รายงานวิจัยฉบับสมบูรณ์

ประสิทธิผลของการสอนภาษาโดยใช้เนื้อหาเพื่อนำไปสู่การเรียนรู้ภาษา
ในการพัฒนาทักษะการอ่านและการเขียนเชิงวิชาการในระดับอุดมศึกษา

Effectiveness of Content-Based Instruction in Developing Academic Reading and Writing Skills at Tertiary Level

โดย

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EXECUTIVE SUMMARY

Background of the Study

At tertiary level, academic literacy is necessary extensively because of international competition, new developments in teaching and learning and larger student numbers contribute to a significant change in the landscape of tertiary education (McInnes, James, & Hartley, 2002).

In Thailand, most Thai students have problems with all English skills since they rarely use it in both the class and daily life, especially academic English skills that require accuracy (Keyuravong, 2002; Wiriyachitra, 2002). It can be said that Thailand has not achieved much, in which teaching English is concerned. Many different methods of teaching English have been implemented. When the results are unsatisfactory, the new method is replaced by one another (Daroon, 2003; Wiriyachitra, 2002).

Aforementioned, there are many researchers and lecturers promote another teaching approach that is Content-Based Instruction (CBI) to teach EFL students. Heo (2006) stated that, "CBI has been found to be an effective approach to teaching English as a second language because with CBI, the students can develop their language skills as well as gain access to new concepts through meaningful content" (p. 25). CBI has been researched by a great number of Asian researchers in supporting that it can also be a good choice in developing the students' academic reading and writing, especially in Thai contexts where English is as a foreign language.

Furthermore, the CBI curriculum also affects performance of writers and can improve EFL students' motivation and comprehension as well as critical thinking ability (Thomas, 2000). From those supporting reasons, the researcher quite believes that CBI might be the solution in developing the tertiary students' academic reading and writing skills in order to prepare themselves for further education or professional career.

Objectives of the Study

This research attempts to investigate the effectiveness of CBI approach in developing tertiary students' academic reading and attitudes of them towards learning academic reading and writing through CBI. Accordingly, the objectives of this study are as follows:

1) To investigate the effectiveness of CBI approach in developing the tertiary students' academic reading and writing skills.

2) To investigate the tertiary students' attitude towards learning academic reading and writing.

Scope of the Study

1) **Area of Study**

The area of study was at Mae Fah Luang University (MFU) where English is used as a medium of instruction. All students use English as a tool for their study in all courses.

2) **Population and Sample**

(1) Population

All non-English major students who enrolled 1006218 Academic Reading and Writing (ARW) course at Mae Fah Luang University (MFU) and have different background of knowledge, field and year of study in semester 2 of academic year 2010 for 32 sections, a total of 974.

(2) Samples

The ARW students from 4 sections are selected as research samples, a total of 123.

Research Methodology

In this research, 123 participants from 4 sections were selected from 974 students of 32 sections who enrolled Academic Reading and Writing course at Mae Fah Luang University (MFU), Chiang Rai, Thailand. Those participants are non-English major students at MFU. The samples were students from 4 sections and 28

students participated in the pilot study. The students from those sections were divided into 2 groups:

1) Controlled Group (Group 1): Be taught by traditional approach, P-P-P approach.

2) Experimental Group (Group 2): Be taught by Content-Based Instruction (CBI) approach.

In order to achieve the purposes of this study, CBI teaching material, tests, pre-test and post-test were designed to investigate the improvement of the students' academic reading and writing skills. Likert-Scale questionnaire was also used because it is the most appropriate tool, and it is the most reliable instruments available which can describe in details tertiary students' attitudes toward learning academic reading and writing by the use of CBI approach. Moreover, individual interview and group discussion are also used for seeking out more ideas and attitudes of the samples toward learning language through CBI approach.

Research Findings

The findings of this study showed that:

1) The scores of post-test of traditional group was significantly lower than that of CBI group, $t = 0.001$, $p < 0.05$, which indicated that the hypothesis was accepted. As a result, it could be said that learning academic reading and writing skills through CBI approach enabled the students get higher scores than the traditional approach.

2) The students in CBI group tended to have more positive attitude towards academic reading and writing skills than traditional group, especially the attitude towards asking questions before giving explanation encouraged them to think more about the topics.

Discussion and Recommendation

The findings of the study guaranteed that CBI is valuable in learning and teaching academic reading and writing skills. As Liaw (2007), Heo (2006) and

Suppakitjumnong (2006) expressed that CBI can increase the students' academic reading and writing ability, the findings helped support and confirm that CBI is effective in learning and teaching academic reading and writing skills in EFL context, especially in Thai context. However, the study was carried out in 4 sections that were taught by a single teacher, when the instruction is changed to be team-teaching, teacher training is required. Since attitude is an important factor in encouraging learning. Positive attitude towards learning is really important. The findings of the study presented the positive attitude of the students taught by CBI towards reading strategies and writing processes. Even though it was similar to the students taught by traditional approach in terms of the difficulty of writing, it seemed emotional when the students had to deal with uneasy steps of learning. However, CBI-group students had more positive attitude towards all aspects of learning academic reading and writing skills. This supported the findings of other studies mentioned earlier.

The findings showed that the majority students in any proficiency levels and groups are still interested give importance to academic reading and writing skills since the students in both group presented similar attitude towards the benefits of the reading and writing strategies they learned from the course. CBI approach could help the students learn better than the traditional approach. Content and language integrated learning encouraged the students see the importance of pre-writing than traditional-group students. This was seen as a good opportunity to encourage content and language integrated learning in other courses – content-based teaching. As a result, the findings of this study are useful for several stakeholders for furthering their research study and designing their instruction and courses.

ประสิทธิผลของการสอนภาษาโดยใช้เนื้อหาเพื่อนำไปสู่การเรียนรู้ภาษา
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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาประสิทธิผลของการสอนภาษาโดยใช้เนื้อเพื่อนำไปสู่การเรียนรู้ภาษาในการพัฒนาทักษะการอ่านและการเขียนเชิงวิชาการในระดับอุดมศึกษา และทัศนติของนักศึกษาที่มีต่อทักษะการอ่านและการเขียนเชิงวิชาการโดยการสอนภาษาโดยใช้เนื้อหาเพื่อนำไปสู่การเรียนรู้ภาษา งานวิจัยนี้ทำการวิจัย ณ มหาวิทยาลัยแม่ฟ้าหลวง จังหวัดเชียงราย กลุ่มตัวอย่างในงานวิจัยนี้มีจำนวนทั้งหมด 123 คน ผู้วิจัยใช้แบบสอบถามในการวิเคราะห์และแปรผลทัศนคติต่อการเรียนรู้ทักษะการเขียนและการอ่านเชิงวิชาการของนักศึกษา ซึ่งประกอบด้วย คำถาม 23 ข้อ ในรูปแบบ Likert Scale.

ผลการวิจัยพบว่า การสอนภาษาโดยใช้เนื้อเพื่อนำไปสู่การเรียนรู้ภาษาในการพัฒนาทักษะการอ่านและการเขียนเชิงวิชาการมีผลกระทบต่อพัฒนาการของทักษะภาษาอังกฤษของกลุ่มตัวอย่าง เนื่องจากผลของค่าเฉลี่ยคะแนนหลังเรียนที่สูงกว่าเมื่อเทียบกับการสอนแบบดั้งเดิม โดยเฉพาะนักศึกษาที่มีระดับทางภาษาอังกฤษในระดับสูง วิธีการสอนแบบนี้ก่อให้เกิดพัฒนาการทางด้านทักษะการอ่านและการเขียนเชิงวิชาการ ผลการวิจัยแสดงให้เห็นความแตกต่างของผลสัมฤทธิ์ทางด้านทักษะการอ่านและการเขียนเชิงวิชาการของกลุ่มตัวอย่างโดยที่ผลจากการสอนด้วยวิธีดั้งเดิมจะมีค่าเฉลี่ยต่ำกว่า นอกจากนี้ ผลการวิจัยแสดงให้เห็นว่าทัศนคติของกลุ่มตัวอย่างต่อทักษะการอ่านและการเขียนเชิงวิชาการเปลี่ยนไปในเชิงบวกหลังจากการเรียนการสอนแบบการ

สอนภาษาโดยใช้เนื้อเพื่อนำไปสู่การเรียนรู้ภาษา นักศึกษาตระหนักมากขึ้นว่าทักษะการอ่านและการเขียนเชิงวิชาการมีประโยชน์ต่อชีวิตของพวกเขา

งานวิจัยสรุปงานวิจัยโดยการแนะนำผลความเป็นไปได้ในการประยุกต์ใช้ผลการวิจัยสำหรับครูสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ ครูสอนภาษาอังกฤษจำเป็นต้องทราบความต้องการและความสนใจของนักเรียน นอกจากนี้ผลการวิจัยยังถูกนำเสนอเพื่องานวิจัยในอนาคตเพื่อสร้างความสำเร็จให้แก่นักเรียน นักศึกษาและผู้ที่สนใจทางด้านทักษะการอ่านและการเขียนเชิงวิชาการ

Effectiveness of Content-Based Instruction in Developing Academic Reading and Writing Skills at Tertiary Level

ABSTRACT

This study is an attempt to investigate the effectiveness of CBI approach in developing the tertiary students' academic reading and writing skills. It seeks to investigate the tertiary students' attitude towards learning academic reading and writing. This study was carried out in four sections of Academic Reading and Writing course at Mae Fah Luang University, Chiang Rai, Thailand. A total of 123 tertiary students participated in this study. The questionnaire was used to obtain the data to analyze and interpret the attitude of the students toward learning academic reading and writing. The questionnaire consists of 23-item in Likert Scale, and semi-structured interview was also used to get some other details information towards their attitude. Pre-test and post-test were used to see the improvement of students' academic reading and writing skills between teaching through traditional approach and Content-Based Instruction approach.

The results indicated that the CBI-group students got better results in learning academic reading and writing skills than the traditional-group students. As CBI approach enables the students got higher scores than the traditional students, it can imply that CBI approach is effective in teaching academic reading and writing skills at tertiary level in this particular context. At the end of the course CBI-group students had more positive attitude towards reading skills; however, the students in both groups tended to have similar attitude towards writing skills and its difficulty, grammar usage, making inference, guessing the meaning of new words and spelling. Nevertheless, CBI-group students had more positive attitude toward those skills than the traditional group, and majority of traditional-group students did not see an importance of asking questions in generating the ideas before starting their writing

even though they knew that all strategies they learned in the classes are very useful for their reading and writing skills.

Key words: Content-Based Instruction, academic reading and writing, traditional approach, attitude towards learning academic reading and writing
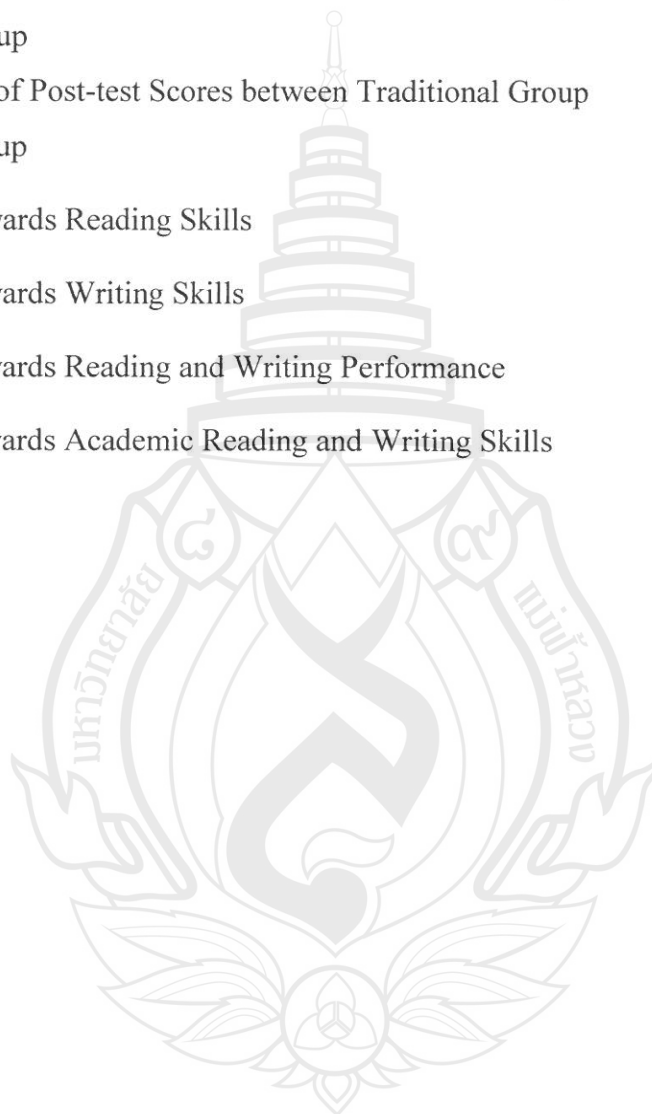
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Chapter One

Introduction

This chapter is dedicated to introduce the research conducted in Thailand in order to investigate the effectiveness of Content-Based Instruction (CBI) approach in developing tertiary students' academic reading and writing skills and their attitude towards learning academic reading and writing skills. This chapter will describe the background of the study, followed by the statement of the problem, objectives of the study, research questions, significance of the study, research hypotheses and scope of the study. Finally, it states the definition of some terms relevant to the study.

1.1 Background of the Study

Nowadays, English as a global language has been used for any careers and educational systems in any countries around the world. It is used as a medium of education, a compulsory subject in the school curriculum in many countries, including Thailand. High proficiency in English is required for the progress of business, education, science and technological progress (Wiriyachitra, 2002). English becomes more important for researchers, lecturers and students at tertiary education. After World War II, English increasingly became the lingua franca in science and technology, that is, the international language of research (Graddol, 1997).

At tertiary level, academic literacy is necessary extensively. Because of international competition, new developments in teaching and learning and larger student numbers contribute to a significant change in the landscape of tertiary education. As the students' language ability is also related to academic success, each university places a great emphasis on the teaching and learning of English (McInnes, James, & Hartley, 2002). The students have to read useful content from any sources, especially updated texts which are written by multinational experts in any academic fields, as this result, those papers are published in English, with an aim to allow the interested people around the world to be able to access those texts. Graddol (1997) stated that, "English has gained international renown is in book publication. It has the highest percentage of publications (p. 9)." Therefore, the demand of English content

reading has increased dramatically because of the international connection, in which English is used as a global language. Not only reading skills, the students have to establish in themselves in order to learn something new in international setting, but also academic writing skill that is important for them to transfer and present their comprehension or capability academically. Particularly in some universities where English is used as a medium of instruction, English skills are very important for those students as the educational program is international, in which serves not only local students, but also the international students from other countries in making learning environment as a real international circumstance. This way of management expands and increases the opportunity of students' learning and also presents their competence worldwide by using English as a tool.

Academic literacy has been developed since the learners' understanding of the role literacy events, reading and writing, in which play within the academic context is clearer with stable interaction between reader and writer, and interaction mediated through the texts and discourses within a community (Sengupta, 2002). Academic literacy has been established as an important enabling tool for tertiary learners as the ability to read, interpret and critically evaluate texts that can help a learner participate effectively in the comprehending of academic texts and the writing of assignments. It is also commonly established that a successful learner is often a successful reader. It is an undeniable fact that reading empowers a learner and enhances the learning and thought processes. An examination of learners' literacy experiences in school and in university will help outline the existent gap between the literacy (Radha & Nambiar, 2007). As this result, the reading is an important language skill for obtaining knowledge and collecting information for learning English as a Second Language (ESL) or English as Foreign Language (EFL) both for academic success and professional development; therefore, the reading ability in understanding English effectively is regarded as the most important skill for ESL/EFL students at all levels (Wei, 2005). It supports the development of overall proficiency and provides access to crucial information at work and in the university (Komiyama, 2009). However, academic reading is very different from everyday reading. It is extended reading of texts varying in length. Studying at tertiary level, the students need to have higher

quantity of reading which they have to concentrate to understand it in only short time. This is because there are a lot of contents for them to learn on a deeper lever.

Writing is an essential critical skill for student's academic and professional success. The writing is also a lifelong process in transferring thoughts and feelings for communication. It also enhances language acquisition as learners experiment with words, sentences, and larger portions of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in the class (Anderson, 2002). Since ability of write well is very important to the job performance since many professionals spend a significant amount of working hours for writing, academic writing taught to students is a manageable pursuit that has practical use for their future academic and professional actions. They can further education or get a good job if their writing skill is perfect enough to persuade people to give them the opportunity in studying in higher education or give them a good job (Anderson, 2002; Yong, 2010).

It is obvious that the academic writing skills focus on accuracy which appears to be a major barrier for students who do not have enough background knowledge and lack of motivation to further learning or gaining the skills (Pongsiriwet, 2001). Studies have shown that even 10 years of English instruction does not provide the students with language proficiency they need to be effective writers (Thomas, 2000). Writing skills development requires a strong understanding of all aspects of language. The lack of understanding and opportunity to learn correctly result them to be unable to write effectively (Frus, 2000). Many teaching approaches have been studied and applied in order to develop the students' academic writing skills; however, the lack of background knowledge and motivation have still been main problems in coping with academic writing skills learning. The EFL classroom, especially in Thailand, still too often becomes a grammar class that focuses on correcting grammar mistakes instead of emphasizing writing process, writing forms and content (Thomas, 2000). Since we live in a society where we are supposed to use our communicative competence, the components of which are linguistic, pragmatic, discourse and strategic competence, we need a language teaching approach through which learners are given a meaningful learning in a context.

The subjects of this study are the tertiary students at Mae Fah Luang University (MFU) where uses English as a medium of instruction. They have to study all courses in English, as this result, all English skills are important for them, especially academic reading and writing. They have to read a lot of texts and textbooks to get some more new information to do any learning activities and write a lot of academic papers for their study; therefore, learning academic reading and writing in an appropriate way is crucial for them so that they can develop themselves in their field of study and improve their language skills that are useful for them both at the present time and the near future. However, as the students have different background knowledge and sometimes do not use English outside the classroom, learning academic reading and writing is not easy for them and the teacher who supports them to learn.

1.2 Statement of Problem

In Thailand, the universities are relevant to EFL concept as we have our own mother tongue language that is Thai. Most Thai students have problems with all English skills since they rarely use it in both the class and daily life, especially academic English skills that require accuracy, namely, they are usually able to speak with body languages to communicate with other people ineffectively in their daily conversation, read some advertisements or boards not textbooks that are important for their study and themselves in order to further their education or future career (Keyuravong, 2002; Wiriyachitra, 2002). Time devoted to English in Thai schools is limited (4 hours per week for core courses which cover difficult grammar and texts, 2 hours per week for elective courses). Because most of students in class are poor in English, the classes are not fun. They do not use English language with their friends or with people they meet outside the classroom. Thai students encounter English just once or twice a week in English classroom; there is little or no motivation to learn a new language when they can communicate in their first language (Daroon, 2003).

The Thai educational system focuses on memorization (Keyuravong, 2002; Wiriyachitra, 2002). Most Thai students are familiar with the recitation system; however, the educational system, which stresses the importance of memorization, cannot equip Thai students with skills to cope with the real situation in society where

English communication is necessary. When one looks at English language teaching and learning in Thailand, in particular, one finds that Thai learners lack the ability to communicate orally and in writing, that is also the poor proficiency of reading skill that enables them to gain more knowledge. Once they are poor in reading; they are not able to gain new knowledge as much as they expect. Although the foreign language teaching approach has been replaced by Communicative Language Teaching (CLT) approach and student-centered approach, the skills and knowledge of Thai students have not improved. The students rarely dare to use English in the society they are in, especially in their study which is closed to their lives most. Thai curriculum emphasizes grammar in an English class, in the belief that, when the students know the grammatical components of the language, they can construct sentences independently in order to communicate their thoughts and ideas. Thai students need to know and understand English grammar well enough to read and write. Knowing how to read and write in English gives them an opportunity to pursue higher education and get a good job in the near future. If they are only good at communicating in English, they can only hope to get a job as a tour guide or administrative staff. It will be harder for them to climb the educational ladder if they do not know how to read and write in English well enough. Consequently, grammar is sometimes overemphasized in Thailand. However, complex grammar is not useful for Thai students who have poor foundation of English.

In Thai society, English is not lonely a very important language and considered a tool to attain higher education and a better jog, but also a part of the entrance examination to both private and state universities in Thailand. Therefore, when the tertiary students were in high school, they had to learn a lot with tutors by focusing on how to do the exam, how to remember some rules of English effectively, how to select the best choice for each question as Thai entrance examination paper provides multiple choice test, in order to enter their preferred university. Most of Thai people have believed that entering a good university is a good starting point in their lives. For that reason, there are many parents who realize that English language is very important for their children's future, so they are wiling to work hard to educate their children in expensive schools where English is taught from kindergarten and learning English takes place with native speakers. Even though, there is an attempt to

provide the immediate communicative needs for learners studying English by designing exams which are more communicative, but it has never been truth in Thailand.

Since the educational reform in 1999, the child-centered based curriculum and the promotional programs which enable learners to reach their full potential have been legitimately emphasized. It is expected that when the whole development of the children becomes, children's interest and cooperation with children have been key factors for reforming (Kwangsawad, 2007). The educational reform in Thailand, including the reform of teaching-learning, requires both teachers and learners to change their roles. There is a change from teacher-centered to student-centered approach. Thai EFL teachers are required to implement a learner-centered polity. Thai EFL teachers face a number of challenges both in the environment they work in and by the new goals they ought to achieve (Nonkukhetkhong, Baldauf, & Moni, 2006). Although the educational reform in the change of teaching from a teacher-centered to student-centered approach were activated, no one can deny that teacher-centered teaching using rote or memorization system is still embedded and exists in the educational system in Thailand.

It can be said that Thailand has not achieved much where in teaching English is concerned. Many different methods of teaching have been tried. When the results are unsatisfactory, the new method is replaced by one another. Unsystematic trial and error seems to be used for the English language curriculum; however, it is essential for and EFL class to create an atmosphere or learning processes which can motivate the enthusiasm of learners. English language teaching in Thailand will not be able to prepare students to competitive in business, education, science and technology if the teaching and learning of English is not improved (Daroon, 2003; Wiriyachitra, 2002).

English language course is one of many courses that all tertiary students in all universities in Thailand must enroll for their study since it is the first foreign language in Thai educational system. The number of General English courses the students need to enroll depends on the university's curriculum. English language is used as a medium of instruction in many Thai universities where are as international universities, so the students are from many countries around the world and all courses are designed and taught in English. As this result, the teaching and learning processes

are also conducted in English; therefore, being good in all skills of English, especially in both academic reading and writing, is able to support their current education and further education and future career. Nowadays, at the tertiary level, English is not only used a medium of English courses instruction, but also is a part of all courses instruction as many courses require English skills of the students in order to support their study and learning. Most of academic texts are translated into English in order to share the information and innovation with all students and educators worldwide; moreover, many Thai universities admit international students to study in their universities. It is one of the causes of the importance of academic English skills in tertiary level in Thailand at the present time. This causes these universities manage their instruction as bilingual study or international setting for some universities where English is used as a medium of instruction. English becomes the main important language for both Thai and international students. The importance of academic English skills has been more focused continuously. Actually, any classes have faced with a big gap of students' background knowledge on the subject, especially the class that consists of multinational students. The difference of background knowledge is the huge obstacle in developing their academic reading and writing skills. Particularly in some general English classes, the students are non-English major who come from different fields and years of study, cause the difficulty of course and teaching material design; however, it is a great challenge. The problems impeding students' reading success come from the inappropriateness of the reading materials, the misunderstanding of grammatical structures, difficulties with vocabulary, and the lack of background knowledge from the readers' part; moreover, a lot of students have unpleasant feelings about their past English learning experiences, and the students of different majors had different perspectives about English learning (Aebersold & Field, 1997; Nuttall, 2000; Warden, 2006). Reading plays an important role in language learning, but ESL/EFL educators have found that most students cannot read English texts effectively (Aebersold & Field, 1997).

In the history of education, there is no one best form of education. Because of the differences of children who has differences background, family and culture (Choebal, 2007);therefore, Thai English teachers have tried many teaching strategies in their classes in order to help their students to improve their English skills. Even

though, the importance of process-based approach and genre-based approach can be applied in the English class effectively. The students can improve themselves by these two approaches, yet the genre-based approach underestimates the skills required to produce content, and the other concern is that it neglects learners' self-sufficiency. It focuses too much on conventions and genre features but also is less helpful for students in discovering the texts' true messages because of the targeted aspects of the specified genre. When the teachers give the lecture, they always spend time explaining how language is used for a range of purposes and with a variety of readers, learners are likely to be largely passive. The genre approach limits the learners' creative thoughts about content and overlooks natural processes of learning and learners' creativity. Constructivist approach can also be a tool for academic writing success, but the teachers should spare enough time for them that is an important issue because time is an important element for learning by using Constructivist approach (Kam, 2006).

One of traditional teaching approaches, PPP (Presentation-Practice-Production) approach, is still often seen in EFL classroom, especially in Thailand as it is suitable for lower level students, and it may be a suitable approach to teaching new language. It seems more controlled and conservative. However, in PPP classes, the students can often produce target language accurately but cannot produce it later; therefore, PPP lessons give a false impression. Students also tend to overuse the target structure so that it becomes unnatural. Often, students do not produce the target language in the free practice stage if they can use existing language resources. This may be unnatural and boring for some learners (McKenna, 2006; Skehan, 1998). Due to the memorization system that has been generated in Thai students' learning styles, PPP approach has been still used widely in Thailand. As student-centered approach has been promoted for many years, PPP classes' progresses from being teacher-centered to student-centered as students learn and practice the new language (McKenna, 2006).

As many researchers and lecturers believe that PPP approach is as a traditional approach that maybe natural and boring for some learners, there are many researchers and lecturers promote another teaching approach that is Content-Based Instruction (CBI) to teach EFL students. Heo (2006) stated that, "CBI has been found to be an

effective approach to teaching English as a second language because with CBI, the students can develop their language skills as well as gain access to new concepts through meaningful content" (p. 25). CBI has been researched by a great number of Asian researchers in supporting that it can also be a good choice in developing the students' academic reading and writing, especially in Thai contexts where English is as a foreign language. Furthermore, CBI involves in increasing the students' English academic reading and writing ability, including the English language proficiency and motivation after learning through framework of it (Liaw, 2007; Suppakitjumnong, 2006) by gaining knowledge of vocabulary, grammar, language structure, interaction communication skills and types and styles of writing; moreover, the CBI curriculum also affects performance of writers and can improve EFL students' motivation and comprehension as well as critical thinking ability (Thomas, 2000). From those supporting reasons, the researcher quite believes that CBI might be the solution in developing the tertiary students' academic reading and writing skills in order to prepare themselves for further education or professional career.

Moreover, in the language learning context, the attitudes toward the language situation, and the anxiety perceived in the language class and language use environments affect the learner's persistence in language learning (Kam, 2006). Two factors that affect second language learning are: attitudes toward the second language and L2 and speakers' motivation to learn it. These two factors affect the success or failure of learning a second language (Yong, 2010).

1.3 Objectives of the Study

This research attempts to investigate the effectiveness of CBI approach in developing tertiary students' academic reading and attitudes of them towards learning academic reading and writing through CBI. Accordingly, the objectives of this study are as follows:

1) To investigate the effectiveness of CBI approach in developing the tertiary students' academic reading and writing skills.
2) To investigate the tertiary students' attitude towards learning academic reading and writing.

1.4 Significance of the Study

As this study aims to investigate the effectiveness of CBI approach in developing the tertiary student's academic reading and writing skills and their attitude towards learning academic reading and writing skills, the findings are significant as follows:

1.4.1 Principles of Teaching and Learning

1) the findings of this study will be the indicators to identify conditions of academic reading and writing teaching and learning that have occurred in the classroom. It will encourage the realization of the teacher to reconsider whether the present curriculum, including course sequence, teaching materials, teaching methodologies and classroom activities suit the students' learning styles, background knowledge and classroom circumstance to improve their academic skills. As this result, the new curriculum that is setting will serve all elements of teaching and learning that can help the students to learn more and enable them to improve and develop their academic skills and teachers can also improve their teaching to advance in their career of teaching.

2) The change of teaching focus, the findings of this study will be as the guideline for interested persons who would like to further research oriented to developing academic English skills and they probably use the findings to change the way of teaching from teacher-teaching to be learner-learning since the findings will clarify if the students learn more and be able to develop their skills when teacher change the focus of teaching by giving the priority of content more than language, language as a tool to learn content, not study content to learn language any more.

1.4.2 Application of Research Findings

1) the findings of this study will be used in developing tertiary students' academic reading and writing skills. The students are able to use these developed skills for their study both English courses and other courses since all courses deal with English language nowadays; moreover, these skills enable them to succeed in their career world. A good command of academic reading and writing skills enables students to communicate successfully as they use the correct form of language in their

communication. Therefore, when the students are keen in academic reading and writing, they will also speak well. These skills enable them to have a lot of opportunity both in their study and work in the new future.

2) the findings of this study will help the teachers who would like to develop their teaching methodologies and also help their students to improve academic English skills to be successful in their career path. Teachers or educators might used the finding of this study to be tools to reconsider or adjust the present curriculum to develop the students in any skills of learning or it is possible to generate the new curriculum following the findings of this study to support the students' learning effectively and also develop the educational system of their organization and country.

1.5 Research Hypotheses

As the research objectives are to investigate the improvement of the tertiary students' academic reading and writing skills by the use of CBI approach and to investigate the tertiary students' attitudes toward learning academic reading and writing skills, the research hypotheses are as follows:

There is significant difference between the final results of traditional and CBI teaching approach

1.6 Scope of the Study

This research is limited in the following ways:

1.6.1 Area of the Study

This study is conducted in the selected area, at Mae Fah Luang University (MFU) where English is used as a medium of instruction. All students use English as a tool for their study in all courses.

1.6.2 Population and Sample

1) Population

All non-English major students who enrolled 1006218 Academic Reading and Writing (ARW) course at Mae Fah Luang University (MFU) and have different background of knowledge, field and year of study in semester 2 of academic year 2010 for 32 sections, a total of 974.

2) Samples

The ARW students from 4 sections are selected as research samples, a total of 123.

1.6.3 Content

The content of teaching materials focuses on:

1) Academic reading strategies

2) Sentence problems

3) Summary paragraph writing

4) Three-paragraph persuasive essay writing

1.7 Definition of Terms

1.7.1 Effectiveness

Effectiveness means the developed degree of students' academic reading and writing skills improvement. Developed and intended proficiency of academic reading and writing skills.

1.7.2 Content-Based Instruction

Content-Based Instruction (CBI) has been defined as "the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught" (Richards & Rodgers, 2001, p. 204). Content-based instruction is an approach of foreign language teaching in incorporation with areas of other subject matter with language teaching aims. It is a sub-approach of Communicative Language Teaching (CLT) which focused on language learning itself to subject matter learning. The use of content

topics is more emphasized than regulations of grammar or vocabulary; moreover, all courses are autonomous and flexible and lack of complexity. It highlights on learning some contents rather than learning language (Duenas, 2004; Elhoseiny, 2008).

1.7.3 Traditional Approach

Traditional approach is a teaching approach that forces the teacher to be as the class controller who controls learning environment, hold the power and responsibility, play the role of instructor in the form of lectures and decision maker in regards to curriculum content and specific outcomes with the belief that the teacher causes learning to occur (Nuttall, 2000). Learning is often competitive and mainly associated within the classroom. The students master knowledge through drill and practice such as rote learning. Content need not be learned in context (Johnson & R., 1991; Thornbury, 1999).

1.7.4 PPP Approach

PPP is a form of Direction Instruction. It is a framework for lesson design consisting of three phases, name Present, Practice and Produce. During these phases, the class progresses from being teacher-centered to student-centered as students learn and practice the new language (McKenna, 2006).

1.7.5 Improvement

Improvement means becoming better. If there is improvement in something, it becomes better. Something is done or made better.

1.7.6 Academic Reading and Writing

Academic reading and writing are reading and writing skills that are run by focusing on academic field in formal way.

1.7.7 General English Courses

General English courses are the English courses provided for non-English major students.

1.7.8 Attitude

An attitude can be defined as a readiness to respond in a favorable or unfavorable manner to a particular class of objects. Attitudes are composed of affective (feelings) component, cognitive (beliefs) component and behavioral (actual actions) component (Gardner, 1980).

Chapter Two
Literature Review

This chapter presents an overview of previous works on related topic that provide the necessary background for the purposes of this study. The purposes of this research are to investigate the tertiary students' improvement of academic reading and writing skills and their attitude towards learning academic reading and writing by the use of CBI approach. The review below will discuss about Content-Based Instruction (CBI) approach, academic reading and writing, attitude towards language learning, related researches and conceptual framework.

2.1 Content-Based Instruction (CBI) Approach

Content-Based Instruction (CBI) has been defined as "the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught" (Richards & Rodgers, 2001, p. 204). CBI is an approach of foreign language teaching in incorporation with areas of other subject matter with language teaching aims (Elhoseiny, 2008). It is one of spin-off approaches of Communicative Language Teaching (CLT) that is defined as 'the concurrent teaching of academic subject matter and second language skills" (Brinton, Snow, & Wesche, 2003, p. 2), and CBI is an integrated to language instruction drawing topics, texts, and tasks from content or subject matter classes, but focusing on the cognitive, academic language skills required to participate effectively in content instruction. It is an approach of teaching that uses English as a foreign language (EFL) or second language (ESL) as a means to instruct the subject matter. CBI integrates language and content in teaching and learning by emphasizing learning about something rather than learning about language. It has been widely applied to various academic proficiency levels and settings (Brinton et al., 2003; Kwangsawad, 2007). CBI is intended to foster the integration of language and content, viewing language as a medium for learning content and content as a resource for learning and improving language" (Stoller, 2002). CBI provides students with authentic, meaningful academic contexts; it aims to

develop both the students' language and their content knowledge. In addition, some authors include the development of academic learning skills as one of the aims of CBI (Chamot & O'Malley, 1994). In CBI, language is not merely the object of learning, but also the means for negotiating meaning, organizing information, and acquiring content knowledge (Butler, 2005).

In this approach, the teacher teaches their students not only to read and write, but also encourage them to read to learn and write to learn for full participation in the educational process. It is probably a good approach in developing academic reading and writing skills of tertiary students in Thailand by designing the appropriate materials and teaching methodology as CBI (Kwangsawad, 2007). CBI approach suggests that conditions for learning a second or foreign language occur when the target language and some meaningful content are integrated in the classroom; the language is both an immediate object of study in itself, and a medium for learning a particular subject matter. The use of content topics is more emphasized than regulations of grammar or vocabulary; moreover, all courses are autonomous and flexible and lack of complexity (Duenas, 2004). It can also be implemented in a various teaching contexts and be effective if it is integrated with academic skills instruction. It encourages the incorporation of group work and cooperative learning that is effective for teaching content and language. Teaching basic language skills in English through CBI can help the students develop their proficiency and both student's language and content knowledge (Butler, 2005; Ersanli & Kiziltan, 2007; Kwangsawad, 2007); moreover, CBI enables the students in gaining critical thinking skill (Liaw, 2007). Teaching basic language skills in English through CBI can help students develop their proficiency and both students' language and content knowledge (Butler, 2005; Ersanli & Kiziltan, 2007; Kwangsawad, 2007; Thornbury, 1999).

Furthermore, Duenas (2004) said that, "CBI cannot be conceptualized as a fixed, immovable method; quite contrarily, it is commonly perceived as a flexible operational framework for language instruction, with heterogeneity of prototype models and application options available for different contexts and pedagogical needs," (p. 75). CBI is a content-driven approach which has different characteristics compared with language-driven approach, traditional approach as follows:

Table 2.1: Continuum of Content and Language Integration

Content-Driven	Language-Driven
1) Content is taught in second or foreign language.	1) Content is used to learn second or foreign language.
2) Content learning is priority.	2) Language learning is priority.
3) Language learning is secondary.	3) Content learning is incidental.
4) Content objective determined by course goals or curriculum.	4) Language objectives determined by second or foreign language.
5) Teachers must select language objectives.	5) Students evaluated on content to be integrated.
6) Students evaluated on content mastery.	6) Students evaluated on language skills/proficiency.

(Source: Brooks, M. & Sankamp, J. (2000). *The essentials of designing and creating content-based curriculum: Recommendation for future CELE curriculum development.* Asia University, pp. 39-46.)

CBI consists of four characteristics; subject matter core, use of authentic texts, learning of new information and appropriateness to the specific needs for students. Brinton et al. (2003) stated that, "the features of CBI as students are presented with the authentic texts from the subject area which they learn to read literally, interpretively and critically as well, the students have opportunity to respond orally to content-based material, a format is provided in which students synthesize factual information and ideas from lectures and reading sources and also content-based teaching allows the students to integrate academic skills (such as note taking from texts and lectures) and language skills that will prepare them for the rigors of academic life," (p.2). Therefore, the students' needs, interests, schema and cognitive skills are addressed through CBI approach by the contextualized activities that also provide a focus on meaning and form by exposing the students to authentic English taken from a myriad of real world sources (Brinton et al., 2003). There are three concepts of CBI: Firstly, second language learners learn the target language from meaningful content instead of learning the language rules. Secondly, on receiving comprehensible input, learners learn the language. That is, they understand the instructed content by relating and adding new knowledge to the background knowledge. Lastly, learners with limited language proficiency are geared to develop their cognitive skills and academic skills essential for content learning to attain their academic achievement (Crawford, 2001).

Content-Based Instruction is based on three main theories of language: "language is text and discourse-based," "language use draws on integrated skills," and "language is purposeful" (Richards & Rodgers, 2001, p. 208). First, in Content-Based Instruction, language teaching focuses on how information and meaning from meaningful content are utilized in discourse or texts, not in single sentences. Next, the skills of the target language are not separate from each other, and they together are involved in all activities. According to Richards and Rodgers (2001) stated that, language is purposeful. When learners have purposes, which may be "academic, vocational, social, or recreational, and concentrate on them, they can be motivated depending on how much their interest can be in their purposes communication" (p. 208). Language also includes the main purpose. CBI is used with the belief that people learn a second language most successfully when the information they are acquiring is perceived as interesting, useful, and leading to a desired goal. Some content areas are more useful as a basis for language learning than others. Students learn best when instruction addresses students' needs. Teaching builds on the previous experience of the learners.

Integrating content and language is not a new idea but one that is becoming increasingly more practiced in language classrooms around the world and one that is continuously evolving. According to European Commission (2008), some of the goals for using this approach besides the obvious objective of mastering a language as well as learning subject matter, is also to prepare for life in a more internationalized society and convey values of tolerance and respect between cultures. Content-based instruction is based on just that purpose by the clear focus on deriving meaning from certain content using a foreign language. Thus, the focus in a CBI lesson is on content, but not necessarily on specific aspects of language, and language acquisition is the expected result.

2.1.1 Models of Content-Based Instruction (CBI)

According to (Brinton et al., 2003), the most common models for CBI are Theme-based, Sheltered and Adjunct Models:

1) Theme-based Model

"In a theme-based course, the content is exploited and its use is maximized for the teaching of skill areas" (Brinton et al., 2003, p. 26). In addition, unity and continuity across the skill area and school curriculum are provided in theme-based approach. This model is flexible in terms of institutional setting and student proficiency level. Major principles of theme-based model contain automaticity, meaningful learning, intrinsic motivation, and communicative competence (Brown, 2001). The theme-based model is mainly employed in adult schools, language institutions, and all other language programs. It is suitable for low to advanced learners. Theme-based CBI is usually found in EFL contexts. Teachers can create a course on their students' interests and the content from various scores are used.

2) Sheltered Model

Brinton et al. (2003, p. 15) defined that, "a sheltered-based course is taught in a second language by a content specialist to a group of learners who have been segregated or 'sheltered' from native-language speakers." In classroom, there are two teachers; a content specialist and an ESL specialist who might teach the class together or may divide the class time between the two of them.

3) Adjunct Model

Davies (2003) stated that 'adjunct classes are usually taught by ESL teachers." The aim of the course is to put emphasis on acquiring specific target vocabulary. The adjunct model is suitable for high intermediate to advanced levels. The adjunct course, students are enrolled in a parallel academic subject-matter course, in which they must obtain a passing grade, helps to increase motivation for learning both language and content.

According to the previous CBI models, the theme-based model is the most appropriate model for MFU students in developing their academic reading and writing skills as Sheltered model and Adjunct CBI usually occurs at the universities in English L1 contexts. Various text types and discourse samples are combined in the theme-based model within the concept of integrated skills; the topics presented via listening or reading, oral passage or written text what will be served for additional investigation of other areas – grammar, vocabulary, language knowledge, etc. while be concurred with the practice of productive skills (Snow, 2001). The selected theme

has to be relevant to other subjects in the school or college curricula as ARW is an English course for non-English major students. It may be taken from the content of the courses taught in other Schools such as business, economic, tourism, information technology, science, agriculture industries, law, nursing, health science, etc. that must be based on the students' needs and/or interests as well. Some reading passages from journal or magazines may be added to keep abreast with the current pace of the world and expand the scale of knowledge and experiences. Furthermore, the students' language proficiency and background knowledge are also considered in the approach of CBI.

According to (Suppakitjumnong, 2006) stressed that selecting the theme of content is based on seven elements: significance – the content has to relate to the school curriculum as a foundation for further studies or career application, validity – the content selected for learning has to be related to the current situation that's why the content in journal, magazines or newspapers are usually put into the CBI teaching materials, interest – those contents are interested by the students to be pleased to use and apply in their real lives. The content based on their own interests urges them to learn, learning ability – the content has to suit the students' language proficiency, background knowledge and learning capacity, appropriateness to objectives – the content has to serve the course objectives, usefulness – the content must be useful to the students in order to apply it for their learning individually and socially, and feasibility – the content has to be feasible for learning management. That is personal, time and teaching aids are available to complete the learning process.

2.1.2   Six- T's Approach of Theme-Based Model

Focusing on the theme-based model, the Six-T's approach will be presented. The Six-T's approach can make learning a language more interesting, and it is an integration of the found language skills and the studying skills, and it provides a solid framework to create cohesion in using within a particular course (Brinton et al., 2003). Those six Ts are:

1) Themes

The major ideas around which the units are organized are themes determined by taking students' interests, needs and likes, relevance and institutional

appropriateness into account. Those are the central ideas that organize major curricular units that are chosen to be appropriate to students' need and interest, institutional expectations, program resources and teacher ability and interests.

2) Topics

Subunits of themes are topics which explore more specific aspects of the theme. A theme may subsume several topics. Topics are organized building one topic on the other. They are selected to complement student interests, content resources, teacher preferences, and larder curricular objectives.

3) Texts

Language in classroom is presented in meaningful texts. Stoller and Grabe (1997, p. 83) claimed that students' interest, relevance, instructional appropriateness, length, coherence, connection to other materials, accessibility, availability and cost are important.

4) Tasks

Students can develop valuable study skills such as note-taking, summarizing and extracting key information from texts through tasks. They may also develop skills in synthesizing, problem solving and critical thinking.

5) Transitions

Curricular coherence is provided by transitions. Topics and tasks are linked smoothly by transitions.

6) Threads

Another curricular coherence is provided by threads. They are defined by natural linkages across themes. They help students to recycle content, use learning strategies and to synthesize.

Furthermore, the best meet the needs of students, the materials should be authentic, appropriate for the topic, interesting, at the right difficulty level, connect to students' schema, be available outside the class, be visually stimulating, contain textual aids, flexible enough to allow for various learning styles and come from a variety of sources (Okada, 2007). The principal feature of CBI is that content is the point of departure or organizing principle of the course. To this end, CBI uses authentic (i.e., material not originally produced for language teaching purposes) tasks and materials, which often require much adaptation and supplementation for

language-teaching purposes. CBI also emphasizes accommodation to language learners' needs through increased redundancy and exemplification and the use of advance organizers, frequent comprehension checks, and frequent, straightforward assignments and assessment procedures.

2.1.3   Steps in CBI

There are five important steps are applied in CBI (Suppakitjumnong, 2006) as follows:

1) Motivation – teacher recommends the students to stretch background knowledge related to the content that can be occurred by brainstorming or discussion.

2) Presentation – vocabulary previously learned and add in the new set of words students will encounter in the content are reviewed by the teacher. Important language structures in the content must be taught as reading strategies and schema.

3) Practice – the students practice reading strategies and study skills to extract main point from details and answer the questions from reading to present their comprehension towards the content.

4) Application – the students apply the knowledge with each other in the classroom. It might be group discussion and group presentation.

5) Review – the students transfer the content and language skills into the written forms (journals, report, short paragraph or essay) using any types of grammar that are useful for academic writing have learned from the reading texts.

"People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself," (Richards & Rodgers, 2001, p. 207). Natural language acquisition occurs in context, which is never learned divorced from meaning, and CBI provides a context for meaningful communication to occur. The chief benefits of CBI are considered as follows: CBI supports contextualized learning where students are taught useful language embedded with relevant discourse contexts; it allows students to progress through content areas while continuing to acquiring language skills and emphasizes a

connection to real life and real world skills. Moreover, it incorporates a higher number of communicative skills and lends itself to student-centered classroom activities and allows for greater flexibility to be built into the curriculum and activities (Baby, 2010)

Since the primary focus of CBI is on acquiring information, the grammatical features are always treated as secondary and very often they are relegated to the background.

2.2 Traditional Approach

Traditional approach refers to PPP approach that is a grammar-based methodology that reflects a notion of practice makes perfect, common in many skills; it allows that teacher to control the control the content and pace of lesson; and it provides a clear teacher role, in accordance with power relations often found in class room (Skehan, 1998). The PPP approach to Language Teaching is the most common modern methodology employed by professional schools around the world. Ellis (2003, p. 29) stated that, "the PPP approach affords teachers procedures for maintaining control of the classroom, thus reinforcing their power over students and also because the procedures themselves are eminently trainable." Therefore, the PPP approach enable the teachers to be able to stand by a secure frame, and where chaos and disorder can be minimized, which is something teachers and learners usually value as good teaching and good learning.

2.2.1 Steps of PPP Approach

According to Carless (2009) and (McKenna, 2006), the steps of PPP approach are as follows:

1) Presentation

After a lead in, the teacher presents the new language items. The class tends to be teacher – centered, with teacher talk-time being around 90%. The new grammar structure is presented by using target language, often by means of a conversation or short text. The teacher explains the new structure and check students' comprehension of it.

2) Practice

New language is identified, repeated and manipulated by students. The class is student-centered, with teacher talk-time being around 50%. Controlled practice develops accuracy. Typically controlled practice activities include oral drills, quizzes and written activities. Students practice uses the new structure in a controlled text, through drills or substitution exercises.

3) Production

Students attempt to use the newly learned language in activities provided by the teacher. The class is completing student-centered. Students practice uses the new structure in different contexts often using their own content or information, in order to develop fluency with the new pattern.

Although PPP approach has been used in many EFL classrooms, Ellis (2003) argued that PPP is seen as a lacking a firm basis in second language acquisition (SLA) theory; being too linear and behaviorist in nature, so failing to account for learners' stages of developmental readiness. Moreover, Skehan (1998) said that PPP approach is unlikely to lead to the successful acquisition of taught forms. It also assumes that accuracy precedes fluency, although this is often not the case (Thornbury, 1999)Furthermore, it is teacher-centered and fits uneasily with more humanistic learner-centered frameworks (Harmer, 2007). It is as a useful routine for presenting and practicing structural features under semi-controlled conditions (Swan, 2005).

Carless (2009, p. 56) stated that, "the PPP approach connects with classroom management, the ability to plan, to feel you are in charge, but it does not really connect well with student learning … The value of tasks is that they provide a vehicle for personalized language learning, a means for expanding the time available for language learning and providing learners a sense of responsibility." PPP assumes that students learn by building their knowledge in small blocks, from presentation through tightly regulated practice before freer production. In PPP, the teacher divides the lesson into three parts. First, she presents a context -- for example, a picture of various sports -- and asks students to suggest words and phrases they know about the subject. Next, in the practice stage, the teacher isolates a particular grammar point, perhaps "He is playing football," asking the students to repeat, and changing the sport as she

does so. Finally, in the production stage, students use the new language they have learned; for instance, students may work from pictures of different sports.

PPP approach offers "to the novice teacher the reassurance of a detailed set of sequential steps to follow in the classroom" (Richards & Rodgers, 2001, p. 246). PPP is effective for lower-level learners but, as the author of "Learning Teaching",

Harmer (2007), noted, at "higher levels [...] accurate reproduction and controlled repetition seem out of place"(p. 13). PPP has also been criticized for being too teacher focused and not allowing students enough freedom or creativity in the classroom. However, there are some problems occur with the use of PPP approach for teaching. First, sees the language as a series of product that can be acquired sequentially as accumulated entities (Ellis, 2003), but research on language and language development has shown that language is not a series of products. Lier (2004, p. 140) said that, "to some extent recreated every time it is negotiated", which means that learners are not passive holders of the finished forms they store in their brains, but become socially active agents in the construction of the meanings these forms might have. Second, it assumes that language learning follows a linear, causative order, in which the foreign language is first received through input, next worked on in different ways by learners and finally produced in free practice activities especially designed to facilitate such production or output. That is, the presentation and then the practice of the language item cause its learning as is evidenced in the production. This explanation is too simplistic and does not do justice to the complex and rich nature of language learning, which means that a different number of influences are present in the learning process, and that such influences usually create affordances that are picked up and worked on by learners (Lier, 2004). Additionally, language development does not seem to take place in this orderly, causal sequence that ends up in production or learning, but rather, it usually goes back and forth in interlanguage development with frequent regression in learning as learners accommodate new structures, features, and uses of the language (Hedge, 2000). Third, the students learn from input as well as from output. Swain (2000) demonstrated that output, offers equally rich opportunities for language learning. This means that what students produce can be seen as the starting point to negotiate meaning and learning and to engage in this way in the type of collaborative dialogue that is conducive to language

proficiency as this author very interestingly implies. The effectiveness of the PPP approach can be examined from the point of view of skill acquisition theory. The theory implies that learners should be given explicit teaching of the target grammar first (cognitive stage), followed by activities or practice to develop their acquired or learned declarative knowledge into procedural knowledge (associative stage), and then less focused communicative activities to enhance proceduralization and automatization (Sato, 2010).

2.3 Academic Reading and Writing Skills

Effective writing skills are central in both higher education and in the world of work that follows. One's ability to compose an extended text is the single best predictor of success in course work during the freshmen year (Garner & Borg, 2005). Gains in informative and analytical writing ability are, moreover, taken as a good indicator of the value added by higher education (Brooks & Sankamp, 2000). Academic reading and writing are important to function in today's society and also develop the learners' critical thinking skill. Good academic reading and writing skills can help the learners in accomplishing the greater academic achievement both good grades and further education. Since the academic reading and writing skills are quite important and necessary for the language learners, the way to improve and develop the academic reading and writing skills are required. The problems obstructing students' reading success come from the inappropriateness of the reading materials, the misunderstanding of grammatical structures, difficulties with vocabulary, and lack of background knowledge form the readers' part (Nuttall, 2000), and the weakness of academic reading skill influences on academic writing since the learners can learn writing through reading. That is, to succeed while studying at tertiary level, academic reading and writing skills are probably the most important language skills that the students need.

Formerly, reading and writing were considered separate skills; the reader reads through the text from the writer's writing. Reading and writing were in the different steps. The writer was seen as an active composer and the reader was as a passive receiver. Recently, there has been a lot of researches support that both reading and writing are complex parallel skills. Writers use their background knowledge when

writing, as readers use background knowledge to understand the text. Both readers and writers use their life experiences (Sengupta, 2002).

Academic reading is an important language skill for obtaining knowledge and collecting information for learning English as an ESL/EFL both for education success and professional development that's why reading ability in understanding English effectively is regarded as the most important skill for ESL/EFL students at all levels (Wei, 2005). It supports the development of overall proficiency and provides access to crucial information at work and in the university (Komiyama, 2009). The academic reading is very different from everyday reading. Studying in tertiary level, the students need to have a higher quantity of reading which they have to concentrate to understand it on a deeper level since it is extended reading of texts varying in length (Aebersold & Field, 1997).

Academic writing is a crucial skill for student's education and professional success. It is a lifelong process in order to transfer thoughts and feelings for communication. It also enhances language acquisition as learners experiment with words, sentences, and larger segments of writing to communicate their ideas effectively and to support the grammar and vocabulary they are learning in the class (Anderson, 2002).

Using writing as a learning tool during reading leads to better reading achievement and that using reading as a vehicle for elaborating on ideas and understanding opposing views leads to better writing performance (Thomas, 2000). More importantly, reading and writing, when taught together, engage students in a greater use and variety of cognitive strategies than when taught separately. This does not mean that students should not be able to read some texts aesthetically without being required to write about them. Without writing, the reader is still engaged in an act of composing – planning, drafting, monitoring, and revising – the emerging text in his or her head (Thornbury, 1999).

(Storm, 2006) points out that, "building bridges is a vital teacher role" (p. 641). The first step is to build a bridge between reading and writing by making students aware that experienced readers and writers share a surprising number of common characteristics. Both readers and writers are actively engaged in constructing meaning from and with texts, go back to go forward in a recursive process, interact

and negotiate with each other (writer and reader), access a common tool kit of cognitive strategies, use skills automatically and are motivated and self- confident.

2.4 Attitude towards Language Learning

An attitude can be defined as a readiness to respond in a favorable or unfavorable manner to a particular class of objects. Attitudes are composed of affective (feelings) component, cognitive (beliefs) component and behavioral (actual actions) component. Attitude has been one of the psychological constructs many researchers in various fields use as a predictor of behavioral outcomes. It is believed that one's attitude influences one's behavior. Moreover, the attitudes also influence the effectiveness of the future learning in the new environment of the learner's class and could make the class a success or a miserable experience for all concerned. The positive attitude enhances second language learning. Therefore, favorable attitudes tend to influence on language learning, as high achievers tend to develop positive attitudes as they go along, while low achievers thus become disenchanted and learning proportionately decreases (Storm, 2006).

The attitudes towards learning the language affect the motivation in language learning. Gardner (1985) considers attitudes as components of motivation in language learning. According to him, "motivation ... refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language" (p. 10).The relation between motivation and attitudes has been considered a prime concern in language learning research (Ellis, 2003). In addition, Lier (2004, p. 10) asserted that, "attitudes are necessary but insufficient indirect conditions for linguistic attainment. Only when paired up with motivation proper do attitudinal tendencies relate to the levels of student engagement in language learning, and to attainment". The students who have positive attitudes toward learning English are highly motivated to learn it and tend to get higher score in the proficiency test and total grade average. The students' attitudes and motivation are positively correlated with their English proficiency (Liu, 2006; Obeidat, 2005). A person who has positive attitudes toward the target culture and people is thus considered well-motivated. Integrativeness is considered as the most important factor in explaining the language learning motivation (Csizer & Dornyei, 2005; Gardner, 2001). A learner will be

successful with proper motivation. Such claims are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is the key to learning (Dornyei, 1998).

Attitudes influence the effectiveness of the future learning in the new environment of the learner's class and could make the class a success or a miserable experience for all concerned. The positive attitude enhances second language learning. Therefore, favorable attitudes tend to influence language learning, as high achievers tend to develop positive attitudes as they go along, while low achievers thus become disenchanted and learning proportionately decreases (Storm, 2006; Warden, 2006).

2.5 Related Researches

CBI approach is considered by many researchers an effective and realistic teaching method in terms of combining language and content learning (Heo, 2006). Classroom tasks provide a context for language learning, are more cognitively demanding, and reinforce the existing school curriculum. CBI is considered successful when learners master the language as well as understand the content and are able to discuss the content in the language in a meaningful way (Stoller, 2002). Davies (2003) directly labels CBI as a syllabus: The content-based syllabus is best viewed as a still newer attempt to extend and develop our conception of what a syllabus for a second-language course should comprise, including a concern with language form and language function, as well as a crucial third dimension-- the factual and conceptual content of such courses" (p. 14).

Content-Based Instruction (CBI) has been found to be an effective approach to teaching English as a second language because with CBI, students can develop their language skills as well as gain access to new concepts through meaningful content. Nowadays, CBI has been used widely to promote the significant involvement with language learning through subject matter, not through rote drills or practice of isolated skills at the end of a less, in which always occur in the traditional class. CBI can be used successfully with low level students. Content-Based Instruction (CBI) has been found to be an effective approach to teaching English as a second language because with CBI, students can develop their language skills as well as gain access to new

concepts through meaningful content (Heo, 2006). Stoller (2004) concurred and also stated that CBI is considered successful when learners master the language as well as understand the content and are able to discuss the content in the language in a meaningful way. Crawford (2001) and Yamane and Ryan (2000) said that CBI has mostly been also used to teach the students who already demonstrate fairly advanced skills in English. It indicates that CBI is a good teaching approach that can be used in helping the students in all levels of English improve their academic reading and writing skills, especially tertiary level that all students are in a must to succeed in their education and profession in the near future. The interest in CBI has spread to EFL classroom situations because teachers believe that the language education in those contexts should be more like ESL situations (Davies, 2003). Experts agree that students learn a foreign language better when focusing on specific material instead of continually focusing on the structure of the language itself. However, it might be useful to do so from time to time, building on students' background knowledge of their first language (Larsen-Freeman, 2000). The aim is for students to be able to use and understand the target language without needing to translate everything from, and into, their first language.

Richards (2006) expressed that, "people learn a language more successfully when they use the language as a means of acquiring information, rather than as an end in itself, CBI better reflects learners' needs for learning a second language and content provides a coherent framework that can be used to link and develop all of the language skills," (p. 28). The students' academic language skills development is the purpose of CBI that provides the students with study skills that facilitate them to convey a range of critical perspectives on social issues and to engage in quick-paced interactions. A content focus is important for developing language proficiency and meeting the students' professional and individual goals. CBI provides motivation for learners to learn more and faster and also encourages the academic skills improvement. CBI can be used successfully with students at all levels (Crawford, 2001; Yamane & Ryan, 2000).

Richards and Rodgers (2001) considered CBI "a means of acquiring information rather than an end in itself": learners succeed in learning the language because CBI is enough to motivate them, and it makes the class more effective (p.

207). Moreover, this is the most important point about CBI: CBI is believed to better reflects learners' needs in terms of preparation for academic courses and helps the learners access the content of academic learning (p. 207).

CBI emphasizes on "learning a language through academic content, engaging in activities, developing proficiency in academic discourse, fostering the development of effective learning strategies. Thus, this methodology puts emphasis on "learning about something rather than learning about language" (Crandall, 1999, p. 604). CBI approach has several benefits for the students, namely, it helps the students to reinforce certain concepts deemed important in other content areas. The students are able to learn new concepts that arouse their curiosity, and it enriches the students' vocabulary stock with words that are relevant to their everyday life. It improves the students' motivation and it promotes curriculum integration. According to the previous studies, the use of CBI and reading development generate a relative effectiveness (Crawford, 2001; Glenn, 2005). Many studies reveal that CBI can results in content learning, improve students' language acquisition and students' reading comprehension through the topics chosen grounded academic disciplined-based (Daryl, 2006) and the systematic use of CBI strategies (Glenn, 2005). Stoller (2004) concurred and also stated that CBI is considered successful when learners master the language as well as understand the content and are able to discuss the content in the language in a meaningful way.

CBI has been proven effective in programs for English for Specific Purposes (ESP), vocational and workplace education, K-12 classrooms in both first and second language learning, bilingual education, sheltered instruction, and college-level foreign language instruction. Factors that demonstrate its success include high teacher and student interest, program enrollment, and student adjustment to future academic contexts (Stoller & Grabe, 1997). Content-based instruction (CBI) has been proposed as an effective method of preparing students for study in English-medium universities. Although CBI has won adherents for its pedagogical effectiveness, a theoretical basis for its success has not been fully articulated. There are a variety of frameworks that may be used to provide this theoretical basis (Garner & Borg, 2005).

Lo Castro (2001) examined the attitudes of Japanese students toward learning English as a foreign language in Japan. The subjects were students in the International

Christian University in Mitaka, Japan. The results revealed that the subjects had positive attitudes toward learning English because they wanted to be proficient in the English language and saw the connections between their English language ability and their future careers, graduate studies, travels, and life abroad in English speaking places.

Liu (2006) investigated Chinese university students' attitudes towards and motivation to learn English and the correlations of the said variables with the students' English proficiency. The researcher chose 202 third-year non-English majors in a southern university in China participated in this study by using a motivation survey, an open-ended question and an English proficiency test. The findings showed that the students had positive attitudes toward learning English and were highly motivated to learn it. Students who had more positive attitudes towards learning English tended to get higher score in the proficiency test. The students' attitudes and motivation were positively correlated with their English proficiency.

Rodgers (2006) set a study to find out whether CBI classes are effective in promoting and developing content knowledge and form-function abilities by using geography CBI class in Italy with 43 student samples. The instruments used in the study were a composition, a cloze test and selective oral interviews, and the study was conducted in two sessions during the normal classes. The findings of the study presented that CBI students significant gained knowledge of subject matter, and their form-function abilities improved in both written and oral production.

Kiziltan and Ersanli (2007) studied the contributions of CBI to young learners' language development in English. Theme-based model has been used in the study. Since the themes were chosen by the students at the beginning of the study, English lessons were full of fun and motivating. The results of the study have revealed that students may learn better through theme-based CBI. Students can be said to have developed a much wider knowledge of the world through information gap activities, graphic organizers problem solving activities, sequencing and ranking activities. The findings indicate that there is a statistically significant difference between the mean scores of both groups in terms of the language development of the young learners. Pilot group can be said to have developed their language skills in English better than

those of the control group. Theme-based CBI can be more effective for young learners who are in the process of first language acquisition.

Huang (2011) examined the impact of CBI on EFL young learners' motivated behaviors – attention, engagement, eager volunteering and classroom verbal interaction. There were 25 six-year-old elementary students participated in this study. The findings showed that the students participated more actively in subject-learning classes than language-input classes and have benefited from the program in terms of eagerness to volunteer and classroom verbal output.

Maasum, Nooreiny, Effandi, and Hamidah (2012) investigated the challenges faced by Malaysian secondary school teacher in teaching Science and Mathematics in English and aspects of English needed and challenges faced by the teachers in selected secondary schools in Malaysia using a survey questionnaire, interview, and the development of a competency test to collect the data from science and Mathematics teachers. There were 485 responses from the questionnaires were analyzed using frequencies and percentages. The findings showed that there are many challenges faced by teachers when implementing the CBI in the students' second language, especially when the students have various levels of English language proficiency. It is necessary for the teachers to have an effective English language proficiency to deliver the content subject matter and it encourages better performance. However, the lack of effective language skills of teachers causes them face with many challenges in their pedagogical skills.

Valeo (2012) investigated the effect and effectiveness of form-focused instruction in CBI program in Canada using a pre-test, post-test, delayed post-test and retrospective recall protocol. The findings indicated that the samples of study were able to identify the focus of the instruction they received in reference to content or language, but there was no relationship between awareness of language and language outcomes.

2.6 Conceptual Framework

The relationship of the research variables is shown in the Figure 1 below. As depicted in Figure 1, the independent variables are pre- attitude towards learning academic reading and writing, Content-Based Instruction (CBI). The dependent variables are the improvement of academic reading and writing skills and attitude towards learning academic reading and writing.

Figure 2.1: Conceptual Framework
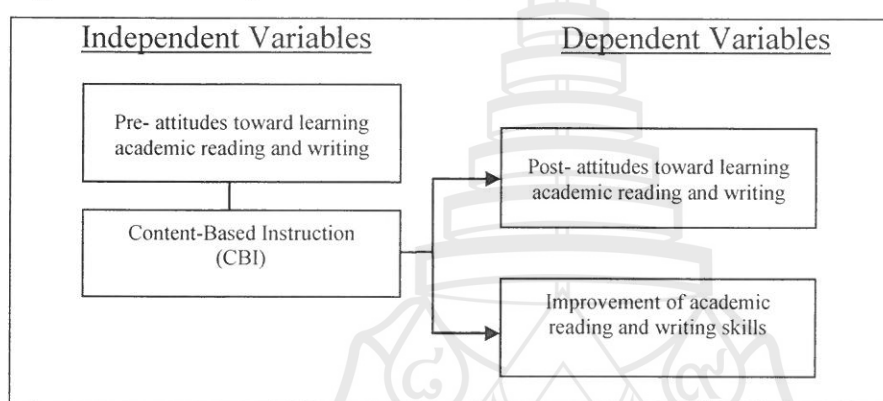
Figure 1 clearly shows the direction of the study and the relationship among the pre-attitude towards learning academic reading and writing skills as independent variables, and post-motivation and attitude towards learning academic reading and writing and the improvement of academic reading and writing skills as dependent variables. It also captures the objectives of the research study which are to investigate the improvement of the tertiary students' academic reading and writing by the use of CBI approach and their post-attitudes after learning academic reading and writing by through the CBI approach.

Chapter Three
Research Methodology

The study of improvement of tertiary students' academic reading and writing skills and their attitudes toward learning academic reading and writing skills was carried out at Mae Fah Luang University (MFU), Chiang Rai, Thailand. The subjects are non-English major students from any fields and years of study. Those subjects enrolled Academic Reading and Writing course which focuses on academic reading strategies, summary paragraph, sentence problems and three-paragraph persuasive essay writing.

3.1 Population, Sample and Sampling

Since MFU is as an international university where English is used as a medium of instruction and the students are multinational students. The researchers would like to investigate the improvement of the students' academic reading and writing skills and the attitudes of them toward learning academic reading and writing by the use of CBI. At the moment, they are about to step into the career world or further education, and very soon, they will be in it. Academic English language skills are very important to them. This is a crucial factor which has contributed to the research problem.

For the purpose of convenience and availability, the researchers have little choice, even though the researchers are aware that sampling bias may occur. Therefore, the type of sampling involved is convenience sampling that is a type of nonrandom sampling, a process of using as the sample whoever happens to be available at the time and who is willing. A convenience sample is a sample where the subjects are selected, in part or in whole, at the convenience of the researchers.

In this research, 123 participants from 4 sections were selected from 974 students of 32 sections who enrolled Academic Reading and Writing course in the semester 2/2010 at the study area, Mae Fah Luang University (MFU), Chiang Rai, Thailand. Those participants are non-English major students at MFU, the case study

area. The samples are students from 4 sections and 28 students participated in the pilot study. The students from those sections were divided into 2 groups:

Controlled Group (Group 1): Be taught by traditional approach, P-P-P approach. The classes are set as the lecture class where teacher teaches and students listen to the teacher. According to Table 1, language-driven aspect is used in these classes, that is:

1) Content is used to learn second or foreign language.

2) Language learning is priority.

3) Content learning is incidental.

4) Language objectives determined by second or foreign language.

5) Students evaluated on content to be integrated.

6) Students evaluated on language skills/proficiency.

Experimental Group (Group 2): Be taught by Content-Based Instruction (CBI) approach. The classes are set as cooperative learning where students participated in all activities in the class, not just only listen to the lecture. According to Table 1, content-driven aspect is used in these classes, that is:

1) Content is taught in second or foreign language.

2) Content learning is priority.

3) Language learning is secondary.

4) Content objective determined by course goals or curriculum.

5) Teachers must select language objectives.

6) Students evaluated on content mastery.

3.2 Research Tools

In order to achieve the purposes of this study, a research design which employs mainly teaching material that is designed on CBI approach, tests, pre-test and post-test, which help the researchers to see the improvement of the samples' academic reading and writing skills. Assist. Prof. Dr. Wanida Penkingkarn from Chiang Mai University approved the teaching material used in this study. Likert-Scale questionnaire is also used because it is the most appropriate tool and it is the most reliable instruments available which can describe in details tertiary students' attitudes toward learning academic reading and writing by the use of CBI approach. Moreover,

individual interview and group discussion are also used for seek out more ideas and attitudes of the samples toward learning language through CBI approach.

The research design is presented in Figure 2 as follows:

Figure 3.1: The Research Design
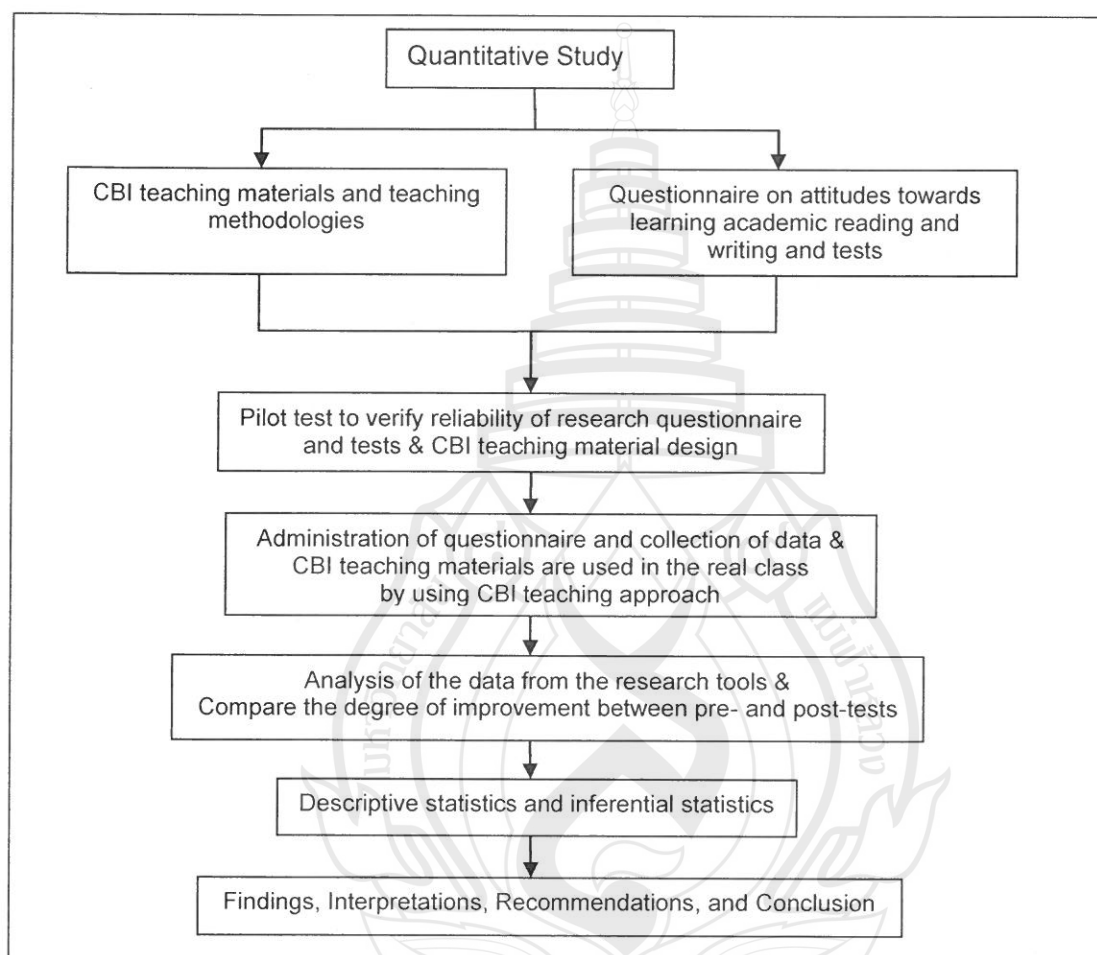
The research design (see Figure 3.1) indicates that this is a quantitative study which seeks to investigate the attitude towards academic reading and writing and the improvement of students' academic reading and writing skills.

The questionnaire on attitude towards learning academic reading and writing skills were used twice, pre and post, at the beginning of semester and the end of semester to see whether CBI enhances their attitude in learning academic reading and writing.

The improvement of students' academic reading and writing skills was evaluated by using pre-test and post-test that each of them will be also used once, pre-

test at the beginning of semester and post-test at the end of semester. The test is divided into four parts, academic reading strategies, sentence problems, summary paragraph writing, three-paragraph persuasive essay. Moreover, the last assignment, three-paragraph persuasive essay writing is as the summative evaluation for evaluating essay writing skills that combine all skills they have learned in the course.

The descriptive and inferential statistic will be used for answering the research questions as follow:

Research question 1: What is the effectiveness of CBI teaching approach in developing tertiary students' academic reading and writing skills?

Statistics: Mean, Pearson Correlation Coefficient and t-test

Research question 2: What is the attitude of tertiary students toward academic reading and writing learning by the use of CBI approach?

Statistics: Mean and T-test

3.3 Data Collection

All data are being collected in all steps of teaching and learning of the course. The attitudes towards learning academic reading and writing are collected twice; before learning through CBI and after learning through CBI to see the differences of thinking. Semi-structured interview is used to investigate the students' attitude in details and be also used twice. The pre-test on attitude towards learning academic reading and writing is used at the first hour of the course since the students have not known anything about the course and conferencing is done out of the class parallel. Pre-test on academic reading strategies is used in the first class of the course; then let the students study the points from their teachers and learn by self-study with the provided materials and by their own interest. After that, post-test on academic reading strategies is used. Pre-test on summary writing is used before in the step of summary writing process in the first class. After the students take the lecture and learn by their own; post-test on summary writing is used. After midterm examination, pre-test on three-paragraph persuasive essay writing is used; then the students is following the

steps of persuasive writing. Post-test on persuasive writing is used then. The mentioned steps are shown as follows:

Figure 3.2: Data Collection
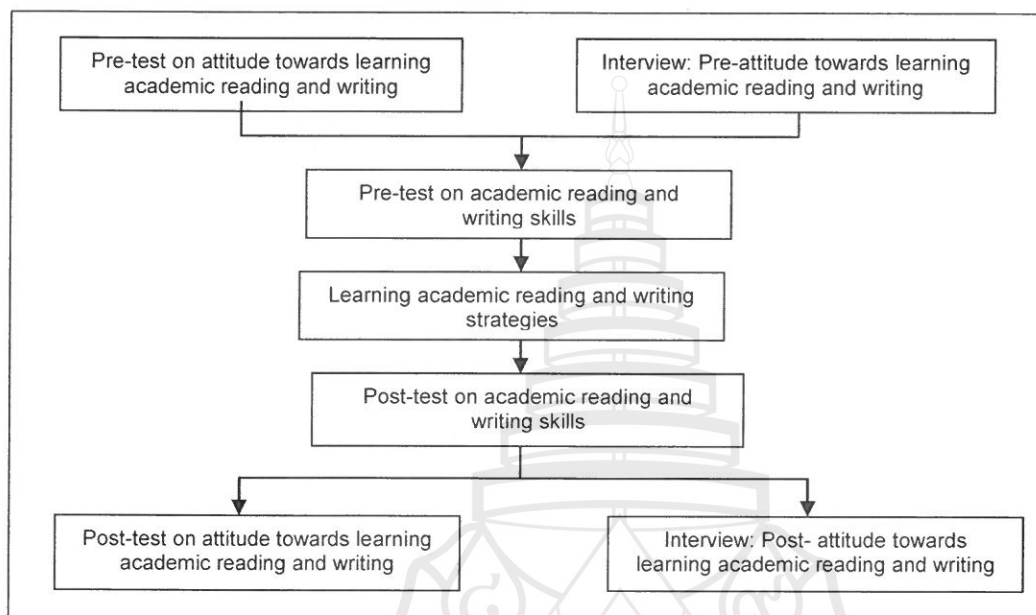
3.4 Data Analysis

Before administrating the tests and questionnaire to measure the improvement of tertiary students' academic reading and writing skills and existing attitude towards learning academic reading and writing, two pilot studies were conducted on 28 students, which encompassed 20 females and 8 males. The pilot studies participants were randomly selected from 28 sections of ARW course. The scores obtained for the tests and questionnaires were 0.72 and 0.76 respectively which indicates that the instruments used have high reliability, meaning that the effect of errors of measurement is small.

As quantitative measures are involved, the approach used in analyzing the collected data would be based on descriptive statistics as well as inferential statistics. Descriptive statistics would be applied in analyzing the data obtained using raw scores, means, standard deviation and rank ordering. For both descriptive as well as inferential statistics, the researchers used the SPSS 15.0 package to analyze the data obtained from the answer in the tests and questionnaire. As stated earlier on, the

research procedural format would be descriptive and correlation in nature. This procedure is discussed and explored in detail in the following chapter.

CHAPTER FOUR

RESEARCH FINDINGS

4.1 Research Findings

The objectives of this chapter are to analyze and interpret the data collected in the study to answer the two research questions and the hypothesis stated in Chapter 1. These questions examine the improvement of tertiary students' academic reading and writing skills by the use of CBI approach and attitude of them towards learning academic reading and writing by the use of CBI approach.

In this research, 120 samples from 4 sections were selected from 974 students in 32 sections who enrolled Academic Reading and Writing course in the semester 2/2010 at the study area, Mae Fah Luang University, Chiang Rai, Thailand. In this chapter, the controlled group that was taught by Traditional approach is called Traditional Group, and the experimental group that was taught by CBI approach is called CBI Group in order to obviously interpret the data. The findings are presented in order of the research questions posed and are as follows:

4.1.1 Research question 1:

Is CBI teaching approach more effective than traditional approach in developing tertiary students' academic reading and writing skills?

As mentioned in Chapter 3, pre-test and post-test were used to obtain data for this question. The following table shows the average scores that the samples got from the test.

Table 4.1: Comparison of Pre-test Scores between Traditional Group and CBI Group

Group	Highest score	Lowest score	Mean	S.D.
Traditional Group (n=60)	42	7	23.03	5.80
CBI Group (n=60)	41	8	22.92	5.83

The total raw score of the test is 50. Table 4.1 indicates that the mean of traditional group is at 23.3 and CBI group's is at 22.92, and Standard Deviation of traditional group is at 5.80 and CBI group's is at 5.83. As a result, it can confirm that both groups of samples have similar level of English language proficiency.

Table 4.2: Comparison of Post-test between Traditional Group and CBI Group

Teaching Approach	Mean	S.D.	T-test
Traditional Approach (n=60)	31.63	8.94	0.001
CBI Approach (n=60)	36.32	5.42	

Table 4.2 shows comparison of post-tests between traditional group and CBI group, which were taught by different approaches, traditional approach and CBI approach respectively. The total scores of 50, the average scores of traditional group ($\bar{x}$=31.36, S.D. = 8.94) were lower than the students in the CBI group ($\bar{x}$=36.32, S.D. = 5.42). Therefore, it can be said that CBI approach enables students have better results in learning academic reading and writing than traditional approach in this context.

The hypothesis of this study is as follows:

Learning academic reading and writing skills through CBI approach enables the students to get higher scores than the traditional approach.

The results from the independent-samples t-test in Table 4.2 shows that the scores of post-test of traditional group was significantly lower than that of CBI group, $t = 0.001$, $p < 0.05$, which indicates that the hypothesis was accepted. As a result, it can be said that learning academic reading and writing skills through CBI approach enables the students get higher scores than the traditional approach.

4.1.2 Research question 2:

What is the attitude of tertiary students towards learning academic reading and writing by the use of Traditional approach and CBI approach?

Questionnaire was used in this study to investigate the attitude of tertiary students towards learning academic reading and writing skills by the use of traditional and CBI approaches, which consisted of 23 statements. The results from the questionnaire are interpreted with the supported reasons of the students raised by the step of discussion. The tertiary students' attitude towards learning academic reading and writing skills by the use of traditional approach and CBI approach are shown as follows:

Table 4.3 Attitude towards Reading Skills

Items	Statements	Group	Tests	Means	S.D.	Difference of Means
1	I love reading.	Traditional group	Pre-	3.43	0.87	-0.56
			Post-	2.87	0.79	
		CBI group	Pre-	3.42	1.08	+0.38
			Post-	3.80	0.55	
2	Reading is difficult.	Traditional group	Pre-	3.08	1.06	+0.04
			Post-	3.12	0.80	
		CBI group	Pre-	3.30	1.17	-0.65
			Post-	2.65	0.71	
3	Learning to read is boring.	Traditional group	Pre-	2.62	1.30	+0.26
			Post-	2.88	0.94	
		CBI group	Pre-	2.52	1.21	-0.49
			Post-	2.03	0.80	

4	Reading strategies are hard to learn.	Traditional group	Pre-	2.83	1.15	+0.50
			Post-	3.33	0.73	
		CBI group	Pre-	3.08	1.29	-0.65
			Post-	2.43	0.89	

Table 4.3 shows the attitude of tertiary students towards reading skills – love of reading, difficulty of reading, learning reading and reading strategies. The findings show that at the end of the course, the students in both group tended to have opposite trend of attitude towards reading skills in different direction if compared with the rest, namely, the mean of traditional group's post-attitude towards reading skills was decreased while the rest's were increase in terms of numbers. However, it can be interpreted in terms of meaning to see what exactly happened with the students' attitude as follows:

Firstly, statement 1 "I love reading," the students in traditional group tended to have more negative attitude towards love of reading than CBI group after learning by the use of traditional approach and CBI approach respectively because it shows the difference of mean between pre-attitude and post-attitude towards the love of reading, and the trend of traditional group was declined while the CBI group was increased ($\bar{x}$ = 3.43, 2.87 with difference level at -0.56; $\bar{x}$ = 3.42, 3.80 with difference level at +0.38).

Secondly, statement 2 "Reading is difficult," the students in traditional group tended to have more negative attitude towards the difficulty of reading skills than CBI group after learning by the use of traditional approach and CBI approach respectively because it shows the difference of mean between pre-attitude and pos-attitude towards the difficulty of reading, and the trend of traditional group was increased while the CBI group was declined ($\bar{x}$ = 3.08, 3.12 with difference level at +0.04; $\bar{x}$ = 3.30, 2.65 with difference level at -0.65).

Thirdly, statement 3 "Learning to read is boring," the students in traditional group tended to have more negative attitude towards the learning to read than CBI

group after learning by the use of traditional approach and CBI approach respectively because it shows the difference of mean between pre-attitude and post-attitude towards learning to read, and the trend of traditional group was increased while the CBI group was declined ($\bar{x}$= 2.62, 2.88 with difference level at +0.26; $\bar{x}$= 2.52, 2.03 with difference level at -0.49).

Fourthly, statement 4 "Reading strategies are hard to learn," the students in traditional group tended to have more negative attitude towards reading strategies than CBI group after learning by the use of traditional approach and CBI approach respectively because it shows the difference of mean between pre-attitude and pos-attitude towards reading strategies, and the trend of traditional group was increased while the CBI group was declined ($\bar{x}$= 2.83, 3.33 with difference level at +0.50; $\bar{x}$= 3.08, 2.43 with difference level at -0.65).

It can be concluded that after learning academic reading and writing by the use of CBI approach, the students in CBI group had more positive attitude towards reading skills – love of reading, difficulty of reading, learning to read and learning reading strategies than learning academic reading and reading by the use of traditional approach.

Table 4.4: Attitude towards Writing Skills

Items	Statements	Group	Tests	Means	S.D.	Difference of Means
5	I love writing.	Traditional group	Pre-	2.75	0.88	+0.4
			Post-	3.15	0.73	
		CBI group	Pre-	2.85	1.13	+0.6
			Post-	3.45	0.65	
6	Writing is difficult.	Traditional group	Pre-	3.73	1.26	-0.21
			Post-	3.52	0.75	
		CBI group	Pre-	3.83	1.24	-0.86
			Post-	2.97	0.94	

7	Learning to write is boring.	Tradition al group	Pre-	2.60	1.08	+0.15
			Post-	2.75	0.77	
		CBI group	Pre-	2.73	1.13	-0.55
			Post-	2.18	0.75	
8	Writing process is hard to learn.	Tradition al group	Pre-	2.98	1.20	+0.24
			Post-	3.22	0.88	
		CBI group	Pre-	3.03	1.31	-0.95
			Post-	2.08	0.74	

Table 4.4 presents the pre-and post-attitude towards writing skills of students in traditional group and CBI group. At the end of the course, the students in both groups had similar trend of attitude towards love of writing and difficulty of writing skills, and different trend of attitude towards learning to write and writing process, which are explained as follows:

The means of pre-and post-attitude of the students towards love of writing are shown in statement 5 of the questionnaire, "I love writing." Both groups of students tended to have the positive attitude towards writing skills at the end of the course. It is confirmed by the increased value of mean between pre-attitude and post-attitude towards it; however, the attitude of traditional group was more negative than CBI group's ($\overline{x}$= 2.75, 3.15 with difference level at +0.40; $\overline{x}$= 2.85, 3.45 with difference level at +0.60).

Moreover, the students in both groups still showed that they tended to have the similar trend of attitude towards the difficulty of writing skills. The mean value of post-attitude towards difficulty of writing skills of the students in both groups were lower than pre-attitude in showing (traditional group: $\overline{x}$= 3.73, 3.52; CBI group: ($\overline{x}$= 3.83, 2.97), that they tended to have more positive attitude towards the difficulty of writing at the end of the course. However, the students in CBI group tended to have more positive attitude towards the difficulty of wring than traditional group since it

had wide mean range between pre-attitude and post-attitude (traditional group= -0.19, CBI group= -0.86).

From the table, it shows that post-attitude towards learning writing of the students in traditional group and CBI group were different, that is, at the end of the course, traditional group tended to have more negative attitude towards learning writing than CBI group (traditional group: $\overline{x}$= 2.60, 2.75; CBI group: ($\overline{x}$= 2.73, 2.18).

In addition, the attitude of students in traditional group towards writing process tended to be more negative than CBI group since they had opposite range of difference between pre-attitude and post-attitude towards writing process (traditional group: $\overline{x}$= 2.98, 3.22 with the difference level at +0.24; CBI group: $\overline{x}$= 3.03, 2.08 with the difference level at -0.95).

In conclusion, the students in both groups tended to have similar attitude towards writing skills and difficulty of it, but they tended to have different attitude towards learning to write and writing process. However, the statistical data shows that the attitude of traditional group students was more negative towards reading skills than CBI group students at the end of the course.

Table 4.5: Attitude towards Reading and Writing Performance

Items	Statements	Group	Tests	Means	S.D.	Difference of Means
9	I am good at comprehend the text.	Traditional group	Pre-	2.60	0.81	+0.02
			Post-	2.62	0.85	
		CBI group	Pre-	2.47	0.96	+0.01
			Post-	2.48	0.91	
10	I am good at critical reading.	Traditional group	Pre-	2.62	0.99	-0.05
			Post-	2.57	0.96	
		CBI group	Pre-	2.48	1.03	-0.03
			Post-	2.45	0.96	

Items	Statements	Group	Tests	Means	S.D.	Difference of Means
11	I am good at guessing the meaning of new words.	Traditional group	Pre-	2.47	0.96	-0.19
			Post-	2.28	0.74	
		CBI group	Pre-	2.48	1.11	+0.59
			Post-	3.07	0.58	
12	I am good at making inferences.	Traditional group	Pre-	2.25	0.88	0.00
			Post-	2.25	0.88	
		CBI group	Pre-	2.28	0.96	+0.02
			Post-	2.30	0.91	
13	I am good at spelling.	Traditional group	Pre-	2.72	1.06	-0.14
			Post-	2.58	0.93	
		CBI group	Pre-	2.52	0.97	+0.86
			Post-	3.38	0.52	
14	I am good at linking sentences and ideas with connectives.	Traditional group	Pre-	2.15	0.80	+0.02
			Post-	2.17	0.81	
		CBI group	Pre-	2.23	0.81	+0.05
			Post-	2.28	0.80	
15	I am good at grammar.	Traditional group	Pre-	1.85	0.80	+0.10
			Post-	1.95	0.81	
		CBI group	Pre-	2.07	0.91	+0.03
			Post-	2.10	0.90	

Items	Statements	Group	Tests	Means	S.D.	Difference of Means
16	I am good at writing any types of text.	Traditional group	Pre-	1.75	0.73	+0.02
			Post-	1.77	0.77	
		CBI group	Pre-	1.53	0.62	+1.02
			Post-	2.55	0.72	

Table 4.5 shows the attitude of students in traditional group and CBI group towards academic reading and writing performances – reading comprehension, critical reading, guessing the meaning of new words, making inference, spelling, linking sentence and ideas with connectives, grammar usage, and writing texts. It tells that both groups of students have the similar attitude towards reading comprehension, critical reading, linking sentences and ideas with connectives, grammar usage, and writing any types of texts, namely, the students who were taught by both traditional approach and CBI approach tended to have more positive attitude towards reading comprehension (traditional group: $\overline{X}$ = 2.60, 2.62; CBI group: $\overline{X}$ = 2.47, 2.48), linking sentences and ideas with connectives (traditional group: $\overline{X}$ = 2.15, 2.17; CBI group: $\overline{X}$ = 2.23, 2.28), grammar usage (traditional group: $\overline{X}$ = 1.85, 1.95; CBI group: $\overline{X}$ = 2.07, 2.10), and writing any types of texts (traditional group: $\overline{X}$ = 1.75, 1.77; CBI group: $\overline{X}$ = 1.53, 2.55) at the end of this course. However, the attitude of the students towards writing any types of text in CBI group was more positive than traditional group obviously since the difference level between the mean of pre-and post-attitude was really different (1.02, 0.02). The table also shows that the attitude of the students towards grammar usage was more positive at the course, but the mean value of it was not so high (1.85, 1.95), which indicates that even it was increased, it still confirmed that teaching methodologies, even traditional approach or CBI approach, did not affect much on the attitude of the students towards grammar usage.

Contrary, the attitudes of the students in both groups towards guessing the meaning of the new words, making inferences, and spelling were in the same trend, that is, the means of post-attitude were higher than the means of pre-attitude. The

table shows that the students in traditional group tended to have more negative attitude towards guessing the meaning of the new words ($\bar{x}$= 2.47, 2.28, with difference level at -0.19; $\bar{x}$= 2.48, 3.07 with difference level at +0.59). Moreover, the findings show that the students in traditional group tended to have more negative attitude towards making inferences and it confirmed that the students in Traditional group seemed not to change their attitide towards making inferences at the end of the course ($\bar{x}$= 2.25, 2.25, with difference level at 0.00; $\bar{x}$= 2.28, 2.30 with difference level at +0.02). Surprisingly, the finding also presents that both group of students had different trend of attitude towards spelling at the end of the course. The students in Traditional group tended to have more negative attitude towards spelling than the CBI group's (($\bar{x}$= 2.72, 2.58, ($\bar{x}$= 2.52, 3.38). Moreover, considering the difference of mean between pre-and post-attitude towards spelling in both groups enables to confirm that the students in CBI group tended to have really more positive attitude towards spelling than the students in Traditional group (Difference of means: -0.14, +0.86).

Table 4.6: Attitude towards Academic Reading and Writing Skills

Items	Statements	Group	Tests	Means	S.D.	Difference of Means
17	Knowing the reading strategies helps me save time for reading and understand the texts well.	Tradition al group	Pre-	3.17	1.10	-0.18
			Post-	2.93	0.97	
		CBI group	Pre-	3.47	1.02	-0.09
			Post-	3.28	0.90	
18	Reading texts can be good samples in helping me generate ideas for writing.	Tradition al group	Pre-	3.47	1.03	-0.20
			Post-	3.27	0.84	
		CBI group	Pre-	3.75	0.98	-0.18
			Post-	3.53	0.79	

Items	Statements	Group	Tests	Means	S.D.	Difference of Means
19	Generating the idea for writing from my reading.	Traditional group	Pre-	3.02	1.11	-0.12
			Post-	2.90	0.92	
		CBI group	Pre-	2.97	0.93	-0.02
			Post-	2.95	0.89	
20	Asking questions before giving explanation encourage me to think more about the topics.	Traditional group	Pre-	3.40	1.14	-0.23
			Post-	3.17	0.81	
		CBI group	Pre-	3.42	2.14	+1.06
			Post-	4.48	0.54	
21	Academic reading and writing skills are important to do well in other courses.	Traditional group	Pre-	3.98	0.95	-0.36
			Post-	3.62	0.67	
		CBI group	Pre-	3.96	1.02	-0.33
			Post-	3.63	0.64	
22	Academic reading and writing skills enable me to deal with reading and writing in many media in daily life.	Traditional group	Pre-	3.88	0.96	-0.26
			Post-	3.62	0.69	
		CBI group	Pre-	3.72	1.03	-0.19
			Post-	3.53	0.68	
23	Academic reading and writing skills are important to help me in furthering education or getting a good job in the near future.	Traditional group	Pre-	4.40	0.92	-0.58
			Post-	3.82	0.50	
		CBI group	Pre-	4.17	1.09	-0.49
			Post-	3.68	0.65	

Table 4.6 shows the findings of attitudes of the students towards reading and writing skills. The attitude of students towards the usefulness of asking questions before giving explanation about the topic was in different trend from others. It shows that traditional group students tended to have more negative attitude towards the usefulness of asking questions before giving explanation about the topic than CBI group's (traditional group: $\overline{x}$ = 3.40, 3.17, with difference level at -0.23; CBI group : $\overline{x}$ = 3.42, 4.48, with difference level at 1.06). It also shows that by the use of CBI the students seemed to absolutely agree and accept that asking questions before giving explanation encouraged them to think more about the topics. The findings show that the students in both groups tended to have the similar trend of attitude towards usefulness of reading strategies knowledge, usefulness of reading texts in generating ideas for writing, usefulness of reading in writing, benefits of academic reading and writing skills on other courses, benefits of academic reading and writing in dealing with media in daily life, and benefits of academic reading and writing skills in furthering education or getting a good job in the near future.

That is, at the end of the course the means of attitude of both groups towards the usefulness of reading strategies knowledge was decreased (traditional group: $\overline{x}$ = 3.17, 2.93, with difference level at -0.18; CBI group : $\overline{x}$ = 3.47, 3.28, with difference level at -0.09), but CBI group students seemed to have more positive attitude towards the usefulness of reading strategies knowledge than traditional group students.

The means of attitude of both groups towards usefulness of reading texts in generating ideas for writing was decreased (traditional group: $\overline{x}$ = 3.47, 3.27, with difference level at -0.20; CBI group : $\overline{x}$ = 3.75, 3.53, with difference level at -0.18), but CBI group students seemed to have more positive attitude towards usefulness of reading texts in generating ideas for writing than traditional group students.

And also the means of attitude of both groups towards usefulness of reading in writing was decreased (traditional group: $\overline{x}$ = 3.02, 2.90, with difference level at -0.12; CBI group : $\overline{x}$ = 2.97, 2.95, with difference level at -0.02), but CBI group students seemed to have more positive attitude towards usefulness of reading in writing than traditional group students.

In addition, the means of attitude of both groups towards benefits of academic reading and writing skills on other courses was also decreased (traditional group: $\bar{X}=$ 3.98, 3.62, with difference level at -0.36; CBI group : $\bar{X}=$ 3.96, 3.63, with difference level at -0.33), but CBI group students seemed to have more positive attitude towards benefits of academic reading and writing skills on other courses than traditional group students.

Furthermore, the means of attitude of both groups towards benefits of academic reading and writing in dealing with media in daily life was also decreased (traditional group: $\bar{X}=$ 3.88, 3.62, with difference level at -0.26; CBI group : $\bar{X}=$ 3.72, 3.53, with difference level at -0.19), but CBI group students seemed to have more positive attitude towards benefits of academic reading and writing in dealing with media in daily life than traditional group students.

Finally, the means of attitude of both groups towards benefits of academic reading and writing skills in furthering education or getting a good job in the near future was decreased as well (traditional group: $\bar{X}=$ 4.40, 3.82, with difference level at -0.58; CBI group : $\bar{X}=$ 4.17, 3.68, with difference level at -0.49), but CBI group students seemed to have more positive attitude towards benefits of academic reading and writing skills in furthering education or getting a good job in the near future than traditional group students.

It can be concluded that the students in CBI group tended to have more positive attitude towards academic reading and writing skills than traditional group, especially the attitude towards asking questions before giving explanation encouraged them to think more about the topics.

Chapter Five
Conclusion, Discussion and Recommendation

5.1 Conclusion

This study aims to investigate the effectiveness of CBI approach in developing the tertiary students' academic reading and writing skills and their attitude towards learning academic reading and writing, with the belief that CBI approach enables the teachers to makes positive differences in developing the students' academic reading and writing skills compared to traditional approach (PPP) which has undeniably still been embedded in Thai EFL classrooms.

The study was done at Mae Fah Luang University, Chiang Rai, Thailand. There were 123 students who enrolled academic reading and writing course from 4 sections were the research samples. The samples were divided into two groups: controlled group taught by Traditional (PPP) approach and experimental group taught by Content-Based Instruction (CBI) approach. Likert-scale questionnaires were used to examine pre-and post-attitude of the students towards learning academic reading and writing skills, and semi-structured interviews were also used to find out some details of emotional issues of the students. Pre-attitude of the students towards learning academic reading and writing skills was measured in the first hour o the course, and post-attitude of the students towards learning academic reading and writing skills was measured at the end of the course. The semi-structured interviews were done a bit later than the attitude questionnaires launched. Pre-test and post-test were used to see the improvement of academic reading and writing skills of the students. Also, pre-test was used in the first hour of the course and post-test was used at the end of the course. Therefore, the teaching material was also designed and approved by the expert in the field to be as a tool supported the instruction by the two approaches in both groups of samples. The teaching material and tests focused on four main topics: reading strategies, sentence problems, summary paragraph writing and three-paragraph persuasive essay, in which the last topic was as the summative assessment of other three topics.

According to the comparison of the highest score and the lowest scores of pre-test of the students in both groups, the students have similar level of English proficiency. Considering post-test scores of the samples, the CBI-group students got better results in learning academic reading and writing skills than the traditional-group students; moreover, the p value of independent sample t-test proved that the research hypothesis was accepted. As a result, it can be concluded that CBI approach enables the students got higher scores than the traditional students. It can imply that CBI approach is effective in teaching academic reading and writing skills at tertiary level in this particular context.

At the end of the course CBI-group students had more positive attitude towards reading skills; however, the students in both groups tended to have similar attitude towards writing skills and its difficulty, grammar usage, making inference, guessing the meaning of new words and spelling. Nevertheless, CBI-group students had more positive attitude toward those skills than the traditional group, and majority of traditional-group students did not see an importance of asking questions in generating the ideas before starting their writing even though they knew that all strategies they learned in the classes are very useful for their reading and writing skills. As a result, students in both groups presented that they realized that all strategies taught in this course are really crucial in their study life and help prepare them for the future career as they had similar attitude towards the benefits of the strategies taught in the classes.

5.2 Discussion

The findings of the study guarantee that CBI is valuable in learning and teaching academic reading and writing skills. As Liaw (2007), Heo (2006) and Suppakitjumnong (2006) expressed that CBI can increase the students' academic reading and writing ability, the findings helps support and confirm that CBI is effective in learning and teaching academic reading and writing skills in EFL context, especially in Thai context. However, the study was carried out in 4 sections that were taught by a single teacher, when the instruction is changed to be team-teaching, teacher training is required.

Since attitude is an important factor in encouraging learning. Positive attitude towards learning is really important. The findings of the study presented the positive attitude of the students taught by CBI towards reading strategies and writing processes. Even though it was similar to the students taught by traditional approach in terms of the difficulty of writing, it seems emotional when the students have to deal with uneasy steps of learning. However, CBI-group students had more positive attitude towards all aspects of learning academic reading and writing skills. This supported the findings of other studies mentioned earlier.

5.3 Recommendation

The findings showed that the majority students in any proficiency levels and groups are still interested give importance to academic reading and writing skills since the students in both group presented similar attitude towards the benefits of the reading and writing strategies they learned from the course. CBI approach can help the students learn better than the traditional approach. Content and language integrated learning encourages the students see the importance of pre-writing than traditional-group students. This is seen as a good opportunity to encourage content and language integrated learning in other courses, that it, content courses are used to teach language. As a result, the findings of this study are useful for several stakeholders for furthering their research study and designing their instruction and courses as follows:

Firstly, it is beneficial for EFL language teachers in designing their English instruction and teaching materials to serve and motivate the students' learning. As CBI approach that focuses on content and language learning presented the good results of learning. English language teachers and content teachers should more cooperate with each other in order to activate the students' learning. However, different context may have different conditions, if they adapt well when adopting CBI in their classroom, they will get a good result as presented in this study.

Secondly, the findings of this study showed the usefulness of CBI approach in helping the course coordinators and school committee design the appropriate courses based on CBI approach in helping their students learn more English, which seems to

be a good way to motivate them to learn. Whenever the students have positive attitude in learning the skills, the effectiveness of the course will be taken place.

Thirdly, the administrators may consider the importance of content and language integration in learning and teaching English. Unity of learning seems good to save budget, time and materials for teaching. However, it can be occurred with a well plan. The administrators have to plan well enough in processing the cooperation of content and language integration learning.

In conclusion, the above information states that all stakeholders should consider the students' learning as a whole process, not separated. Content courses and language courses should be processed together in encouraging the students believe that learning language and content is a part of their lives.
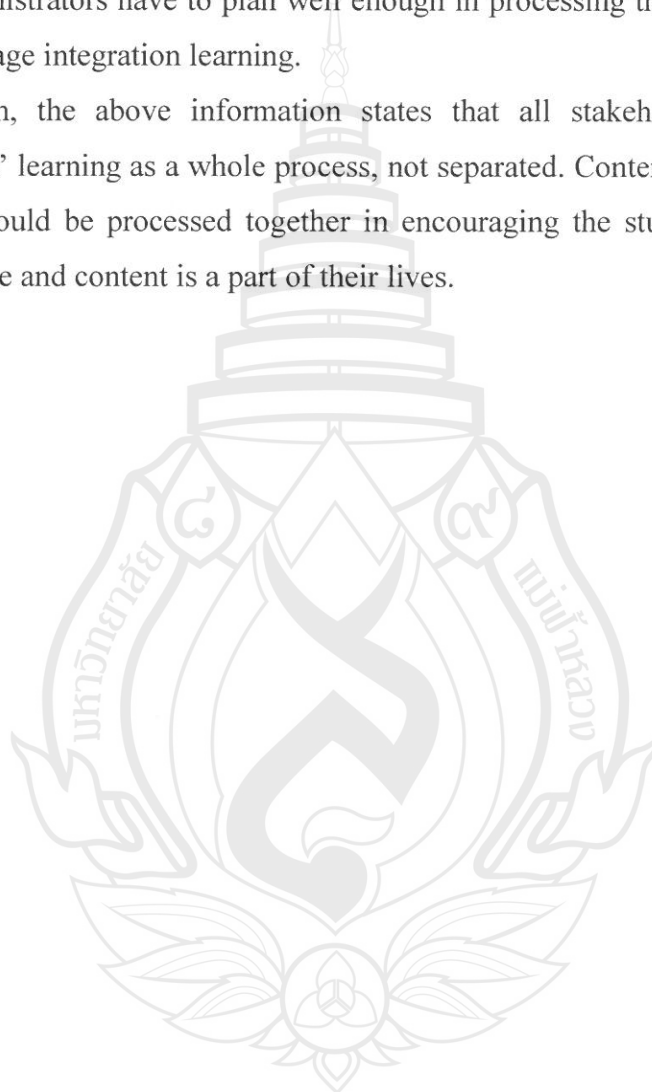
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APPENDICES

Appendix A:
Questionnaire
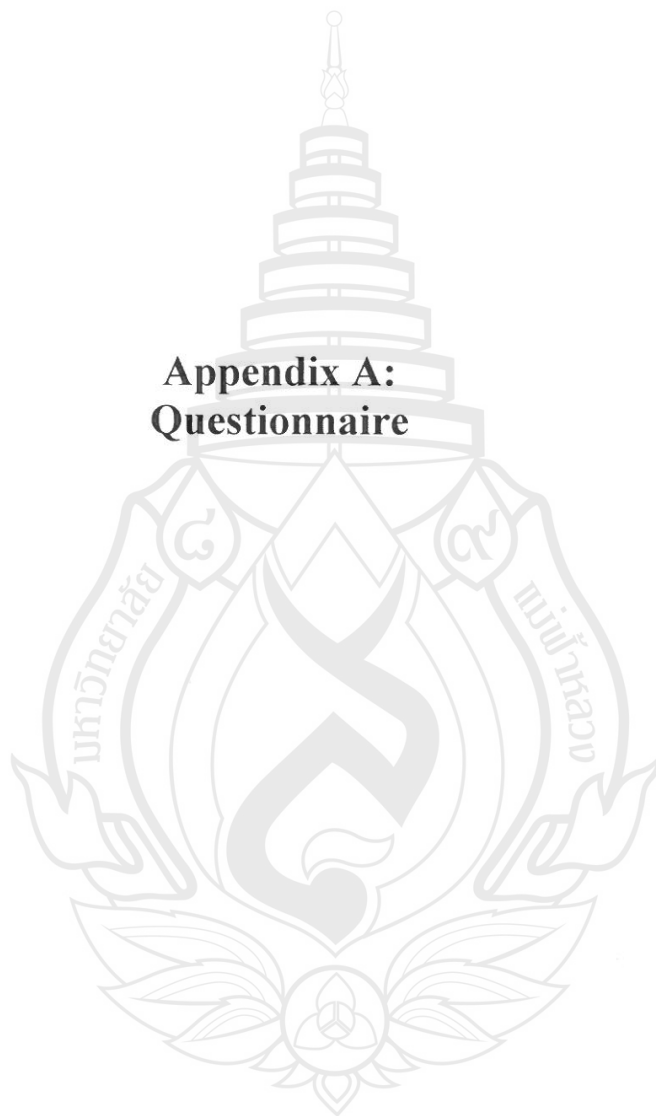
Questionnaire
Effectiveness of Content-Based Instruction in Developing
Academic Reading and Writing Skills at Tertiary Level

Instructions: Fill out the data below and the following questionnaire, checking the box which best describes whether you agree or disagree with each statement.

1. **The general data**

   School: _____ Major : _____
   Academic year: ( ) second year ( ) third year ( ) fourth year ( ) other _____
   How long have you learned English?
   □ 3-5 years □ 6-10 years □ 11-15 years □ more than 15 years

2. **The attitude data**
   Tick ✓your answer in each table of the questions.
   - 1 = strongly disagree
   - 2 = disagree
   - 3 = neither agree or disagree
   - 4 = agree
   - 5 = strongly agree

Attitude towards Academic Reading and Writing Acquisition					
Items	1	2	3	4	5
1. I love reading. (ฉันรักการอ่าน)					
2. Reading is difficult. (การอ่านเป็นทักษะที่ยาก)					
3. Learning to read is boring. (การเรียนรู้เรื่องการอ่านเป็นสิ่งที่น่าเบื่อ)					
4. Reading strategies are hard to learn. (กลยุทธ์การอ่านเป็นสิ่งที่ยากสำหรับการเรียนรู้)					
5. I love writing. (ฉันรักการเขียน)					
6. Writing is difficult. (การเขียนเป็นทักษะที่ยาก)					
7. Learning to write is boring. (การเรียนรู้เรื่องการเขียนเป็นสิ่งที่น่าเบื่อ)					
Items	1	2	3	4	5
8. Writing process is hard to learn. (กระบวนการของการเขียนเป็นสิ่งที่ยากสำหรับการเรียนรู้)					
9. I am good at comprehend the text. (ฉันเก่งด้านการทำความเข้าใจบทความ)					

10. I am good at critical reading. (ฉันเก่งด้านการอ่านอย่างมีวิจารณญาณ)					
11. I am good at guessing the meaning of the new words. (ฉันเก่งด้านการเดาความหมายของคำศัพท์ใหม่ ๆ)					
12. I am good at making inferences. (ฉันเก่งด้านการวินิจฉัยบทความ)					
13. I am good at spelling. (ฉันเก่งด้านการสะกดคำ)					
14. I am good at linking sentences and ideas with connectives. (ฉันเก่งด้านการเขียนเชื่อมประโยคและความคิดด้วยคำสันธานต่าง ๆ)					
15. I am good at grammar. (ฉันเก่งด้านไวยากรณ์)					
16. I am good at writing any types of text. (ฉันเก่งด้านการเขียนบทความทุกประเภท)					
17. Knowing the reading strategies helps me save time for reading and understand the texts well. (การรู้เกี่ยวกับกลยุทธ์ในการอ่านช่วยให้ฉันประหยัดเวลาในการอ่านและเข้าใจบทความที่อ่านได้ดี)					
18. Reading texts can be good samples in helping me generate ideas for writing. (การอ่านบทความหลาย ๆ ชิ้น เป็นตัวอย่างที่ดีสำหรับฉันในการสร้างความคิดสำหรับงานเขียน)					
19. Generating the idea for writing from my reading. (ฉันสร้างความคิดสำหรับงานเขียนจากการอ่านของฉันเสมอ)					
20. Asking questions before giving explanation encourage me to think more about the topics. (การตั้งคำถามก่อนให้คำอธิบายกระตุ้นให้ฉันคิดเกี่ยวกับสิ่งที่กำลังเรียนมากขึ้น)					
21. Academic reading and writing skills are important to do well in other courses. (ทักษะการอ่านและการเขียนเชิงวิชาการมีความสำคัญที่ช่วยให้เรียนในรายวิชาอื่น ๆได้ดี)					
22. Academic reading and writing skills enable me to deal with in reading and writing any media in the daily life. (ทักษะการอ่านและการเขียนเชิงวิชาการทำให้ฉันสามารถจัดการกับการอ่านและการเขียนสื่อต่าง ๆ ในชีวิตประจำวันได้ดี)					
23. Academic reading and writing skills are important to help me in furthering education or getting a good job in the near future. (ทักษะการอ่านและการเขียนมีความสำคัญสำหรับฉันในการเรียนต่อในระดับสูงขึ้นหรือการได้งานที่ดีในอนาคตอันใกล้)					

Appendix B:
Pre-test

Pre-test
Efficiency of Content-Based Instruction in Developing
Academic Reading and Writing Skills in Tertiary Level

Name _____ **ID** _____ **Section** _____

A. Instructions: <u>Underline</u> the stated main idea in the following passages.

Passage 1

The treatment of eating disorders is complex and demanding. The initial physical care for a person with anorexia most often begins with hospitalization. In addition, drug therapy to decrease hyperactivity and stimulate appetite is often used. Behavioral modification, including eating contracts, is used, as is psychotherapy in both individual and group sessions. Nutritional and family counseling complete the therapy. (adapted from Hahn, D. & Payne, W. *Focus on Health*)

Passage 2

Many people claim that they do not have time to work exercise into their daily schedules. However, exercise can be easily worked one's daily routine. For instance, one can do stretches while taking a shower. While standing in line at the grocery store, one can flex the abs or clench the rear. One can even do calf raises while talking on the phone. More ideas: try walking around the building during lunch breaks and always take the stairs.

Passage 3

Many parents tend to think of day-care centers as breeding grounds for colds. But new research suggests that children in day-care centers appear to develop immunity to many of the viruses responsible for the common cold. An article published in the Archives of Pediatrics and Adolescent Medicine found that children ages 6 to 11 who had been enrolled at large day-care centers as toddlers had about one-third as many colds as children who had stayed home as toddlers. Dr. Thomas Ball, one of the authors of the study, says that when children have colds as toddlers, their immune systems are learning from these experiences, and this learning will come back to protect children later in life. Such news should be reassuring to parents whose preschool children are in daycare.

Passage 4

If a person who has been drinking heavily cannot be aroused, you should seek emergency medical help. If a drinker has a weak, rapid pulse, this is also an indication of alcohol intoxication. Likewise, if a drinker has an unusual or irregular breathing pattern, medical attention may be needed. And if the drinker's skin is pale, cool, bluish, get help. These are all symptoms of alcohol intoxication and the need for emergency help. (adapted from Hahn, D. & Payne, W. *Focus on Health*)

Passage 5

Some people try the strangest diets in their efforts to lose weight. Some claim that grapefruit diets really burn up the calories. My aunt lost 20 pounds in three months simply by eating apples, and only apples. And I know a woman from Florida who says that her best diet was an egg and tomato diet. It cost her just about nothing as she owned four laying hens and grew her own tomatoes. And when I was in college, I knew of a co-ed who went on an oatmeal cookie diet. In their attempts to shed those extra pounds, some people try some rather unusual diets.

B. Instructions: Identifying the author's purpose. Read the following passages and answer the questions.

1.What do you do with aluminum cans? Do you throw them in the trash, or do you recycle when you are finished with them? At the rate we are filling our landfills, we will not have anywhere else to put our trash. If you recycle, you will help the environment. The next time you throw away your Coke can, think about putting it in a recycling bin. Your effort will help save your community.

2. The author's purpose is to _____ .
   a. entertain
   b. persuade
   c. inform
   d. create a mysterious mood.

3. The impressive eagle is a national symbol in the United States for patriotism and freedom. Because the bald eagle was once hunted for sport, it is on the verge of extinction. If you kill a bald eagle, you can go to jail. Unfortunately, the bald eagle still may become extinct.
   The author's purpose is to _____.
   a. entertain
   b. persuade
   c. inform
   d. create a mysterious mood.

4. Lisa always looked forward to the fall because of the Harvest Festival. Of course, she loved the rides, but she really enjoyed the shows. This year would be the best. Lisa had a special opportunity to perform in the talent show.

The author's purpose is to _____ .
a. entertain
b. persuade
c. inform
d. create a mysterious mood.

5. Most people think that gorillas are mean, but actually they are shy. It seems that such a huge animal with very large teeth would be aggressive. Hollywood movies help convey this image of the scary, ferocious gorilla. In fact, gorillas only attack if they are provoked. However, gorillas usually don't have to fight other animals because of their impressive size.

The author believes that _____ .
a. Gorillas are misunderstood as vicious animals.
b. Gorillas are mean animals.
c. Gorillas don't like other animals.
d. Gorillas communicate well with other animals.

6. Ted, the school reporter, interviewed both candidates for the school election. In his column on the school election, he printed his interview with the two candidates. The following selections were taken out of the school newspaper.

1st letter. Do you want the best class president for your school? If so, please vote for Marco Rodriguez. I am a responsible candidate who will work hard to make our school a better place. Vote for Marco this coming Tuesday.

2nd letter: We need a change at our school. I am the person for this job. I am an honor student who is involved in many different activities. I know I can make a difference. Vote for me, and our school will be even better. Candice Park

7. Ted believes that _____ .
a. Marco should be the president.
b. Candace should be president.
c. All students should vote.
d. The student should know the candidates' views.

C. Instructions: Choose the best answer.

Which of these sentences contains a grammatical error?

1) a. You might find the book in the learning centre.
   b. He come to college late every day last week.
   c. The doors will be opened at 10 am on Friday.
   d. Who knows why they are so happy today?

2) a. Michelle wanted to see a new show in London.
   b. She had to catch the bus at 10.30 in the morning.
   c. When she went to London, she were lost half the time.
   d. She did not get home until well after three in the morning.

3) a. We are the best place for do your laundry.
   b. We do both dry cleaning and service washes.
   c. We can also do repairs if your favorite garments are torn.
   d. We are open every day from 8am until 10pm.

4) a. It is a very busy day and we will have to work very hard.
   b. There is twenty of them waiting to come in.
   c. There were people all over the place.
   d. One old lady fell and broke her ankle.

5) a. He has always said he wanted to be a landscape gardener.
   b. He tried hard, but all the jobs needed qualifications.
   c. He went to the Careers Advice Centre to find out about courses.
   d. When he start his course last week, he was quite scared.

D. Read the text below and answer the questions.

Identity fraud is costing the UK an estimated £1.7bn every year, Home Office Minister Andy Burnham has said. At £35 per person, the estimated annual cost was greater than that of planned compulsory national identity cards, he told BBC Radio 4's Today program.

Critics of the scheme accuse ministers of playing on people's fears and say flaws in the security of ID cards mean they could actually increase fraud. A July 2002 Cabinet Office report put the annual cost of ID fraud at £1.3bn. ID fraudsters use personal details to gain access to bank accounts, run up bills, and create false documents like passports to carry out benefit crime.

Experts say all documents containing personal information should be shredded before being discarded and people should be cautious about online banking scams. Mr Burnham said there was "a range of things people can do to protect themselves" - but compulsory national identity cards would be "a major breakthrough". Putting a "fingerprint or eye scan" on the cards along with the owner's name, address and date of birth would give them "much greater control over the use of their identity" and prevent criminals registering multiple identities, he argued.

The current lack of "high-standard identification documentation" meant identity fraud could rise, warned the minister. "We have all kinds of stand-in documents being called upon as identity documents - birth certificates, utility bills," said the minister. "The truth is these do not prove identity."

For the Conservatives, shadow home affairs minister Edward Garnier, said ID card might well make fraud worse. "If a criminal cracked the ID card database - and the government's record on running IT based projects does not inspire confidence - they would have access to a gold mine of information," he said. Mr Garnier urged ministers to stop playing on people's fears and spend the cost of the ID card project on effective measures against fraud and terrorism.

Simon Davies, director of Privacy International, cast doubt on the estimates of the fraud costs. He was one of the London School of Economics academics who previously said the actual costs were a fraction of the £1.3bn estimated by the government in 2002. And he cautioned people against believing figures produced by the Home Office, which was criticised by a spending watchdog for "extraordinary failures" in keeping track of its finances.

1. Read the text carefully. What do you think is the most appropriate heading for it?
   a. ID theft is wrong.
   b. Critics of ID theft.
   c. ID theft costs UK £1.7bn a year.
   d. £1.7bn every year.

2. Which sentence contains the **main point** of the text?
   a. Anti-identity card campaigners claim there are weaknesses in the technology used in the scheme.
   b. Experts say all documents containing personal information should be shredded before being discarded and people should be cautious against online banking scams.
   c. At £35 per person, the estimated annual cost was greater than that of planned compulsory national identity cards.
   d. Identity fraud is costing the UK an estimated £1.7bn every year, Home Office Minister Andy Burnham has said.

3. Which sentence best **summarizes** the whole text?
   a. A description of the UK ID card scheme.
   b. A news report on the cost of identity fraud in the UK, containing the arguments for and against the ID card scheme.
   c. A news report on the cost of identity fraud in the UK and the planned ID card scheme.
   d. A description of how to stop identity fraud.

4. What is the **main point** of paragraph three?
   a. How to protect yourself against fraud.
   b. How to use a shredder.
   c. How to use online banking.
   d. Delete all personal information.

5. Which of these sentences best **summarizes** paragraph five?
   a. Edward Garnier is the Conservative's shadow home affairs minister.
   b. Fraud, worse, more money.
   c. Money should be spent on stopping fraud and terrorism.
   d. People believe ID cards might make fraud worse and instead money should be spent on stopping fraud.

D. Instructions: Write a summary paragraph about the text above in the given space below.

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E. Write a persuasive essay to convince your friends to stop smoking in the provided space below.

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    ne?qiz=simplequiz3;templateStyle=simplequiz
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Appendix C:
Post-test

Post-test
**Efficiency of Content-Based Instruction to
Develop Academic Reading and Writing Skills in Tertiary Level**

Name _____ **ID** _____ **Section** ____

A. Instructions: <u>Underline</u> the stated main idea in the following passages.

Passage 1

Some people try the strangest diets in their efforts to lose weight. Some claim that grapefruit diets really burn up the calories. My aunt lost 20 pounds in three months simply by eating apples, and only apples. And I know a woman from Florida who says that her best diet was an egg and tomato diet. It cost her just about nothing as she owned four laying hens and grew her own tomatoes. And when I was in college, I knew of a co-ed who went on an oatmeal cookie diet. In their attempts to shed those extra pounds, some people try some rather unusual diets.

Passage 2

If a person who has been drinking heavily cannot be aroused, you should seek emergency medical help. If a drinker has a weak, rapid pulse, this is also an indication of alcohol intoxication. Likewise, if a drinker has an unusual or irregular breathing pattern, medical attention may be needed. And if the drinker's skin is pale, cool, bluish, get help. These are all symptoms of alcohol intoxication and the need for emergency help. Adapted from Hahn, D. & Payne, W. *Focus on Health*)

Passage 3

Many parents tend to think of day-care centers as breeding grounds for colds. But new research suggests that children in day-care centers appear to develop immunity to many of many of the viruses responsible for the common cold. An article published in the Archives of Pediatrics and Adolescent Medicine found that children ages 6 to 11 who had been enrolled at large day-care centers as toddlers had about one-third as many colds as children who had stayed home as toddlers. Dr. Thomas Ball, one of the authors of the study, says that when children have colds as toddlers, their immune systems are learning from these experiences, and this learning will come back to protect children later in life. Such news should be reassuring to parents whose preschool children are in daycare.

Passage 4

Many people claim that they do not have time to work exercise into their daily schedules. However, exercise can be easily worked one's daily routine. For instance, one can do stretches while taking a shower. While standing in line at the grocery store, one can flex the abs or clench the rear. One can even do calf raises while talking on the phone. More ideas: try walking around the building during lunch breaks and always take the stairs.

Passage 5

The treatment of eating disorders is complex and demanding. The initial physical care for a person with anorexia most often begins with hospitalization. In addition, drug therapy to decrease hyperactivity and stimulate appetite is often used. Behavioral modification, including eating contracts, is used, as is psychotherapy in both individual and group sessions. Nutritional and family counseling complete the therapy.
(adapted from D. Hahn and W. Payne, *Focus on Health*)

B. Instructions: Identifying the author's purpose. Read the following passages and answer the questions.

1. Lisa always looked forward to the fall because of the Harvest Festival. Of course, she loved the rides, but she really enjoyed the shows. This year would be the best. Lisa had a special opportunity to perform in the talent show. The author's purpose is to _____ .
      a. entertain   b. persuade
      c. inform   d. create a mysterious mood.

2. The impressive eagle is a national symbol in the United States for patriotism and freedom. Because the bald eagle was once hunted for sport, it is on the verge of extinction. If you kill a bald eagle, you can go to jail. Unfortunately, the bald eagles still maybe become extinct. The author's purpose is to _____ .
      a. entertain   b. persuade
      c. inform   d. create a mysterious mood.

3. What do you do with aluminum cans? Do you throw them in the trash, or do you recycle when you are finished with them? At the rate we are filling our landfills, we will not have anywhere else to put our trash. If you recycle, you will help the environment. The next time you throw away your Coke can, think about putting it in a recycling bin. Your effort will help save your community.
      The author's purpose is to _____ .
      a. entertain   b. persuade
      b. c. inform   d. create a mysterious mood.

4. Most people think that gorillas are mean, but actually they are shy. It seems that such a huge animal with very large teeth would be aggressive. Hollywood movies help convey this image of the scary, ferocious gorilla. In fact, gorillas only attack if they are provoked. However, gorillas usually don't have to fight other animals because of their impressive size. The author believes that _____ .

    a. Gorillas are misunderstood as vicious animals.
    b. Gorillas are mean animals.
    c. Gorillas don't like other animals.
    d. Gorillas communicate well with other animals.

5. Ted, the school reporter, interviewed both candidates for the school election. In his column on the school election, he printed his interview with the two candidates. The following selections were taken out of the school newspaper.

    1st letter. Do you want the best class president for your school? If so, please vote for Marco Rodriguez. I am a responsible candidate who will work hard to make our school a better place. Vote for Marco this coming Tuesday.

    2nd letter: We need a change at our school. I am the person for this job. I am an honor student who is involved in many different activities. I know I can make a difference. Vote for me, and our school will be even better. Candice Park

    Ted believes that _____ .

    a. Marco should be the president.
    b. Candace should be president.
    c. All students should vote.
    d. The student should know the candidates' views.

C. Instructions: Tick ✓ if the sentence is complete or Mark X if the sentence is incomplete.

    If it is incomplete, correct them.

1. _____On weekends she opens her beauty shop, she has many of the women in the neighborhood as customers.

Correction : _____

2. _____ A man who is Paula's ex-boyfriend.

Correction : _____

3. _____ Carmen loved traveling in Italy she felt Rome was too hot.

Correction : _____

4. _____ Because my car broke down.

Correction : _____

5. _____ Some people think they are sisters, both of them look very much alike.

Correction : _____

D. Read the text below and write a summary paragraph about the text above in the given space below.

Rush Hour

It was rush hour. As usual, cars hurried down the freeway in an attempt to get home that little bit sooner. But one young woman's efforts to arrive home safely were ruined that evening. As she drove along, she probably lost concentration for just a few moments, but it was time enough for her car to drift, ever so slightly, across into the next lane. She gently bumped another vehicle. Her car was sent into a spin. It slid to the edge of the freeway, flipped over, and came to a stop, resting on its roof.

Homeward bound cars slowed down. Some drivers stopped to give help. After what must have seemed like hours to the onlookers, the woman eventually released her seat belt and crawled out of the upturned car. The young woman was able to stand and talk. She probably felt lucky she had not suffered serious injury.

They young woman reached inside the upturned car and retrieved her handbag and her mobile phone. She stood on the edge of road as a steady stream of cars moved past, their drivers and passengers curious to see what had happened only minutes before. As the woman phoned her parents to tell them about the accident and reassure that she was unhurt, a car skidded out of control. It drifted towards her. The young woman was knocked over and killed on the spot. It was, without doubt, one of the most distressing road calamities the city has had in recent years.

Source: Maekivi, C. (2007). *Breakthrough summary writing*. Singapore: Learner Publishing.

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E. Write a persuasive essay to convince your friends to <u>stay at the university dormitory</u> in the provided space below.

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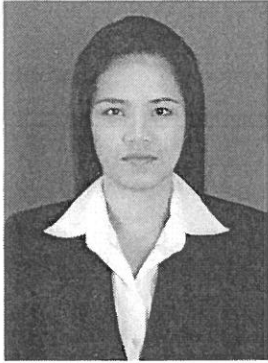
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CURRICULUM VITAE

Miss Khwanchit Suwannoppharat

Position: Lecturer

Education:

Jun. 2011 - Present	Ph.D. Candidate, EIL (English as International Language) Program, Chulalongkorn University
Jun. 2010 - Present	B.A.(English), Sukhothai Thammathirat Open University, Bangkok, Thailand
Aug. 2006 – Jun. 2007	M.Ed.(TESOL), Universiti Sains Malaysia, Penang, Malaysia
Jun. 1999 - Sep. 2002	B.A.(Political Science), minor in American Studies (English Program), Prince of Songkla University, Pattani, Thailand

Teaching Experience

Present	English Lecturer (full-time), Western Languages Department, Faculty of Humanities and Social Sciences, Thaksin University, Songkhla, Thailand
Nov. 2011 - Feb. 2013	English Lecturer (part-time), Chulalongkorn University Language Institute (CULI), Chulalongkorn University, Bangkok, Thailand
Jun. 2011 - Oct. 2012	English Lecturer (part-time), English Program, English for Communication Department, School of Liberal Arts, Kasem Bundit University, Bangkok, Thailand

Aug. 2009 - May 2011 English Lecturer (full-time), International Program, School of Liberal Arts, Mae Fah Luang University, Chiang Rai, Thailand

Jun. 2007 - Aug. 2009   English Lecturer (part-time), Rajamangala University of Technology Srivijaya, Thailand

Jun. 2003 - Mar.2006   English Teacher, high vocational, vocational level and upper secondary level, Songsaeng Commercial School, Songkhla, Thailand

Jul. 2003 - Mar. 2006   English Teacher, any levels of preparation courses, The West-East Language Educational Center, Hatyai, Songkhla, Thailand

Research Presentation

2011   Teaching English Creatively: From Theory and Research to Classroom Best Practice at Mae Fah Luang University. *Effectiveness of Content-Based Instruction on Tertiary Students' Reading Comprehension Skill Improvement.*

2008   National Conference on Skills & Competencies in Education 2008 at University Science Malaysia 2008. *Orientation and attitudes of Thai vocational students toward the English language and learning English.*

CURRICULUM VITAE

Mrs. Atima Kaewsa-ard

Position: Lecturer

Education:

Oct. 2012 - Present	Ph.D. Candidate, English for Professional Development, Mae Fah Luang University
2008	M.A. in English Language Teaching (ELT), King Mongkut's Institute of Tchnology Thonburi
2003	B.Ed. in English, Rajabhat Chiangrai University

Teaching Experience

Present	English Lecturer, School of Liberal Arts, Mae Fah Luang University, Chiangrai, Thailand
2008	English Teacher, Sarasas Witaed Thonburi School, Bangkok, Thailand
2006	Personal English Tutor, JPM Language Solution Co., Ltd. Bangkok, Thailand
2005	English Teacher, Lert Lah International School, Bangkok, Thailand
2004	Coordinator and Translator, Plan Organization, Chiangrai, Thailand
2003	English Teacher, Santivitthaya School Chiangrai, Thailand