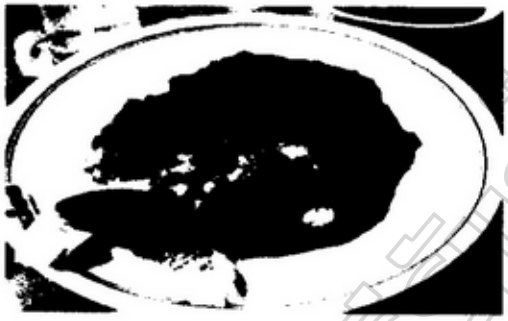
How to make an omelet



Ingredients

2 eggs, beaten

1/2 onion, finely chopped

250 grams ground pork

1 tomato, finely sliced

1 tablespoon fish sauce

1 tablespoon soy sauce

1/2 cup oil

dipping sauce (chopped chili in fish sauce, chili sauce or tomato sauce)

coriander leaves (for garnishing)

Preparations

First, add beaten egg, onion, ground pork, tomato, fish sauce and soy sauce in a bowl. Stir until all ingredients mixed well.

Next, put the pan on the stove and pour oil in it, wait until oil become hot.

Then, pour egg, fry until it is golden brown.

After that, put it on the plate and garnish on top with coriander leaves and fresh vegetables (cucumber, tomato, etc.).

Finally, serve with dipping sauce and hot steamed rice.

Source: **http://www.engjang.com/article/topic-29036.html**

Activity 1

Name.....**Class**.....**No**.....

Direction: Complete the sentences by using words given below. You have 10 minutes. (5 marks)

First	**After that**	**Then**	**Next**	**Finally**

……, add beaten egg, onion, ground pork, tomato, fish sauce and soy sauce in a bowl. Stir until all ingredients mixed well.

……, put the pan on the stove and pour oil in it, wait until oil become hot.

……., pour egg, fry until it is golden brown.

. ……, put it on the plate and garnish on top with coriander leaves and fresh vegetables (cucumber, tomato, etc.).

. ……., serve with dipping sauce and hot steamed rice.

Activity 1 Answer Key

. .....First....., add beaten egg, onion, ground pork, tomato, fish sauce and soy sauce in a bowl. Stir until all ingredients mixed well.

. .....Next....., put the pan on the stove and pour oil in it, wait until oil become hot.

.....Then...., pour egg, fry until it is golden brown.

. .....After that....., put it on the plate and garnish on top with coriander leaves and fresh vegetables (cucumber, tomato, etc.).

. .....Finally....., serve with dipping sauce and hot steamed rice.

Activity 2

Name.....**Class**.....**No**.....

Directions: Reorder how to make Thai fried rice with prawns into correct order by using word order. You have 10 minutes. (10 marks)

- Add fish sauce, and tomato, continue to stir-fry for another 1-2 minutes. Before serving, sprinkle with spring onion, and coriander on top and place cucumber and lemon besides the fried rice. Thai people love to serve Fried Rice with chopped chilies in Fish Sauce for better taste.

- Serve

- Add prawns and stir fry until cooked thoroughly.

- Place oil in a wok. Add garlic and chili. Stir-fry over medium high heat until fragrant (about 1 minute)

- Move ingredients aside and crack egg into the wok. Stir to cook and break up the egg. When egg is nearly cooked, add the rice. Stir fry, keeping the heat medium-high.

How to make Thai fried rice with prawns

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Activity 2 Answer Key

First, place oil in a wok. Add garlic and chili. Stir-fry over medium high heat until fragrant (about 1 minute)

Next, add prawns and stir fry until cooked thoroughly.

Then, move ingredients aside and crack egg into the wok. Stir to cook and break up the egg. When egg is nearly cooked, add the rice. Stir fry, keeping the heat medium-high.

After that, add fish sauce, and tomato, continue to stir-fry for another 1-2 minutes.

Before serving, sprinkle with spring onion, and coriander on top and place cucumber and lemon besides the fried rice. Thai people love to serve Fried Rice with chopped chilies in Fish Sauce for better taste.

Finally, serve.

Activity 3

Name.....**Class**.....**No**.....

Directions: Reorder how to make Thai fried rice with prawns into correct order by using word order. You have 10 minutes. (10 marks)

- Add green papaya and peanuts. Pound and mix well.
- Pound chili and garlic in a mortar. Add dried shrimp.
- Put in fish sauce, lime juice, tamarind juice and sugar.
- Put it on a dish and serve immediately.
- Add cherry tomatoes and long beans. Pound them lightly.

How to make papaya somtam

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Activity 3 Answer Key

First, pound chili and garlic in a mortar. Add dried shrimp.

Next, add green papaya and peanuts. Pound and mix well.

Then, put in fish sauce, lime juice, tamarind juice and sugar.

After that, add cherry tomatoes and long beans. Pound them lightly.

Finally, put it on a dish and serve immediately.

Lesson Plan 5

Course: Fundamental English (E16101) **Grade Level: Grade6**

Theme: Procedural Writing **Topic: How to Make Orange Juice**

Semester 2/2013 **Time Allocation: 4 periods**

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1. Core Concept

Describing the steps of something done is important. Students should be able to explain how to make drinks which start with preparing the ingredients and steps of how to make it. Students can apply the knowledge to their daily life to describe how to make drinks.

2. Standard Performance Indicators

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 4: Speak and write to ask for and give data about themselves, their friends, families and matters around them.

Standard F 1.3 Ability to present data, information, concepts and views about various matters through speaking and writing.

Indicator 1: Speak/write to give data about themselves, their friends and the environment around them.

Standard F 2.2 Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Indicator 1: Tell similarities/ differences between pronunciation of various kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language.

Standard F 3.1 Usage of foreign languages to link knowledge with other learning area as foundation for further development and to seek knowledge and widen one's world view

Indicator 1: Search for and collect the terms related to other learning areas from learning sources, and present them through speaking/ writing.

3. Learning Outcomes

3.1 Terminal Objective

Students are able to write the steps of making drinks correctly.

3.2 Enabling Objectives

Students are able to:

3.2.1 read aloud the passages correctly.

3.2.2 analyze and discuss about words and structure used in the passage correctly.

3.2.3 pronounce, spell, and tell the meaning of vocabulary correctly.

3.2.4 do the activities correctly.

3.2.5 write the sentences correctly.

3.2.6 use time-order correctly.

4. Enduring Understanding

4.1 Use the words, expressions, and structures with writing about how to make drinks correctly.

4.2 Comprehend differences in sentence between English and Thai culture.

5. Expected Characteristics

5.1 Students have disciplines.

5.2 Students are diligent.

5.3 Students pay attention in learning.

5.4 Students are punctual.

6. Content Areas/ Learning Strands

6.1 VOCABULARY: ingredients, preparation, orange, syrup, crushed ice, glass, teaspoon, etc.

6.2 GRAMMAR : Present simple tense structure:

6.3 FUNCTION: giving information about how to make drinks.

7. Learning Activities/ Procedures:

Period 1-3

Warm up

1) Teacher and students greet each other.

2) Teacher divides the students into 5 groups and explains how to play game. Then, the students in each group will write the words which relate to the topic " how to make orange juice" such as name, orange, salt, glass, etc. on a piece of paper within 5 minutes. The group that can write with the highest number of words and spell correctly will be the winner.

3) The students play a game.

4) Teacher tells students about learning objectives and the lesson today.

Presentation

1) Teacher gives the model of how to make orange juice to students and tells them to read.

2) The students brainstorm about vocabulary and structure used.

3) Teacher and the students discuss about vocabulary and structure used together.

4) Teacher writes down vocabulary and structure on the board and tells the students to read and gives the meaning.

5) Teacher teaches new vocabulary and structure.

6) Teacher tells the students to read and tells the meaning of the new words and structure.

7) Teacher tells the students to write down vocabulary and structure used in making food in their notebooks.

Practice

1) Students to do the activities and explains how to do.

2) Students and teacher corrects the activities together.

3) Students write the steps of making lemon juice following to the model given individually.

4) Students to construct the steps of making lemon juice by working in group.

Period 4

Production

The students write how to make lemon juice without model. They have 45 minutes to complete the task.

Wrap up

1) Teacher concludes vocabulary and steps of making orange juice.

2) Teacher corrects the students' writing.

3) Teacher records the scores from the activities on record form.

8. Materials/ Teaching Aids

8.1 Model

8.2 Activities

8.3 Answer key

8.4 Pieces of paper

8.5 Score record form

9. Evaluation

9.1 How to evaluate:

- Check the students' writing.
- Check the students' activities.

9.2 Instruments of evaluation

- Writing rubric.
- Answer key.

10. Subject Area Involved

Social studies, religion and culture, Career and Technology

11. Suggestion Activities/Other Comments

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12. Department Head's Comments

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Signature

(Mrs. Phakamat Panchan)

Department Head

13. School Vice Director's Comments

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Signature

(Mr. Thienchai Thiemthong)

Thatumsanitratwitthayakhom School Vice Director

School Director's Comments

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Signature

(Mr. Sitthichai Rangsai)

Thatumsanitratwitthayakhom School Director

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14. Remark

14.1 Result of the Learning

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14.2 Problems/Obstacles

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14.3 Other Suggestions

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Signature

(Mrs. Lalida Nuanmanee)

Teacher

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Appendix

How to Make Orange Juice.

Ingredients :

2 oranges 

5 tablespoons syrup 

1 glass

ice (crushed ice) 

1 teaspoon salt

Preparations :

First, prepare some oranges and wash them.

Next, cut them into half.

Then, squeeze the oranges.

After that, add some syrup, salt and mixed.

Finally, pour orange juice into a glass and put some ice in it.

Source: www.sk1school.org/Grade5_P8_How-to-make-drinks (Food-and-Drink)

Activity 1

Name.....**Class**.....**No**.....

Directions: Complete the steps of making orange juice by using words given below. You have 10 minutes. (5 marks)

Finally	**After that**	**Then**	**Next**	**First**

……, prepare some oranges and wash them.

……., cut them into half.

……., squeeze the oranges.

……, add some syrup, salt and mixed.

……, pour orange juice into a glass and put some ice in it.

Activity 1 Answer Key

First, prepare some oranges and wash them.

Next, cut them into half.

Then, squeeze the oranges.

After that, add some syrup, salt and mixed.

Finally, pour orange juice into a glass and put some ice in it.

Activity 2

Name.....**Class**.....**No**.....

Directions: Reorder how to make guava juice into correct order by using word order. You have 10 minutes. (10 marks)

Guava Fruit Juice (Nam Farung)

- Pour over crushed ice.
- Peel the guava, take only the outer flesh minus the seeds in the middle.
- Optionally a tiny pinch of salt over the top fills out the flavors.
- Mix the guava, syrup and water and blend in a food processor.
- Serve.

How to make guava juice

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Activity 2 Answer Key

First, peel the guava, take only the outer flesh minus the seeds in the middle.

Next, mix the guava, syrup and water and blend in a food processor.

Then, pour over crushed ice.

After that, optionally a tiny pinch of salt over the top fills out the flavors.

Finally, serve.

Activity 3

Name.....**Class**.....**No**.....

Directions: Reorder how to make guava juice into correct order by using word order. You have 10 minutes. (10 marks)

Squeeze the lemon juice into a bowl or cup.

Find a suitable squeezing item and cut the lemons in half.

Add a half teaspoon of sugar.

Pour the freshly squeezed lemon juice into cup or glass.

Stir until dissolved, finished.

How to make sweetened lemon juice

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Source : http://www.wikihow.com/Make-Lemon-Juice

Activity 3 Answer Key

First, find a suitable squeezing item and cut the lemons in half.

Next, squeeze the lemon juice into a bowl or cup.

Then, pour the freshly squeezed lemon juice into cup or glass.

After that, add a half teaspoon of sugar.

Finally, stir until dissolved, finished.

Lesson Plan 6

Course: Fundamental English (E16101) **Grade Level: Grade6**

Theme: Writing **Topic: Post-test**

Semester 2/2013 **Time Allocation: 2 periods**

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1. Core Concept

Post-test is developed to check the students' learning achievement after learning through the genre-based approach on narrative and procedural writing in order to check their progress in learning.

2. Standard Performance Indicators

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions

Indicator 4: Speak and write to ask for and give data about themselves, their friends, families and matters around them.

Standard F 1.3 Ability to present data, information, concepts and views about various matters through speaking and writing.

Indicator 1: Speak/write to give data about themselves, their friends and the environment around them.

Standard F 2.2 Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language

Indicator 1: Tell similarities/ differences between pronunciation of various

kinds of sentences, use of punctuation marks and word order in accordance with structures of sentences in foreign languages and Thai language.

Standard F 3.1 Usage of foreign languages to link knowledge with other learning area as foundation for further development and to seek knowledge and widen one's world view

Indicator 1: Search for and collect the terms related to other learning areas from learning sources, and present them through speaking/ writing.

3. Learning Outcomes

3.1 Terminal Objective

Students are able to write according to the topic given.

3.2 Enabling Objectives

Students are able to:

3.2.1 Write the sentences correctly.

3.2.2 Spell words correctly.

3.2.3 Use punctuation marks correctly.

3.2.4 Write sentence structure correctly.

4. Enduring Understanding

4.1 Use the words, expressions, and structures to write correctly.

4.2 Comprehend differences in sentence between English and Thai culture.

5. Expected Characteristics

5.1 Students have disciplines.

5.2 Students are diligent.

5.3 Students pay attention in learning.

5.4 Students are punctual.

6. Content Areas/ Learning Strands

Post-test (Achievement tests) of the genre-based approach in English writing including narrative and procedural writing for grade 6 students.

7. Learning Activities/ Procedures:

Period 1 - 2

Warm up

1) Teacher and students greet each other.

2) Teacher informs students about learning objectives and the topic.

3) Teacher informs that post-test is constructed to check the students' learning achievement after learning through the genre-based approach on narrative and procedural writing in order to check their progress in learning.

Presentation

1) Teacher gives the post-test (achievement test), and a piece of paper to all student.

2) Teacher explains how to do the test which the students have to choose two topics from the lists given to write, one topic for narrative writing and one topic for procedural writing and write at least 50 words within 45 minutes for each. There are 20 points for each.

Practice

1) Students do the post-test (achievement test).

2) Students submit a piece of paper to the teacher.

2) The students do questionnaire about self-efficacy toward writing before learning through the genre-based approach which consist of 3 parts. The first part is about the general information of participants which consists of sex and English G.P.A. in the first semester of academic year 2013. The second part comprises of 10 statements of five-point rating scales questionnaire with Likert's rating scale. The third part is about additional information or other opinions in learning English writing through the genre-based approach apart from part 1.

Production

1) Teacher corrects the students' writing about narrative writing and procedural writing.

2) Teacher checks the questionnaire about self-efficacy toward writing of the students after learning through the genre-based approach.

8. Materials/ Teaching Aids

8.1 Post-test (achievement test)

8.2 Pieces of paper

8.3 Questionnaire

8.4 Score record form

9. Evaluation

9.1 How to evaluate:

- Check the students' writing.
- Check the students' answering the questionnaire.

9.2 Instruments of evaluation

- Writing rubric.

10. Subject Area Involved

Social studies, religion and culture, Career and Technology

11. Suggestion Activities/Other Comments

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12. Department Head's Comments

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Signature

(Mrs. Phakamat Panchan)

Department Head

13. School Vice Director's Comments

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Signature

(Mr. Thienchai Thiemthong)

Thatumsanitratwitthayakhom School Vice Director

School Director's Comments

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Signature

(Mr. Sitthichai Rangsai)

Thatumsanitratwitthayakhom School Director

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14. Remark

14.1 Result of the Learning

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14.2 Problems/Obstacles

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14.3 Other Suggestions

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Signature

(Mrs. Lalida Nuanmanee)

Teacher

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Appendix

Achievement Test (Pre-test)

Topic: Narrative Writing **Fundamental English (E 16101)**

Grade 6 **Foreign Languages Department**

Directions: Choose one topic from the lists below and write at least 50 words. There are 20 marks and you have 45 minutes to complete this task.

1. Myself
2. My family

Achievement Test (Pre-test)

Topic: Procedural Writing **Fundamental English (E 16101)**

Grade 6 **Foreign Languages Department**

Directions: Choose one topic from the lists below and describe the procedure. There are 20 marks and you have 45 minutes to complete the task.

1. How to make an omelet
2. How to make orange juice

Questionnaire of Students' Self-efficacy Toward Writing for Grade 6 Students

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This questionnaire is designed to assess students' self-efficacy toward writing for grade 6 students. The questionnaire is divided into 3 parts.

Part 1: The General Information of Participants

Sex: ☐ Male ☐ Female

English G.P.A. (1/2013): ☐ 0 ☐ 1 ☐ 1.5 ☐ 2 ☐ 2.5 ☐ 3 ☐ 3.5 ☐ 4

Part 2: Students' Self-efficacy Toward Writing for Grade 6 Students

Directions: Read each statement in the questionnaire, then put a tick ☑ in the box that best represents your opinions.

5 = The Most agree

4 = More agree

3 = Moderate agree

2 = Less agree

1 = The Least agree

Example

No.	Statements	Level of Opinion				
		5	4	3	2	1
0	I plan before starting to write.		✓			

No.	Statements	Level of Opinion				
		5	4	3	2	1
1.	I plan before starting to write.					
2.	I write a clear, focused text that stays on topic.					
3.	I use details to support the ideas.					
4.	I use proper and correct words for a particular text.					
5.	I use sentence structure correctly.					
6.	I use punctuation correctly.					
7.	I use grammar correctly.					
8.	I spell the words correctly.					
9.	I need editing writing from another person.					
10.	I finish writing within the time given					

Part 3: The Open-ended Questions

Directions: Express your ideas or make suggestions regarding learning English writing through genre-based approach.

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Thank you for your cooperation

APPENDIX E

Achievement Test

Topic: Narrative Writing **Fundamental English (E 16101)**

Grade 6 **Foreign Languages Department**

Directions: Choose one topic from the lists below and write at least 50 words. There are 20 marks and you have 45 minutes to complete this task.

1. Myself
2. My family

Achievement Test

Topic: Procedural Writing **Fundamental English (E 16101)**

Grade 6 **Foreign Languages Department**

Directions: Choose one topic from the lists below and describe the procedure. There are 20 marks and you have 45 minutes to complete the task.

1. How to make an omelet
2. How to make orange juice

APPENDIX F

Questionnaire of Students' Self-efficacy Toward Writing for Grade 6 Students

.....

This questionnaire is designed to assess students' self-efficacy toward writing for grade 6 students. The questionnaire is divided into 3 parts.

Part 1: The General Information of Participants

Sex: ☐ Male ☐ Female

English G.P.A. (1/2013): ☐ 0 ☐ 1 ☐ 1.5 ☐ 2 ☐ 2.5 ☐ 3 ☐ 3.5 ☐ 4

Part 2: Students' Self-efficacy Toward Writing for Grade 6 Students

Directions: Read each statement in the questionnaire, then put a tick ☑ in the box that best represents your opinions.

5 = The Most agree

4 = More agree

3 = Moderate agree

2 = Less agree

1 = The least agree

Example

No.	Statements	Levels of Opinion				
		5	4	3	2	1
0	I plan before starting to write.		✓			

No.	Statements	Level of Opinion				
		5	4	3	2	1
1.	I plan before starting to write.					
2.	I write a clear, focused text that stays on topic.					
3.	I use details to support the ideas.					
4.	I can use proper and correct words for a particular text.					
5.	I use sentence structure correctly.					
6.	I use punctuation correctly.					
7.	I use grammar correctly.					
8.	I spell the words correctly.					
9.	I need for editing writing from another person.					
10.	I finish writing within the time given.					
11.	I can write many types of text.					
12.	I can write well-constructed sentences.					

Part 3: The Open-ended Questions

Directions: Express your ideas or make suggestions regarding learning English writing through the genre-based approach.

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Thank you very much for your cooperation

APPENDIX G

The Evaluation Form of Correctness and Appropriation of the Statements in the Questionnaire of Students' Self-efficacy towards Writing for Grade 6 Students by the Experts

Statements	Opinion Level			$\bar{x}$	S.D.	Level of Appropriation
	1	2	3			
1. I plan before starting to write.	4	5	5	4.67	0.58	The Most Agree
2. I write a clear, focused text that stays on topic.	3	5	5	4.33	1.15	More Agree
3. I use details to support the ideas.	4	5	5	4.67	0.58	The Most Agree
4. I use proper and correct words for a particular text.	4	5	5	4.67	0.58	The Most Agree
5. I use sentence structure correctly.	3	5	5	4.33	1.15	More Agree
6. I use punctuation correctly.	3	5	5	4.33	1.15	More Agree
7. I use grammar correctly.	4	5	5	4.67	0.58	The Most Agree
8. I spell the words correctly.	4	5	5	4.67	0.58	The Most Agree
9. I need editing writing from another person.	4	5	5	4.67	0.58	The Most Agree
10. I finish writing within the time given.	4	5	5	4.67	0.58	The Most Agree
Total				**4.57**	**0.28**	**The Most Agree**

APPENDIX H

The Item-total Correlation for each Item of Five –Point Rating Scale Questionnaire

Item No.	R_{xy}	Sig.	Remark
1	1.00	.05	
2	0.40	.05	
3	0.35	.05	
4	0.51	.05	
5	0.52	.05	
6	0.54	.05	
7	0.67	.05	
8	0.50	.05	
9	0.28	.05	
10	0.36	.05	

Critical values for Pearson r ≥0.2792 (df= N-2 = 30-2 = 28)

The reliability coefficient (Coefficient Alpha of Cronbach)

Numbers of Students = 30

Numbers of Items = 10

α- Coefficient = 0.842

APPENDIX I

The Lists of Experts

1. Dr. Saowaroj Ruangpaisan, Ph. D. (English as International Language), the English lecturer at Buriram Rajabhat University

2. Assistant Professor Dr. Akkarapon Nuemaihom, Ph.D. (Linguistics), the English lecturer at Buriram Rajabhat University

3. Mr. Suthat Sangkhaphan, M.Ed. (Curriculum and Instruction), the English Supervisor of Surin Primary Educational Service Area Office 2

APPENDIX J

Letter for Experts

The Letters Requesting to be the Expert for the Research Instruments

No. 0545.11/ว 02

Buriram Rajabhat University
Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

January 5, 2014

Dear Assistant Professor Dr. Akkarapon Nuemaihom,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Assistant Professor Dr.Akkarapon Nuemaihom the English lecturer, Buriram Rajabhat University to be the expert for the research instruments. I would like to inform you that Mrs. Lalida Nuanmanee, a students studying in Master of Arts Program in English at BRU, is conducting the research, entitled "**The Effects of Using Genre-based Approach to Improve Writing Ability of Grade 6 Students**," under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Thank you very much for your cooperation.

Yours sincerely,

(Assistant Professor Dr. Suthiap La-ongthong)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School
Tel. 0 4461 1221, 0446 1616 ext. 3806
Fax. 0 4461 2858

No. 0545.11/ว 02

Buriram Rajabhat University
Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

January 5, 2014

Dear Dr. Saowaroj Ruangpaisan,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Dr.Saowaroj Ruangpaisan, the English lecturer, Buriram Rajabhat University to be the expert for the research instruments. I would like to inform you that Mrs. Lalida Nuanmanee, a students studying in Master of Arts Program in English at BRU, is conducting the research, entitled "**The Effects of Using Genre-based Approach to Improve Writing Ability of Grade 6 Students**," under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Thank you very much for your cooperation.

Yours sincerely,

(Assistant Professor Dr. Suthiap La-ongthong)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School
Tel. 0 4461 1221, 0446 1616 ext. 3806
Fax. 0 4461 2858

No. 0545.11/ว 02

Buriram Rajabhat University
Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

January 5, 2014

Dear Mr. Suthat Sangkhaphan,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complement to Mr. Suthat Sangkhaphan, the English Supervisor, Surin Primary Educational Service Area Office 2 to be the expert for the research instruments. I would like to inform you that Mrs. Lalida Nuanmanee, a students studying in Master of Arts Program in English at BRU, is conducting the research, entitled "**The Effects of Using Genre-based Approach to Improve Writing Ability of Grade 6 Students**," under the supervision of Assistant Professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions in her research instruments.

Thank you very much for your cooperation.

Yours sincerely,

(Assistant Professor Dr. Suthiap La-ongthong)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School
Tel. 0 4461 1221, 0446 1616 ext. 3806
Fax. 0 4461 2858

APPENDIX K

Formal Letter

The Letters Asking Permission to Try out the Research Instruments

No. 0545.11/ว 03

Buriram Rajabhat University
Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

March 9, 2014

Dear Mr. Director of Thatumsanitratwithayakhom School:

Subject: Asking Permission to Try Out the Research Instruments

Buriram Rajabhat University (BRU) presents this letter to the Director of Thatumsanitratwithayakhom School to ask permission to try out the research instruments. I wish to inform you that Mrs. Lalida Nuanmanee , a students studying in Master of Arts Program in English at BRU, is conducting the research, entitled **" The Effects of Using Genre-based Approach to Improve Writing Ability of Grade 6 Students,"** under the supervision of Assistant professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU would like to ask permission from Mr. Director of Thatumsanitratwithayakhom School to allow her to try out the research instruments from grade 6 students at Thatumsanitratwithayakhom School by responding to her research methodologies in February 2014.

Please accept, Mr. School Director, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,

(Assistant Professor Dr. Suthiap La-ongthong)
Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School
Tel. 0 4461 1221, 0446 1616 ext. 3806
Fax. 0 4461 2858

APPENDIX L

Formal Letter

The Letter Asking Permission to Collect the Research Data

No. 0545.11/ว 03

Buriram Rajabhat University
Jira Road, Amphoer Mueng,
Buriram 31000, THAILAND

March 9, 2014

Dear Mr. Director of Thatumsanitratwithayakhom School:

Subject: Asking Permission to Collect the Research Data

Buriram Rajabhat University (BRU) presents this letter to the Director of Thatumsanitratwithayakhom School to ask permission to collect the research data. I wish to inform you that Mrs. Lalida Nuanmanee , a students studying in Master of Arts Program in English at BRU, is conducting the research, entitled **" The Effects of Using Genre-based Approach to Improve Writing Ability of Grade 6 Students,"** under the supervision of Assistant professor Dr. Nawamin Prachanant, Chairperson of the Thesis.

In this regard, BRU would like to ask permission from Mr. Director of Thatumsanitratwithayakhom School to allow her to collect the research data from grade 6 students at Thatumsanitratwithayakhom School by responding to her research methodologies in February 2014.

Please accept, Mr. School Director, my sincere appreciation and the assurances of my highest consideration.

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(Assistant Professor Dr. Suthiap La-ongthong)
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APPENDIX M

West Virginia Writing Rubric – Grade 6

Rating	Criteria
	Oganization
4	Clear and logical progression of ideas
3	Logical progression of ideas
2	Some evidence of a logical progression of ideas
1	Limited evidence of a logical progression of ideas
	Development
4	Strong development of the topic for narrative and descriptive writing; Strong use of examples, evidence or relevant details
3	Appropriate development of the topic for narrative and descriptive writing; Clear use of examples, evidence or relevant details
2	Adequate development of the topic for narrative and descriptive writing; Sufficient use of examples, evidence or relevant details
1	Limited development of the topic for narrative and descriptive writing; Some use of examples, evidence or supporting details
	Sentence Structure
4	Complete and correct; Strong evidence of sentence variety:(types/length)
3	Complete and correct; Clear evidence of sentence variety:(types/length)
2	Minor errors in structure; Some evidence of sentence
1	variety:(types/length); Some errors in sentence structure; Limited evidence of sentence variety:(types/length)

	Words choice/Grammar Usage
4	Vivid, specific, economical, connotative; consistent grammar usage
3	Economical, specific ; clear meaning, connotative, mostly consistent grammar usage
2	Appropriate, somewhat specific; somewhat simplistic and somewhat consistent grammar usage
1	Vague, redundant, simplistic and several inconsistencies in grammar usage
	Mechanics
4	May have minor errors; needs little or no editing
3	Few errors; needs little or no editing
2	Some errors; needs editing but doesn't impede readability
1	Frequent errors; begins to impede readability