ABSTRACT

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Key Words: CURRICULUM CYCLE, GENRE BASED APPROACH, ENGLISH WRITING ABILITY

Name: MS. PICHAMON JAMRASSRI

Dissertation Title: THE EFFECTIVENESS OF USING CURRICULUM CYCLE MODEL ON EFL WRITING ABILITY OF STUDENTS AT PHRANAKHON RAJABHAT UNIVERSITY, THAILAND

Dissertation Advisor: ASSOC. PROF. DR. JOSEPH FOLEY

The adapted curriculum cycle model with four stages (context exploration, text exploration, joint construction, and group independent construction) was applied in teaching exposition genre for 32 English Education students at Phranakhon Rajabhat University. The research aims were to use this model in improving students’ group and individual writing and find out their perception toward the use of this teaching instruction. The qualitative data were derived from group written tasks, and the semi-structured interviews, whereas the quantitative data were from individual written examples. The qualitative data were analyzed by using linguistic analysis, and content analysis. The descriptive statistic and t-test for dependent samples were employed.

The research findings revealed that students improved their writing ability because the social purpose, generic structure, and linguistic features were appropriately employed in their essays. The findings indicated similar results as the quantitative analysis which showed that the posttest scores both overall and in each aspect (purpose and text structure aspect and language features) were higher than the pretest scores with a statistical significance at a .05
level. The students’ perception also supported the qualitative and quantitative analysis in which the effectiveness and benefits of using the curriculum cycle model in teaching and learning English writing were reflected.