing assignments) 90%

Appendix I

List of experts validating the instruments

A. Experts validating topics of writing and three lesson plans

1. Montien Chomdokmai, Ph.D.
Faculty of Education, Burapha University
2. Witchaya Pidchamook
Faculty of Liberal Arts, Thammasat University
3. Mr. David Brooks
Faculty of Education, Chulalongkorn University

B. Experts validating checklist, guideline for checking content and organization, and guidelines for verifying the form

1. Assistant Professor Nantavit Pornpibul, Ph.D.
Faculty of Liberal Arts, Thammasat University
2. Assistant Professor Thanu Teauratanagul
Faculty of Humanities and Social Sciences, Burapha University
3. Somsri Chansom, Ph.D.
Faculty of Liberal Arts, Huachiew Chalermprakiet University

C. Inter rater reliability

1. Lieutenant Junior Grade Araya Koonjeng, RTN
Foreign Language Division, Armed Forces Academies Preparatory
School

Appendix J

The writing samples of a student from the pretest, the paragraph after learning content and organization, and the posttest

Pretest

My Vacation

Topic sentence?

This summer was a last vacation in my life,
 because next year we will be air cadet. Air cadet
 doesn't have vacation. They use their summer to practice
 many things. So this summer was a last and very
 important vacation but I didn't do many things. ← Irrelevant
 details
 I wanted to do such as driving a car, speaking
 English, going to Chiang mai, finding my soulmate etc.
 (I did some activities everyday. I got up at 11 o'clock
 then I had breakfast and lunch together next.
 I played computer games to 5.00 pm. I played
 football with my friends and have dinner at
 home. Last I play game before I went to bed.
 Except some days I went to Cha-ow and Dream's
 world with my friends. I'm very bored but in that
 time I'm very happy with my friends because I did
 many things with them before they went to their
 new university and they will have new friends.

↓
Missed concluding sentence

The paragraph after learning content and organization

My Vacation

(12)

Topic sentence?

Are you sure?

This summer was a last summer in my life. I lived in Nakornpathom with my family, I very happy. When first day, I went back home after training command; I went to Comvart's 2007. I saw many new technology equipments. It was very decoration. ^{Then} Every day, I got up at 11.00am and took a bath. Then I had both breakfast and lunch with my parents. Next I played computer games or talked with my family. Some times my father and me went to market to buy some things ^{+ving making} for made dinner. Next about 4.00 PM, I went to my old school with my friend to play games and football. In evening I to comeback home to have dinner with my parents. last I watched TV and played games before I went to bed. Finally 2-3 days before I went to school; I and my friends went to Chan-on by train with my friend. It was adventure and new experience. It my summer ^{wasn't} ~~hadn't been~~ interesting but I very happy and ^{WC} ~~im press~~ ^{when} ~~to~~ lived with my parents and my friends.

Irrelevant Details and not well-organized

Concluding sentence?

- Good details and well-organized.
 - a few mistakes of structure
 - Can you rewrite the concluding sentence to make it better
- CO 21
or 15
FO 17
LA 22
ME 4

Checklist (Identifying Content and Organization)

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

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

(Adapted from: Robitaille, J., & Connelly, R. (2004). Writing Resources From Sentence to Paragraph. USA: Wadsworth

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Posttest

Completed
topic sentence

My Favorite Place I Used to Go

Cha-am is my favorite place I used to go.
 Every time I went to it, I got good
 remembrances and new experiences. The first
 impression ~~for~~ ^{there} ~~it~~ was born when I went
 to it with my parents. This trip, I ate
 many delicious food; for example, big shrimps, crabs
 fish, etc. and I swam in the sea and in
 the swimming pool. It was very fun. After this
 trip, I went to it every year. Then when
 I was a teenager, I and my friends went
 to it. We ~~were~~ ^{made} a big trip about fifty
 people. First, we swam in the sea. Then
 we ate sea food on the beach. Next, we
 played guitar, and ~~sang~~ ^{sang} songs, ~~or~~ ^{and} played cards.
 Finally, we talked under the moonlight and we
 went ^{back} our home with a good remembrances.
 These are my reasons why I love to go to Cha-am,
 and it is my favorite place I used to go.

← Details

↓
Concluding sentence

Appendix K

The writing samples of a student who improved the highest scores from the pretest to the posttest

Pretest**My Vacation**

In my vacation. I have study English language at Enconcept school. Because. When I was young I hate this language. But now. I want to have English language skill. I think I have many obstruct. because I am Pre-cadet. I have to drill and learn in the same time. I spend time to polish my shoes. some week. I can't go home. So I have a little time.

So when I have my vacation. I spend 3 days to go to the Rayong beach with my friends, I'm funny and happy because They are my old friends. who I didn't see 2 years ago. In this trip. I go to play football on the beach. I eat sea-food, sing a song at mid-night near the beach, play a game and others. It seems to be funny but this trip is expensive. !!

Posttest

My Favorite Place I Used to Go

My favorite place where I used to go is Dusit Zoo.
When I was young, I ~~was going~~ ^{went} to the zoo with my family.
There were lots of people, several animals, and many
wild lives which ~~was~~ ^{were} rare animals; for example, scorpions,
king cobras, lions, and huge crocodiles. I went to see them
all. And then, I went to see a show that was exciting.
It made me afraid. It was funny. I ^{am} very happy because
I went out with all of my family. It was special trip. Until now,
I never forget this trip and my feeling.

BIOGRAPHY

Duangkamol Phochanapan was born on the 12th September 1983 in Bangkok Province. She obtained her Bachelor's degree of Education majoring in English and minoring in Education administration, Burapha University. After graduating, she continued her Master degree in Teaching English as a Foreign Language, faculty of Education, Chulalongkorn University.

