



**การใช้เทคนิคแผนที่ความคิดเพื่อเพิ่มพูนความสามารถในการเขียน
ภาษาอังกฤษของนักศึกษาระดับวิทยาลัยที่เรียนภาษาอังกฤษ
ในฐานะภาษาต่างประเทศ**

วิทยานิพนธ์

ของ

สุริยะพร พอทิราช

**เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษ**

พฤษภาคม 2561

ลิขสิทธิ์ของมหาวิทยาลัยราชภัฏบุรีรัมย์



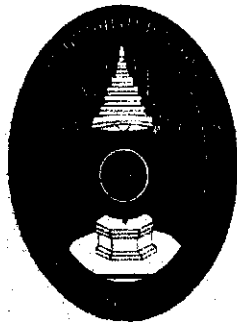
**USING MIND MAPPING TECHNIQUE TO IMPROVE
ENGLISH WRITING ABILITY OF LAO EFL
COLLEGE STUDENTS**

Souliyaphone Phorthilath

**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts Program in English**


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The members of the committee have approved the thesis of
Mr. Souliyaphone Phorthilath in partial fulfillment of the requirements for the
Degree of Master of Arts Program in English, Buriram Rajabhat University.

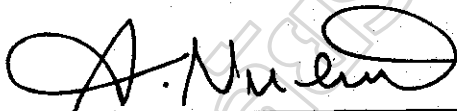
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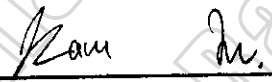
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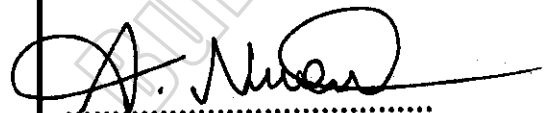


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Approval Date: 22 M.U. 2561



ການນຳໃຊ້ແຜນຜັງຄວາມຄິດເພື່ອເພີ່ມທະວີຄວາມສາມາດໃນການຂຽນ
ພາສາອັງກິດຂອງນັກສຶກສາລາວລະດັບວິທະຍາໄລໃນຖານະເປັນພາສາ
ຕ່າງປະເທດ

ບົດສາລະນີພິມຂອງ

ທ້າວ ສຸລິຍະພອນ ພິທິລາດ

ສະເໜີຕໍ່ມະຫາວິທະຍາໄລຮາດຊະພັດບຸຣີລຳເພື່ອເປັນສ່ວນໜຶ່ງຂອງການສຶກສາຕາມຫຼັກສູດ

ສິລະປະສາດມະຫາບັນດິດສາຂາວິຊາພາສາອັງກິດ

ພະຈິກ 2018

ລິຂະສິດຂອງມະຫາວິທະຍາໄລຮາດຊະພັດບຸຣີລຳ

ชื่อเรื่อง	การใช้เทคนิคแผนที่ความคิดเพื่อเพิ่มพูนความสามารถในการเขียนภาษาอังกฤษของนักศึกษาลาวระดับวิทยาลัยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ		
ผู้วิจัย	ศุริยะพร พอทิราช		
ที่ปรึกษาวิทยานิพนธ์	ผู้ช่วยศาสตราจารย์ ดร. นวมินทร์ ประชานันท์		ที่ปรึกษาหลัก
	ผู้ช่วยศาสตราจารย์ ดร. อัครพนธ์ เนื้อไม้หอม		ที่ปรึกษาร่วม
ปริญญา	ศิลปศาสตรมหาบัณฑิต	สาขาวิชา	ภาษาอังกฤษ
สถานศึกษา	มหาวิทยาลัยราชภัฏบุรีรัมย์	ปีที่พิมพ์	2561

บทคัดย่อ

การศึกษาค้นคว้าครั้งนี้มีวัตถุประสงค์เพื่อ 1) หาประสิทธิภาพของแผนการสอนโดยใช้เทคนิคแผนที่ความคิดเพื่อเพิ่มพูนความสามารถในการเขียนของนักศึกษาลาวระดับวิทยาลัยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ ตามเกณฑ์ที่กำหนดไว้ที่ 75/75 2) เปรียบเทียบความสามารถในการเขียนภาษาอังกฤษของนักศึกษาลาวระดับวิทยาลัยที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ ก่อนและหลังการเรียน โดยใช้เทคนิคแผนที่ความคิด และ 3) เปรียบเทียบความสามารถในการรับรู้ความสามารถของตนเองต่อการเขียนภาษาอังกฤษก่อนและหลังการเรียน โดยใช้เทคนิคแผนที่ความคิด กลุ่มตัวอย่างเป็นนักศึกษาวิชาเอกภาษาอังกฤษ ชั้นปีที่ 3 ของวิทยาลัยครูสรวงนันทะเขต สาธารณรัฐประชาธิปไตยประชาชนลาว ปีการศึกษา 2560-2561 ได้มาโดยใช้วิธีการสุ่มอย่างง่ายโดยใช้ห้องเรียนเป็นหน่วยในการสุ่ม เครื่องมือที่ใช้ในการวิจัย ประกอบด้วยแผนการสอน จำนวน 4 แผน แบบทดสอบความสามารถในการเขียนก่อนเรียนและหลังเรียน และแบบสอบถามความสามารถในการรับรู้ความสามารถของตนเอง สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐานและค่าคะแนนที โดยกำหนดค่านัยสำคัญทางสถิติที่ระดับ 0.05 ผลการวิจัย พบว่า

1. ประสิทธิภาพของแผนการสอนโดยใช้เทคนิคแผนที่ความคิด มีค่าเท่ากับ 85.88 / 78.41 ซึ่งสูงกว่าเกณฑ์ที่กำหนดไว้ที่ 75/75
2. ความสามารถในการเขียนภาษาอังกฤษของนักศึกษา โดยใช้แผนที่ความคิดของคะแนนเฉลี่ยหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01

3. การรับรู้ความสามารถของตนเองของนักศึกษาต่อเทคนิคแผนที่ความคิดเพื่อเพิ่มพูนความสามารถในการเขียนภาษาอังกฤษหลังเรียนสูงกว่าก่อนเรียน โดยภาพรวม อย่างมีนัยสำคัญทางสถิติที่ 0.01

ผลของข้อค้นพบนี้มีความสำคัญต่อครูและนักศึกษาในการพัฒนาการเรียนการสอนให้มีประสิทธิภาพในการเขียนภาษาอังกฤษโดยใช้เทคนิคแผนที่ความคิดเพื่อเพิ่มพูนความสามารถในการเขียนในสถานการณ์ภาษาอังกฤษในฐานะภาษาต่างประเทศ

TITLE	Using Mind Mapping Technique to Improve English Writing Ability of Lao EFL College Students		
AUTHOR	Souliyaphone Phorthilath		
THESIS ADVISORS	Assistant Professor Dr. Nawamin Prachanant	Major Advisor	
	Assistant Professor Dr. Akkaraphon Nuemaihom	Co-advisor	
DEGREE	Master of Arts	MAJOR	English
SCHOOL	Buriram Rajabhat University	YEAR	2018

ABSTRACT

This study aimed: 1) to fine out the efficiency of the lesson plans using mind mapping technique to improve English writing ability of Lao EFL college students on the criterion set at 75/75; 2) to compare the Lao EFL college students' English writing ability before and after learning through mind mapping technique; and 3) to compare the students' self-efficacy toward English writing ability before and after learning through mind mapping technique. The samples of this study were 24 third year English major students at Savannakhet Teacher Training College (STTC), Lao PDR, in academic year 2017-2018. They were selected by simple random sampling technique using the classrooms as a sampling unit. The research instruments were four lesson plans, the pre-test and post-test of writing performance test, and self-efficacy questionnaire. The statistics used to analyze the collect data were mean, standard deviation, and t-test with the statistical significance set at 0.05 level. The findings were as follows:

1. The efficiency of lesson plans using mind mapping technique was 85.88/78.41, which was higher than the criterion set at 75/75.

2. The students' English writing ability using mind mapping of students' post-test mean score was higher than pre-test mean score with statistically significant difference at 0.01 level.

3. The students' self-efficacy towards the mind mapping technique to improve English writing ability was higher than before learning in overall with statistically significance at 0.01 level.

The findings can be significant for teachers and students to develop effective teaching and learning regarding writing using mind mapping technique to improve writing ability in the EFL settings.

ຊື່ເລື່ອງ	ການນຳໃຊ້ແຜນຜັງຄວາມຄິດເພື່ອເພີ່ມທະວີຄວາມສາມາດໃນການຂຽນພາສາອັງກິດຂອງນັກສຶກສາລາວລະດັບວິທະຍາໄລໃນຖານະເປັນພາສາຕ່າງປະເທດ		
ຜູ້ວິໄຈ	ສຸລິຍະພອນ ພິທິລາດ		
ຄູທີ່ປຶກສາວິທະຍານິຝົນ:	ຜູ້ຊ່ວຍສາດສະດາຈານ ດຣ. ນະວະມິນ ປະຊານັນ	ປະຊານັນ	ທີ່ເປົກສາຫຼັກ
	ຜູ້ຊ່ວຍສາດສະດາຈານ ດຣ. ອັກຄະຣະມິນ ເນື້ອໄມ້ຫອມ		ທີ່ເປົກສາຮ່ວມ
ປະສົນຍາ	ສິລະປະສາດມະຫາບັນດິດ	ສາຂາວິຊາ	ພາສາອັງກິດ
ສະຖານທີ່ສຶກສາ	ມະຫາວິທະຍາໄລຣາດສະພັດ ບຸຣີຣຳ	ປີທີ່ຝຶມ	2018

ບົດຄັດຫຍໍ້

ການວິໄຈຄັ້ງນີ້ມີຈຸດປະສົງເພື່ອ 1) ເພື່ອປັບປຸງແຜນການຮຽນການສອນໃຫ້ມີປະສິດຕິພາບ ໂດຍການນຳໃຊ້ແຜນຜັງຄວາມຄິດເພື່ອພັດທະນາຄວາມສາມາດໃນການຂຽນພາສາອັງກິດຂອງນັກສຶກສາລາວໃນລະດັບວິທະຍາໄລໃນຖານະເປັນພາສາຕ່າງປະເທດ ອີງຕາມເກນທຶກຳນົດໄວ້ແມ່ນ 75/75, 2) ເພື່ອປຽບທຽບຄວາມສາມາດໃນການຂຽນພາສາອັງກິດຂອງນັກສຶກສາລາວໃນລະດັບວິທະຍາໄລ ກ່ອນ ແລະ ຫຼັງ ການຮຽນຮູ້ໂດຍຜ່ານຂະບວນການນຳໃຊ້ແຜນຜັງຄວາມຄິດ ແລະ 3) ເພື່ອປຽບທຽບປະສິດຕິພາບຂອງຕາເອງຕໍ່ຄວາມສາມາດໃນການຂຽນ ກ່ອນ ແລະ ຫຼັງການຮຽນຮູ້ໂດຍຜ່ານຂະບວນການນຳໃຊ້ແຜນຜັງຄວາມຄິດຕໍ່ນັກສຶກສາລາວລະດັບວິທະຍາໄລທີ່ໃຊ້ພາສາອັງກິດເປັນພາສາຕ່າງປະເທດ. ກຸ່ມຕົວຢ່າງຂອງການວິໄຈຄັ້ງນີ້ແມ່ນນັກສຶກສາປີ 3 ສາຂາພາສາອັງກິດ ຈຳນວນ 24 ຄົນ ຈາກວິທະຍາໄລຄູສະຫວັນນະເຂດ, ສປປ ລາວ ໃນສົກຮຽນ 2017-2018 ໄດ້ມາໂດຍການສຸ່ມຢ່າງງ່າຍ ໂດຍໃຊ້ທ້ອງຮຽນເປັນໜ່ວຍໃນການສຸ່ມ. ເຄື່ອງມືທີ່ນຳມາໃຊ້ໃນການວິໄຈຄັ້ງນີ້ປະກອບມີ ບົດສອນ 4 ບົດ, ບົດສອບເສັງກ່ອນ ແລະ ຫຼັງການສອນ, ແບບສອບຖາມຄວາມສາມາດໃນການຮັບຮູ້ຄວາມສາມາດຂອງຕົນເອງ ແລະ ແບບສອບຖາມຄວາມເພິ່ງພໍໃຈຂອງນັກສຶກສາໂດຍຜ່ານການນຳໃຊ້ແຜນການສອນທີ່ໃຊ້ແຜນຜັງຄວາມຄິດເພື່ອເພີ່ມຄວາມ

ສາມາດໃນການຂຽນພາສາອັງກິດຂອງພວກເຂົາ. ຄະແນນທີ່ໄດ້ຮັບຈະຖືກວິເຄາະໂດຍການນຳໃຊ້ສຸດອັດຕາສ່ວນຮ້ອຍລະຄ່າສະເລ່ຍ, ສ່ວນປ່ຽງເບນມາດຕະຖານ ແລະ ສຸດຊອກຫາຄາ (t-test) ໃນຄຳຕອບສົມມຸດຕິຖານທີ່ຕັ້ງໄວ້ໃນລະດັບ 0.05

ຜົນການວິໄຈໃນຄັ້ງນີ້ມີດັ່ງນີ້:

1. ປະສິດທິພາບຂອງແຜນການສອນທີ່ໄດ້ນຳໃຊ້ແຜນຜັງຄວາມຄິດ ເຫັນວ່າມີປະສິດທິພາບເທົ່າກັບ 85.88/78.41 ເຊິ່ງເຫັນວ່າສູງກວ່າແກນທີ່ຕັ້ງໄວ້ຄື 75/75.
2. ຄວາມສາມາດໃນການຂຽນພາສາອັງກິດຂອງນັກສຶກສາທີ່ຜ່ານການຮຽນດ້ວຍແຜນການສອນທີ່ໃຊ້ແຜນຜັງຄວາມຄິດ ຫຼັງການຮຽນແມ່ນມີຜົນສູງກວ່າກ່ອນຮຽນ ເຊິ່ງມີຄະແນນສະເລ່ຍຄວາມແຕກຕ່າງທີ່ສຳຄັນທາງສະຖິຕິທີ່ລະດັບ 0.01
3. ຄວາມເພິ່ງພໍໃຈຂອງນັກສຶກສາໃນການຮຽນຮູ້ໂດຍຜ່ານການນຳໃຊ້ແຜນຜັງຄວາມຄິດເພື່ອພັດທະນາຄວາມສາມາດໃນການຂຽນພາສາອັງກິດໂດຍລວມແມ່ນຢູ່ໃນລະດັບສູງກ່ອນການຮຽນເຊິ່ງມີຄະແນນສະເລ່ຍຄວາມແຕກຕ່າງທີ່ສຳຄັນທາງສະຖິຕິທີ່ລະດັບ 0.01

ການຄົ້ນພົບນີ້ມີຄວາມສຳຄັນຫຼາຍຕໍ່ຄູ- ອາຈານ ແລະ ນັກສຶກສາເພື່ອພັດທະນາການຂຽນການສອນທີ່ມີປະສິດທິພາບກ່ຽວກັບການຂຽນໂດຍຜ່ານການໃຊ້ແຜນຜັງຄວາມຄິດເພື່ອເພີ່ມພູນຄວາມສາມາດໃນການຂຽນດ້ວຍຕົນເອງ

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CHAPTER 1

INTRODUCTION

1.1 Statement of the Problem

English language plays a very crucial role as the predominant tool for communication in the global community. English has become the crucial recognized international language for communication. When people from countries where English is not the first or official languages come together, they have to choose a language to communicate. Very often, the language chosen is English. Besides communication purpose, English is used as a means to transfer thoughts and cultures and to create good relationships between people in different countries. As a result, English has become an international language and is widely used as a medium for understanding and exchanging ideas among people all over the world. In addition, English is an international language. It is highly significant in various aspects: education, business, commercial, technology, tourism, political communication, medicine, sports, vehicles, engineering, etc.

Nowadays, English is really important for Lao people because many of investors from several countries are allowed to invest in Lao PDR these days, and the various foreign companies are built. So, people who plan to work in Lao PDR, must be proficient in using English. Therefore, English is really crucial and need to be teaching in school subjects. Because of the influence and importance of English, Lao people cannot neglect in learning English. However, for more than 20 years at Savannakhet Teacher Training College (STTC) is training students to be teachers

mostly for two provinces as Savannakhet province and Khammouan province. Especially, the new generation of Laos who plan to study abroad and people in domestic who plan to work in international companies, want to get better jobs and a higher salary. Furthermore, Lao is one member of Association of South-East Asian Nation (ASEAN) that has joined in 1997, and it is also the Asian Economic Community (AEC) epoch that English is necessary to be used in communicating. By these rationales, Lao people have been paying more attention in learning and teaching English because it is the first priority foreign language which needs in both private and public sectors (Singphong. 2008).

Writing is one of important skills used for communication in day-to-day life. People use writing as an instrument to fulfill their purposes, explain ideas, thoughts and memories into writing forms such as sentences, paragraphs, and compositions that convey to reader via applications, e-mails, letters, memorandums, reports, etc. Although writing is as crucial as listening, speaking, and reading, it is not easy to teach writing for students who learn English as Foreign Language (EFL). In Lao PDR, writing is considered as the first technique importance of four skills language and is taught formally from elementary school up to the university level. Based on Writing 2 Subject in 2010 curriculum of Lao PDR, English has become a compulsory subject which is not only learned in primary and secondary schools, but also colleges, universities and some of private schools have to teach writing. According to Richard and Renandya (2002), writing is not simply speech written down on paper. Learning to write is not a natural extension of learning. Writing requires systematic instruction and practice. It is more restricted and generally follows a standardized form of grammar, structure, organization and there are many writing difficulties, such as how

to generate and organize ideas by using an appropriate choice of vocabulary, sentences, and paragraph organization and how to put such idea into intelligible text.

Even though, English writing has been being taught in Lao PDR so many years, particularly in STTC, but the students are not still expressed on learning writing skills that is the cause of affecting themselves to be poor proficiency. Some of students seem to be confused in generating ideas when writing. According to the window observation and participating in teaching class, the researcher notices that the students are afraid of writing because they could not write accordingly to the topics assigned. They are reluctance to write as they do not know how to start, or which vocabulary they should use in the sentence. Whenever they write, they are usually using wrong grammar and structure. They feel confused using tenses to construct sentences, and could arrange the words into sentences.

Writing is a very difficult skill for learners to learn because writing consists of the morpheme, syntax, grammar structure and how to combine the words to make the correct sentences. According to Byrne (1988: 1), writing is the act of forming letters or a combination of letters according to certain conventions to form words and the words must be arranged into sentence. It is generally agreed that writing is the most difficult skill to master for foreign language learners, and organize ideas using an appropriate choice of vocabulary, sentences, and paragraph organization but also to turn such ideas into a readable text. Moreover, the learners also have more difficulties transferring ideas from the native language (e.g. Lao) into the target language (e.g. English). Writing is more complex in that it tests a person's ability to use a language and the ability to express ideas. As a result, a person needs to write not only coherently but correctly. The writing process is focused on grammatical rule,

so it is the problem for students who learn English as foreign language.

The characteristic of English letters and Lao letters are different and English structure is also different. These causes, Lao student's to inevitability produce errors in their writing.

Laos has used English as the foreign language. The English subject is compulsory in curriculum from secondary school until university and one subject that students must learn. The English language is so difficult for Lao students to learn because their native language and the English language are more different for examples the character of letters, pronunciation, grammar structure, grammar rule and else. Lao students have many problems on English learning because they use only mental processes to remember all the English rules.

Writing is the most difficult productive skills among four English skills; reading, listening, speaking, and writing. It requires learners to understand the process in learning English grammar. Writing is a critical skill that is required the learners take much time to learn or practice. It is the most burdensome skill to learn because its complex procedure which is revering the writers' communicative skills (Shokrpoure & Fallahzadeh, 2008). However, writing is able to provide the learners to expand their ability in planning, organizing and reflecting in English structure. It helps learners to have opportunities to adventure with the language, to go beyond what they have learned. Hedge (1988) also states that a good deal of writing in English language classroom is undertaken as an aid to learning; for instance, to consolidate the learning of new structures or vocabulary or to help students remember new items of language.

To solve the above problems, the researcher has reviewed various research works and innovations of teaching languages, the researcher assumes that mind mapping might be appropriate to be used to improve students' writing ability as well. Mind mapping is the innovation of teaching method which the contents and the purposes of teaching are integrated that the learners can practice the writing skills accurately. The learners use English as a learning instrument in content and doing activities. Buzan (2005; cited in Sounthalavong. 2016: 2) states that mind mapping is a very powerful tool for brainstorming, creative thinking, problem solving, organizing ideas and note taking. It is an important technique that improves the way to record information, supports and enhances creative problem solving. It helps learners see the way that pieces of information fit together. Various researchers (e.g. Aquariza. 2009; David. 2010) state that mind mapping is appropriate to promote students' writing ability proficiently.

To make more emphasis, mind mapping should be applied in the English writing classroom. As far as the researcher knows, there is not any mind mapping used in Laos PDR, therefore, this research could be the pioneer study in Lao PDR. Therefore, the researcher is interested in using mind mapping to apply in classroom teaching to improve students' English writing ability at Savannakhet Teacher Training College, Lao PDR. It is expected that mind mapping will highly motivate students' interest of English writing to get more efficiency to improve writing, and become more rapid in many skills of writing ability.

1.2 Research Objectives

1.2.1 To find out the efficiency of the lesson plans using mind mapping technique to improve English writing ability of Lao EFL college students.

1.2.2 To compare Lao EFL college students' English writing ability before and after learning through a mind mapping technique.

1.2.3 To compare the students' self-efficacy toward English writing ability before and after learning through a mind mapping technique.

1.3 Research Questions

1.3.1 What is the efficiency of lesson plans used along with mind mapping technique to improve English writing ability of Lao EFL college students based on the criterion set at 75/75?

1.3.2 Does the use of mind mapping technique improve the students' English writing ability?

1.3.3 Does mind mapping technique improve the students' self-efficacy toward English writing ability after learning technique?

1.4 Research Hypotheses

1.4.1 The students' English writing ability post-test mean score is higher than pre-test mean score.

1.4.2 The students' self-efficacy toward writing after learning through a mind mapping technique is higher than before learning.

1.5 Significance of the Research

This study focuses on the utilization of the mind mapping technique to improve English writing ability of Lao EFL college students. The result of this study affords useful information for students, teachers, language learners who are interested in writing skills and also for scholars who conduct the research works in the field of English writing skills. It is expected that:

1.5.1 The results of the research will be as the guidelines for developing teaching, learning and research works for English teachers, other educators and persons who are interested in teaching writing by using mind mapping technique.

1.5.2 The results of the research will be as the guidelines for the teachers in terms of choosing mind mapping technique to improve English writing ability.

1.5.3 Hopefully this research will be as guideline for the novices who are investigating a research and also other people who strive for new knowledge learning, especially in colleges and universities.

1.6 Scope and Limitation of the Study

1.6.1 Population and Samples

1.6.1.1 Population

The population of this research include 196 third year English major students who enroll in Writing 2 Course in the second semester of academic year 2017-2018. All of them are from 8 Teacher Training Colleges in Lao PDR.

6.1.1.2 Samples

The samples of this research are 24 third year English major students who enroll in Writing 2 Course in the second semester of academic year 2017-2018 at Savannakhet Teacher Training College, Kaysone Phomvihan district, Savannakhet province, Lao PDR. The samples are selected by using simple random sampling technique by using colleges as a sampling unit.

1.6.2 Research Variables

1.6.2.1 The independent variable of this study is lesson plan using along with mind mapping technique to improve English writing ability.

1.6.2.2 The dependent variables are the efficiency of the lesson plans using mind mapping technique, English writing ability and self- efficacy of students towards mind mapping technique.

1.6.3 Contents of the Research

The contents are from the textbook of “Writing 2 Course” which is qualified by teacher training department. Then researcher consults with the thesis advisors and experts, and selects 4 topics to create lesson plans. Each topic takes 6 hours. The topics are as follows:

1.6.3.1 Instruction making food

1.6.3.2 Telling a story

1.6.3.3 Animals

1.6.3.4 A Journal

1.7 Definition of Key Terms

1.7.1 English refers to spelling or creating words, sentences and short paragraphs through mind mapping technique. Mind mapping refers to a diagram used to represent words, ideas, tasks or other items related to and arranged radially around a central key word or idea. In this study, writing includes two types as follows:

1.7.1.1 Narrative Writing is to describe about personal experience, or event that happen in the form of a story that conclude plot, themes, setting, atmosphere and characters (Jason. 2007).

1.7.1.2 Descriptive Writing is to describe a person, a place or an event in such a way as to enable the reader to see and feel what you are describing. It can be done by using clear and vivid details. This may be effectively done by referring to the five senses of sight, sound, touch, smell and taste (Jason. 2007).

1.7.2 Mind Mapping is a diagram used to represent words, ideas, tasks or other items linked to and around a central key word or idea. Mind maps may also aid recall of exiting memories. The element of a given mind map are arranged intuitively according to the importance of the concepts, and are classified into groupings, branches or areas.

1.7.3 Writing Ability means the students can write narrative writing and procedural writing by evaluating from writing rubric such as organization, development, and sentence structure, Grammar, Spelling and Punctuation. Correct grammar, punctuation and spelling are keys in written communications. The reader will form an opinion of you, the author, based on both the content and presentation, and errors are likely to lead them to form a negative impression.

1.7.4 Standard Criterion Set 75/75 refers to the mean scores that are used to find the efficiency: First criterion set at 75 (efficiency of the process) is the percentage of the students' total mean scores from the activities scores of lesson plans for teaching English writing through the use of mind mapping technique. Second criterion set at 75 (efficiency of the outcomes) is the percentage of the students' mean scores from the performance test (post-test).

1.7.5 Self-efficacy means the measure of the belief in one's own ability to complete tasks and reach goals. In this study, self-efficacy means confidence of the students toward writing before and after learning through the using mind mapping technique.

1.7.6 Lao EFL College Students refers to the third year English major students who study at Teacher Training Colleges, Lao PDR in academic year 2017-2018 who are training to be English teachers. They are largely going to be lower secondary and upper secondary school English teachers.

1.8 Summary of the Chapter

This chapter presents the statement of the problems, research objectives, research questions, and the significance of the research. Moreover, this chapter presents the scope and limitations of the research, the definitions of key terms and summary of the chapter. The review of the related literature is presented in the next chapter.

CHAPTER 2

LITERATURE REVIEW

The main purpose of this chapter is to present the review of literature on the important issues related to this research. It has an outline of the theoretical framework essential to an understanding the present study, including teaching and learning in Savannakhet Teacher Training College, using mind mapping technique, how to find out the efficiency of lesson plans, the efficiency, and the previous studies related to the present study.

2.1 English Teaching and Learning System in Teacher Training Colleges in Lao PDR

According to Department of Teacher Training, Ministry of Education of Lao PDR, teaching and learning English was presented in STTC, of 8 teacher-training colleges in Lao PDR which produces the teachers in primary and secondary schools, since 1994

2.1.1 English Education Program

In the several years, the Teacher Training Colleges provided various sub-programs namely: 12+4 program which means that 12 years from primary school to secondary school, and 4 years in the college of English program offers to bachelor's degree; 11+3+2 program which means 11 years from primary school to secondary school, 3 years in college of English offers to diploma degree and 2 years for certificate upgrade to be bachelor's degree. The English 11+3+3 educational

program of program is organized in summer, so it is called the English Summer Program. The learners who enroll in this program were the ones who graduated from the 11+3 program (the last batch of 11+3 program in Savannakhet Teacher Training College was ended 2012-2014. The 11+3+3 consists of 496 hours within 75 credits. After graduation from the 11+3+3 program, the graduates are awarded Bachelor's degree. Nowadays, the Teacher Training Colleges provide only 12+4 program which means 12 years from primary to secondary school, and 4 years in college of English program to get bachelor's degree, takes totally of 2,688 hours and 153 credits totally. These graduates mainly train for being secondary school teachers.

2.1.2 Writing 2 Course

According to the Department of Teacher Training's curriculum, Ministry of Education in Lao PDR, the Writing 2 Course has been taught since 2010. This book is for 12+4 program of normal course students of the two terms. The writing 2 course consists of six units which are taught 30 hours per semester; two hours per week, and six hours per unit. The Writing 2 Course has provided into two parts. It includes 3 units per each unit, 3 units for the first semester and 3 units for the second semester. The credit of this course is 2(2-0-0). The purpose of Writing 2 Course is to mainly improve writing skills of Lao college students.

2.1.3 Grade Requirements

Classroom participation and attendance	10%
Individual work assessment	10%
Group work assessment	5%
Mid-term test	25%
Final examination	50%
Total	100%

2.1.4 Grading Criteria

Score	Grade
90-100	A
81-89	B ⁺
75-80	B
68-74	C ⁺
60-67	C
51-59	D ⁺
45-50	D
0-44	F

2.2 Writing Theory

Writing is really complex skills of the learning requirement which the writers need to use the correct grammar, structure and vocabulary as a basic skill (Raimes, 1983: 3). To achieve the good result, it must be practice step by step. Moreover, writing can be utilized as activities in the classroom. It is reflectively silent activity

in which a great deal of consciousness is needed. Writing is a cognitive process and a rich mixture in which cognition is only one aspect (Hyland, 2003). Furthermore, writing is the one of important productive skill which is essential to communicate and can be kept as the later reference.

In this session, the researcher mainly points to the definitions of writing, the importance of writing, types of writing, writing approach, how to teach writing as well as writing evaluation as follows:

2.2.1 Definitions of Writing Skills

Writing skill is one of essential skill of the English learners. It is about discovering ideas, thinking about how to communicate in statement, paragraph and passage that comprehensible to the readers. It is defined by various researchers and scholars in different meaning.

According to Hammer (2014), writing is the procedures of the writers to express their ideas in sentences or passage accordance to the given genre. Different factors must be considered to make their writing in the better one. The topic, procedure and style of genre should be considered. And lastly, the context in which it will be done to be read.

Bram (1995) notes that writing is producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Therefore, before we write we need to determine what writes should have something meaningful to convey.

Hampton (1989) mentions that writing skills are specific capability. It can help learners to express their thoughts into a meaningful word or form and to interact with the message or text.

Moreover, Cumming (1998: 61) defines writing as both written texts and acts of thinking, composing and encoding language into such text which are necessarily entail discourse interactions within a socio-cultural context.

According to Harmer (2004: 86), learners have to learn writing process that they can write their idea from the given genre to enhance their writing. They have to think over the different factors to make their better writing such as topic, gathering and style of genre including the final context which will be formulated and be read. Writing is always a part in teaching English to develop and improve English proficiency.

Jetarikarn (2007) indicates that writing skills are not only a set of contrasts but also a physical act that express about writer's expression or idea to the reader. It consists of the imagination of writer, plan, draft, revisions and changes that had occurred before they had come up with their final result.

Shokrpour and Fallahzard (2008) point out that writing is a complicated process that indicates the capability or communicative skills of writers. Therefore, the instructor has to focus on teaching about main problems in writing to improve students who learn English as a Foreign Language (EFL) to write English correctly.

To sum up, writing is the ability to express one's idea, knowledge or experiences, and writing is a complicated method including text, cognitive thinking, and social circumstance. Learning in writing, learners have to learn the concept of writing and writing theories that involve types of writing, writing process in order to improve their writing ability and communicate rapid to other people.

2.2.2 The Importance of Writing Skills

The writing skill is one of important language skill that is widely used in several aspects; education, medicine, formal and informal letter, advertisement and so on.

Murry (1979) suggests that writing is a skills which is important in a complicate and changing society. More people are needed who can write, who can order, communicate information and experience. Writing for many students is the skill which can unlock the language skills.

Raimes (1983) points out that writing is important skill it supports learners learn a language. Teaching writing helps to reinforce grammatical structures, idioms, vocabulary, etc., which are taught to learners. Teaching writing also helps the learners to be adventurous and imaginative.

Worasuk (2007) mentions that the English writing skill has a crucial role in the educational lives of the learners as they have to cope with general writing assignments at school and up to university level. They have to deal with the overpowering innovation of world technology and global communication.

They compel obtaining English skills and proficient level of accuracy and fluency to get access to crucial information and primarily deal with the above mention circumstances.

Pillai (2010) discusses writing skills are essential factors for achieving in education, applying a job, web content writing, business communication, scientific papers, government, international affairs, and disturbing trends of today goals. It is a significant standard of communication. If one desires to achieve his goals.

Yale (2010) applies that exercise in writing helps students build their writing skills, in the sense that exercise in the process of writing their own texts supports them. As a result, they can use their knowledge about the ways to employ specific language (word choice, combining words into logical and grammatical sentence structures, appropriate registers, etc.) to understand construction of the texts better.

In conclusion, writing is the effective tool for communication that should be taught in the language class room. Writing helps the learners contribute their vocabulary and language use. This one also helps students to express their ideas or thought that very important in the language learning. Writing also involves the reinforcement of other skill like speaking and reading, thus, writing is important skills for students have to learn.

2.2.3 Types of Writing

Writing is influenced for people today; they use the formal written in classroom, email, and short notes to friends and colleagues. They have to learn several types of writing that specific purpose to be successful on their goals. The types of writing are identified by a lot of scholars as follow:

Derewianka (1990) identifies six main types of writing as follows:

- 1) Narratives: Tell a story, usually to entertain;
- 2) Recount : To tell what happened;
- 3) Information reports: Provide factual information;
- 4) Instruction: Tell the listeners or readers what to do;
- 5) Explanation: Explain why or how something happens;
- 6) Expository texts: Present or argue a viewpoint.

Jason (2007) states that there are four types of writing that is extremely useful for students preparing for school examinations in English and other subjects.

The four fundamental modes are:

1) Persuasive Writing:

The main objective of persuasive writing is to use language, or do what you want to. It may be done by providing supporting evidence, appealing to the reader's emotion, using rhetorical techniques, repeating for emphasis, using alliteration and so on.

2) Narrative Writing:

This type aims to describe about personal experiences, or events that happen in the form of a story that concludes plot, themes, setting, atmosphere and characters.

3) Descriptive Writing:

The primary objective of descriptive writing is to describe a person, a place or an event in such a way as to enable the reader to see and feel what you are describing. It can be done by using clear and vivid details. This may be effectively done by referring to the five senses of sight, sound, touch, smell and taste.

4) Expository Writing:

The main purpose of expository writing is to give or provide information in the form of either an explanation or by giving directions.

In addition, Morin (2013) mentions that when the teacher needs to teach students in writing, the teacher has to ask students about the topic first, and then the teacher should encourage them to think about what type is suitable for the topic.

There are four main types of writing that can improve writing skills for students as follows:

1) Narrative:

The main purpose of this type is to tell the story, fictions, or event plot summarization of a story. First person (I) is usually used in narrative writing.

2) Descriptive:

The objective of descriptive writing is to describe a person, a picture, or an idea clearly.

3) Expository:

It mainly focuses on definitions, instructions, directions, and other basic comparison and clarification.

4) Persuasive:

The primary purpose of persuasive writing is to convince the reader to agree with idea, opinion of the writer.

In conclusion, many scholars present several types of writing. The teacher should use them for suitable levels, situations and topics of students. In this study, the researcher chooses narrative writing and descriptive writing to construct writing to be as the topics of writing for third year English major students toward the mind mapping technique because both types of writing are basic and important for students to use in their daily life and accordance with the based on curriculum 2010 of Lao PDR.

2.3 The Major Approaches to Teaching Writing

Each approach to teaching writing has its own focus and instructions which result in the use of different techniques to accomplish the writing task. As result, the methods of investigating writing techniques are, to a great extent, influenced by

the approach teaching writing. A review of the three major approaches to teaching writing and researching writing, namely the product, process, and genre approach will be provided before looking at what researchers in filed have found.

2.3.1 Product Approach

The product approach came earliest and was popular in the 1960s until the 1970s. The source of this approach was audio-lingual method, “the dominant mode of instruction” (Raimes. 1991: 470) in the sixties. The audio-lingual method put as strong emphasis on speech, seeing it as primary; thus viewing writing as means of reinforcing oral patterns of the language. In this approach writing performs its function as tester of accurate application of grammatical rules by means of sentence drills such as fill-ins, substitutions, transformations, and completions.

Later in the early seventies, writing instruction moved beyond sentence level to passages of connected speech and students manipulated linguistics from within a provided text. It I also structuralism and Naom Chomsky’s Transformational grammar that provides the basic premise for the product approach. At the center of this model is the view that writing is “a textual product, a coherent arrangement of the elements structured according to system of rules” (Hyland.2002: 6). Texts are said to be independent of writers, readers and contexts in which they are produced. They have their own structures made of words, clause and sentence following correct orders. Accordingly, writing is seen as depending on neither writers nor readers but forms to encode meanings. The ideas that texts are contextually independent implies that language is the means to carry out human communication by transferring ideas from one mind other; meaning can be decoded by anyone having the right decoding skills

regardless of context and writer; and conformation to homogeneous rules leads to no conflict of interpretations and understandings.

Since texts are considered contextually independent objects, “learners’ compositions are seen as language, that is, a demonstration of the writers knowledge of forms and his or her awareness of the system of rules used to create texts” (Hyland. 2002: 7). Thus, writing is assessed on criteria such as factual display and clear exposition, and instructions aim at explicitness and accuracy. Playing the center role in composition classes are teachers who use guided composition as the main teaching method. Learners passively receive knowledge of rules form teachers. The content of writing was often supplied and involved no context, what is expected to create good writing is the ability to recall and manipulate learned structures.

Not long after that, the product approach was strongly criticized for the fact that undue attention was paid to the evaluation of written products so that other “more important considerations such as purpose, audience and the process of composing itself” are ignored (Zamel. 1982: 195). This gave birth to a new approach too writing which dominated in the seventies, the process approach.

According to Olsher (1996:8), writing is like puzzle because it does not know how to start. There are 6 stages to produce writing as follows:

- 1) Pre-writing, the writer collects data and ideas from making notes, asking questions, making lists, and drawing pictures.
- 2) Writing a first draft, the writer starts to write. However, it is not perfect writing yet because it will be improve again. As a result, the writer will have more ideas, while he/she is writing.

3) Peer-editing, the writer and friends will read each other's draft, and then they will give suggestion or ideas and ask more questions in order to improve their writing.

4) Revising, the writer will add more information, correct the mistakes, and move some words in order write again.

5) Rewriting, the writer writes again after revision. In addition, the writer may add or think about new ideas.

6) Proofreading, the writer checks the mistakes much as spelling, punctuation, and other details.

Furthermore, the students should know the process of writing. There are 5 stages of writing process (Tomkins. 2004) as follows:

1) Pre-writing

This is a planning stage where the writers are being given the ideas how to plan and what to write. It is the time where teachers might give ideas and strategies such as, graphical editing, free writing, and associative to help students who have a difficulty stating up (Kapka & Oberman. 2001).

2) Drafting

Students write down information on paper following to what they plan in prewriting stage. In this step, teacher ignores about spelling rules for the written text, just let the students try to create the content themselves independently. (Marchisan & Alber. 2001).

3) Revising:

This stage is considered quite difficult stage for students to check down their work, share ideas with, and make changes in their writing basing upon the feedback given by writers. It is also the time where they can make revision, make changes or cut up unnecessary words or ideas. (Kapka & Oberman. 2001).

4) Editing:

It is the stage where teachers check for spelling and punctuations errors which are called the mechanical aspect of writing because content is very importance for this stage. So, students check their work for the last time before sharing with others

5) Publishing:

It is the final stage in the writing process. In this aspect, students share their work to the other readers. What is important here is that teacher makes writing meaningful for student. Clearly, sharing is not only good for students to recognize writing as an effective communication tool but also motivate them to write (Lehr. 1995).

2.3.2 Process Approach

This approach gives emphasis to the process of writing. According to this approach, students are trained to generate ideas for writing, think of the purpose and audience, writing multiple drafts in order to present written products that communication their own ideas. Teachers who use this approach give students time to tray ideas and feedback on content of what they write in their drafts. As such, writing becomes a process of discovery for the students as they discover new ideas and new language forms to express them.

The increasing interest in writers' initiatives and how they write has heightened the need for research on the cognitive feature of their composing process. Emig's (1971, 1983) ground – braking studies, she argues that teacher of composition tend to under- conceptualize and oversimplify the process of composing and she also change the previous view of writing as linear three-phase activity, that is, prewriting, writing, and revising. The complexity of planning composing and ending activities is increasingly revealed in great deal of research (Jones. 1982; Zamel. 1982, 1983; Raimes.1985; Faigley.1986; Flower. 1988, 1989) and process approach they explored defines of writing as essentially a “non-linear, exploratory and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning” (Zamel.1983 : 165). The process approach started in the 1970s as a reaction by teacher and researchers against the product approach. This new approach to teaching writing is mainly influenced by first language writing research into composition process “under-the as assumption that before we know how to teach writing, we must first understand how we write” (Zamel. 1982: 196). As the process approach take on the greater contextual factors and their impact on the writing process and their research extend from the L1 context to the L2. This process orientation, which has been widely adopted by substantial number of writing teachers, justifies the teacher's role as a facilitator to guide students through the writing process and help them to develop strategies for generating, drafting, and refining ideas.

In conclusion, the controlled-to free approach is the suitable approach in teaching writing especially for the beginner and lower students. It encourage the students to use the accuracy of language form as, provides learners with plenty of writing practice using correct grammar from as opposed to free position writing and

reinforce the students to learner how to use appropriate sentences to describe people animal, things and places .therefore, the study researcher approach to help students improve their English writing.

2.3.3 Genre Approach

The last major approach to writing, which began in the eighties as a reaction against the approach and has been now widely applied in teaching academic writing, is the genre approach. Based on three majors concept of genres as “systems of complex literate activity constructed through typified actions” (Bazerman. 1994: 79), the genre approach views writing as the conformation to “certain conventions” to organize ideas for certain social purposes (Hyland. 2002 : 16). However, there are three distinctive approaches to genre which are different form one another in theory and origin, thus, resulting in different genre- based pedagogies. Systematic functional linguistics developed by Halliday in Australia defines genres as “staged, goal-orientation” social process in which participant achieve their purpose by following “a conventional, step- wise structure” (Hyland. 2002 : 17). Accordingly, knowledge of genre serves as a means for achieving social purpose in every day life. Therefore, genre analysts play a very important role in the elaboration of genres. The systematic functional approach to genres has its own genre- based pedagogy. Teaching writing involves to provision of genre which are “identified by their structure and by repeated patterns” such as procedure, descriptive, report, and explanation (Hyland. 2002: 18). For certain type of genre, there are certain linguistic choices within and above sentence level which can be provided to students via the teaching of explicit grammar by teachers. Then, learning to write actually the practice of selecting appropriate genres and appropriate linguistic material for certain types of readers. However, such

genre –based pedagogies have been influential primarily in Australia and have had major impact on L1 writing (primary and secondary school children) and adult migrant second language learners (Feez. 2002); thus, “they still have not exerted a great influence on ESL/EFL writing classes tertiary education settings despite their great potential” (Poedjosoedarmo. 2005 : 114).

The second approach to genre- the ESP (English for Specific Purposes) approach also views language as a means accomplish social goal and desires to elaborate explicit recurrent features of texts for the teaching of genre. However, the types of genre under the ESP perspective is restricted by “shared purposes recognized by the member of a particular community” Hyland. (2002: 17). Swales’ (1990) “Create a Research Space” model which process move for writing introduction in research article, for example, is the best – know analysis of a genre. Structure of other genres of professional and academic purposes have also been proposed such as abstract (Hyland. 2002), Business response letters (Ghadessy. 1993), corporate mission statements (Swales & Rogers. 1995), and so on.

Since applications of this approach are closely associated with academic purpose, it has exerted little impact on general- purpose ESL/EFL writing classrooms. While systematic functional and ESF approach to genre make every effort to elaborate genres for the purpose of better understanding and teaching writing, new rhetoric approach aims to raise students’ awareness of “contextual feature and the assumption and aims of the communities who use the genres in in order to provide a critical understanding of rhetorical features and their effectiveness”(Hyland. 1988 : 19; cited in Kanshon. 2012 : 33). According to Coe (1994, 2002), like systematic functional approach, new rhetoric approach to genre mostly dominate L1 contexts. Its influence

on ESL/EFL writing is minimal. Despite its significant influence on teaching writing to ESP learners, genre pedagogy is limited that there can be a danger of perceiving genre as “sets of rules”, which may be caused by failure to acknowledge “variation and choice in writing” by untrained or unimaginative teachers (Hyland. 2003 : 23). This section has presented the three major approaches to teaching and researching writing, namely, the product, process, and genre approach. The product approach which was dominant in the sixties and seventies has no longer been an attraction as “investigation of students’ written products tells us very little about their instructional needs” (Zamel. 1983 : 165). The genre approach, although it has been gaining status in the teaching of academic writing, it has had little influence on ESL/EFL writing classes. On the contrary, the focus on writing behaviors which began in the eighties as a reaction against the product approach has led to a large body of research, yielding more insights into the writing behaviors of both L1 and L2 writers.

In summary, the three major approaches of researching writing are very effectiveness for the students to improve writing their book and develop their research thesis. Moreover, those three approaches are not just only important for instruction writing but it is the key to accomplishment at Savannakhet Teacher Training College in Kaysone Phomvihane District, Savannakhet Province, Lao PDR, workplace, business, and communication moreover, Moreover, some tasks, exercise ,activities can be designed. Creativity, thinking ability of the students can be encourages and maximum involvement of the students can be ensured. Therefore, writing is an important skill, which requires attention in the EFL classroom. In writing three techniques will be use guide for students to practices are narrative and descriptive to

describing suitable topics such as animals, instruction making food, people, things, and events.

2.4 How to Teach English Writing

Writing is the most difficult skills for both learners and teachers. It takes a lot of time to practice, so, for many people, it can become boring. Moreover, the burden of teaching writing usually falls on teachers. The factor that natively affects the teaching writing is the lack of experience and knowledge about teaching composition among teachers and researchers. Most teachers, untrained as writers or as writing teachers, know almost nothing about theories and practices in the teaching of writing. However, many researchers have identified several approaches or techniques used in the teaching of writing. Aksaranukrow (1989: 109-110) state that in teaching writing, first, the teachers should let students to familiarize with various forms of writing such as narrative and descriptive, etc. After that, teachers should put the important of the mechanics and punctuation and write language used in everyday life. In addition, teachers should combine many teaching approaches and select the one that is the most appropriate for the students. Then, teachers' role in this part is being the readers in order to point out the weaknesses and suggest ways to help them to improve the written work. Moreover, the activities used in teaching writing should be divided into three stages as follows:

1) Pre-writing activities

Teachers should encourage the students to listen well in topic they are going to write. Moreover, teacher should teach them about writing techniques such as punctuation and mechanics and also review using tense.

2) While- writing activities

Teachers should assign students to do activities in this stage such as let them to write a letter to pen pal by using some letters as writing models which students are permitted to change some words or some statements.

3) Post- writing activities:

At this stage, the students will do other activities related to what they have previously done for example, reading their own written work in class, criticizing each other's work, using the written work as material in role-play. However, the topic should be interesting and relating to the students' age and ability. In teaching writing, teacher should combine many writing technique and choose the best one that appropriate with their students. In addition, the role of teacher is to point out the weakness and give suggestions to help them improve their writing.

Gardner and Johnson (1997) reveal that writing is a fluid process created by writer as they work. Young writers should learn how to write the accomplished writing from the stages of process as follows:

1) Pre-writing: Students generate ideas for writing such as brainstorming, reading literature, creating life maps, webs and story charts, developing word banks, deciding on form, audience, voice and purpose as well as through teacher motivation.

2) Rough Draft: Students get their ideas on paper. They write without concern for conventions. Written work does not have to be neat; it is a "sloppy copy."

3) Reread: Students proof their own work by reading aloud and reading for sensibility.

4) Share with a peer reviser: Students share and make suggestions for improvement by asking who, what, when, where, why, and how questions that concerning about the story. The peer does not understand when sharing, then choose the better word and talk about how to be better of writing task.

5) Revise: Students improve what the narrative says and how it says it. They have to put imagery, details including take out unnecessary work and use peer suggestions to improve.

6) Editing: Students make sure their work is a “good proof” by editing work for mechanics and spelling.

7) Final draft: Students write their final copy to discuss with teacher.

8) Publishing: Students send their work to publishing. It is read aloud and made book by the publisher.

Hyland (2003) states that the fundamental process in teaching writing can be separated into four stages including:

1) Familiarization writing: At this stage, teacher teaches learners about texts mainly focused on grammar and vocabulary.

2) Controlled writing: Students fix their patterns from substitution tables.

3) Guided writing: Students imitate model texts.

4) Free writing: Students write their texts by using the pattern from they have learned.

To sum up, in teaching writing, teacher has to integrate several techniques. Each of them has different stages in teaching writing. A typical stage consists of three

main steps: pre-writing, while-writing and post-writing. Some use four stages in teaching writing; thinking, planning, writing, and editing. Other uses eight stages, namely pre-writing, rough draft, rereading, sharing, revising, editing, writing final copy and publishing. However, teacher should start teaching writing from simply to complex technique depending on level of students, and types and purposes of writing.

2.5 How to Evaluate Writing

Writing is a process integrating multi-skills that the writers put their ideas and their own language in written products. After writing the accomplished task, students wait for a feedback. They really want to know their mistakes to learn from them. However, they want to know more how much their correct are. Teacher should be considered of trustful provider feedback. According to Andrade (2000) explain that rubrics, when used during the writing process, can promote learning because studies have shown that students learn more about the content being taught when using a rubric also improve a student's writing as it provides feedback to the students about the strengths and weaknesses of their writing and the rubric as a check list to determine if the writing meets the criteria of the assignment, it is one of the criteria used to evaluate students' writing rubrics shown in Table 2.1 and Table 2.2 below:

Table 2.1

Analytic Rubric for System Writing Assessment

Category	1	2	3	4
Introduction	No attempt was made to catch the reader's attention in the first paragraph.	First paragraph has a weak "grabber".	A catchy beginning was attempted but was confusing rather than catchy.	First paragraph has a "grabber" or catchy beginning.
Organization	Ideas and scenes seem to be randomly arranged.	The journal entry is a little hard to follow. The transitions are sometimes not clear.	The journal entry is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The journal entry is very well organized. One idea or scene follows another in a logical sequence with clear transitions.
Requirements	Many requirements were not met.	Most (about 75%) of the written requirements were met, but several were not.	Almost all (about 90%) of the written requirements were met.	All of the written requirements (date, length, effort, salutation, answering questions) were met.
Comprehension	The reader can understand little of what I am trying to communicate.	The reader can understand less than half of what I am trying to communicate.	The reader can understand most of what I am trying to communicate.	The reader can understand all of what I am trying to communicate.
Spelling and Punctuation	<ul style="list-style-type: none"> • There are more than ten spelling and punctuation errors • Common spelling patterns are misspelled. • Mechanics interfere with comprehension 	<ul style="list-style-type: none"> • There are five to ten spelling and punctuation errors. • Common spelling patterns are acceptable. • Mechanics occasionally interrupt the readers' attention on content. 	<ul style="list-style-type: none"> • There are three to five spelling and punctuation errors. • All but complex or sophisticated spelling patterns are well handled. • Mechanics are not noticed by reader. 	<ul style="list-style-type: none"> • There are one or two spelling errors or punctuation errors. • Even complex or sophisticated spelling patterns are well handled. • Mechanics enhance comprehension.

Source: Created by Laurie Gatzke (2003)

In this study, the researcher adapts from West Virginia writing Rubric for Grade 11 (2013; cited in Bunyong,2016). The rubric of evaluating the writing of the students consists of organization, development, sentence structure, word choice/grammar usage, and mechanics. The details are presented below.

Table 2.2

Writing Rubric

Rating	Criteria
Organization	
20	Clear and logical progression between sentences and ideas
15	Logical progression of ideas
10	Some evidence of a logical progression of ideas and organization
5	Limited evidence of a logical progression of ideas and organization
Development	
20	Strong development of the topic for narrative and descriptive writing; well executed progression of ideas, strong use of examples, evidence or relevant details
15	Appropriate development of the topic for narrative and descriptive writing; clear progression of ideas, clear use of examples, evidence or relevant details
10	Adequate development of the topic for narrative and descriptive writing; sufficient progression of ideas, sufficient use of examples, evidence or relevant details
5	Limited development of the topic for narrative and descriptive Writing; Some progression of ideas, some use of examples, evidence or supporting details

Table 2.2 (Continued)

Rating	Criteria
Sentence Structure	
20	Complete and correct sentences; strong evidence of sentence variety: (types/length
15	Complete and correct sentences; clear evidence of sentence variety: (types/length
10	Minor errors in sentence structure; evidence of sentence variety: (types/length
5	Some errors in sentence structure; Limited evidence of sentence variety: (types/length
Words Choice/ Grammar Usage	
20	Vivid, precise, concise, relevant, consistent grammar usage
15	Economical, specific; clear meaning, connotative mostly consistent grammar usage
10	Appropriate, somewhat specific; somewhat simplistic and somewhat consistent grammar usage
5	Vague, redundant, simplistic and several inconsistencies in grammar usage
Punctuations	
20	May have minor errors; needs little or no editing
15	Few errors; needs little or no editing
10	Some errors; needs editing but doesn't impede readability
5	Frequent errors; begins to impede readability

Source: Adapted from West Virginia Writing Rubric (2013; cited in Bunyong.(2016)

2.6 Mind Mapping Technique

2.6.1 Definition of Mind Mapping Technique

There are some scholars defining mind mapping as follows:

According to Buzan (2007: 36), mind mapping or concept mapping is a process which identifies concepts within an oral or written text, organizes these conceptions hierarchy from the most general to the most specific concepts, and illustrates by using linking words the meaning relationships between concepts. The diagram produces maps of the hierarchical arrangement of the identified concept and the relationship between these concepts. On a concept map, concepts are represented by boxes or circles which are joined with lines and arrows. The linking words are written on or near the line which link the concept. The linking words are particularly important because they provide an indication of what the learner understands and the depth of that understanding.

Buzan (2005; cited in Sounthalavong. 2017: 41) mentions that mind mapping mind mapping is a diagram used to represent words, ideas, tasks or other items linked to and around a central key word or idea. Mind maps may also aid recall of exiting memories. The element of a given mind map are arranged intuitively according to the importance of the concepts, and are classified into groupings, branches or areas, with the goal of representing semantic or other connections between portions of information, mind maps may also aid recall of concept mapping.

Invented by Buzan (2005: 1), mind mapping is a very powerful tool for brainstorming, creative thinking, problem solving, organizing of ideas and of course, note taking. Mind mapping as a note taking technique can be used for almost any subject and done in any language. It is especially useful for students in tertiary

education and beyond, and this is because the more advanced the studied material, the greater the need to condense and simplify it in a form that is easy to learn.

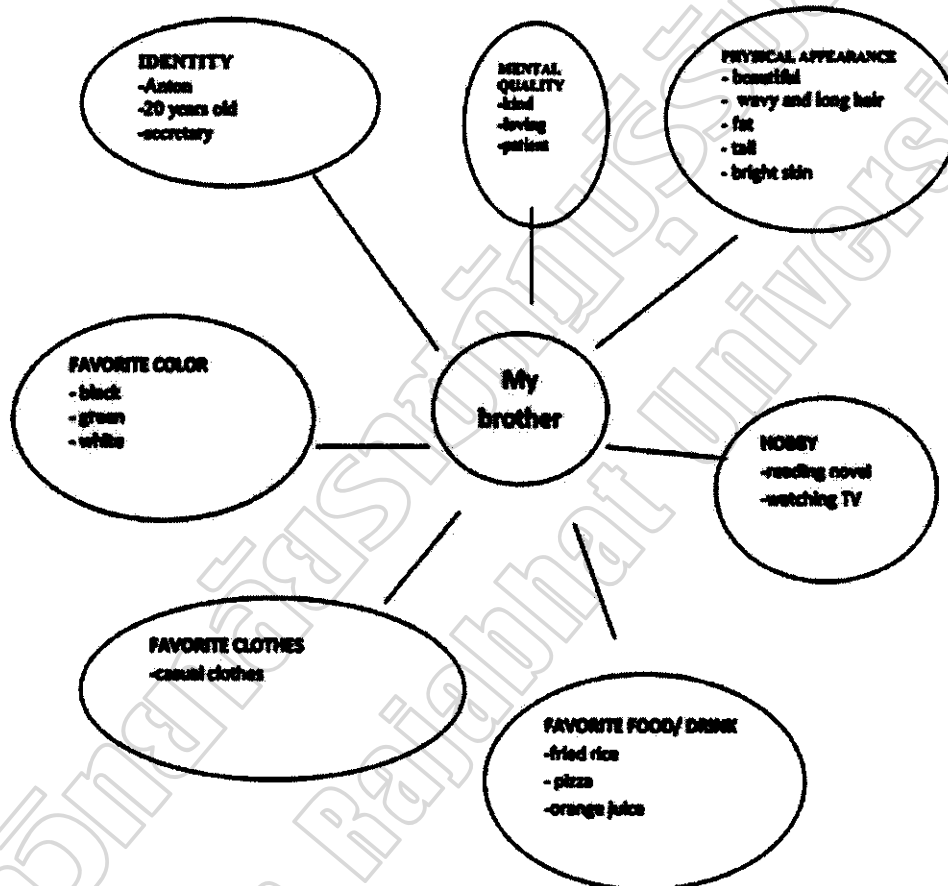


Figure 2.1 Mind Mapping Example

According to figure 2.1, Buzan (2005) classifies mind mapping of “My brother” into 6 maps: identity, mental quality, physical appearance, hobby, favorite food/drink, favorite clothes, and favorite color. Based on the explanation above, mind mapping technique can make the students more creative and easily develop their mind. They are also interested to learn by using mind mapping technique.

2.6.2 Advantages of Mind Mapping

According to Buzan (2007: 36), mind mapping is useful for a number of reasons:

1. Information is organized in a logical, meaningful way which helps learners to: understand new knowledge and link it to their existing knowledge about the topic, memorize, and recall topic knowledge.
2. Learners can express freestanding ideas in identifying key concepts in oral and written text.
3. It assists learner in identifying key concepts in oral and written texts.
4. It helps to find out what learners know and understand about a topic before teaching.
5. It is important to evaluate learners' knowledge after teaching a topic.

The advantages of mind mapping include its “free-form” and unconstrained structure. There are no limits on the ideas and links that can be made, and there is no necessity to retain an ideal structure or format. Mind mapping, thus, promotes creative thinking, and encourages “brainstorming”

In addition, Aquariza (2009: 19) mentions that the advantages of using mind mappings are to help the students as the map that is more easily converted into a draft. Then the students can see the relationship between ideas, and it encourages them to group certain ideas together as they proceed. In addition, the advantages of using mind mapping will assist the brain's ability to concentrate, allowing the essence of the material to become evident, making connections between ideas easy to see, and boosting our confidence in our ability to learn.

David (2010: 8-9) states that mind mapping can help the learners in planning, communication, to be more creative, economize the time, problem solving, attention centered arranged and explaining things, to memorize, study more quickly and efficiently, and see “all the picture”.

According to David (2010: 9), mind mapping will activate all of the brain, finishing the brain for the low mental, enable to the teachers centered on the topic, help learners to show the connection between parts of information that are separate, give clear explanation to all in detail, enable us to make concept grouping to help learners compare, and require us to center attention on the topic which helps shift information from short term memory to long term memory.

Sounthalavong (2017) believes that the effects of using mind mapping technique to enhance English speaking ability of Lao EFL college students, the advantages of using mind mapping technique will assist the brain's ability to concentrate, allowing the essence of the material to become evident, making connections between ideas easy to see, and boosting our confidence in our ability to learn, and mind mapping technique can be used to learn a language with grammatical ideas, vocabulary and even conversational ideas such as question and answer. Each person is free to create their own mind mapping through different way.

It can be concluded that mind mapping gives many advantages to the students in order to become critical thinkers, to open their mind, and to explore the topic to be good writing. Besides that, the teachers need to help their students with various activities.

2.7 Teaching Writing Using Mind Mapping Technique

Teaching writing to students needs an appropriate technique. Mind-mapping was invented by a leading author and lecturer on learning and thinking techniques mind-mapping helps the students in the process of absorbing information, overcoming complex problems and designing detailed plans. Therefore, this process engages much more of the brain than conventional note taking and design systems. Mind mapping as a diagram used for linking words and ideas to central key words. It means mind-mapping can help in constructing a written text. A mind or concept mapping is a way of recording information. It allows the students to organize their ideas either as a class, small group or individually. A mind mapping is often associated with brainstorming and is useful for drawing connections between ideas and concepts, assisting in the further research of a topic (Kuring-gai campus. 2015).

2.7.1 Planning

- 1) Select a form of mind mapping which is appropriate to the topic.
- 2) Determine whether a class, group or individual mind mapping is the most appropriate.
- 3) Decide, or have students decide on the most useful concepts around which the mind map is to be developed.

2.7.2 Managing

- 1) The mind mapping technique can take different forms, making very simple connections to a main idea in stage 1, or containing a range of ideas and 'sub' ideas linked in various ways in stages 2 and 3. Mind mapping can include pictures and word or other appropriate document but must be short and clear.

- 2) Identify and communicate to students need and use of a mind mapping.
- 3) Model how to create and interpret mind mapping.
- 4) Give students time to develop their own mind mapping and make connections in their own ways.
- 5) Display mind mapping for students to refer to and use.
- 6) Explain that mind mapping can be used in a variety of ways as the basis for information reports, to provide the basis for organizing information, as topics for further investigation.

The teaching technique will be used to create a good atmosphere to learn depend on the conduction in planning and managing. Good planning and managing will affect the teaching and learning process in the writing class.

2.8 Efficiency

Lesson plans are tried out with the target groups of students who are selected as samples in this study. Most of the lessons are calculated to find out the efficiency by considering form the percentage of exercise, and learning process, or sub-test as follows (Kitrakarn. 2002: 44-49). There are two numeric values such as: $E_1/E_2 = 75/75$, $E_1/E_2 = 80/80$, $E_1/E_2 = 85/85$, etc.

The criteria of calculating for the efficiency such as $E_1/E_2 = 75/75$ has meaning as follows. Standard criterion $75/75$, first standard criterion 75 (efficiency of the process) is the percentage of learners 'total scores means from exercise scores in the lessons plan. The second standard criteria set 75 means the (efficiency of the

outcomes), which is the percentage of learners' total means from the achievement test (Post-test). The statistics are as follows.

$$E_1 = \frac{\sum X}{N} \times 100$$

E_1 = Efficiency of the Process

$\sum X$ = Total Scores of Post-test

N = Number of Samples

A = Total Score of the exercises in the Lessons

$$E_2 = \frac{\sum F}{N} \times 100$$

E_2 = Efficiency of the Outcomes

$\sum F$ = Total Scores of Students who pass the Post-test

N = Number of Samples

B = Total Score of the Post-test in the Lessons

The standard for criterion to find out the efficiency of lesson plans should be 75/75, 80/80, 85/85 or 90/90 depending on the contents and characteristics of the subject. Normally, definition standard criterion 75/75 is for the subjects related to skill or learners' attitude, and 80/80, 85/85 or 90/90 are about the subjects related to cognition. The level of error is accepted at 2.5%.

The lessons' efficiency refers to the level of the lesson, and how it is employed in classroom activities in order to help students' learning. In addition, it can lead students' satisfaction with a teacher who teaches them.

Srisa-ard (2002) states that the development of teaching and learning is unavoidable to use the trial to find the efficiency of the lessons, finding the efficiency, the criterion usually uses 80/80 which consists into two approaches as follows:

1) The most students (80%) can have learning outcomes at a high level (80%). In this situation the innovation would use less time in teaching content. The criterion 80/80 refers to the number of students no less than 80% of students who score at least 80% of the total scores.

2) At the end of the procedure, this is in high level (80%).

In this case, teaching would include a lot of content. The criterion 80/80 has the meaning, namely, the first criterion set 80 is the efficiency of the process (E_1), and the second criterion set 80 is the efficiency of the overall effect (E_2).

In addition, Srisa-ard (2002) introduces the concepts of determining the criterion as follows: 90/90 refers a high efficiency that research can set it by himself, but it would have problems for the efficiency cannot be achieved the goal. It is not easy for students to get an average of 90%. Therefore, the criterion set 90/90 is not determined in most research. It is accepted to set lower than 80 in both the process and the outcome. The criterion set 70/70 means the teaching materials developed are effective and can be used for most students in order to improve their learning in high levels. The criterion set 50/50 or 60/60 shows that the students can improve their average score on one half or more than 60%.

The criterion set 80/80 is not interpreted by the comparison. The criterion 80% is the overall process and results. The 80/80 separates the efficiency of the process. The researcher can set two parts, which does not equal as the criterion set

70/80. 70% means the efficiency of the process and 80% means the overall efficiency.

2.9 Self- efficacy

Self-efficacy is defined as “beliefs in one’s capabilities to organize and execute courses of action required to produce given attainments” (Bandura, 1997, p. 3) and is part of the self-regulation process. The process of self-regulation consists of three phases: forethought, performance, and self-reflection, the forethought phase includes processes and beliefs that precede efforts to learn, such as motivation, self-efficacy, goal-setting, and planning. Among these concepts, self-efficacy is most often misinterpreted and often confused with similar constructs like self-concept, self-esteem, and self-confidence.

2.9.1 Definitions of Self-efficacy

Barling and Beatie (1983) define self-efficacy as people’s judge about their proficiency to perform simple task. Task-related self-efficacy increases the energy and persistence toward challenging task; therefore, increasing the possibility that learns will be completed.

Bandura (1994) states that self-efficacy is as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Writing self-efficacy means to students’ beliefs in their ability to perform written English task successfully. Such tasks include composition, correctly punctuating writing and creating grammatically correct samples of writing. At the end of school term, students writing skill and self-efficacy predicted. Overall, students who evaluate themselves as poor writers tend to perform being reluctant to

engage in writing works and making brief or incomplete pieces of writing while students with higher writing self-efficacy have been found to complete writing tasks at a higher standard.

Also, Bandura (1994) mentions that in both areas of composition and self-efficacy, researchers have discovered enormous interest in writing self-efficacy, and they have worked the relationship between writing self-belief and writing final result in their findings displayed a strong relationship between them (Bruning & Horn. 2000; Pajares. 2003; Pajares & Johnson. 1996).

To sum up, self-efficacy is as the belief in one's capabilities to achieve a goal or an outcome. Then writing self-efficacy and writing attitude, for achievement, self-efficacy level should be high. Moreover, the attitude developed towards writing directly affects achievement.

2.9.2 Importance of Self- efficacy

Zimmerman and Kitsantas (2007) state a self-regulation or self-efficacy is suitable for high-achieving writers. Another key variable for understanding high-achieving student writing development involving self-efficacy beliefs is the role that self-regulation plays in writing or the ability of the writer to manage successful writing decisions and behaviors for writers with high self-efficacy. Thus, self-efficacy is domain specific: and students can have high self-efficacy in some academic areas and low self-efficacy in others, which affects their achievement in these areas. Self-efficacy interacts with key components of motivation, such as self-concept, perceived value, and apprehension.

Daly and Miller (1975) state that teachers provided ratings of students' writing abilities, and statewide writing scores were collected. They found that students' writing aptitude strongly predicted their self-efficacy, demonstrating that mastery experience is an important source of self-efficacy information. Interestingly, Pajares and Valiante (1997) claim that "students' writing anxiety does not directly influence their performance," but instead this path was mediated by self-efficacy beliefs. This indicates that physiological and emotional states may be an important source of information for forming writing self-efficacy beliefs indicating that these beliefs vary across genders and perhaps across other demographic factors as well into the sources of self-efficacy for writing.

2.9.3 Types of Self-efficacy

In general, self-efficacy can be measured in the terms of confidence. The issues evaluated are as follows (Pajares, 2003).

2.9.3.1 Confidence in Your Writing

1) Remind yourself that you are good at writing. The examples of this type are as "How can you be sure? If you've had work published, if you've been paid, if you've been shortlisted in competitions, if you've received positive feedback ... anything like that."

2) Keep working on your craft. The examples of this type are as "Read good blogs about the "how" of writing (try the excellent Helping Writers Become Authors if you write fiction and Copy blogger if you write non-fiction)."

3) Swap work with other writers. The examples of this type are as "You might do this in a peer workshop setting, as part of a course, or simply as a private arrangement with a writing friend or two. Receiving (and using)

feedback before putting your work out there into the world can help you be confident that you've made it as good as it can be.”

4) Save any nice reviews or testimonials. The examples of this type are as “As you progress as a writer, you'll hopefully be getting at least some reviews (of your books) or testimonials (from freelancing clients). If you blog, you might get comments saying “this was just what I needed to read!” or emails thanking you for your writing. Keep at least a few of these somewhere safe, so you can read over them when self-doubt creeps in.”

5) Remind yourself of past successes. The examples of this type are as “I record “achievements” each month and it's great to be able to look back over these and see what I was up to a few years ago. Even on bad months, I can always find something to record – and looking back over time helps me see how small successes (e.g. writing my first ebook) add up (I currently have four ebooks – The Blogger's Guides – for sale).”

2.9.3.2 Confidence in your ability to get things done

1) Make and keep your writing commitments. The examples of this type are as “To begin with, make small focused commitments, like “I will write from 8pm – 9pm on Wednesday evening this week”. I find it helps to tell someone else (try your partner, friends, or Twitter followers) to help you feel accountable.’

2) Get organised. The examples of this type are as “I know that's not something you can do overnight, and I know some writers are more naturally organized than others ... but if you can move towards being more organized, it really will help you get things done.”

3) Take a time management course or buy a good book. The examples of this type are as “I can recommend *Get Everything Done (and Still Have Time to Play)* by Mark Foster, which is a succinct, very readable guide to time management with lots of helpful exercises and techniques. If you want a comprehensive system, *Getting Things Done* is a very popular one – it’s particularly good if you have a lot of different tasks to tackle in different areas of your life.”

4) Commit to finishing. The examples of this type are as “Choose one project, preferably a smallish one like a short story or blog post. Focus on finishing that before you tackle anything new. If you have started projects that you no longer have any interest in, finish them by deciding to let them go: close down that old blog, or abandon that half-finished poem for good.”

2.9.3.3 Confidence that your writing is worthwhile

1) Join a writing group or meet regularly with other writers. The examples of this type are as “If you can do this in person, do; if not, try an online forum or a Facebook group for your type of writing or your situation as a writer. (I have a support group for parent-writers here.)”

2) Subscribe to a writing magazine. The examples of this type are as “Here in the UK, *Writers Forum*, *Writing Magazine* and *Mslxia* are all great ones. A magazine subscription is a fairly small financial commitment that brings you a steady stream of writing inspiration and handy tips.”

3) Read writing-related blogs regularly. The examples of this type are as “Blogs are free, so you’ve no excuse here, if you’re not already a regular here at *Aliventures*, don’t forget you can get posts direct to your inbox.’

4) Set aside some special time for your writing. The examples of this type are as “This in itself can help you see your writing as important and worth doing. You might try a day-long or overnight retreat, or simply a two-hour “artist’s date”, as Julia Cameron recommends in the Artist’s way.”

To summarize, self-efficacy, or students’ belief in the skills they have to succeed at a task, is related to self-regulation, or students’ ability to use skills appropriately and effectively. A student with both high self-efficacy and high self-regulation is likely to utilize their perceived self-efficacy for self-regulated learning as a necessary guide to “motivate oneself to get things done that one knows how to do” (Bandura. 2006: 311) via thoughts, motivation, affect, and action (Caprara. et al.. 2008). A strong sense of self-efficacy positively influences self-regulation and leads to higher academic goals and aspirations and an increased likelihood of success. Experiencing success, reciprocally, leads to heightened beliefs in an individual’s capabilities for academic achievement (Zimmerman & Bandura. 1994; Zimmerman, et al.. 1992).

2.10 Previous Studies

Various researchers investigated on using mind mapping to enhance student’s writing ability. These investigations are summarized and presented as follows:

Siriwanich (2007) investigated on the effects of using mind mapping on developing Matthayomsuksa 5 students’ writing ability. The participants of the study consisted of 33 students in the second semester of 2006 academic year .They were selected by purposive sampling with one group pretest-posttest design. The

instruments used in the study were pretest, posttest, lesson plans, and a set of questionnaire. The data, the scores from the pretest and post- test before and after the experiment, were statistically analyzed using the paired t-test to determine the significant difference between the mean scores of the pretest and posttest. The data from the self-report questionnaire were also analyzed by using percentages, means and standard deviation. The results of the study were that: 1) there is statistically significant difference between the mean scores on English writing ability of the Matthayomsuksa 5 students before and after teaching the mind mapping at the 0.5 level. After the experiment, the scores on English writing ability of the students were significantly higher than before the experiment, 2) After the experiment, the scores on English writing ability of Matthayomsuksa 5 students were significantly higher than the scores before the experiment at the 0.5 level in five components of writing: content, vocabulary, language use and mechanics, and 3) After teaching, the students reported the high level of preference in the use of mind mapping, the mean score of highest level is on the group activity ($M = 4.48$) and the lowest is on supporting the students to show out their abilities ($M = 3.88$). The results showed that Matthayomsuksa 5 students who were taught to use mind mapping in their writing have improved their writing ability after the experiment.

Muennoi (2011) investigated the development of ability in summary writing of Prathomsuksa 6 students by using mind mapping, an independent study report for the master of education in curriculum and instruction. Faculty of Education, Khon Kaen University. The participants were 27 students of Prathomsuksa 6 students at Ban Yangkum School Amphor Nongrua Khon Kaen during the second semester of the 2010 academic year. 1) to develop the ability in summary writing of Prathomsuksa 6

students using mind mapping which passed the prescribed criterion of 70 percent and students could meet the prescribed criterion which aimed at 70 percent or above of students achieve 70 percent or more 2) to study the satisfaction of Prathomsuksa 6 students toward instructional activities by using Mind Mapping. The research design was Pre-Experimental design, one short case study. The instruments for collecting data included 1) 8 lesson plans on instructional methodology by using mind mapping which was taught about 10 hours 2) the ability in summary writing (scoring rubrics) and the satisfactory instrument which studied the satisfactory of the students by using mind mapping. The data were analyzed percentage means and standard deviation. The data collections were analyzed by means of percentage, mean and standard deviation. The findings found that Prathomsuksa 6 students who were taught by the instructional activities by using mind mapping made a mean score of 76.57 and 77.78 percent of all students pass the criterion of 70 percent. So the students could meet the prescribed which aimed at 70 percent. In addition the students were very satisfactory the instructional activities by using mind mapping.

Naqbi (2011) examined the use of mind mapping in the context of EFL as a strategy of prewriting brainstorming under the circumstances of examination. This study aimed to guide students in planning and organizing their concepts and ideas as well as providing answers about the writing topic instead of giving answers to the questions asked in exam without any prior planning. As stated by the author, students performed in a different manner during examinations because of limited time availability. In particular, students had little time to think about the questions and in such a case, the strategy of mind mapping helped them to respond to questions in an efficient ways.

Sukchoochraocnkit (2012) studied the effect of English writing skill exercise by using mind mapping for Prathomsuksa 4 students. This study purposed to examine to study the efficiency of English writing skill exercise by using mind mapping, to compare the writing achievement between before and after learning using the English writing skill exercise using mind mapping, to investigated the effect index of learning using the English writing skill exercise using mind mapping, and explore student's satisfaction toward learning using the English writing skill exercise using mind mapping. The samples were 10 Prathomsuksa4 students at Ban Non Sa-nae School Nongbon sub-district, Prakhoncai District, Buriram Province, Thailand. The instruments were 6 lesson plans for improving writing skill, a satisfaction questionnaire of students toward learning by using the English writing skill. The statistics used in data analysis were percentage, mean, standard deviation. The result revealed that the efficiency of 6 lesson plans were higher than the criterion set 75/75, the learning achievement of students was higher than before learning with statistically significance difference at .01, the effectiveness index of writing skills was increased and the satisfaction of the students was in the highest level.

Riswanto and Putra (2012) conducted the research in Indonesia on the appropriateness of the mind mapping strategy while providing training in writing. The design of pretest-posttest disparate groups was used by the researchers. As the study was carries out in the town of Bengkulu, 234 students of the first year. The writing test was conducted in order to collect data, and t-test was used as the tool for analysis of the data. Results showed a compelling distinction was present in the writing accomplishment of the students taught with the use of the strategy of mind

mapping. Hence, it is evident from this study that writing achievement of students can be enhanced through the application of the mind mapping technique.

Khoiriyah (2014) studied the increasing the students' writing skill through mind mapping technique. The samples were 44 students of the first year English department at Nusantara PGRI Kediri University. The data compiled from the observation sheets on the lecturer's and students' performance done by the collaborator, field note made by the lecturer, questionnaire on the students and mainly the students' achievement at the cycle test proved the mind mapping technique to be effective in improving the students' writing skill. The result of the study shows that the students' mean score improved from the first cycle (70.95) to the second cycle (76.68). And out of 65.91% of the subjects got the target scores 75 in cycles I and it had been reached by 84.08% of the students in cycle 2. In short, it can be concluded that in the last cycle, students had really made significant progress. The analyses resulted in the findings that mind mapping technique could improve the students' writing skill.

Pattama (2016) investigated the effect of exercises on English sentence writing skill of Prathomsuksa 3 students with the application of the mind mapping, study learning achievement of Prathomsuksa 3 students and to explore students' satisfaction in using exercises on English sentence writing skill employing the mind mapping. The participants included 20 Prathomsuksa 3 students from the 1st Municipal Phayao Prachanukul School with purposive selection. 5 lesson plans, pretest-posttest with Subjective of Essay Test and satisfaction assessment form are the instruments. The results indicated that English sentence writing skill of students was higher than standardized criteria, Students' learning achievement of

Prathomsuksa 3 was 36.90 (%) in progress performance. the students' satisfaction in using mind mapping was highest at 68.75 (%).

Wongjuntra (2016) studied the efficiency of the teaching method and student satisfaction towards French communicative writing development by using mind mapping technique with 120 Mattayomsuksa 5 students of Phiriyalai School, Phrae province. The sample of 30 was obtained by purposive sampling. The instruments were lesson plans, an achievement test and a satisfaction questionnaire. The data were analyzed by percentage, mean, and standard deviation. The results showed that the efficiency of mind mapping technique to develop French communicative writing skill was 85.08/89.33 which was higher than the set standard of 80/80.

Prachanant (2016) investigated the speaking ability on tourism, and compared the self-efficacy of Thai university students before and after being taught through role play. The samples were 38 third year English major students who enrolled in English for Tourism 1 in the second semester of academic year 2015, selected by simple random sampling using the classroom as the sampling unit. The main research instruments were the speaking test and self-efficacy questionnaire. The analysis of the data revealed that the speaking ability on the tourism of Thai EFL university students in overall was at a good level when considering each speaking ability aspect, it was found that "Comprehension" had a highest average score; whereas, "Pronunciation" had a lowest average score. In addition, the students' self-efficacy after using role play was higher than before with statistical significance at a .01 level. The findings suggested that role play is effective in improving the English speaking ability and self-efficacy.

Waloyo (2017) investigated the implementation of mind mapping technique in teaching at MAN 13 JAKARTA. The samples were conducted at the eleventh grade students of social class of Madrasah Aliyah Negeri 13 Jakarta. This study uses qualitative research design to find the answer of the objectives of the research. The data is collected by classroom observation, the teacher's and the students' interview and students. The data are used as proves of the research finding. The research finding of this study shows that mind mapping has good influences to the students writing skill. It equips the students with clear guideline to write because it allows students think freely and creatively. The students understand the text organization of narrative, the tense in writing narrative, and how to determine the sequence of the story based on the mapping and key words provided.

2.11 Summary of the Chapter

In conclusion, this chapter has presented theories of writing skills from different scholars including: teaching mind mapping Technique of writing, theories of teaching and learning writing, self-efficacy, efficiency, and the review of the previous studies. The next chapter will describe the research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents how the research methodology is employed for study in order to assess using mind mapping technique to improve English writing ability of Lao EFL college students. There are five important sections, the first section is about population and samples. The second section explains the research instruments in this study. The third section presents the data collection. The fourth section devotes to data analysis, and the last section discusses statistical procedures according to the data needed.

3.1 Population and Samples

3.1.1 Population

The population of this study comprised 196 third year English major students who enrolled in Writing 2 Course in the second semester of academic year 2017-2018 at 8 Teacher Training Colleges in all over Lao PDR. The eight colleges were Savannakhet Teacher Training College, Luang Prabang Teacher Training College, Khangkhay Teacher Training College, Salavan Teacher Training College, Pakse Teacher Training College, Bankeun Teacher Training College, Dongkhamxang

Teacher Training College, and Luang Nam Tha Teacher Training College.

Each college offered only one class of third year English major of students.

3.1.2 Samples

The samples in this research were 24 third year English major students who enrolled in Writing 2 Course in the second semester of academic year 2017-2018 at Savannakhet Teacher Training College, Kaysone Phomvihan district, Savannakhet province, Lao PDR. The samples were selected by using simple random sampling technique using classrooms as a sampling unit.

3.2 Research Instruments

There were three main research instruments employed in the research as follows:

3.2.1 Lesson Plans

According to the schedule of learning and teaching of third year English normal course of academic year 2017-2018, Writing 2 Course was taught two periods per - week which included three hours per each period. As mentioned in definitions of terms section, two types of writing were employed in this study: Narrative and Descriptive. Therefore, the four lesson plans (excluding orientation, pre-test, post-test and answering questionnaire) were conducted by the researcher as follows:

Lesson plan 1: Orientation, students do the pre-test about English writing before learning using mind mapping technique to improve English writing ability.

Lesson plan 2: Narrative writing of "Instruction making food"

Lesson plan 3: Narrative writing of "Telling a story"

Lesson plan 4: Descriptive Writing of "Animals"

Lesson plan 5: Descriptive Writing of "A journal"

Lesson plan 6: Students do the post-test and answer the questionnaire on satisfaction toward English writing after learning through the use of mind mapping technique.

3.2.2 Writing Tests (Pre-test and Post-test)

The writing tests for third year English major students were conducted by the researcher according to the four lesson plans through the use of mind mapping technique which they had already learned. The pre-test and post-test comprised of two types: narrative writing and descriptive writing. Each student drew slot to get the topic and type of test before the test. Then, the writing test was done for 90 minutes with 100-150 words.

3.2.3 Self-efficacy Questionnaire

The questionnaire on students' self-efficacy towards mind mapping to improve students' English writing ability was formulated by the researcher. There were 3 parts of this questionnaire form. The first part was about personal information

which was included gender, age, and time of starting to learn English. The second part consisted of 12 statements of students' self-efficacy toward the lessons, and the last part was comments or suggestions of students.

3.3 The Construction of Research Instruments

The procedures of research instruments construction and determination of the instruments' quality clarify were as follows:

3.3.1 Four Lesson Plans of Using Mind Mapping Technique to Improve English Writing Ability

The lesson plans in writing using mind mapping for third year English major students at the Savannakhet Teacher Training College, Lao PDR were conducted as following steps:

3.3.1.1 The researcher studied and analyzed the cause of problems while learning and teaching writing from observation and students' writing performances.

3.3.1.2 The researcher studied English Language Curriculum (2010) for the third year students on Writing 2 Course about vision, principles, goals, learners' key competencies, desirable characteristics, learning standards, indicators, learning areas, strands, and learning standard of foreign languages.

3.3.1.3 The researcher studied and reviewed the principles, theories of constructing the lesson plans.

3.3.1.4 The researcher chose the appropriate contents and designed the purposes, objectives and contexts of lesson plans based on English Language Curriculum (2010) for the third year student on Writing 2 Course.

3.3.1.5 The researcher conducted four lesson plans by using 2 types of writing included narrative writing and descriptive writing as follows:

Table 3.1

Research Design

Lesson Plan	Type of Writing	Topic	Time Allocation
1	-	Orientation and Pre-test	3 hours
2	Narrative writing	Instruction of making food	6 hours
3	Narrative writing	Telling story	6 hours
4	Descriptive Writing	Animals	6 hours
5	Descriptive Writing	Writing a Journal	6 hours
6	-	Post-test and Questionnaire	3 hours

The lesson plans were given comments and examined by the thesis advisors about content validity quality with overall pictures and learning assessment.

Then, the researcher improved the lesson plans based on their suggestions.

3.2.2.1 The lesson plans were examined by 3 experts about contents validity quality by using five-point Likert scale as follows (Srisa-ard. 2002: 102)

5 marks for the most appropriate

4 marks for more appropriate

3 marks for moderate appropriate

2 marks for less appropriate

1 mark for the least appropriate

Therefore, the instruments of the lessons presented validity. The names of three experts were as follows:

1. Assistant Professor Dr. Surachai Piyanukool, the English lecturer at Buriram Rajabhat University, Thailand.
2. Ms. Phonesukha Insisiengmai, the English lecturer at Savannakhet Teacher Training College, Lao PDR.
3. Mr. Phouangphet Sounthalavong the English lecturer at Savannkhet Teacher Training College, Lao PDR.

3.2.2.2 The researcher analyzed the scores from the experts to find out the mean scores and compared with these criteria (Srisa-ard. 2002: 99-103)

Meaning	Opinion Level
4.51-5.00	The most appropriate
3.51-4.50	More appropriate
2.51-3.50	Moderate appropriate
1.51-2.50	Less appropriate
1.00-1.50	The least appropriate

Appropriate scores at 3.50 and over is considered that the lessons plans could be utilized (See Appendix B). It indicated that the mean score was 4.23 (S.D. =0.29). Therefore, it was confident that the instruments used in this research present accept validity.

3.2.2.3 The researcher improved the lesson plans according to the experts' suggestions and proposed them to check again.

3.2.2.4 The lesson plans were tried out with the fourth year English major students who were not the samples and used to study those topics; in order to find out the weak points and then improved the lesson plans before using with the samples.

(See Appendix C).

To appraise the efficiency of lesson plans, there were three steps to perform. The three steps of the pre-trial were as following (Phromwong. 1978):

1) The Individual Trial

Lesson plans were utilized with 3 different proficiency level students, namely 1 high, 1 moderate, and 1 low proficient student at STTC, who were not the samples in the research. The criteria of discrimination to divide the students into different levels of English learning achievement were: 1) the student who had got grade A in English in the second semester of the academic year 2016-2017 was a high proficient student, the student who had got the grade C+ was a moderate proficient student, and the student who had got grade D was a low proficient students; and 2) the three students were allocated to carry out pre-test 90 minutes per each, while the students were studying the lessons, they were requested to do the exercises. After that, they were requested to do post-test and the questionnaire about their self-efficacy and to give recommendation toward writing using mind mapping techniques to improve writing ability. The results of the individual trial explained

that the efficiency of lessons using role play technique to enhance English Speaking ability of Lao EFL college students were 76.67/79.67.

2) The Small Group Trial

The lesson plans were utilized with nine different proficiency level students, namely three high, three moderate and three low proficient students from one class of third year English major college students at STTC who were not the samples in this research. The criteria of discrimination divided the students into different levels of English learning achievement were: 1) the students who had got grade B+ and A in English course in the first semester of the academic year 2017-2018 were high proficient students, the students who had got the grade C, C+ and B were moderate proficient students, and the students who had got grade D and D+ were low proficient students; and 2) the nine students were allocated to carry out pre-test for two hours. Then, the students studied the English writing using mind mapping technique; they were requested to do the exercises. After that, they were requested to do post-test for two hours and did the satisfaction questionnaire toward using mind mapping technique English writing ability. The result of the individual trial explained that the efficiency of lessons using mind mapping technique to improve English writing ability of Lao EFL college students were 77.00/80.00

3) The Field Trial

In this step, there were 24 students with three different proficiency levels of English achievement participated from 1 class of fourth year students at STTC, who were not the samples in this research. They took pre-test for 90 minutes.

Then they learned the lessons for 10 periods of 30 hours. After learning, they took post-tests for 90 minutes, did the questionnaire about their self-efficacy, and gave recommendation toward writing using mind mapping technique to improve English writing ability. The scores of the activities in the lessons using mind mapping technique to improve English writing ability and the post-test scores from the field trial were decided to find out the efficiency of the lesson based on 75/75 standard level (Phromwong. 1978). The result of the individual trial explained that the efficiency of lessons using mind mapping technique to improve English writing ability of Lao EFL college students were 78.04/79.25 which met the specific criterion set.

To conduct this research, the assessments of efficiency of lesson plans were performed as shown in the following figure.

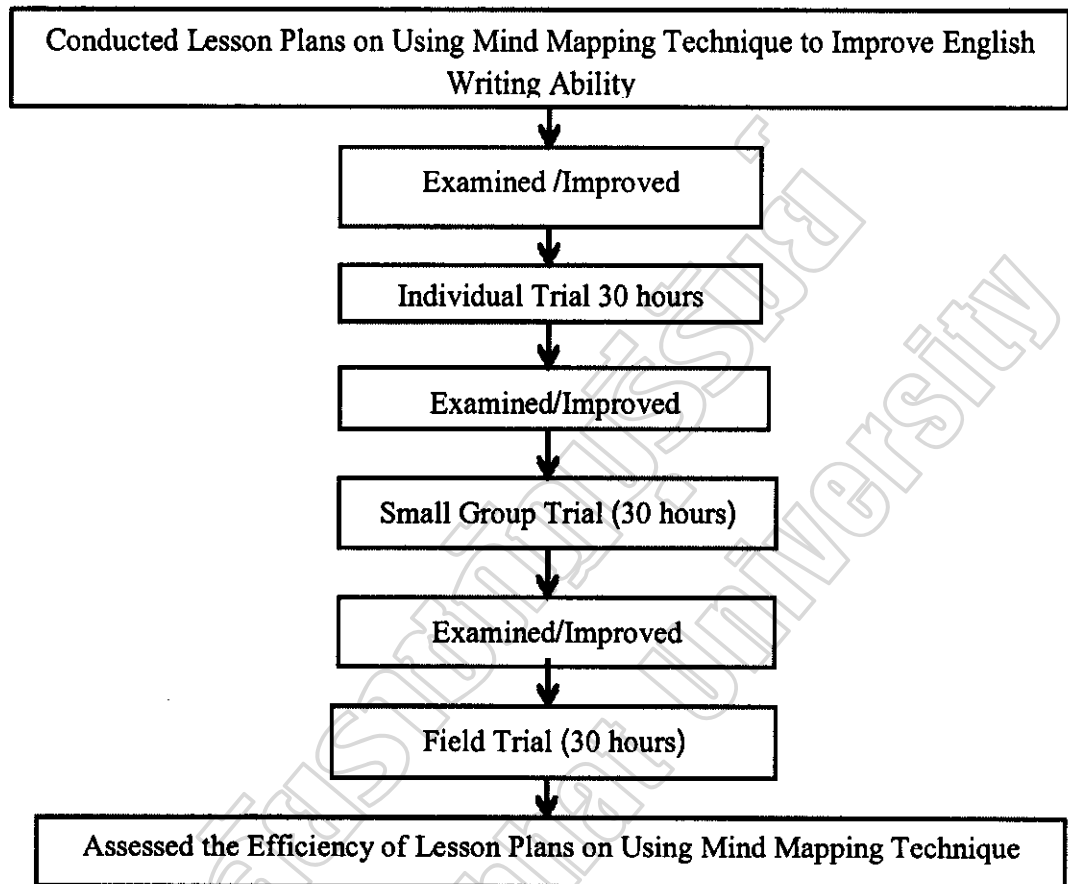


Figure 3.1: Steps of Trying out Lesson Plans

Source: Suwanbenjakul (2002: 52)

The researcher conducted the complete lesson plans to use with the samples. (See Appendix D).

3.3.2 Achievement Test

Pre-test and post-test consisted of one narrative writing and one descriptive writing that the samples could choose topics by drawing slot, and then they had to write the test at the same time to write at least 100-150 words based on the topics they got. The tests took within 90 minutes, and 100 points per topic. The pre-test and post-test were constructed by the researcher as the following steps:

3.3.2.1 The researcher studied a syllabus for Writing 2 Course and contents of writing for third year English major students of teacher training for college level.

3.3.2.2 The researcher constructed the writing test: narrative writing and descriptive writing. (See Appendix E).

3.3.2.3 The tests were edited and revised by the thesis advisors before proposing to the experts to examine the validity by using IOC formula as follows (Phattiyathani. 2003: 221).

+1 = When it is sure that items of the test are coincident with objectives.

0 = When it is not sure that items of the test are coincident with objectives.

-1 = When it is sure that items of the test are not coincident with objectives.

3.3.2.4 The researcher calculated the IOC index, and chose the topic with the IOC index between 0.5-1.00 for the test. It showed that the Index Items of Congruence (IOC) was 1.00 to be achievement test (See Appendix F).

3.3.3 Self- efficacy Questionnaire

The questionnaire was adopted and modified from the writing self-efficacy scale used by Pajares, Hartley and Valiante (2001). It was used to measure how confident the students had about their writing ability which had two main parts as following:

Part 1: Self-efficacy toward writing. This section comprised of 12 statements of five-point rating scales questionnaire with Likert's rating scale. It aimed to elicit students' self-efficacy toward writing before and after learning through the mind mapping technique. Five-point Likert scales were used for rating their self-efficacy were as follows (Srisa-ard, 2002: 102):

Meaning	Opinion Level
5 means	The most Agree
4 means	More Agree
3 means	Moderate Agree
2 means	Less Agree
1 means	The least Agree

Part 2: This section was about additional information or other opinions in learning English writing through mind mapping technique apart from part 1. The question was in the open- ended form in which the subjects could write down their suggestions or comments in the questionnaire.

The self-efficacy questionnaire was constructed and developed gradually as following:

3.3.3.1 The researcher reviewed the literature on self-efficacy.

3.3.3.2 The researcher studied literature review on how to construct the self- efficacy questionnaire as explicated by using Likert's method or five-point rating scales.

3.3.3.3 The researcher gathered and arranged the issues concerning the students' self-efficacy toward writing into a list.

3.3.3.4 The researcher proposed the statements to the thesis advisors before creating 12 statements based on the students' self-efficacy. (See Appendix G).

3.3.3.5 The statements were examined by 3 experts to check for the correctness and appropriateness. There were five scales as follows (Srisa-ard, 2002: 102):

Meaning	Opinion Level
5 means	The Most Agree
4 means	More Agree
3 means	Moderate Agree
2 means	Less Agree
1 means	The Least Agree

The researcher calculated the obtained data to find out the mean scores. The appropriate scores at 3.50 and over were considered as the questionnaire item statements. The mean score was 4.56 (See Appendix H). The researcher edited and revised the questionnaire if they had weak points. Next, the questionnaire was proposed to the experts again.

3.3.3.6 The researcher organized the statements and tried out with the fourth year English major students who were not the samples at STTC, Lao PDR in academic year 2018.

3.3.3.7 Each item of five-point rating scales was calculated by utilizing Pearson's correlation coefficient formula (R_{xy}) to find out the discrimination power which had to be at 0.978-1.00 level (Srisa-ard. 2002: 110). The discrimination was at 0.98-1.00. (See Appendix I).

3.3.3.8 The researcher selected 12 statements which had the most significant differences at level 0.05 to be the questionnaire. Then, it was tried out again to find out the reliability.

3.3.3.9 The method of coefficient alpha of Cronbach formula (α -Coefficient) (Srisa-ard. 2002: 99) was used to find out the reliability coefficient of which the value must be more than 0.80. The data was calculated by a software program. The reliability coefficient of the questionnaire was 0.97.

3.4 Data Collection Procedures

The design of this study was quasi-experimental one group pre-test- post-test design as shown in Table 3.2 below.

Table 3.2

Research Design

Group	Pre-test	Treatment	Post-test
Quasi- Experimental	T ₁	X	T ₂

Source: (Sai-yot. 1995: 248-249)

As shown in Table 3.2 above, T₁ was pre-test, X was the treatment, and T₂ was post-test, respectively.

To collect the data, the present study included lesson plans, achievement tests, and self-efficacy questionnaire. The procedures for collecting data were as follows:

3.4.1 A pre-test was given to all of samples at the beginning of a class. The test consisted of narrative writing and one was descriptive writing which the samples could choose the topics by drawing slot to get the topics and types of test before the test. And then two types of test were done at the same time for 90 minutes. They had to write at least 100-150 words within 90 minutes. There were 100 points for each.

3.4.2 After doing a pre-test, the samples were asked to fill out the questionnaire focusing on their self-efficacy toward writing before learning via mind mapping technique.

3.4.3 The samples were orientated to understand about mind mapping technique. Then, they were taught by utilizing mind mapping technique and did the activities for 24 periods.

3.4.4 A post-test was administered with all of the samples after attending the course for 90 minutes.

3.4.5 After doing a post-test, the samples were asked to fill out the questionnaire focusing on their self-efficacy toward writing after learning via mind mapping technique.

The steps in data collection could be illustrated below.

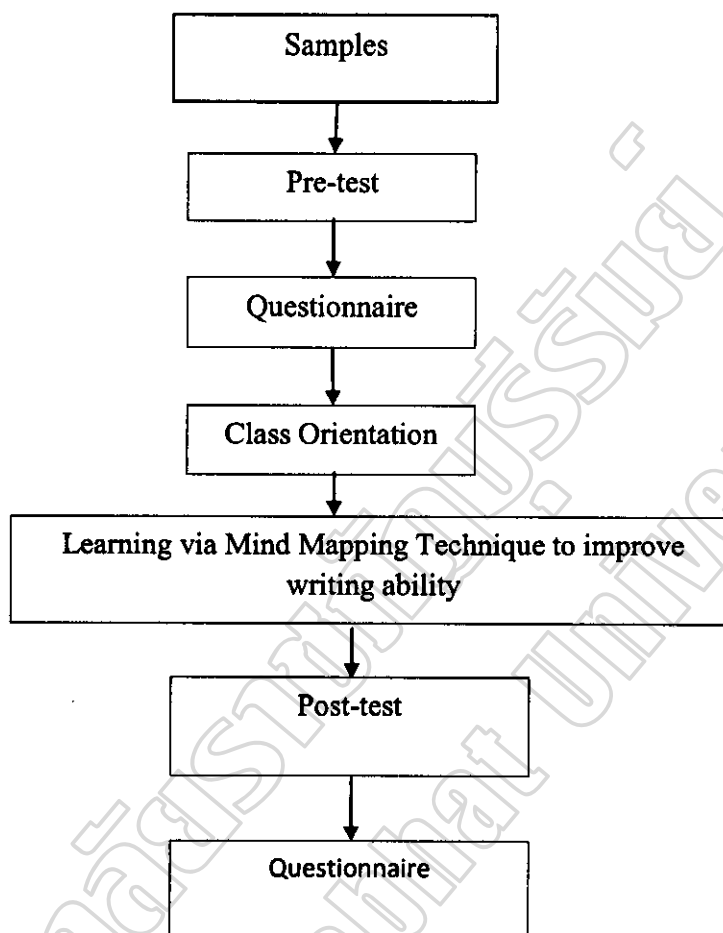


Figure 3.2 Research Design

3.5 Data Analysis

The collected data were analyzed and deduced procedures by using the data analysis methods as follows.

3.5.1 The Data Obtained from the Exercises, the Pre-test and Post-test

3.5.1.1 In order to evaluate the students' writing ability before and after being taught through mind mapping technique, the pre-test and post-test were computed to find out the percentage (%), mean (\bar{x}) and standard deviation (S.D.).

3.5.1.2 The scores obtained from the activities and post-test were calculated to find out the efficiency of process (E_1) and the efficiency of the outcomes (E_2), respectively.

3.5.1.3 Dependent samples t-test was used to compare the difference between pre-test and post-test mean scores to detect a significant difference set at 0.05 level.

3.5.2 Writing Rubrics

The researcher evaluated the students' writing by using Writing Rubric adapted from West Virginia Writing Rubric (2013; cited in Bunyong, 2016) which consisted of organization, development, sentence structure, word choice/grammar usage, and punctuation (See Appendix M). Besides, there were two teachers who were the writing raters: Ms. Alexandria Hinds, the English lecturer at Savannakhet Teacher Training College, (STTC) Lao PDR, English native speaker from the United States of America, and Mr. Sutti-phong Bunyong the English Teacher at Yangsisurat School, Yangsisurat District, and Mahasarakham Province, Thailand.

Table 3.3

Writing Rubric adapted from West Virginia Writing Rubric

Rating	Criteria
Organization	
20	Clear and logical progression between sentences and ideas
15	Logical progression of ideas
10	some evidence of a logical progression of ideas
5	Limited evidence of a logical progression of ideas
Development	
20	Strong development of the topic for narrative and descriptive writing; Strong use of examples, evidence or relevant details
15	Appropriate development of the topic for narrative and descriptive writing; clear use of examples, evidence or relevant details
10	Adequate development of the topic for narrative and descriptive writing; sufficient progression of ideas, sufficient use of examples, evidence or relevant details
5	Limited development of the topic for narrative and descriptive Writing; Some progression of ideas, some use of examples, evidence or supporting details

Table 3.3 (Continued)

Rating	Criteria
Sentence Structure	
20	Complete and correct sentences; strong evidence of sentence variety: (types/length)
15	Complete and correct sentences; clear evidence of sentence variety: (types/length)
10	Min or errors in sentence structure; evidence of sentence variety: (types/length)
5	Some errors in sentence structure; Limited evidence of sentence variety: (types/length)
Words Choice/ Grammar Usage	
20	Vivid, specific, economical, connotative; consistent grammar usage
15	Economical, specific; clear meaning, connotative mostly consistent grammar usage
10	Appropriate, somewhat specific; somewhat simplistic and somewhat consistent grammar usage
5	Vague, redundant, simplistic and several in consistencies in grammar usage

Table 3.3 (Continued)

Rating	Criteria
	Punctuations
20	May have minor errors; needs little or no editing
15	Few errors; needs little or no editing
10	Some errors; needs editing but doesn't impede read ability
5	Frequent errors; begins to impede read ability

The score obtained from each rater were combined with the score rated from the research, then divided by three in order to get the real score.

3.5.3 The Data Obtained from the Self-efficacy Questionnaire

3.5.3.1 The data from questionnaire were computed for mean (\bar{x}) and standard deviation (S.D.) in order to evaluate the students' self- efficacy toward writing ability before and after learning via mind mapping technique.

3.5.3.2 The difference between self-efficacy of students before and after learning through mind mapping technique was compared by using dependent samples t-test to detect a significant difference set at 0.05 level.

The data obtained by students' opinions and recommendations were interpreted to find out their self-efficacy and reactions towards learning English writing through mind mapping technique to improve writing ability.

3.6 Statistics Used in Data Analysis

3.6.1 Statistics Used to Find out the Quality of Instruments

3.6.1.1 Discrimination power of each item for five- point rating scale of questionnaire by using Pearson's Correlation Coefficient (Srisa-ard. 2002: 110)

$$r_x = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

r_{xy} = Correlation Coefficient between Variable X and Variable Y

X = Total Scores of Variable X Index

$\sum Y$ = Total Scores of Variable Y Index

$\sum XY$ = Total of Multiplied Result between Variable X and Variable Y

$\sum X^2$ = Total Scores of Variable X Index's Square

$\sum Y^2$ = Total Scores of Variable X Index's Square

N = Number of a Pair of Variables Index or Number of Samples

3.6.1.2 Reliability coefficient of the self-efficacy questionnaire by

Cronbach's Alpha-coefficient (α -Coefficient) (Srisa-ard. 2002: 99).

$$\alpha = \frac{k}{k-1} \left[1 - \frac{\sum S_i^2}{S_t^2} \right]$$

α = Reliability Coefficient

k = Number of Statements

$\sum S_i^2$ = Total of Each Statement's Variance

S_t^2 = Variance of Total Scores

3.6.1.3 The efficiency of lesson plans (E_1/ E_2) (Kitrakarn. 2002: 44-49).

$$E_1 = \frac{\frac{\sum X}{N}}{A} \times 100$$

E_1 = Efficiency of the Process

$\sum X$ = Total Scores of Post-test

N = Number of Samples

A = Total Score of the Exercises in the Lessons

$$E_2 = \frac{\frac{\sum F}{N}}{B} \times 100$$

E_2 = Efficiency of the Outcomes

$\sum F$ = Total Score of Students who pass the Post-test

N = Number of Samples

B = Total Score of the Post-test in the Lessons

3.6.2 Basic Statistics Used to Analyze the Data

3.6.2.1 Percentage (Srisa-ard. 2002: 104)

$$P = \frac{f}{N} \times 100$$

P = Percentage

f = Frequency of the Data

N = Numbers of Total Frequency

3.6.2.2 Mean (\bar{x}) (Srisa-ard. 2002: 105)

$$\bar{x} = \frac{\sum x}{N}$$

\bar{x} = Mean

$\sum x$ = Total Scores in Group

N = Number of Scores in Group

3.6.2.3 Standard Deviation (S.D.) (Srisa-ard. 2002: 106)

$$S.D. = \sqrt{\frac{\sum (X - \bar{X})^2}{N - 1}}$$

S.D. = Standard Deviation

X = Score of Each Item

\bar{X} = Mean

N = Number of Scores in Group

\sum = Total Scores

3.6.3 Dependent Samples t-test

The differences between pre-test and post-test mean scores and the difference between students' self-efficacy toward writing before and after learning through mind mapping technique to improve writing ability were calculated by using dependent samples t-test formula (Srisa-ard. 2002: 112).

$$t = \frac{\sum D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{(n-1)}}}$$

t = Statistics Index Used to Compare with Critical Index to
Find out Significant Difference

D = Different Result of Minus between a Pair of Scores

n = Number of Samples or a Pair of Scores

3.7 Summary of the Chapter

This chapter presents population and samples. Then, the research instruments and the construction of research instruments are described. In addition, data collection and data analysis are indicated. Finally, statistics are used in data analysis. The results of the research will be presented in the next chapter.

CHAPTER 4

RESULTS

This chapter presents the findings of this study from three main research questions that were collected in Savannakhet Teacher Training College, Lao PDR. The results present step by step as follows: The result of Research Question One regarding the determination the efficiency of lesson plans using mind mapping technique to improve English writing ability of Lao EFL college students, on the criterion set at 75/75. The Research Question 2 regarding the learning achievement of students learning by using mind mapping technique to improve English writing ability of Lao EFL college students, and shows the comparison between third year English major students writing ability before and after being taught through the using mind mapping technique. The Research Question 3 regarding the self-efficacy of third year English major students toward writing ability before and after learning taught through mind mapping technique. The findings presented are drawn from quantitative data from exercises, achievement tests, and questionnaire; and the qualitative data from the open-ended questions. The open-ended questions are presented generally descriptively.

4.1 Research Question One: What is the efficiency of lesson plans used along with mind mapping technique to improve English writing ability of Lao EFL college students?

This section presents the results of the analysis of the quantitative data collecting from four lesson plans. The achievement test employed in this study to determine the efficiency of the lessons for the third year English major students based on the criterion set at 75/75. The quantitative data were composed of the activities scores from narrative and descriptive writing (efficiency of the process), and post-test scores (efficiency of the outcome). There were two types of writing and four topics in this study. The total mean scores from all activities scores of the mind mapping technique were 100 scores: narrative 1(25), narrative 2(25), descriptive 1(25) and descriptive 2(25). The total mean scores from the achievement test or post-test were 100 scores. Table 4.1 below illustrates percentage, mean and standard deviation of writing ability of Lao EFL college students at STTC.

Table 4.1

The Efficiency of the Lesson Plans Using Mind Mapping Technique to Improve English Writing Ability for Third Year English Major Students (n = 24)

No.	Activities of Scores of Learning through Using Mind Mapping Technique (Efficiency of the Process)					Post-test (100)
	1 (25)	2 (25)	3 (25)	4 (25)	Total (100)	
1	22	20	23	22	87.00	81.22
2	24	23	21	23	91.00	71.92
3	22	21	23	22	88.00	74.67
4	25	20	19	23	87.00	81.33

Table 4.1 (Continued)

No.	Activities of Scores of Learning through Using Mind Mapping Technique (Efficiency of the Process)					Post-test
	1 (25)	2 (25)	3 (25)	4 (25)	Total (100)	(100)
5	20	19	20	21	80.00	75.67
6	21	20	23	19	83.00	75.33
7	20	20	22	20	82.00	74.33
8	22	20	20	24	86.00	81.33
9	20	20	23	22	85.00	81.55
10	20	19	22	20	81.00	77.77
11	19	22	23	22	86.00	80.00
12	24	23	23	22	92.00	75.67
13	19	20	22	21	82.00	78.33
14	22	22	20	22	86.00	75.33
15	20	23	23	21	87.00	80.67
16	19	23	22	23	87.00	84.00
17	24	22	23	21	90.00	82.77
18	23	20	20	22	85.00	84.67
19	20	18	22	23	83.00	78.00
20	19	21	23	22	85.00	79.00

Table 4.1 (Continued)

No.	Activities Scores of Learning through Using Mind Mapping Technique (Efficiency of the Process)					Post-test (100)
	1 (25)	2 (25)	3 (25)	4 (25)	Total (100)	
21	23	22	20	23	88.00	79.27
22	22	19	23	21	85.00	75.67
23	23	22	19	24	88.00	76.33
24	19	23	22	23	87.00	77.00
Total	512.00	502.00	521.00	526.00	2061.00	1881.82
\bar{x}	21.33	20.92	21.71	21.92	85.88	78.41
S.D.	1.90	1.53	1.43	1.25	3.01	3.32
%	85.33	83.67	86.83	87.67	85.88	78.41

As shown in Table 4.1, the efficiency of the lesson plans using mind mapping technique to improve English writing ability for third year English major students, which were conducted by the researcher, is 85.88/78.41 which was higher than the criterion set at 75/75. It indicates that students, who learned English writing through mind mapping technique, had received total mean scores from the exercise scores of mind mapping technique at 85.88 and total mean scores from the achievement test after learning through mind mapping technique at 78.41%

4.2 Research Question Two: Does the use of mind mapping technique to improve the students' English writing ability?

This section reports the results of the analysis of the quantitative data from the achievement tests employed in this study to compare students' English writing ability before and after learning through using mind mapping technique. Pre-test scores (100 scores) and post-test scores (100 scores) were compared to find out the statistically significant difference as shown in Table 4.2 and Table 4.3 respectively.

Table 4.2

A Comparison of the Difference between Pre-test and Post-test Scores (n = 24)

No.	Pre-test Scores (100)	Post-test Scores (100)	Difference	Double Difference(D ²)
1	57.33	81.22	23.89	570.73
2	57.67	71.92	14.25	203.06
3	58.67	74.67	16.00	256.00
4	56.33	81.33	25.00	625.00
5	57.33	75.67	18.34	336.36
6	59.67	75.33	15.66	245.24
7	63.33	74.33	11.00	121.00
8	64.33	81.33	17.00	289.00
9	68.67	81.55	12.88	165.89

Table 4.2 (Continued)

No.	Pre-test Scores (100)	Post-test Scores (100)	Difference	Double Difference(D ²)
10	65.67	77.77	12.10	146.41
11	59.67	80.00	20.33	413.31
12	57.00	75.67	18.67	348.57
13	58.33	78.33	20.00	400.00
14	55.00	75.33	20.33	413.31
15	54.00	80.67	26.67	711.29
16	60.33	84.00	23.67	560.27
17	57.33	82.77	25.44	647.19
18	57.00	84.67	27.67	765.63
19	60.00	78.00	18.00	324.00
20	55.33	79.00	23.67	560.27
21	57.00	79.27	22.27	495.95
22	53.33	75.67	22.34	499.08
23	54.00	76.33	22.33	498.63
24	56.00	77.00	21.00	441.00
Total	1.403.33	1.881.82	478.51	1.0037.18
x	58.47	78.41	19.94	418.22

Table 4.3

A Comparison of the Difference between Pre-test and Post-test Mean Scores

Learning Achievement	n	Total Scores	\bar{x}	S.D.	t
Pre-test	24	1.403.33	58.47	3.80	21.00**
Post-test	24	1.881.82	78.41	3.32	

**significant difference at .01

As shown in Table 4.3, it indicates that the students who learned English writing through mind mapping technique had higher English writing ability on post-test mean scores ($\bar{x} = 78.41$) than in pre-test mean scores ($\bar{x} = 58.47$) at .01 of the statistically significant difference.

4.3 Research Question Three: Does mind mapping technique to improve the students' self-efficacy toward English writing ability before and after learning technique?

This section reports the results of the analysis of the quantitative data from the questionnaire used in this study to compare students' self-efficacy before and after learning through mind mapping technique. The results were shown in Table 4.4.

Table 4.4

The Difference between Students' Self-efficacy before and after Learning through Mind Mapping Technique

Statements	Before		After		t
	Treatment		Treatment		
	\bar{x}	S.D.	\bar{x}	S.D.	
1. I enjoy the activities provided in the lesson plans of writing by using mind mapping technique.	3.33	0.56	4.54	0.50	8.21**
2. Learning writing through the mind mapping technique is easy and useful in daily life.	3.67	0.56	4.54	0.50	5.37**
3. Writing through the mind mapping technique is fun to learn and practice.	3.67	0.56	4.71	0.46	6.79**
4. Learning writing through the mind mapping technique can improve my writing ability.	3.42	0.50	4.63	0.49	7.59**
5. I am confident in writing after I have learned the steps of writing through mind mapping technique.	3.63	0.64	4.50	0.51	4.76**
6. The contents and activities for practicing writing are relevant.	3.67	0.63	4.58	0.50	4.83**
7. The topics and activities are suitable to my English level.	3.63	0.57	4.75	0.44	7.43**
8. Activities and exercises of each lesson plan are suitable for my English background knowledge.	3.83	0.63	4.63	0.49	4.65**

Table 4.4 (Continued)

Statements	Before		After		t
	Treatment		Treatment		
	\bar{x}	S.D.	\bar{x}	S.D.	
9. Learning writing through the mind mapping technique will enhance my learning.	3.67	0.56	4.79	0.41	10.26**
10. I feel motivated when learning English writing by doing and practicing all lessons.	3.75	0.60	4.63	0.49	5.37**
11. I think I can writing English better in general topics.	3.50	0.65	4.67	0.48	7.00**
12. I have a positive attitude through learning English writing after learning the lesson plans on the mind mapping technique.	3.92	0.58	4.83	0.38	6.86**
Grand total	3.63	0.15	4.64	0.08	6.59**

**significant difference at .01

As shown in Table 2, it indicates that after treatment the third year English major students had higher self-efficacy with using mind mapping technique from the achievement test than before treatment both in overall and each item at .01 level of statistically significant difference.

Moreover, most of the students gave positive comments in open-ended questions that the using mind mapping technique could make lesson plans more interesting, because they can imagine and remember what are they want to write. Mind mapping technique could help them to get the ideas, remind the words or phrases which supported by pictures words or colors, It is a good technique to practice writing skill because they had to create the sentences by their own ideas included some words or grammar.

For examples, they are lack of vocabulary and grammar which make them difficultly to writing, and some weak students faced some problems during the class.

However, it could be noticed that students have positive attitudes toward using mind mapping technique to upgrade their own English writing abilities.

4.4 Summary of the Chapter

In short, this chapter has presented the finding and data analysis of this study.

The results of each question are expressed from the question one to three. The detailed summary of the findings, discussions, and implications for instruction are presented in the next chapter.

CHAPTER 5

CONCLUSION AND DISCUSSION

This research aims to invent the four lessons of using mind mapping technique to improve English writing ability. This chapter presents the conclusion and discussion under the following topics: 1) summary of the findings; 2) discussion of the findings; 3) pedagogical implications; and 4) suggestions for the future research.

5.1 Summary of the Findings

This study aimed: 1) to find out efficiency of lesson plans using mind mapping to improve English writing ability of Lao EFL college students to meet the criterion set at 75/75; 2) to compare the students' English writing ability before and after using mind mapping technique of Lao EFL college students; 3) to compare the students' self-efficacy towards English writing ability before and after learning through mind mapping technique of Lao EFL college students. The research hypotheses were: 1) the students' English writing ability post-test mean score is higher than pre-test mean score; 2) the students' self- efficacy toward writing after learning through mind mapping technique.

The population of this research included 196 third year English major students who enrolled in Writing 2 Course in the second semester of academic year 2017-2018.

The samples in this investigation were 24 third year English major students who took Writing 2 Course in the second semester of academic year 2017-2018 at Savannakhet Teacher Training College, Lao PDR. They were selected by using simple random sampling technique with classroom as a sampling unit by draw a slot.

The independent variables of this study were four lesson plans using mind mapping technique to improve English writing ability, which were invented by the researcher. The research instruments were four lesson plans of, writing achievement a tests and the self-efficacy questionnaire. The four lesson topics conducted by researcher himself were as follows: 1) narrative: instruction of making food; 2) narrative: telling story; 3) descriptive: animals; and 4) descriptive: a journal. This study was conducted in the second semester of academic year 2017-2018 for 30 hours as follows: 1) 1 hour for orientation; 2) 2 hours for pre-test; 3) 24 hours for learning four lessons; and 4) 3 hours for post-test and do questionnaire about self-efficacy toward writing after learning through mind mapping technique. The statistics used to analyze the data were percentage, mean, standard deviation, and dependent samples t-test through the SPSS program. The findings of this study were as follows:

1. The efficiency of lesson plans of English writing using mind mapping technique was 85.88/78.41 which was higher than the criterion set at 75/75.
2. The students' English writing ability post-test mean score was higher than the pre-test mean score with statistically significant difference at .01 level.
3. The student's self-efficacy toward writing after learning through mind mapping technique was higher than before learning through mind mapping technique in overall with statistically significance difference at .01 level.

5.2 Discussion of the Findings

The researcher discusses the results of using mind mapping technique to improve English writing ability of Lao EFL college students as follows:

5.2.1 An Efficiency of Lesson Plans Using Mind Mapping Technique to Improve English Writing Ability of Lao EFL College Students

The findings presented that the efficiency of lesson plans using mind mapping technique was 85.88/78.41, which was higher than the criterion set at 75/75.

The results illustrated that the first efficiency of the process (E_1) was lower than the second efficiency of outcome (E_2). It points out that the learners got higher post-test scores than activity scores; because students did very well in their post-test.

Moreover, the learners studied all four lessons and practiced all activities. They had more time to discuss with their peers about language used in each lesson, and students were able to do activities and improve their writing skills effectively.

This could be explain that the researcher reviewed the related literature theories namely, theories of writing using mind mapping technique, satisfaction, efficiency, and previous research papers. The lessons were developed appropriately.

Moreover, the thesis advisors and the experts had comments and evaluated the research instruments. Finally, the lesson plans were tried out before being used with the samples. These factors created high quality lessons. Furthermore, the lesson comprised of many components, namely some handouts, various activities, and pre-test model mind mappings. Students are able to learn, to do the activities affectively, to get feedback from teacher, their classmates and themselves.

The findings above confirms that four lessons using mind mapping technique was useful to develop English writing ability of third-year students. It is

supported by Sukchoochraenkit (2012) and Wongjuntra (2016) who used mind mapping techniques to improve students' writing ability and found that mind mapping technique was that so helpful to regulate students' ideas, stimulates the group presenter to extend the statement using their words. It was interesting for them, because of it was simple form and relatively easy to be understood and supported by diagram and picture. The findings similar to Siriwanich (2007) who investigated on the effects of using mind mapping technique on developing Matthayomsuka 5 students' writing ability found that the students' writing ability posttest mean score was higher than the pretest mean score with statically significance difference at .05 level. In addition, Sounthalavong (2017) mentioned that the effects of using mind mapping technique to enhance English speaking ability of Lao EFL college students. This result of this study indicated that students learned with new experience knowledge of content which closely to real situation that make more confident in writing to increasing expressing of their ability quickly.

5.2.2 A comparison of Lao EFL College Students' English Writing Ability before and after Learning through Mind Mapping Technique

The result disclosed that the students' English writing ability post-test mean score was higher than the pre-test mean score with statistically significant difference at 0.01 level. This could be explained that the lesson plans using mind mapping technique are efficient because students could improve their English writing ability after learning, because they are developed in systematically and continuously to be appropriate with students' levels. And also the students' English writing ability is improved after learning proficiently. They can imagine and remember what to writing. Mind mapping could help them to get the ideas, remind the words or phrases

which supported by their own background knowledge and create the sentences by their own ideas included some words or grammar, and can be used include the content that teacher provided them, to make them more confidences to writing English. This is similar to Buzan (2007: 36) who stated mind mapping technique can help the student as its more easily converted into a draft, then the students can see the relationship between ideas and encourages them to group certain ideas together as they proceed, as well as David (2010: 8-9) who confirmed that using mind mapping technique can help the learners for planning, communication, to be more creative, economize the time, problem solving, attention centered arranged and explaining things, to memorize more be better, study more quickly and efficient, see “all the picture”. Also, David (2010: 9) stated that mind mapping technique helps activate all of the brain, finishing the brain for the low mental, enable to the researcher centered on the topic, help learners to show the connected between part of information that separate, gives clearly explanation to all and detail, enable us to make concept grouping help learners to compare it, and requires us to center attention on the topic that help shift information about that from short memory to long memory. Therefore, the four lesson plans using mind mapping technique are very effective to improve their English writing. Similar to the studies of Istianah (2011) and Nuanmanee (2014) who mentioned that the student’ writing achievement score form the post-test was higher than the pre-test significantly at 0.05 level.

5.2.3 A Comparison of the Students' Self-efficacy toward Writing before and after Learning through Mind Mapping Technique

The result illustrated that students' self-efficacy toward English writing was higher than before learning through using mind mapping technique both in overall and each item with statistically significance difference at 0.05 level. This means that mind mapping technique can improved their more self-efficacy toward writing. This could be considered the research reviewed the related literature on self-efficacy questionnaire. Then the researcher adopted and modified writing self-efficacy questionnaire from Pajares, Hartyle, and Valiante (2001), and Nuanmanee (2014) into a list and proposed the statements to the thesis advisors to examine and give some suggestion for the correctness and appropriation. After that, the research improved the questionnaire based on their suggestion. Moreover the questionnaire were examined and evaluated by the experts about the correctness and appropriation. Again, the research improved the questionnaire following the suggestion. Also, the questionnaire was tried out with third year English major students at Savannakhet Teacher Training College who were not the samples to find out the reliability before using with the samples. It can be one effective teaching approach that teacher and relevant person who are interested in this technique can apply in their careers to help their students to learn effectively.

This finding is similar to Sandadth (1999), Sinlapasart (2001) and Prachanant (2015), who claimed that using role play to improve Thai EFL university students' speaking ability on tourism self- efficacy, In addition, the students' need editing writing from another person less than before the treatment. These could be concluded that the students had more self-efficacy toward writing because at last they

were able to write themselves within the time given and do not need other people to check their writing. Also, the opinion from the open -ended questions revealed that most students stated that mind mapping technique made them know how to start writing in difference topics, be more confident, and be better in writing. However, some weak students faced some problems during the class. For examples, they are lack of vocabulary and grammar which make them difficultly to write. Overall, it could be noticed that students have positive attitudes toward using mind mapping technique to upgrade their English writing abilities.

5.3 Conclusion

In conclusion, the mind mapping techniques could bring good effects to students' writing motivation, and it could upgrade their ideas on writing ability. This study made contributions as follows: 1) The results of the research will be as the guidelines for developing teaching, learning and research works for English teachers, other educators and persons who are interested in teaching writing by using mind mapping technique; 2) The results of the research will be as the guidelines for the teachers in terms of choosing mind mapping technique to improve English writing ability; and 3) Hopefully this research will be as guideline for the novices who are investigating a research and also other people who strive for new knowledge learning, especially in colleges and universities. It can be one effective teaching approach that teacher and relevant person who are interested in this technique can apply in their careers to help their students to learn effectively.

5.4 Pedagogical Implications

There are some pedagogical implications suggested in order to use mind mapping technique in the appropriate ways. As the results from this study, the researcher made useful pedagogical implication as follows:

5.2.1 The lesson plans using mind mapping technique to improve English writing ability support learning achievement of students. Accordingly, administrators, teachers or related person in learning systems are able to apply these lesson plans to use or develop in other contents.

5.2.2 Teaching English writing, teachers should investigate the students' self-efficacy toward writing first before starting teaching English writing in order to know their problems of writing.

5.2.3 Teachers should have knowledge and ability to create mind mapping in difference lessons; she/he has to know how to create mind mapping from the texts, conversation, books and other sources appropriately. Furthermore, teachers must have creative ideas in order to help students learning English effectively.

5.2.4 Teachers concerned with learning management should hold workshop in conducting education innovation and supervise to solve writing problems. Moreover, they should support teacher to use mind mapping technique to improve students' English writing ability in order to make them effectively in learning writing.

5.2.5 Teacher should spend more time to prepare the lesson plans and for students to practice their writing.

5.2.6 Teaching English writing by using mind mapping technique, English teachers should investigate the students' satisfaction toward writing before starting

teaching English writing skill in order to know their satisfaction and their problems of English writing ability.

5.5 Suggestions for the Future Research

According to the results discussed earlier, some suggestions are raised here for the future studies as follows:

5.3.1 The further researcher should compared writing ability and self-efficacy toward writing between learning through mind mapping technique and other writing techniques.

5.3.2 The future research should be employed the mind mapping technique with other classes in secondary school and high schools.

5.3.3 To see if mind mapping technique works, the further research should compare with other teaching approaches with the same level in different places and different situation.

In conclusion, the researcher believes that the findings will be as a guideline for teachers and students in developing and enhancing their English writing ability based on using mind mapping technique.

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APPENDICES

APPENDIX A

The Evaluation of Content Validity of Lesson Plan and Using Mind Mapping Technique to Improving English Writing Ability of Lao

EFL College Students by Experts

Directions: Please give your opinion for each statement to indicate that it is appropriate or not. Then you should tick (✓) the appropriate level in the table. There are five options as follows:

- | | | | |
|---|----------------------|---|------------------|
| 5 | Most appropriate | 4 | More appropriate |
| 3 | Moderate appropriate | 2 | Less appropriate |
| 1 | Least appropriate | | |

Statements	Opinion Level				
	1	2	3	4	5
1. Core Concept					
1.1 Describe concept, content or theme					
1.2 Corresponds with the expected learning outcomes					
2. Expected Learning Outcomes					
2.1 can be evaluated					
2.2 Are appropriate to students' level					
2.3 After teaching students can achieve the expected learning outcome					

Statements	Opinion Level				
	5	4	3	2	1
3.Objectives					
3.1 Correspond with the contents and the concept					
3.2 Thoroughly identify students' behavior					
3.3 Identify the behaviors measure able and assess able					
4. Content					
4.1 Is clear cut and correct					
4.2 Is appropriate to students' level and time allocated					
5.Teaching Procedure					
5.1 Corresponds with the theme					
5.2 Corresponds with the expected learning outcome					
5.3 Emphasize writing process with mind mapping technique					
5.4 Is appropriate to students' abilities					
5.5 Increase students' knowledge and skills					
5.6 Is creative thinking-oriented					
6. Materials					
5.1 Corresponds with expected learning outcomes					
5.2 Are suitable for students' level					
5.3 Be clear and suitable					
5.4 Are interesting and appropriate for content					
7. Evaluation					
7.1 Corresponds with expected learning outcomes					
7.2 The evaluation instruments correspond with teaching procedure					
7.3 The students play important roles in the evaluation					

Signature Evaluator

(.....)

APPENDIX B

The Evaluation of Content Validity of Lesson Plan and Using Mind

Mapping Technique to Improving English Writing Ability of Lao

EFL College Students by Experts

.....

Please give your opinions for each statement that it is appropriate or not. Then you should tick (✓) in the table according to your opinions.

There are five alternatives as follows:

- | | |
|-------------------------|--------------------|
| 5 The most appropriate | 4 More appropriate |
| 3 Moderate appropriate | 2 Less appropriate |
| 1 The least appropriate | |

Statements	Experts' Opinions (Level of Appropriation)			\bar{X}	S.D	Appropriate Level
	1	2	3			
	1. Core Concept					
1.1 Describe concept, content or theme	5	4	4	4.33	0.58	More appropriate
1.2 Corresponds with the expected learning outcomes	5	4	5	4.67	0.58	The most

						appropriate
Total				4.50	0.00	More appropriate
2. Expected Learning Outcomes						
2.1 can be evaluated	4	4	4	4.00	0.00	More appropriate
2.2 Are appropriate to students' level	4	5	4	4.33	0.58	More appropriate
2.3 After teaching students can achieve the expected learning outcomes.	5	4	5	4.67	0.58	The most appropriate
Total				4.33	0.33	More appropriate
3.Objectives						
3.1 Correspond with the contents and the concept	4	4	4	4.00	0.00	More appropriate
3.2 Thoroughly identify students' behavior	4	4	4	4.00	0.00	More appropriate
3.3 Identify the behaviors measure able and assess able	5	4	4	4.33	0.58	More appropriate
Total				4.11	0.30	More appropriate
4. Content						
4.1 Is clear cut and correct	4	4	4	4.00	0.00	More appropriate
4.2 Is appropriate to students' level and time allocated	5	4	4	4.33	0.58	More appropriate
Total				4.17	0.41	More appropriate

5. Teaching Procedure						
5.1 Corresponds with the theme	4	4	4	4.00	0.00	More appropriate
5.2 Corresponds with the expected learning outcome	4	5	4	4.33	0.58	More appropriate
5.3 Emphasize writing process with mind mapping technique	4	4	5	4.33	0.58	More appropriate
5.4 Is appropriate to students' abilities	5	4	5	4.67	0.58	The most appropriate
5.5 Increase students' knowledge and skills	4	4	4	4.00	0.00	More appropriate
5.6 Is creative thinking-oriented	4	4	4	4.00	0.00	More appropriate
Total				4.22	0.32	More appropriate
6. Materials						
5.1 Corresponds with expected learning outcomes	4	4	4	4.00	0.00	More appropriate
5.2 Are suitable for students' level	5	4	4	4.33	0.58	More appropriate
5.3 Be clear and suitable	4	4	4	4.00	0.00	More appropriate
5.4 Are interesting and appropriate for content	5	4	4	4.33	0.58	More appropriate
Total				4.17	0.33	More appropriate

7. Evaluation						
7.1 Corresponds with expected learning outcomes	4	4	5	4.33	0.58	More appropriate
7.2 The evaluation instruments correspond with teaching procedure	4	4	4	4.00	0.00	More appropriate
7.3 The students play important roles in the evaluation	4	5	4	4.33	0.58	More appropriate
Total				4.22	0.33	More appropriate
Grand Total				4.23	0.29	More appropriate

APPENDIX C

The Evaluation of Efficiency of Lesson Plans Using Mind Mapping Technique to Improving English Writing Ability of Lao EFL College Students

The individual trial for efficiency evaluation of the lessons for the third year

“A” Lao EFL college students

Students' No	Pre-test (100)	Exercise (100)	Post-test (100)	E1	E2
1	65	78	87		
2	60	87	77		
3	56	65	75		
Total	181	230	239		
Mean	60.33	76.67	79.67		
Percentages	60%	76.67%	79.67%		

After the individual trial, students gave some comments about the lesson plans as follows: 1) the lesson plans were interesting that they could imagine what to write by using mind mapping technique. 2) Some topics were quite difficult to write. 3) The mind mapping used should consist of pictures and word to help them to remember easily.

The small group trial for efficiency evaluation of the lessons for the third year "A" Lao EFL college students

Students' No	Pre-test (100)	Exercise (100)	Post-test (100)	E1	E2
1	69	82	86		
2	66	82	85		
3	68	83	82		
4	59	77	82		
5	60	75	81		
6	58	74	80		
7	56	75	77		
8	57	73	75		
9	56	72	72		
Total	549	693	720		
Mean	61.00	77.00	80.00		
Percentages	61.00%	77.00%	80.00%		

After the small group trial, students gave some comments about the lessons as follows: 1) the lessons were useful for their future because they were going to be English teachers. 2) The students suggested that the researcher should explain and demonstrate many times and the researcher should decorate the lesson plans to be more colorful and interesting.

The field trial for efficiency evaluation of the lessons for the third year

“A” Lao EFL college students

Students' No	Pre-test (100)	Exercise (100)	Post-test (100)	E1	E2
1	77	85	87		
2	68	85	86		
3	67	86	85		
4	66	83	86		
5	68	84	85		
6	67	81	83		
7	65	83	82		
8	67	78	81		
9	66	79	80		
10	61	76	81		
11	58	78	79		
12	59	77	77		
13	57	78	80		
14	59	76	78		
15	58	75	82		
16	59	76	76		
17	57	74	74		
18	54	73	76		
19	56	74	75		

Students' No	Pre-test (100)	Exercise (100)	Post-test (100)	E1	E2
20	55	73	73		
21	54	74	74		
22	55	74	75		
23	53	75	74		
24	55	76	73		
Total	1461	1873	1902		
Mean Scores	60.88	78.04	79.25		
Percentages	60.88%	78.04%	79.25%		

After the field trial, students gave comments about the lesson as follows: 1) the lessons were interesting and easy to understand. 2) Some topics were quite difficult to write. 3) The contents weren't appropriate with their level. Student suggested that the researcher should change some activities and demonstrate how to present many time.

The Results of the Three Trials

Trials	E1 (Efficiency of Process)	E2 (Efficiency of Results)
Individual	76.67	79.67
A small group	77.00	80.00
The field study	78.04	79.25
Mean	77.24	79.64

As can be seen from the table, the results of the three trials revealed that the efficiency of lesson plans of English writing on using mind mapping technique was 77.24/79.64 after the individual trial and the small group trial which met the specific criteria.

APPENDIX D

Lesson plans

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Buriram Rajabhat University

Lesson Plan 1

Pre-test and Orientation

Course: English Writing II **Grade Level:** 3 A

Theme:Pre-test: Writing Ability

Topic: Orientation: Mind Mapping Technique

Semester 2/2018

Time Allocation: 2 periods/6 hours

1. Core Concept

Using mind mapping technique to improve English writing ability of Lao EFL college students is essential for students to be able to link their background knowledge to new knowledge. Therefore, students should have a chance to practice this technique to improve their writing ability by doing the activities. Students can apply the knowledge to communication skills for exchange of data and information; efficient expression of feelings, opinions and comprehend the text effectively to use their daily life.

2. Terminal Objective

Students are able to use mind mapping technique for descriptive writing and narrative writing.

3. Enabling Objectives

Students are able to:

1. Understand mind mapping technique for writing.
2. write the descriptive of "My best friend" correctly
3. ask and answer about "My best friend" correctly
4. get the ideas to write better after using mind mapping technique

4. Content s

1. Pre-test (Achievement tests)
2. Mind mapping technique
3. Descriptive writing and narrative writing

5. Teaching Procedures

Period 1

5.1 Warm up

5.1.1 Teacher and students greet each other.

5.1.2 Students do the Pre-test.

5.1.3 Teacher asks students about the importance of writing.

Teacher: *Do you know how to get a topic? Do you write immediately or brainstorm before writing?*

The possible answer: some students

- *Write immediately (good / bad)*

- *Brainstorm before writing (good/bad) မေ့မိတာက အကောင်းဆုံးပဲ*

5.1.4 Teacher asks students the questions:

Between: *two types of writing which one can help you write better?*

The possible answer: *Some students*

5.1.5 Teacher tells students about the objectives of using mind mapping technique to improve English writing ability.

Teacher: *Today we will learn about the mind mapping technique.*

5.2 Presentation

(Pre-writing)

5.2.1 Teacher presents the mind mapping technique in order to write better.

5.2.2 Teacher presents the writing process to the students as the following

points:

- Prewriting (brainstorming whole class/individual) and choose a topic
- Organizing (write, organizes, words by step from brainstorming)
- Writing (start to write rough draft as quickly, don't worry about grammar, spelling, or punctuation)
- Revising and Editing
(revising means to check content and organization)
(editing means to check grammar, punctuation and mechanics)

5.2.3 Teacher explains two types of writing: descriptive and narrative.

Period 2

5.3 Practice

(While-writing)

5.3.1 Teacher and students do the activities together.

5.3.2 Teacher assigns a topic "My best friend" and brainstorms with students.

5.3.4 Teacher writes the topic in the middle and draws mind mapping on the white board and lets students speak other words that link the topic.

5.3.5 Teacher organizes the idea into a simple outline and writes any other words and phrases that give more information about them.

5.3.6 Teacher starts to write a rough draft as quickly and students add some ideas.

5.3.7 Teacher rewrites a text again focusing on content, organize, grammar, punctuation and mechanics.

5.4 Production

(Post-writing)

5.4.1 Each student chooses one favorites topic (e.g. My best friend: Noi) and does mind mapping activity learned from the teacher.

5.4.2 Each student writes a 50 descriptive paragraph or narrative paragraph based on his or her mind mapping technique.

5.5 Wrap up

5.5.1 Teacher and students conclude the lesson and discuss any problems or mistakes in writing by using mind mapping technique.

6. Materials/ Teaching Aids

6.1 Pre-test (achievement test)

6.2 Pieces of paper/pictures of some topics

6.3 Mind mapping chart

6.5 Writing rubric

6.6 Word cards

7. Evaluation

The assessments tools provided with this lesson are:

7.1 Interest observation form.

7.2 Observation the student's writing activities by using mind mapping technique

7.3 Check the students' writing exercises.

8. Teacher's Comments

8.1 Knowledge/ Concept:

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8.2 Process/ Enduring understanding:

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8.3 Product/ Achievement:

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8.4 Attitude/ Quality:

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8.5 Problems:

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8.6 Suggestions

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(Signature).....

(Mr.Souliyaphone Phorthilath)

Teacher

9. Supervisor's Comments

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Supervisor

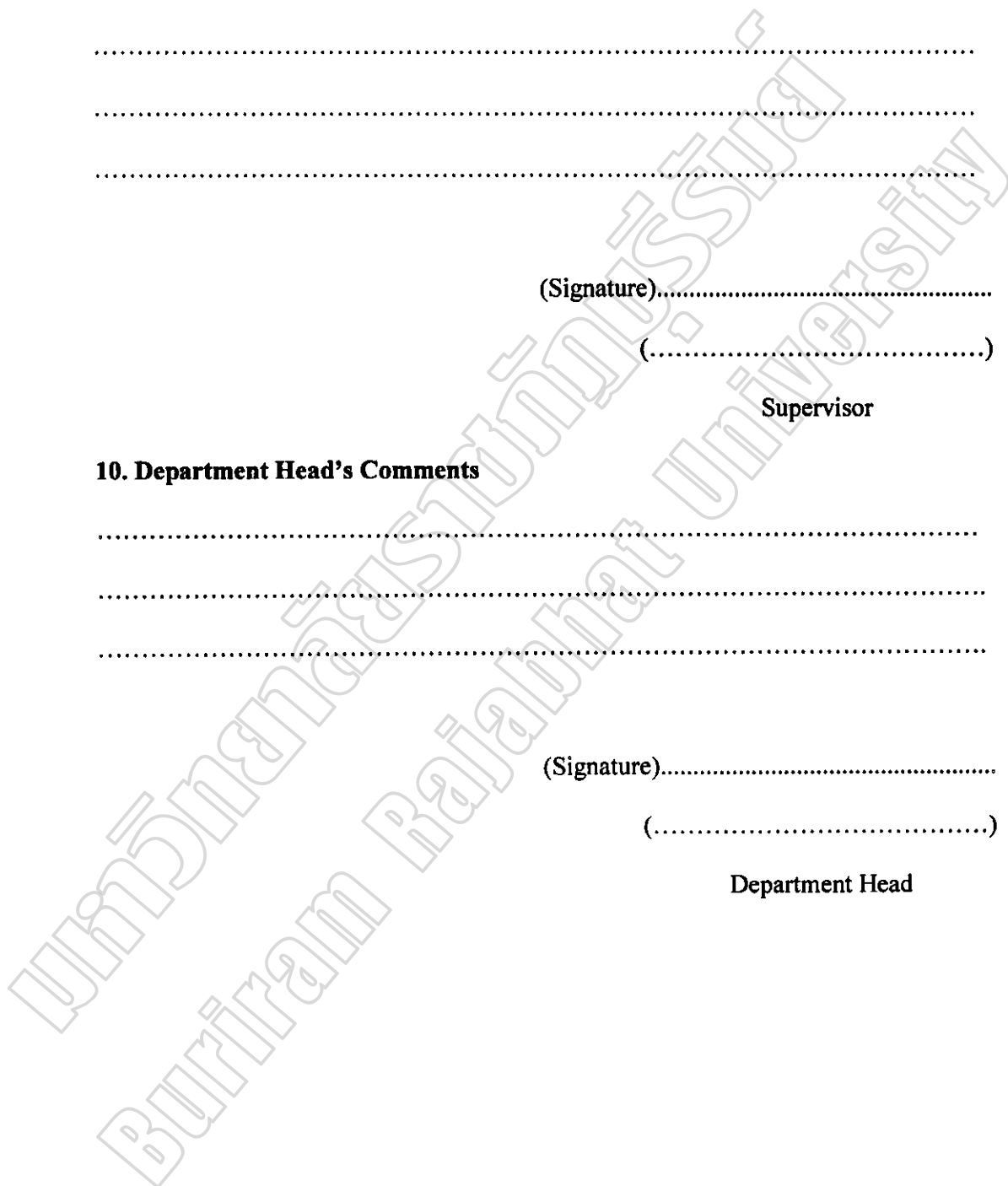
10. Department Head's Comments

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Department Head



11. Vice's Director Comments

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Vice Director

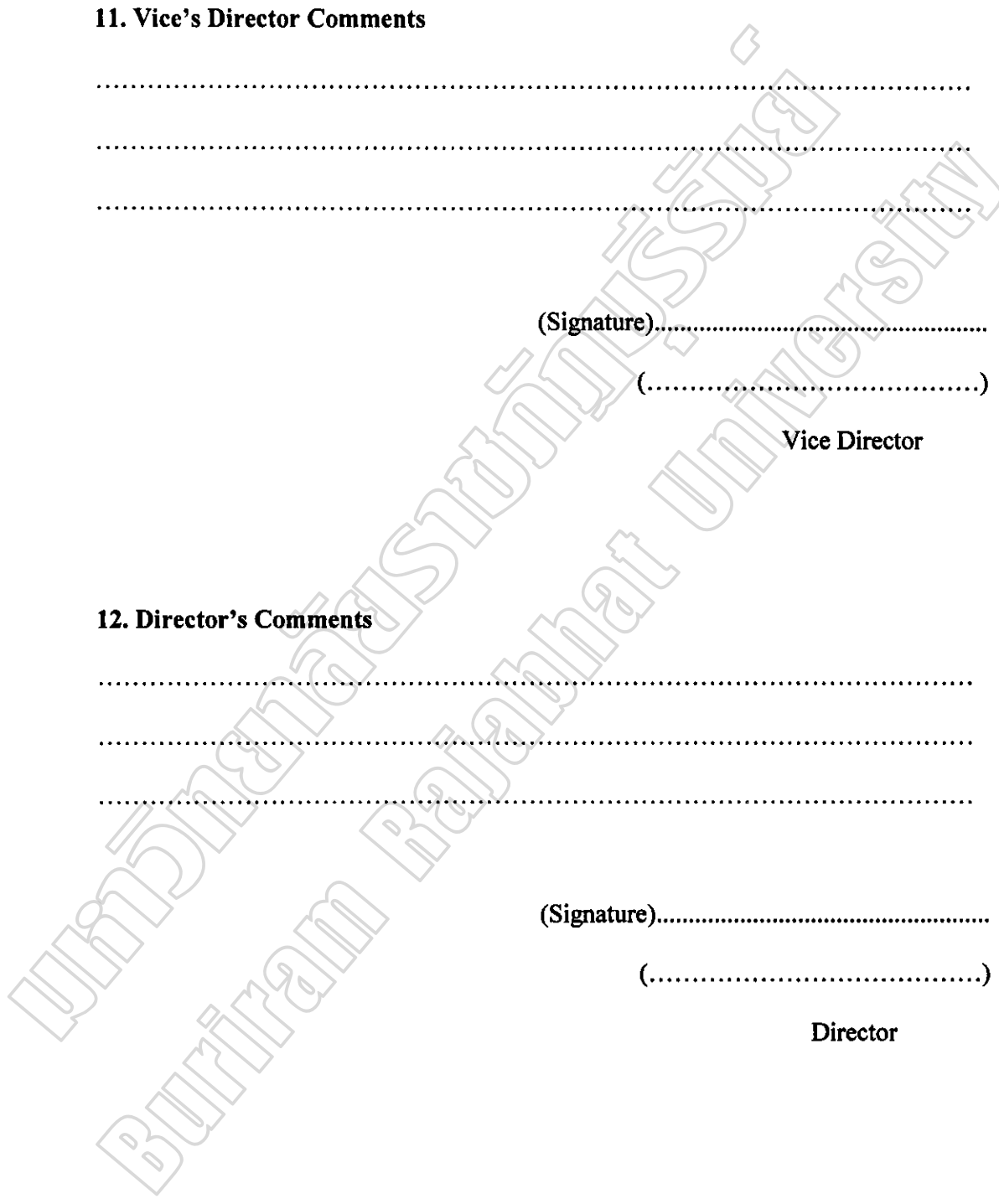
12. Director's Comments

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Director



Appendix

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Achievement Test (Pre-test)

Topic: Narrative Writing

Foreign Languages Office, STTC

Level: 3rd Year A

Directions: Choose one of your favorite animal to write a narrative paragraph at least 100 words within 90 minutes (25 marks)

1.



Good luck

Achievement Test (Pre-test)
Topic: Narrative Writing Foreign Languages Office, STTC

Directions: Choose one of your favorite animal to write a narrative paragraph at least 100 words within 90 minutes (25 marks)

1.....



Good luck

QUESTIONNAIRE OF STUDENTS' SATISFACTION TOWARD
**English Writing of Lao EFL College Using Mind
 Mapping Technique**

.....

This questionnaire is designed to gather the information of students' satisfaction toward writing of Lao EFL College on the mind mapping technique. The questionnaire is divided into 3 parts.

Part 1: The General Information of Participants

1. Sex: Male Female

2. English Writing 1 (Grade): 0 1 1.5 2
 2.5 3 3.5 4

Part 2: Students' Satisfaction toward Writing of Lao EFL College Students

Directions: Please answer the statements by putting a tick in the box according to your satisfaction and data that best represents your opinions as follows:

5 means The Most agree

4 means More agree

3 means Moderate agree

2 means Less agree

1 means The Least agree

Example:

No.	Statements	Level of Opinion				
		5	4	3	2	1
0	I enjoy the activities provided in the lesson plans of writing mind mapping technique.		✓			

No.	Statements	Level of Opinion				
		5	4	3	2	1
1.	I enjoy the activities provided in the lesson plans of writing by using mind mapping technique.					
2.	Learning writing through the mind mapping technique is easy and useful in daily life.					
3.	Writing through the mind mapping technique is fun to learn and practice.					
4.	Learning writing through the mind mapping technique can improve my writing ability.					
5.	I am confident in writing after I have learned the steps of writing through mind mapping technique.					
6.	The contents and activities for practicing writing are relevant.					
7.	The topics and activities are suitable to my English level.					

Lesson Plan 2

Course: English Writing II

Grade Level: 3 A

Theme: Descriptive Writing

Topic: Instruction Making Food

Date:

Time Allocation: 2 periods/6 hours

1. Core Concept

Giving information about describing “Instruction making food” is necessary for students to communicate with friends in class. Students have to learn about vocabulary used to describe his or her favorite food. After completion this lesson, students can apply the knowledge gained to their daily life to describe how to make food.

2. Terminal Objective

Students are able to write a descriptive paragraph of “Instruction of making food” by using mind mapping technique.

3. Enabling Objectives

Students are able to:

- 3.1 write and spell the words, and tell the meaning of vocabulary about “Instruction making food” correctly.
- 3.2 pronounce the vocabulary of “Instruction making food” correctly.
- 3.3 answer the questions about “Instruction making food” clearly.

3.4 create the mind mapping technique about “Instruction making food” correctly.

3.6 write a descriptive paragraph of “Instruction of their favorite food”.

4. Enduring Understanding

4.1 Vocabulary of “Instruction making food”

4.3 Performing and interacting with other people by using mind mapping technique.

5. Essential Questions

5.1 What kind of food do you like?

5.2 Do you know how to describe “Instruction making food”?

5.3 How can I make food?

5.4 What are the ingredients for making food?

5.5 What should I prepare before making food?

6. Expected Characteristics

6.1 Students have disciplines.

6.2 Students are diligent.

6.3 Students pay attention in learning.

6.4 Students are punctual.

7. Contents

7.1 Vocabulary

No	Words	Part of speech	Meaning
01	Ingredient	n	are the things that are used to make something, especially all the different foods you use when you are cooking a particular dish.
02	Food	n	things that people and animals eat, such as vegetables or meat
03	Chili	n	are small red or green peppers. They have a very hottaste and are used in cooking.
04	Seasoning Powder	n	herbs, or spices added to food to enhance the flavor.
05	Sugar	n	consisting essentially of sucrose and used as a sweetener in food and drink.
06	Mortar	n	A cup-shaped receptacle made of hard material, in which ingredients are crushed or ground, used especially in cooking

07	Meat	n	is flesh taken from a dead animal that people cook and eat.
08	Delicious	adj	highly pleasant to the taste.
09	Spicy	adj	it comes as sweet and peppery or as hot and spicy as you like.
10	Boil	v	the water inside it has reached boiling point
11	Fish sauce	N	A sauce derived from fish that have been allowed to ferment, used as a condiment.
12	Pour	V	cause(a liquid) to flow from a container in a steady stream by holding the container at an angle.
13	Sprinkle	V	scatter or pour small drops or particles of a substance over (an object or surface)
14	Lemon	N	to prepare or make ready (food); to make fit for eating as by boiling, baking, roasting, broiling, etc.
15	Chop	N	cut(something) into small pieces with repeated sharp blows using an ax or knife, before cooking.

7.2 Function

7.2.1 Spell and pronounce the vocabulary related to “Instruction making food”

7.2.2 Discuss and present about “Instruction making food” in Lao and English

7.3 Structure

7.3.1 Present simple tense

7.3.2 Wh-question form

7.4 Communicative skill

7.4.1 Writing skills

8. Accepted Evidence

8.1 Pre-test

8.2 Spelling (Observation)

8.3 Doing the mind mapping technique about “Instruction making food”(performance task)

8.4 Asking and answering about “Instruction making food”

8.5 Pictures of “Instruction making food”

9. Learning Activities/Procedures

Period 1

9.1 Warm up

9.1.1 Teacher and students greet each other.

9.1.2 Teacher shows the pictures and explains “Instruction making food” and asks some questions and students answer the questions: **(Activity 1)**

- 1) What are these?
- 2) What can you see from the pictures?
- 3) What kind of food do you like?
- 4) What kind of food do Lao people like to eat?
- 5) How do they make food?
- 6) Which kinds of food are expensive and cheap?

9.1.2 Students guess what the lesson might be today, and then the teacher tells them the topic of today lesson.

9.2 Presentation **(Pre-writing)**

9.2.1 Teacher presents new vocabulary related to Papaya Salad by using flash cards.

9.2.2 Students brainstorm about vocabulary kind of food: Papaya Salad.

9.2.3 Teacher presents new vocabulary and lets students spell and give the meanings in Lao. Then students repeat after the teacher 2-3 times. **(Activity 2)**

9.2.4 Students pronounce the vocabulary and write down in their notebooks.

9.2.5 Teacher shows the diagram of “Instruction making food” and then explains how to create mind mapping. **(Activity 3)**

Period 2

9.3 Practice

(While-writing)

9.3.1 Students work in group of 4 to create and design mind mapping of another “Instruction making food” together.

9.3.2 Students write a paragraph to describe “Instruction making food” at least 50 words.

9.3.4 Each group presents their mind mapping and a descriptive paragraph in front of the class.

9.4 Production

(Post-writing)

9.4.1 Each student chooses his or her own favorite food, then creates mind mapping.

9.4.2 Each student writes a descriptive paragraph on his or her own favorite food by at least 50 words (**Activity 4**).

9.5 Wrap up

Teacher and students conclude the topic “Instruction making food” and discuss any common problems or mistakes on writing and mind mapping technique.

10. Materials/Teaching Aids

10.1 Pictures of making food

10.2 Mind mapping chart

10.3 Work sheets on the passages of “Instruction making food”

11. Evaluation

11.1 How to evaluate:

- Observe students' Writing.
- Check students' activities.

11.2 Instruments of evaluation

- Writing rubric
- Answer key

12. Teacher's Comments

12.1 Knowledge/ Concept:

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12.2 Process/ Enduring understanding:

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12.3 Product/ Achievement:

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12.4 Attitude/ Quality:

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12.5 Problems:

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12.6 Suggestions

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(Signature).....

(Mr. SouliyaphonePhorthilath)

Teacher

13. Supervisor's Comments

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Supervisor

14. Department Head's Comments

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Department Head

15. Vice's Director Comments

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Vice Director

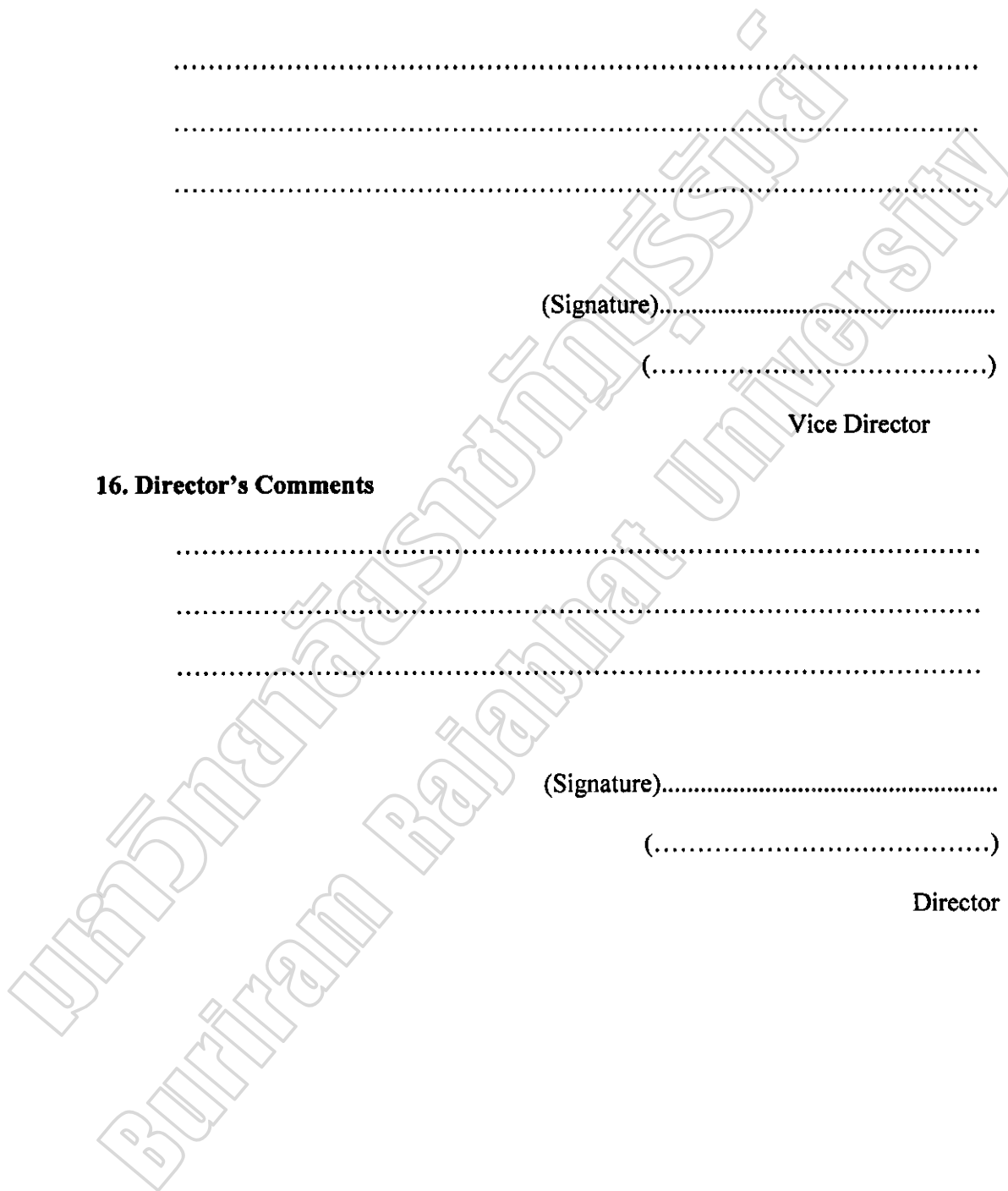
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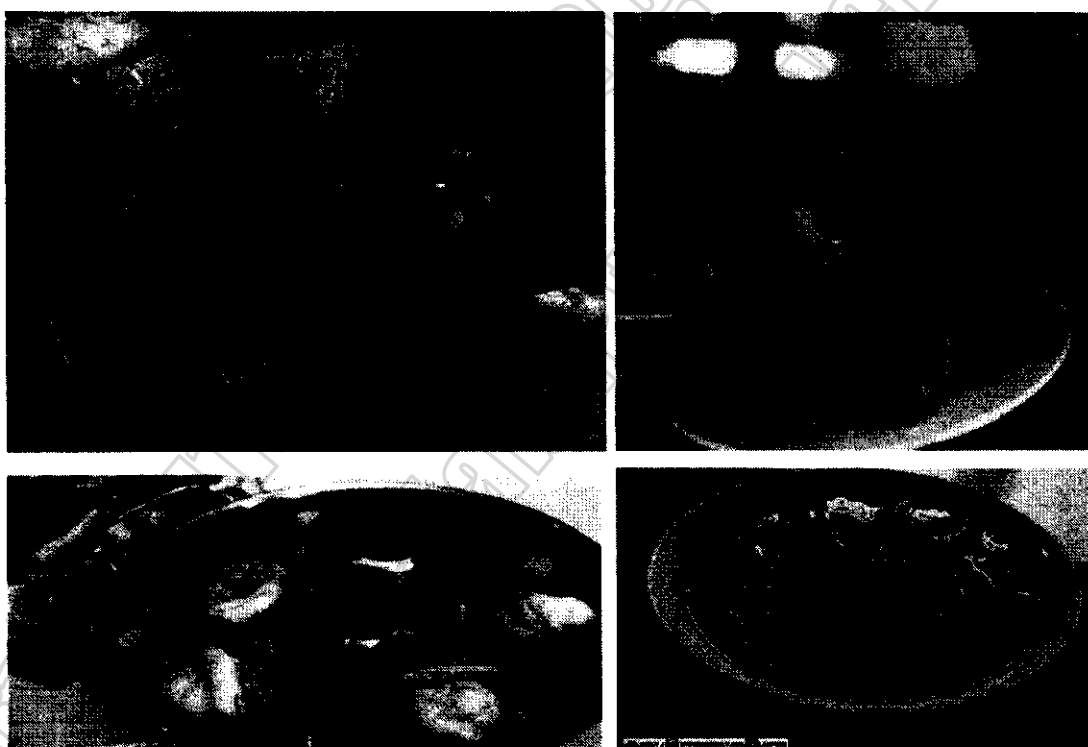
Director



Activity 1

Answer the Questions

Whole class: Look at the pictures and discuss the following questions.



1) What are these?

2) What can you see from the pictures?

3) What kind of food do you like?

4) What kind of food do Lao people like to eat?

5) How do they make food?

6) Which kinds of food are expensive and cheap?

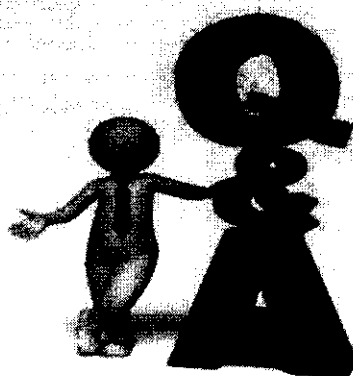


Key Answer (Activity 1)

Answer the Questions

Look at the pictures and answer the following questions.

1. These are pictures of kinds of food/.....
2. Meat lap, Papaya salad, Tum yam Kong, Bamboo
soup.....
3. It is Papaya salad/.....
4. It is bamboo soup/.....
5. First, they have ingredients and know steps for cooking/
.....
6. Expensive, Pizza or stake/ cheap, bamboo soup boil eggs
.....



Activity 2

Directions: Spell the vocabulary and match with their meanings into Lao.

- | | | |
|------------------------|-------|---------------------------|
| 1. F _ _ _ _ | (n) | a. ຄຶກ |
| 2. I _ _ r _ i _ n _ _ | (n) | b. ໝາກເຜັດ |
| 3. _ _ i _ i | (n) | c. ເຄື່ອງປຸງສໍາລັບແຕ່ງກິນ |
| 4. S _ _ _ a _ | (n) | d. ແປງນົວ |
| 5. _ _ _ r _ a _ | (n) | e. ອາຫານ |
| 6. S _ _ s _ _ i _ g | (n) | f. ເພັດທີ່ສຸດຫລືອອກຫຮ້ອນ |
| 7. D _ _ I _ _ o _ s | (n) | g. ເອົາລົງໃສ່ |
| 8. _ o _ l | (n) | h. ຝັກຫລືຊັບ |
| 9. _ p _ _ y | (adj) | i. ນໍ້າຕານ |
| 10. F _ _ h _ _ u _ e | (n) | j. ນໍ້າປາ |
| 11. _ o _ r | (v) | k. ລົດຊາດແຊບ |
| 12. _ p _ _ n _ e | (v) | l. ໄຫຍໃສ່ໃຫ້ທົ່ວ |
| 13. L _ _ o _ | (n) | o. ຊີ້ນ |
| 14. _ h _ _ | (n) | p. ຕົ້ມນໍ້າໃຫ້ຮ້ອນ |
| 15. _ e _ t | (n) | r. ໝາກໝາວ |

Key Answer (Activity 2)

Directions: Spell the vocabulary and match with their meanings into Lao.

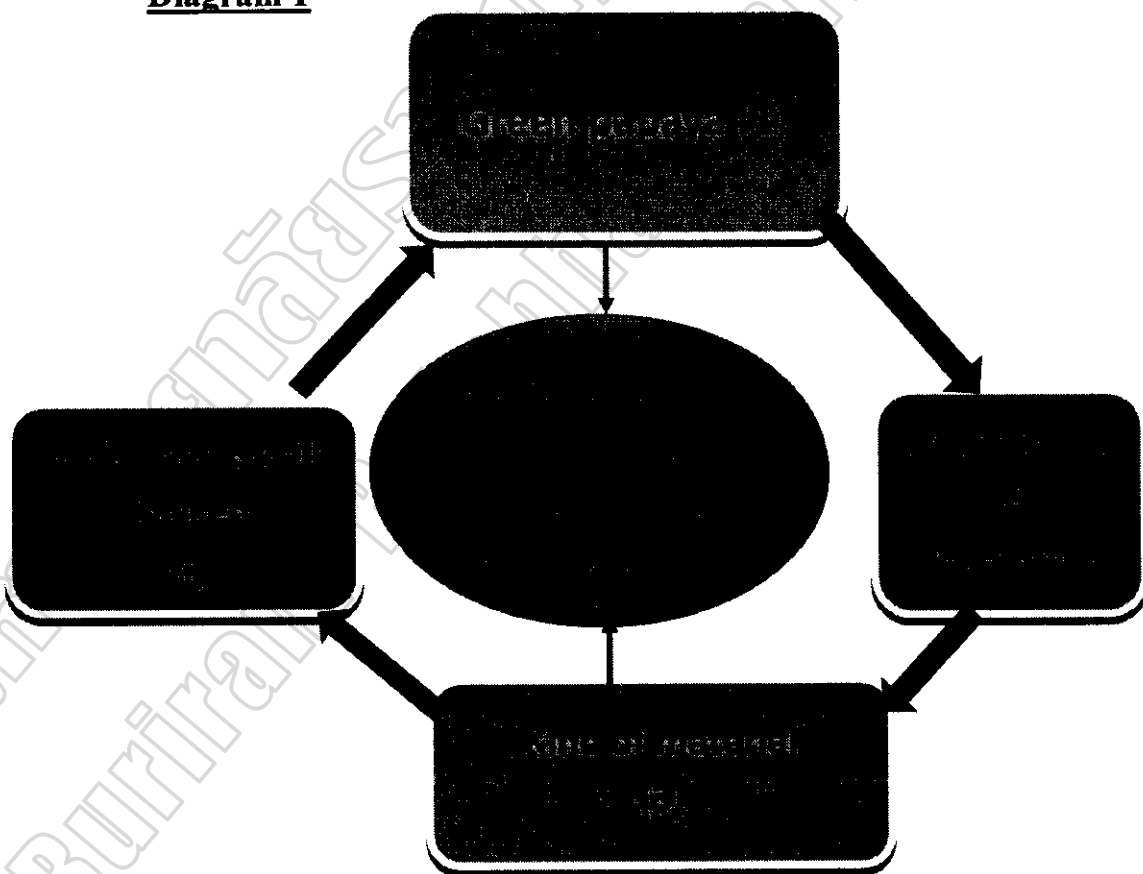
1. Food	(n)	a. ອາຫານ
2. Ingredients	(n)	b. ເຄື່ອງປຸງສໍາລັບແຕ່ງກິນ
3. Chili	(n)	c. ໝາກເຜັດ
4. Sugar	(n)	d. ນໍ້າຕານ
5. Mortar	(n)	e. ຄີກ
6. Seasoning	(n)	f. ແປງນິວ
7. Delicious	(n)	g. ລົດຊາດແຊບ
8. Boil	(n)	h. ຕົ້ມນໍ້າໃຫ້ຮ້ອນ
9. Spicy	(adj)	i. ເຜັດທີ່ສຸດຫລືອອກຫຮ້ອນ
10. Fish sauce	(n)	j. ນໍ້າປາ
11. Pour	(v)	k. ເອົາລົງໃສ່
12. Sprinkle	(v)	l. ໂຫຍໃສ່ໃຫ້ທົ່ວ
13. Lemon	(n)	o. ໝາກໝາວ
14. Chop	(n)	p. ຝັກຫລືຊັບ
15. Meat	(n)	r. ຊີ້ນ

Activity 3

Model of Mind Mapping Technique

Directions: Look at the mind mapping chart and practice to write about “Instruction making food”.

Diagram 1



Key Answer (Activity 3)

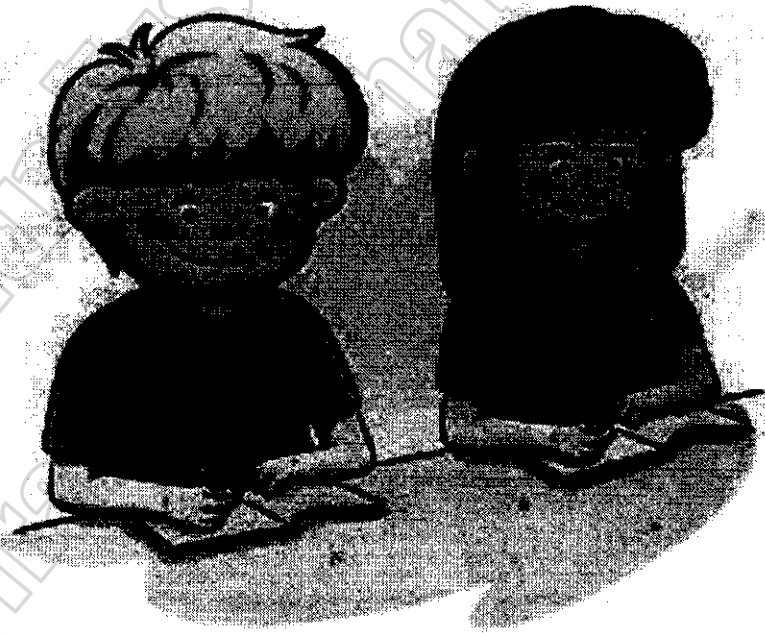
My Favorite Food: Tam Mark Hung/Papaya Salad

First of all, we choose a fresh green papaya and bring it to peel. Then take it to clean and wash with fresh water, and chop to be line about 3-4 centimeters or up to your favorites. Secondly, we prepare the ingredients such as 5-6 chilies (less if you don't like spicy), garlic 2-3 pieces, salt 2 spoons, seasoning $\frac{1}{2}$ coffee spoon, sugar $\frac{1}{2}$ coffee spoon, tomatoes 3-4 pieces, lemon (cut) 1-2 pieces, and one fish sauce $\frac{1}{3}$ coffee spoon. Thirdly, we will wash and clean the mortar and pestle, and make them dry. When we use a mortar with a wooden pestle, we pound the first chilies, salt, sugar, seasoning and garlic and to pound to bruise. After that follow with the green papaya, fish sauce, tomatoes and lemon. Stir well with a spoon and we pound a bit more until ingredients are mixed together. Finally, we taste this delicious papaya salad and put it on the dish to serve with sticky rice, grilled chicken and vegetables.

Activity 4

Directions: Choose one your own favorite food, then create mind mapping, and write a descriptive paragraph at least 100 words within 90 minutes.

1.



Lesson Plan 3

Course: English Writing II

Grade Level: 3 A

Theme: Descriptive Writing

Topic: Descriptive Animals

Date:

Time Allocation: 2 periods/6 hours

1. Core Concept

Describing “Animals” is necessary for students to communicate with friends in whole class. Students have to learn about vocabulary used to describe his or her favorite animal. After completion this lesson, students can apply the knowledge gained to their daily life to describe his or her favorite’s animals.

2. Terminal Objective

Students are able to write a descriptive paragraph of “Animals” by using mind mapping technique.

3. Enabling Objectives

Students are able to:

- 3.1 write and spell the words, and tell the meaning of vocabulary about “Animals” correctly.
- 3.2 pronounce the vocabulary of “Animals” correctly.
- 3.3 answer the questions about “Animals” clearly.
- 3.4 create the mind mapping technique about “Animals” correctly.
- 3.5 write a descriptive paragraph of “Animals”.

4. Enduring Understanding

4.1 Vocabulary of describing animals

4.2 Comprehend in the contents of describing animals by using mind mapping

5. Essential Questions

5.1 What kinds of pets do you like most?

5.2 Do you know what kinds of animals are dangerous?

5.3 Which kinds of animals are friendly with people?

5.4 Could you describe a cat?

5.5 How many types of animals that understand people speak are there?

6. Expected Characteristics

6.1 Students have disciplines.

6.2 Students are diligent.

6.3 Students pay attention in learning.

6.4 Students are punctual.

7. Contents

7.1 Vocabulary

No	Words	Part of speech	Meaning
01	Tiger	n	A tiger is a large fierce animal belonging to the cat family. Tigers are orange with black stripes.
02	Elephant	n	a heavy plant-eating mammal with a prehensile trunk, long curved ivory tusks, and large ears, largest living land animal.
03	Rabbit	n	A small animal with long ears and large front teeth that move by jumping, it is long back legs
04	Parrot	n	Is a bird can be kept some words that are able to copy what people say
05	Dog	n	a common animal with four legs, especially kept by people as a pet or to hunt or guard things:
06	Characteristics	n	a typical or noticeable quality of someone or something
07	Male	adj	refer to men or boys, or the sex and does

			not produce babies or eggs itself
08	Female	adj	refer to women, or the sex that can give birth to young or produce eggs
09	young	adj	having lived or existed for only a short time and not old
10	Know	v	a fact, a piece of information, or an answer, you have it correctly in your mind.
11	Food	N	things that people and animals eat, such as vegetables or meat
12	Intelligence	N	the ability to acquire and apply knowledge and skills.
13	Lovely	adj	Exquisitely beautiful.
14	Big	adj	considerable size, extent, or intensity
15	Tall	adj	great or more than average height
16	Small	adj	of a size that is less than normal or usual.
17	Heavy	adj	refer to great weight; difficult to lift or move
18	Colour	adj	pigmentation of the skin, especially as an indication of object of producing different sensations on the eyes

7.2 Function

7.2.1 Spell and pronounce the vocabulary related to describing animals

7.2.2 Discuss and present about describing animals

7.3 Structure

7.3.1 Present simple tense

7.3.2 Wh-question form

7.4 Communicative skill

7.4.1 Writing skills

8. Accepted Evidence

8.1 Activities

8.2 Spelling (Observation)

8.3 Doing the mind mapping technique about describing animals (performance task)

8.4 Asking and answering about describing animals

8.5 Pictures of describing animals

9. Learning Activities/Procedures

Period 1

9.1 Warm up

9.1.1 Teacher and students greet each other

9.1.2 Teacher asks students about their favorites animals.

9.1.3 Teacher shows the pictures of animals and asks some questions and students answer the questions: **(Activity 1)**

- 1) What are these pictures?
- 2) What can you see from the pictures?
- 3) Do you know where they live?
- 4) What kind of food do they like to eat?
- 5) Which types of animal can do hard work?
- 6) Which types of animal can speak to people?
- 7) Do you have any pets in your house?

9.1.4 Students guess what the lesson might be today, then the teacher tells them the topic of today lesson.

9.2 Presentation

(Pre-writing)

9.2.1 Teacher presents new vocabulary related to describing animals in the lesson by using flash cards/charts.

9.2.2 Students brainstorm the vocabulary about animals.

9.2.3 Teacher presents new vocabulary and lets students spell and give the meaning in Lao. Then students repeat after the teacher 2-3 times. **(Activity 2)**

9.2.4 Students pronounce and write down new vocabulary in their notebooks.

9.2.5 Teacher shows the diagram of “Describing Animals” and then explains how to create mind mapping. **(Activity 3)**

Period 2

9.3 Practice

(While-writing)

9.3.1 Students work in group of 4 to create and design mind mapping of another “Describing Animals” together.

9.3.2 Students write a descriptive paragraph of “Describing Animals” at least 100 words.

9.3.4 Each group presents their mind mapping and a descriptive paragraph in front of the class.

9.4 Production

(Post-writing)

9.4.1 Each student chooses his or her own favorite food, then creates mind mapping.

9.4.2 Each student writes a descriptive paragraph on his or her own favorite food by at least 50 words (Activity 4).

9.5 Wrap up

9.5.1 Teacher and students conclude the topic “Describing Animal” discuss any common problems or mistakes writing and mind mapping technique

10. Materials/Teaching Aids

10.1 Pictures of describing animal

10.2 Mind mapping chart

10.3 Work sheets on the passages of describing animal

11. Evaluation

11.1 How to evaluate:

- Correct the students answer to the question/tests
- Observe the students activities/ Writing performances
- Check students' exercises

11.2 Instruments of evaluation

- Writing rubric
- Answer key

12. Teacher's Comments

12.1 Knowledge/ Concept:

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12.2 Process/ Enduring understanding:

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12.3 Product/ Achievement:

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12.4 Attitude/ Quality:

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12.5 Problems:

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12.6 Suggestions

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(Signature).....

(Mr.Souliyaphone Phorthilath)

Teacher

13. Supervisor's Comments

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Supervisor

14. Department Head's Comments

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Department Head

15. Vice's Director Comments

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Vice Director

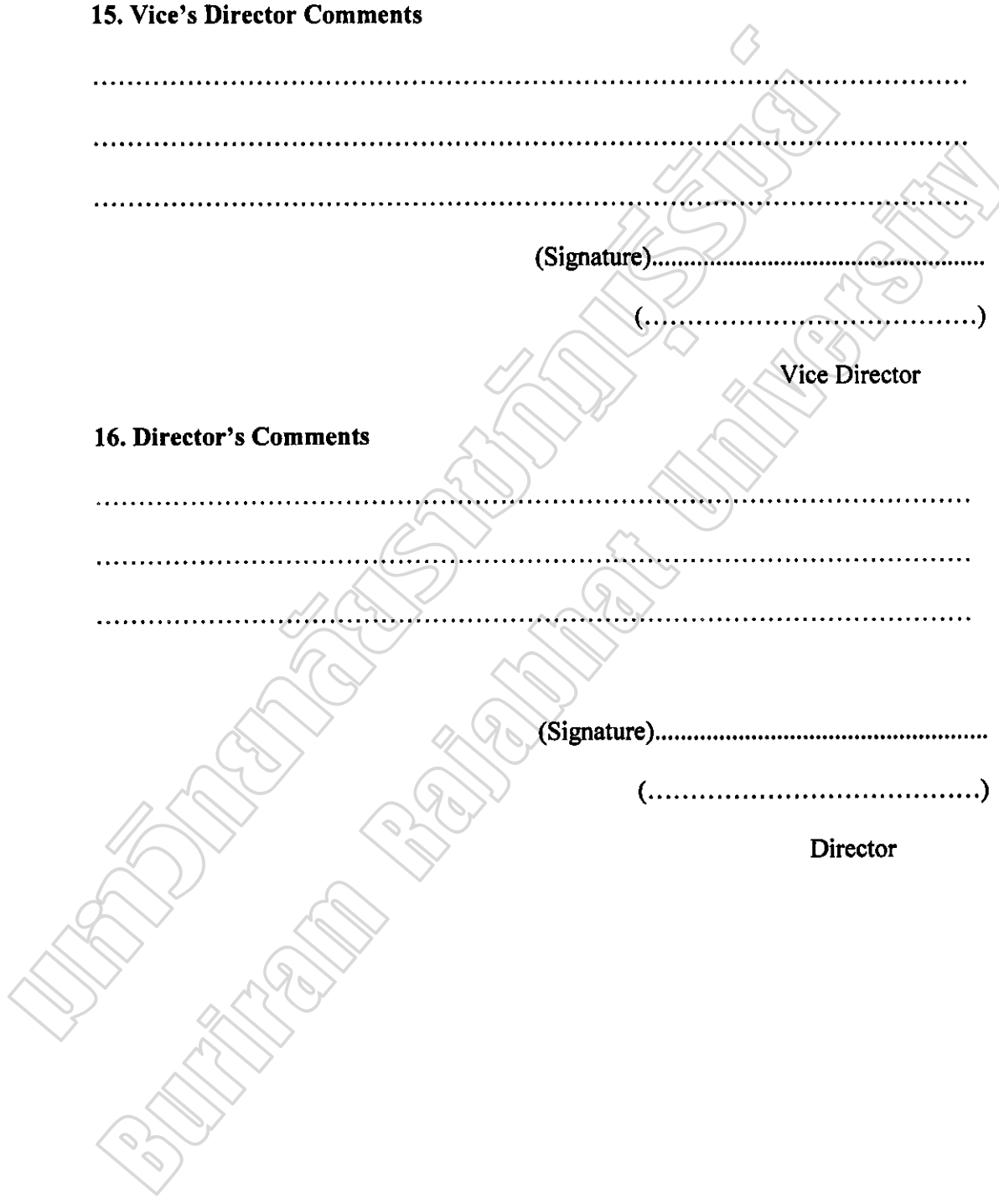
16. Director's Comments

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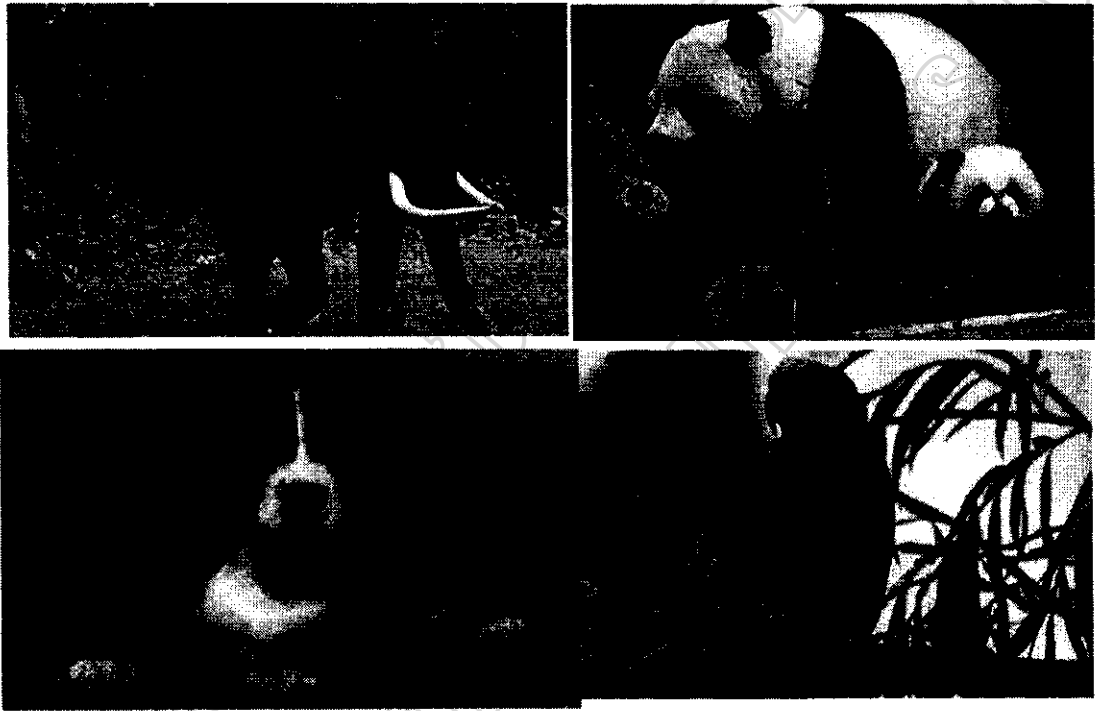
Director



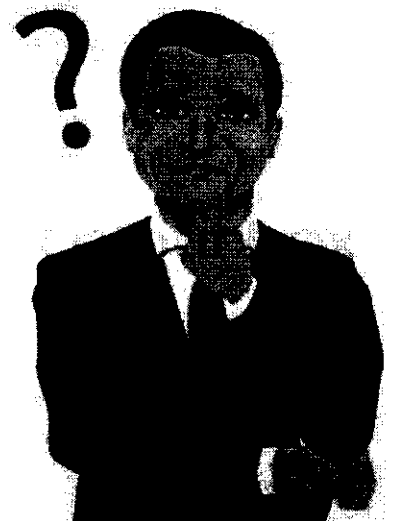
Activity 1

Answer the Questions

Whole class Look at the pictures and discuss the following questions.



- 1) What are these?
- 2) What can you see from the pictures?
- 3) Do you know where they live?
- 4) What types of animals do you like?
- 5) Which types of animal can do hard work?
- 6) Which types of animal can speak to people?
- 7) Do you have any pets in your house?



Key Answer (Activity 1)

Answer the Questions

Look at the pictures and answer the following questions.

1. They are pictures of animals/
2. Panda, dog, Parrot.....
3. These are some animals living with people/ in forestry/.....
4. Panda, dogs.....
5. Parrots.....
6. Buffalo, Elephant,
7. Yes, I have pets/ No, I do not have.....



Activity 2

Directions: Spell the vocabulary and match with their meanings into Lao.

- | | | |
|---|-------|---------------------|
| 1. T _ _ _ _ _ | (n) | a. ຕົວຊ້າງ |
| 2. E _ _ _ p _ _ a _ _ t | (n) | b. ໝາ |
| 3. R _ _ b _ _ i _ _ | (n) | c. ເສືອ |
| 4. D _ _ _ _ | (n) | d. ກະຕ່າຍ |
| 5. P _ _ r _ _ o _ _ | (n) | e. ເພດແມ່ |
| 6. M _ _ l _ _ | (n) | f. ນົກແກ້ວ |
| 7. F _ _ m _ _ l _ _ | (n) | g. ຍັງໝູ່ມນ້ອຍ |
| 8. Y _ _ u _ _ g | (n) | h. ເພດຊາຍ |
| 9. K _ _ o _ _ | (adj) | i. ນ້ຳຕານ |
| 10. F _ _ _ _ d | (n) | j. ຮັບຮູ້ຫລືເຂົ້າໃຈ |
| 11. I _ _ t _ _ ll _ _ g _ _ n _ _ c _ _ | (v) | k. ອາຫານ |
| 12. L _ _ v _ _ l _ _ | (v) | l. ຕົວໃຫຍ່ |
| 13. B _ _ _ _ _ | (n) | m. ມີຄວາມຄິດສະຫລາດ |
| 14. H _ _ v _ _ y | (n) | n. ໜ້າຮັກ |
| 15. C _ _ a _ _ a _ _ t _ _ r _ _ s _ _ i _ _ | (n) | o. ສູງ |
| 16. T _ _ _ _ l | (adj) | p. ບຸກຄະລິກຂະໜາບ |
| 17. C _ _ l _ _ u _ _ | (n) | q. ຕົວໃຫຍ່ |
| 18. S _ _ a _ _ l | (adj) | r. ຫລາກຫລາຍສີ |

Key Answer (Activity 2)

Directions: Spell the vocabulary and match with their meanings into Lao.

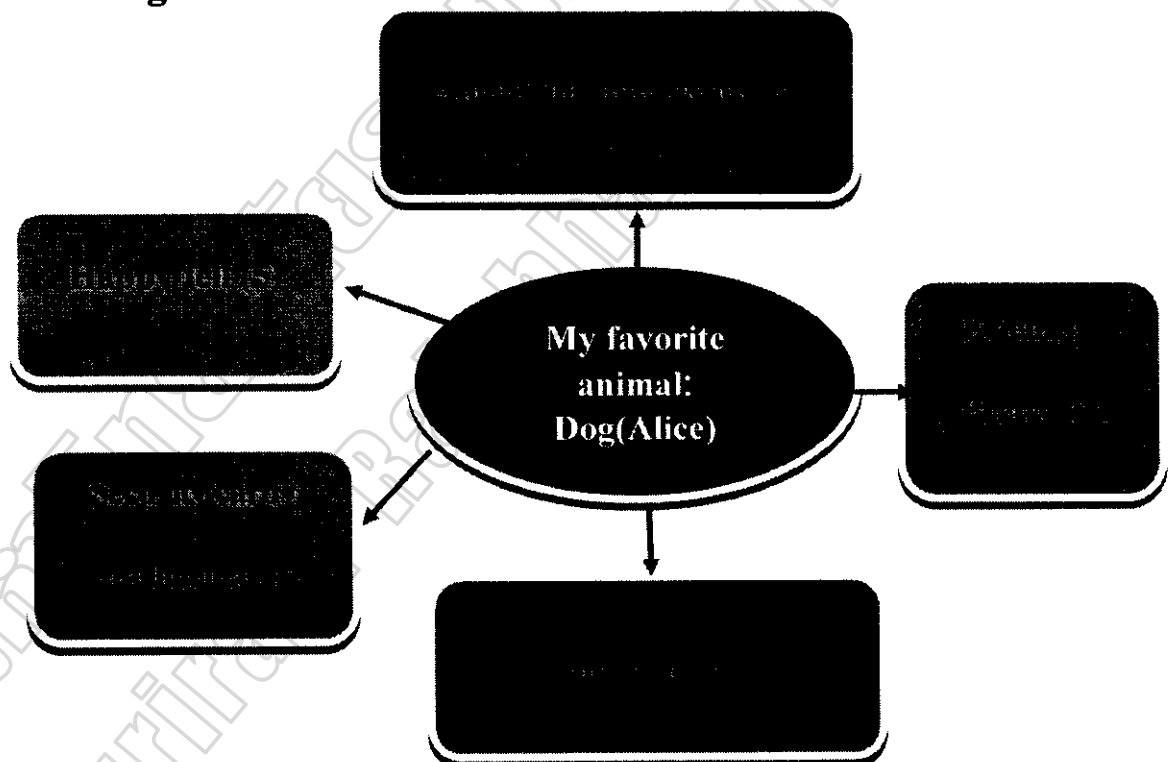
1. Tiger	(n)	a.	ເສືອ
2. Elephant	(n)	b.	ຊ້າງ
3. Rabbit	(n)	c.	ກະຕ່າຍ
4. Dog	(n)	d.	ໝາ
5. Parrot	(n)	e.	ນົກແກ້ວ
6. Male	(n)	f.	ເພດຕົວຜູ້
7. Female	(n)	g.	ເພດຕົວແມ່
8. Young	(n)	h.	ຍັງໜຸ່ມນ້ອຍ
9. Know	(adj)	i.	ຮູ້ບຸ້ນແລະເຂົ້າໃຈ
10. Food	(n)	j.	ອາຫານ
11. Intelligence	(v)	k.	ມີຄວາມສະຫລາດ
12. Lovely	(v)	l.	ໜ້າຮັກ
13. Big	(n)	m.	ຕົວໃຫຍ່
14. Havey	(n)	n.	ນ້ຳໜັກຫລາຍ
15. Characteristic	(n)	o.	ບຸກຄະລິກຂະພາບ
16. Tall	(adj)	p.	ສູງຫຼາຍ
17. Colour	(n)	q.	ມີສີ
18. Small	(adj)	r.	ໂຕນ້ອຍ

Activity 3

Model of Mind Mapping Technique

Directions: Look at the mind mapping chart and practice to writing about “Describing Animals”

Diagram 2



Key Answer (Activity 3)

My Favorite Animal: Dog (Alice)

I have a pet dog. I name it, Alice. Every time when I come back from school, it will run out quickly to welcome me. It will jump onto my arm and lick my cheek. Alice is my best friend. It is very lovely and it always licks my cheek. Alice is a care of body every time. So, Alice is special nice small eyes, white colored shepherd dog. When I am free, I will play with Alice.

Besides, Alice is just like my family safety guard. It will always help us to take care of our house. Alice barks at the thief. It helps us to chase away the thief on that night, all of us are asleep. All of us are as happy as a lark because nothing had been stolen by the thief. I am very happy to have a pet dog like Alice. I believe that caring for animals is important. So, I promise that I will take good care of Alice forever.

Activity 4

Directions: Choose one your own favorite animal, then create mind mapping, and write a descriptive paragraph at least 100 words within 90 minutes.

1.....



Lesson Plan 4

Course: English Writing II

Grade Level: 3 A

Theme: Narrative Writing

Topic: Writing A Journal

Date:

Time Allocation: 2 periods/6 hours

1. Core Concept

Writing a journal or routine is necessary for students who want to keep their memory in each day. Students have to learn about vocabulary used in their daily routine. After completion this lesson, students give and write their information that they did each day.

2. Terminal Objective

Students are able to write a narrative paragraph of “Journal or daily routine” by using mind mapping technique.

3. Enabling Objectives

Students are able to:

- 3.1 write and spell the words, and tell the meaning of vocabulary about “Writing a journal” correctly.
- 3.2 pronounce the vocabulary of “Writing a journal” correctly.
- 3.3 answer the questions about “Writing a journal” clearly.
- 3.4 create the mind mapping technique about “Writing a journal” correctly.
- 3.5 write a narrative paragraph of “Writing a journal”.

4. Enduring Understanding

4.1 Vocabulary of writing a journal

4.2 Comprehend the contents of writing a journal by using mind mapping

5. Essential Questions

5.1 Where do you study every day?

5.2 Could you tell me your daily routine/journal?

5.3 How do you improve your English language?

5.4 What else do you have to prepare before writing a journal?

5.5 Have you ever written writing a journal?

5.6 What can you see from the pictures?

6. Expected Characteristics

6.1 Students have disciplines.

6.2 Students are diligent.

6.3 Students pay attention in learning.

6.4 Students are punctual.

7. Contents

7.1 Vocabulary

No	Words	Part of speech	Meaning
01	Interested	adj	showing curiosity or concern about something or someone; having a feeling of interest.
02	Enjoy	v	to get pleasure from something
03	Conversation	n	talk between two or more people in which thoughts, feelings, and ideas are expressed, questions are asked and answer news and information is exchanged
04	Boring	adj	not interesting; tedious
05	Together	adv	with or in proximity to another person or people
06	Speak	v	say something in order to convey information, an opinion, or a feeling
07	Tired	adj	to need of sleep or rest, weary
08	Remember	v	be able to bring back a piece of information into your mind, or to keep a piece of information in your memory
09	Information	n	facts provided or learned about something

			or someone
10	Experience	n	practical contact with and observation of facts or events
11	Fresh	adj	new and therefore interesting or exciting different
12	Friend	n	a person who you know well and who you like a lot, but who is usually not a member of your family
13	Review	n	to think or talk about something again, in order to make changes to it or to make a decision about it something with the possibility instituting change if necessary.
14	Important	adj	is very significant, is highly valued, or is necessary
15	Happy	adj	feeling, showing, or causing pleasure or satisfaction
16	Suddenly	adv	quickly and unexpectedly.
17	Because	conj	for the reason that; since.
18	Excited	adj	feeling very happy and enthusiastic

7.2 Function

7.2.1 Spell the vocabulary related to writing a journal

7.2.1 Discuss and present about writing a journal

7.3 Structure

7.3.1 Past simple tense

7.3.2 Wh-question form

7.4 Communicative skill

7.4.1 Writing skills

8. Accepted Evidence

8.1 Activities

8.2 Spelling (Observation)

8.3 Doing the mind mapping technique about writing a journal

(performance task)

8.4 Asking and answering about writing a journal

8.5 Passages/ texts of writing a journal

9. Learning Activities/Procedures

Period 1

9.1 Warm up

9.1.1 Teacher and students greet each other.

9.1.2 Teacher asks students about their daily routines.

9.1.3 Teacher shows the pictures/passages and explains the daily

routine or journal and asks some questions and students answer the questions:

(Activity1)

9.1.4 Students guess what the lesson might be today, and then teacher tells them the topic of today lesson.

9.2 Presentation

(Pre-writing)

9.2.1 Teacher presents new vocabulary related to writing a journal in the lesson by using flash cards/charts/Power Point.

9.2.2 Students brainstorm about vocabulary and think about topic.

9.2.3 Teacher presents new vocabulary and lets students' spell and give the meanings in Lao. Then students repeat after the teacher 2-3 times. **(Activity 2)**

9.2.4 Students pronounce and write down new vocabulary in their notebooks.

9.2.5 Teacher shows the diagram of "Writing a journal" and then explains how to create mind mapping. **(Activity 3)**

Period 2

9.3 Practice

(While-writing)

9.3.1 Students work in group of 4 to create and design mind mapping of another "Writing a journal" together.

9.3.2 Students write a narrative paragraph of "Writing a journal" at least 50 words.

9.3.4 Each group presents their mind mapping and a narrative paragraph in front of the class.

9.4 Production

(Post-writing)

9.4.1 Each student chooses his or her own daily routine, then creates mind mapping.

9.4.2 Each student writes a narrative paragraph on his or her own daily routine by using mind mapping at least 50 words(Activity 4).

9.5 Wrap up

9.5.1 Teacher and students conclude the topic “Writing A Journal” together.

10. Materials/Teaching Aids

10.1 Pictures / passages of writing a journal

10.2 Mind mapping chart

10.3 Work sheets on the passages of writing a journal

11. Evaluation

11.1 How to evaluate:

- Question and tests
- Observe the students activities/ Writing performances
- Check students’ exercises

11.2 Instruments of evaluation

- Writing rubric
- Answer key

12. Teacher's Comments

12.1 Knowledge/ Concept:

.....
.....

12.2 Process/ Enduring understanding:

.....
.....

12.3 Product/ Achievement:

.....
.....

12.4 Attitude/ Quality:

.....
.....

12.5 Problems:

.....
.....

12.6 Suggestions

.....
.....

(Signature).....

(Mr.Souliyaphone Phorthilath)

Teacher

13. Supervisor's Comments

.....
.....

(Signature).....

(.....)

Supervisor

14. Department Head's Comments

.....
.....

(Signature).....

(.....)

Department Head

15. Vice's Director Comments

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(Signature).....

(.....)

Vice Director

16. Director's Comments

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(Signature).....

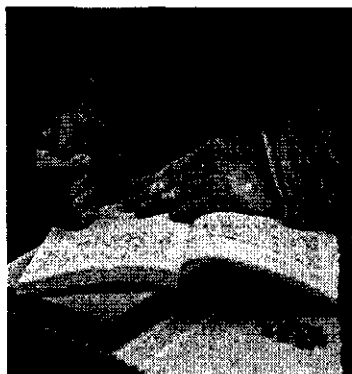
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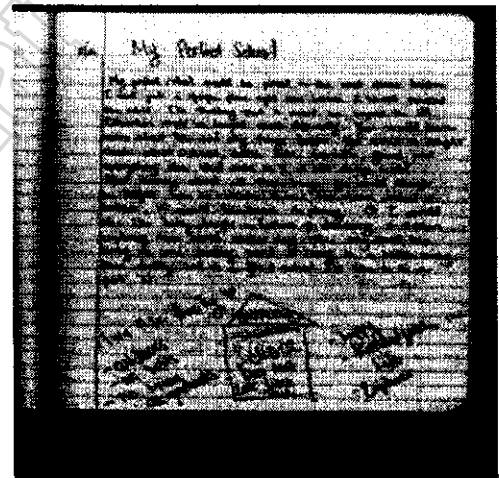
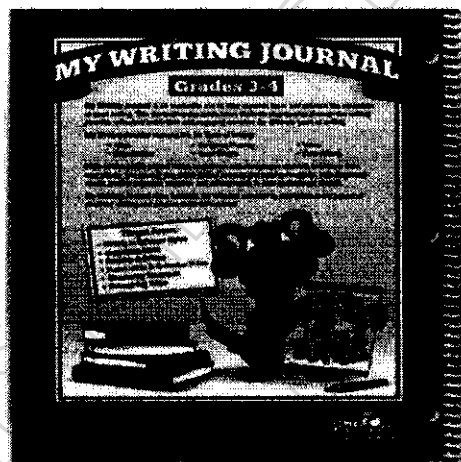
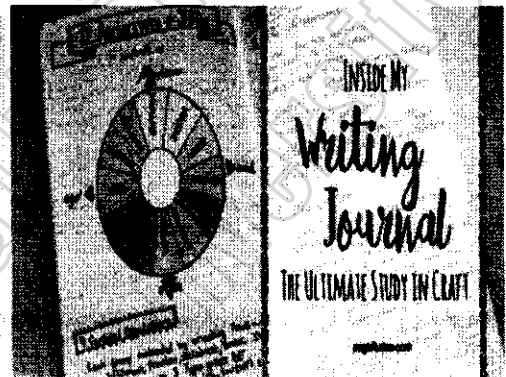
Activity 1

Answer the Questions

Look at the pictures and discuss the following questions.



**33 Ideas of
WHAT TO
WRITE
in a
DAILY
JOURNAL**



- 1) Where do you study every day?
- 2) Could you tell me your daily routine/journal?
- 3) How do you improve your English language?
- 4) What else do you prepare before writing a journal?
- 5) Have you ever written a journal?
- 6) What can you see from the pictures?

KEY ANSWER (ACTIVITY 1)

Answer the Questions

Look at the pictures and answer the following questions.

1. I am studying at STTC everyday/.....
2. Yes, I can talk to you/ No, I cannot.....
3. Firstly, you always read English, and practice writing a lot.....
4. Review your activities and plan the outline, then prepare vocabulary.....
5. Yes, I have /No, I haven't.....
4. They are books/ writing a journal/four books.....



Activity 2

Directions: Spell the vocabulary and match with their meanings into Lao.

- | | | |
|-------------------------------|--------|-----------------|
| 1. I _ t _ r _ s _ e _ | (adj) | a. ມ່ວນຊືນ |
| 2. E _ j _ _ y | (v) | b. ສິນທະນາກັນ |
| 3. C _ n _ e _ s _ t _ o _ | (n) | c. ໜ້າສິນໃຈ |
| 4. B _ _ r _ _ n _ | (adj) | d. ເວົ້າ |
| 5. S _ _ e _ _ k | (v) | e. ເບື້ອໜ່າຍ |
| 6. T _ _ r _ _ d | (adj) | f. ມີປະສົມການ |
| 7. E _ p _ r _ _ n _ c _ | (n) | g. ເມື່ອຍ |
| 8. F _ _ e _ _ h | (adj) | h. ທວນຄົນ |
| 9. R _ v _ _ e _ _ | (n) | i. ສິດງຸບລິໃໝ່ |
| 10. I _ p _ r _ a _ t | (adj) | j. ມີຄວາມສຸກ |
| 11. H _ _ p _ _ y | (adj) | k. ຄວາມສໍາຄັນ |
| 12. S _ _ d _ e _ l _ | (adj) | l. ເພາະວ່າ |
| 13. B _ _ c _ a _ s _ | (conj) | m. ທັນທີທັນໃດ |
| 14. E _ _ c _ t _ d | (n) | n. ຮ່ວມກັນ |
| 15. T _ _ g _ t _ e _ | (adv) | o. ຂໍ້ມູນ |
| 16. I _ _ f _ r _ m _ t _ o _ | (n) | p. ໜ້າຕື່ນເຕັ້ນ |
| 17. R _ m _ m _ e _ | (n) | q. ໝູ່ເພື່ອນ |
| 18. F _ i _ n _ _ | (n) | r. ສີ່ຈໍາດີ |

Key Answer (Activity 2)

Directions: Spell the vocabulary and match with their meanings into Lao.

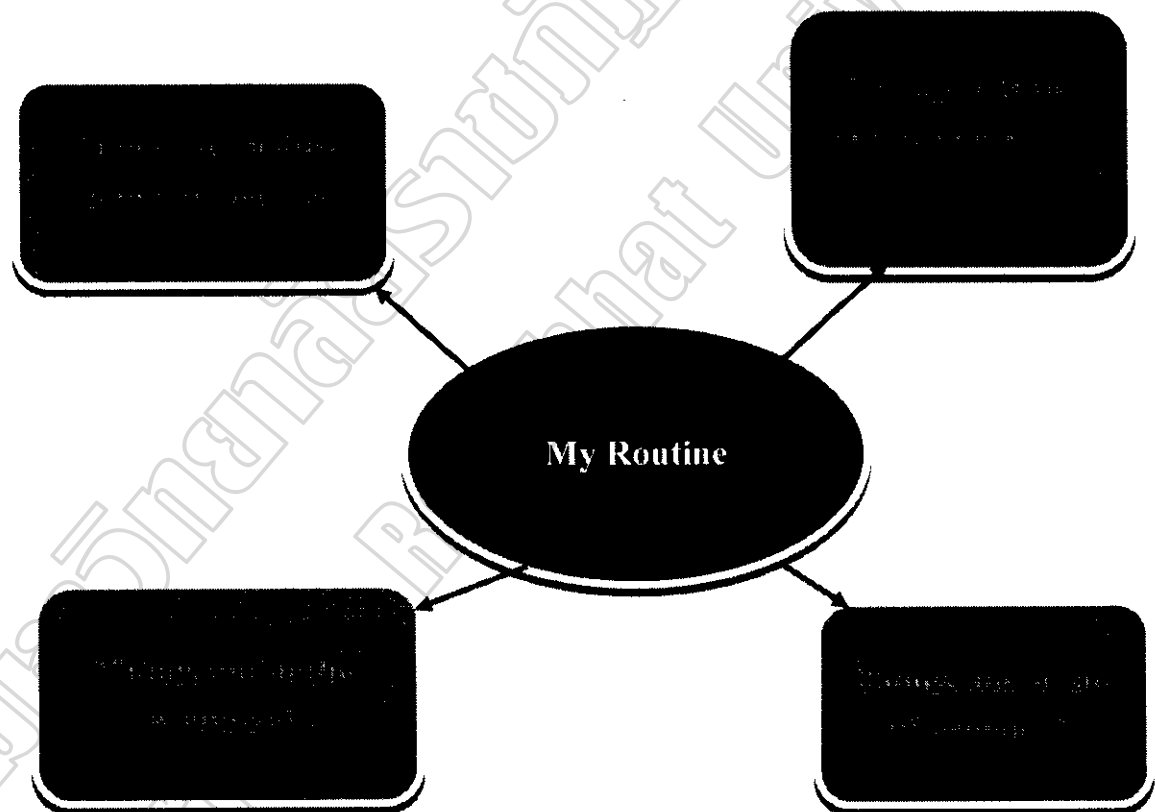
1. Interested	(adj)	a. ຫນ້າສົນໃຈ
2. Enjoy	(v)	b. ມ່ວນຊືນ
3. Conervation	(n)	c. ສິນທະນາກັນ
4. Boring	(adj)	d. ຫນ້າເປື້ອ
5. Together	(adv)	e. ຮ່ວມກັນ
6. Speak	(v)	f. ເວົ້າ
7. Tied	(adj)	g. ເມື່ອຍ
8. Remember	(v)	h. ສື່ຈໍ່າ
9. Information	(n)	i. ຂໍ້ມູນ
10. Experience	(n)	j. ປະສົບການ
11. Fresh	(adj)	k. ສົດຫລືໃໝ່
12. Friend	(n)	l. ຫູ່ເພື່ອນ
13. Review	(n)	m. ທວນຄືນ
14. Important	(adj)	n. ຄວາມສໍາຄັນ
15. Happy	(adj)	o. ມີຄວາມສຸກ
16. Suddenly	(adj)	p. ທັນທີທັນໃດ
17. Because	(conj)	q. ເພາະວ່າ
18. Excited	(adj)	r. ຫນ້າຕື່ນເຕັ້ນ

Activity 3

Model of Mind Mapping Technique

Directions: Look at the mind mapping chart and practice to write about a journal/ daily routine.

Diagram 3



Key Answer (Activity 3)

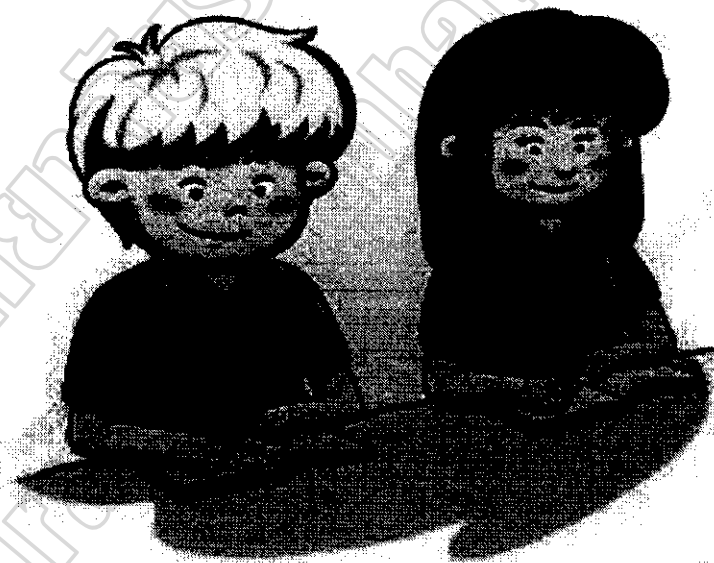
My Journal/ Routine

Today I met a new friend. He was a Thai monk who was a new student in my university. He studied for beginner Chinese class, I had a conversation with him nearly 30 minutes, then the lunch time was coming, I offered him with the rice box. We were eaten together on lawn. Many students looked at us, we spent one hour for lunch, and then we changed experience to each other until quite at 02:00 p.m. He wanted to attend the class, but I did not have a class, so I came back to my place again. I wrote my diary before I went to bed around 10.00 p.m.

Activity 4

Directions: Choose one your own daily routine, then create mind mapping, and write a narrative paragraph at least 100 words within 90 minutes.

1.....



Lesson Plan 5

Course: English Writing II

Grade Level: 3 A

Theme: Narrative Writing

Topic: Telling A Story

Date:

Time Allocation: 2 periods/6 hours

1. Core Concept

Giving information appropriately in fact and understand background of story is necessary for students who want to tell the story to other people. Students have to learn about vocabulary used to narrate the story. After completion this lesson, students can apply the knowledge gained to their daily life to tell their favorite story.

2. Terminal Objective

Students are able to write a narrative paragraph of “Telling a story” by using mind mapping technique.

3. Enabling Objectives

Students are able to:

- 3.1 write and spell the words, and tell the meaning of vocabulary about “Telling a story” correctly.
- 3.2 pronounce the vocabulary of “Telling a story” correctly.
- 3.3 answer the questions about “Telling a story” clearly.
- 3.4 create the mind mapping technique about “Telling a story” correctly.

3.5 write a narrative paragraph of “Telling a story”.

4. Enduring Understanding

4.1 Vocabulary of “Telling a story”.

4.2 Past simple tense

4.3 Comprehend in the contents of “Telling a story” by using mind mapping

5. Essential Questions

5.1 Has the woman been in the room before?

5.2 Is the woman surprised to find someone in the wardrobe?

5.3 Who does help the woman move wardrobe?

5.4 What do you think relationship is between the men and woman?

5.5 What do you think happen before this episode?

5.6 What do you think will happen the next?

6. Expected Characteristics

6.1 Students have disciplines.

6.2 Students are diligent.

6.3 Students pay attention in learning.

6.4 Students are punctual.

7. Contents

7.1 Vocabulary

No	Words	Part of speech	Meaning
01	Surprise	adj	feeling or showing surprise because something has happened that you did not expect
02	Handle	n	the part by which a thing is held, carried, or controlled.
03	Wardrobe	n	large, tall cabinet in which clothes may be hung or stored
04	Airless	adj	a place where it is difficult to breathe or the air is not fresh
05	Silently	adv	without making any sound
06	Scraping	n	the action or sound of something scraping or being scraped.
07	Floor	n	all the rooms or areas on the same level of a building one may walk
08	Possible	adj	able to be done; within the power or capacity of someone or something.
9	Empty	adj	containing nothing, not filled or occupied.

10	Whispered	v	Speak very softly using one's breath without one's vocal cords,
11	Peer	v	look keenly or with difficulty at someone or something
12	Bare	adj	not clothed or covered. without addition, basic and simple
13	Characters	n	to a person, place, or thing and serving to identify it
14	Happy	adj	feeling, showing, or causing pleasure or satisfaction
15	Paragraph	n	a short part of a text, consisting of at least one sentence and beginning on a new line
16	Place	n	an area, town, building, etc.
17	Event	n	a thing that happens, especially one of importance

7.2 Function

7.2.1 Spell and pronounce the vocabulary related to "Telling a story".

7.2.2 Discuss and present about "Telling a story".

7.3 Structure

7.3.1 Past simple tense

7.3.2 Wh-question form

7.4 Communicative skill

7.4.1 Writing skills

8. Accepted Evidence

8.1 Activities

8.2 Spelling (Observation)

8.3 Doing the mind mapping technique about “Telling a story”
(performance task)

8.4 Asking and answering about “Telling a story”

8.5 Passages/ texts of “Telling a story”

9. Learning Activities/Procedures

Period 1

9.1 Warm up

9.1.1 Teacher and students greet each other.

9.1.2 Teacher asks students about telling a story.

9.1.3 Teacher shows the pictures/passages and explains how to tell the story and asks some questions and students answer the questions: (Activity 1)

9.1.4 Students guess what the lesson might be today, and then teacher tells them the topic of today lesson.

9.2 Presentation

9.2.1 Teacher presents new vocabulary related to “Telling a story” in the lesson by using flash cards/charts/Power Point.

9.2.2 Students brainstorm about vocabulary and think about topic.

9.2.3 Teacher presents new vocabulary and lets students spell and give the meanings in Lao. Then students repeat after the teacher 2-3 times. **(Activity 2)**

9.2.4 Students pronounce and write down new vocabulary in their notebooks

9.2.5 Teacher shows the diagram of “Telling a story” and then explains how to create mind mapping. **(Activity 3)**

Period 2

9.3 Practice

(While-writing)

9.3.1 Students work in group of 4 to create and design mind mapping of another “Telling a story” together.

9.3.2 Students write a narrative paragraph of “Telling a story” at least 100 words.

9.3.4 Each group presents their mind mapping and a narrative paragraph in front of the class.

9.4 Production

(Post-writing)

9.4.1 Each student chooses his or her own favorite story, then creates mind mapping.

9.4.2 Each student writes a narrative paragraph on his or her own favorite story by using mind mapping at least 100 words (**Activity 4**).

9.5 Wrap up

9.5.1 Teacher and students conclude the topic “Telling a story” together.

10. Materials/Teaching Aids

10.1 Pictures / passages of “Telling a story”

10.2 Mind mapping chart

10.3 Work sheets on the passages of “Telling a story”

11. Evaluation

11.1 How to evaluate:

- Question and tests
- Observe the students activities/ Writing performances
- Check students’ exercises

11.2 Instruments of evaluation

- Writing rubric
- Answer key

12. Teacher's Comments

12.1 Knowledge/ Concept:

.....
.....

12.2 Process/ Enduring understanding:

.....
.....

12.3 Product/ Achievement:

.....
.....

12.4 Attitude/ Quality:

.....
.....

12.5 Problems:

.....
.....

12.6 Suggestions

.....
.....

(Signature).....

(Mr. Souliyaphone Phorthilath)

Teacher

13. Supervisor's Comments

.....
.....

(Signature).....

(.....)

Supervisor

14. Department Head's Comments

.....
.....

(Signature).....

(.....)

Department Head

15. Vice's Director Comments

.....
.....

(Signature).....

(.....)

Vice Director

16. Director's Comments

.....
.....

(Signature).....

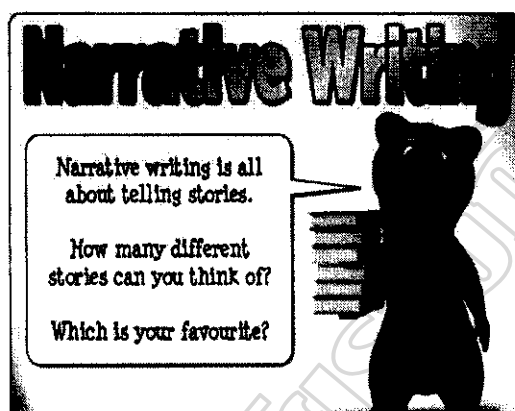
(.....)

Director

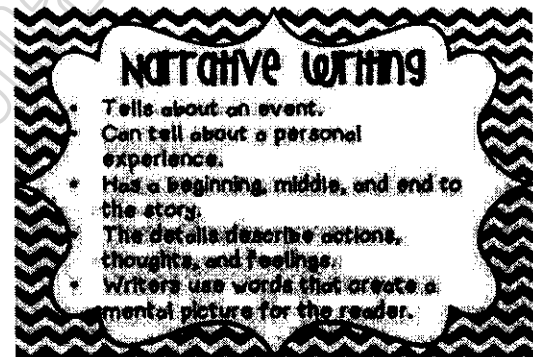
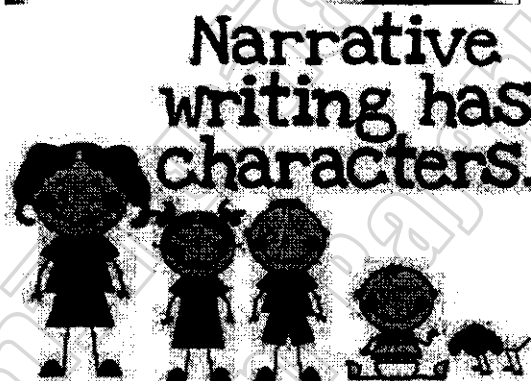
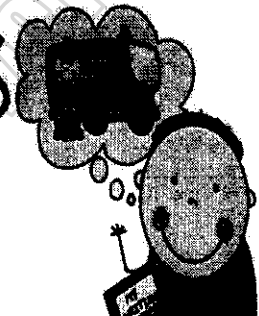
Activity 1

Answer the Questions

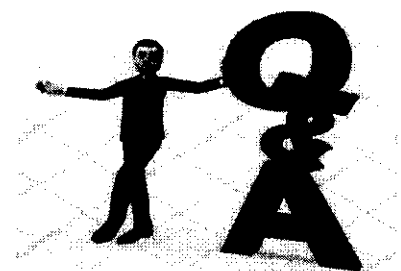
Whole class: Look at the pictures and discuss the following questions.



Narrative Writing tells a story.



- 1) Has the woman been in the room before?
- 2) Is the woman surprised to find someone in the wardrobe?
- 3) Who helps the woman move wardrobe?
- 4) What do you think the relationship is between men and woman?
- 5) What happens before this episode?
- 6) What will happen next?



Key Answer (Activity 1)

Answer the Questions

Look at the pictures and answer the following questions.

1. No, she hasn't come before.
2. Yes, she is very surprise and peered bare.
3. No one helps her but she is trying to move slowly.
4. I think the women feel angry but the men are happy.
5. I think someone comes in and tries to rob.
6. I think two people fall in love and understand the story.



Activity 2

Directions: Spell the vocabulary and match with their meanings into Lao.

- | | | | |
|-----------------------------|-------|----|----------------|
| 1. S _ r _ r _ s _ e | (adj) | a. | ຫ່ວງຈັບປະຕູ |
| 2. H _ n _ l _ | (n) | b. | ຕຸ້ເສືອຜ້າ |
| 3. W _ r _ r _ b _ | (n) | c. | ແປກປຫລາດໃຈ |
| 4. A _ r _ e _ s | (adj) | d. | ມີສຽງຊຸດ |
| 5. S _ r _ p _ n _ | (n) | e. | ມີລິມໜ່ອຍ |
| 6. S _ _ l _ n _ l _ | (adv) | f. | ຊັ້ນເຮືອນ |
| 7. F _ o _ r | (n) | g. | ຫງຽບ |
| 8. P _ s _ i _ b _ e | (adj) | h. | ທີ່ຫວ່າງເປົ່າ |
| 9. E _ p _ y | (adj) | i. | ເປັນໄປໄດ້ |
| 10. W _ i _ s _ _ _ p _ r _ | (v) | j. | ມີຄວາມສຸກ |
| 11. H _ p _ y | (adj) | k. | ກະຊົບໃສຫູ |
| 12. P _ e _ r | (v) | l. | ໂດດດ່ຽວ |
| 13. B _ r _ | (adj) | m. | ແໜ່ມເບິ່ງ |
| 14. C _ a _ r _ c _ e _ | (n) | n. | ກຸ່ມຄຳໃນປະໂຫຍກ |
| 15. P _ r _ g _ a _ p _ | (n) | o. | ຕົວລະຄອນ |
| 16. P _ a _ c _ | (n) | p. | ເຫດການ |
| 17. E _ e _ n _ | (n) | q. | ສະຖານທີ່ |

Key Answer (Activity 2)

Directions: Spell the vocabulary and match with their meanings into Lao.

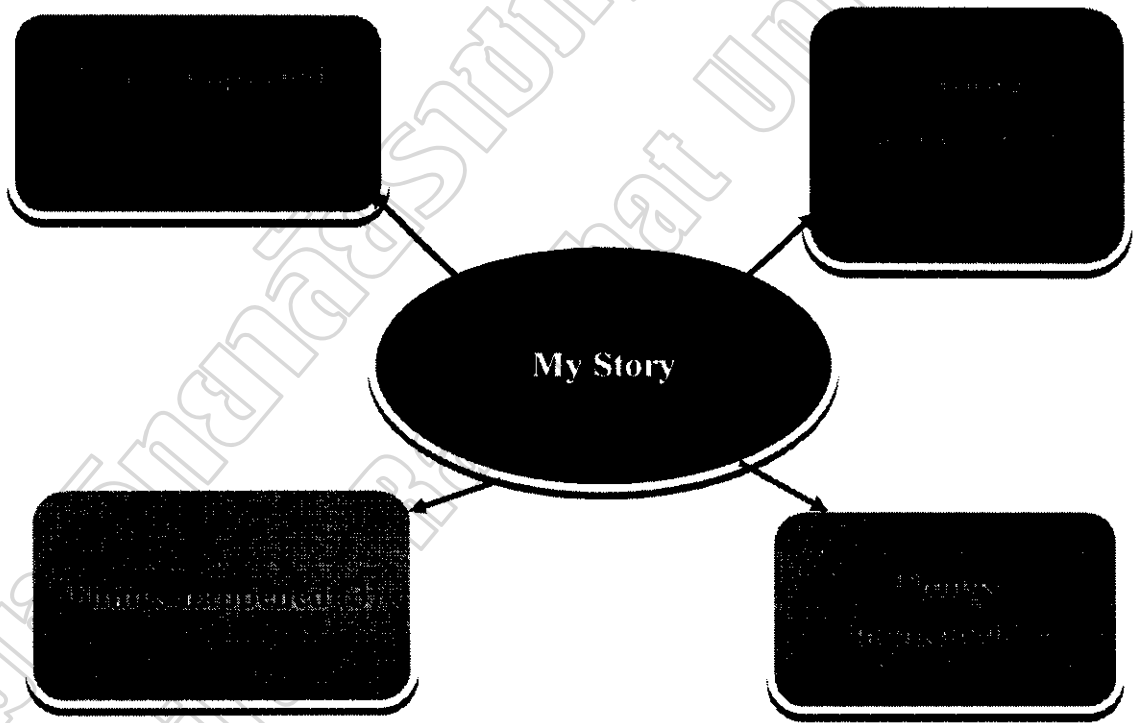
1. Surprise	(adj)	a.	ແປກປຫລາດໃຈ
2. Handle	(n)	b.	ຫ່ວງຈັບປະຕູ
3. Wardrobe	(n)	c.	ຕູ້ເສືອຜ້າ
4. Airless	(adj)	d.	ມີລົມໜ້ອຍ
5. Scraping	(n)	e.	ມີສຽງຂຸດ
6. Silently	(adv)	f.	ຫງຽບ
7. Floor	(n)	g.	ຊັ້ນເຮືອນ
8. Possible	(adj)	h.	ເປັນໄປໄດ້
9. Empty	(adj)	i.	ທີ່ຫວ່າງເປົ່າ
10. Whispere	(v)	j.	ກະຊິບໃສຫູ
11. Happy	(adj)	k.	ມີຄວາມສຸກ
12. Peer	(v)	l.	ແໜ່ມເບິ່ງ
13. Bare	(adj)	m.	ໂດດດຽວ
14. Character	(n)	n.	ຕົວລະຄອນ
15. Paragraph	(n)	o.	ກຸ່ມຄຳໃນປະໂຫຍກ
16. Place	(n)	p.	ສະຖານທີ່
17. Event	(n)	q.	ເຫດການ

Activity 3

Model of Mind Mapping Technique

Directions: Look at the mind mapping chart and practice to write a narrative story.

Diagram 4



Key Answer (Activity 3)

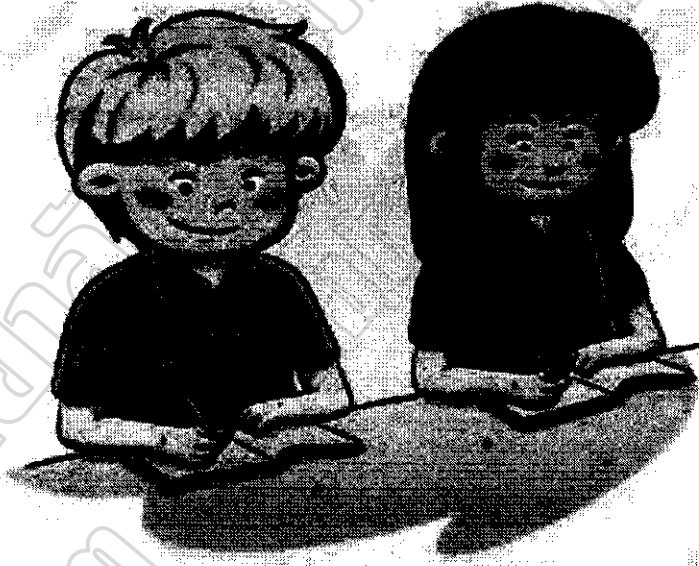
My Story

I moved silently up the stairs towards the door, I turned the handle slowly. The door was not locked. It opened noiselessly, I peered in. The room was small and airless with a layer of dust covering the bare floor boards. I entered and closed the door behind me. There were a few pieces of old furniture in the room- a table with two broken chairs and a dirty sofa stood each side of the window and a large wooden wardrobe stood in the corner. Everything was quiet. I crossed the room on the window and looked outside. The street was empty. I turned to face the room again and as I did I thought I heard a scraping sound. I could feel that. I was getting close now. I walked toward the wardrobe trying move as quietly as possible as I reached for the handle my hands began to tremble ... I pulled suddenly at the door.... and there he was ...

Activity 4

Directions: Choose one your own favorite story, then create mind mapping, and write a narrative paragraph at least 100 words within 90 minutes.

1.....



Lesson Plan 6
Post-test and Questionnaire

Course: English Writing II

Grade Level: 3 A

Theme: Post-test: Writing Ability

Topic: Questionnaire (Mind

Mapping Technique)

Semester 2/2018

Time Allocation: 2 periods/6 hours

1. Core Concept

Using mind mapping technique to improve English writing ability of Lao EFL college students is essential for students to be able to link their background knowledge to new knowledge. Therefore, students should have a chance to practice this technique to improve their writing ability by doing the activities. Students can apply the knowledge to communication skills for exchange of data and information; efficient expression of feelings, opinions and comprehend the text effectively to use their daily life.

2. Terminal Objective

Students are able to use mind mapping technique for descriptive writing and narrative writing.

3. Enabling Objectives

Students are able to:

3.1 understand mind mapping concept for writing.

3.2 write the descriptive and narrative paragraphs.

3.3 evaluate the lesson plans of writing by using the mind mapping technique.

4. Contents

4.1 Post-test (Achievement tests)

4.2 Satisfaction towards Mind mapping technique

4.3 Descriptive writing and narrative writing

5. Teaching Procedures

5.1 Warm up

5.1.1 Teacher and students greet each other.

5.1.2 Teacher asks students about the importance of mind mapping technique for improving writing ability.

5.2 Presentation

5.2.1 Teacher and students conclude and discuss any common problems or mistakes in writing by using mind mapping technique.

5.3 Practice

5.3.1 Students do the Post-test.

5.4 Production

5.4.1 Students do the questionnaire towards mind mapping technique for improving the writing ability.

6. Materials/ Teaching Aids

6.1 Post-test (achievement test)

6.2 Pieces of paper/pictures of some topics

6.3 Mind mapping chart

6.5 Writing rubric

7. Evaluation

The assessment tools provided with this lesson are:

7.1 Observation the student's doing post-test

7.2 Check the students' satisfaction towards mind mapping for improving writing ability.

8. Teacher's Comments

8.1 Knowledge/ Concept:

.....
.....

8.2 Process/ Enduring understanding:

.....
.....

8.3 Product/ Achievement:

.....
.....

8.4 Attitude/ Quality:

.....
.....

8.5 Problems:

.....
.....

8.6 Suggestions

.....
.....

(Signature)

(Mr. SouliyaphonePhorthilath)

Teacher

9. Supervisor's Comments

.....
.....

(Signature).....

(.....)

Supervisor

10. Department Head's Comments

.....
.....

(Signature).....

(.....)

Department Head

11. Vice's Director Comments

.....
.....

(Signature).....

(.....)

Vice Director

12. Director's Comments

.....
.....

(Signature).....

(.....)

Director

Appendix

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Achievement Test (Pre-test)

Topic: Descriptive Writing Foreign Languages Office, STTC

Level: 3rd Year A

Directions: Choose one of your favorite food to write a descriptive paragraph at least 100 words within 90 minutes (25 mark)

1.....



Good luck

Achievement Test (Pre-test)
Topic: Narrative Writing Foreign Languages Office, STTC

Directions: Choose one of your favorite animal to write a narrative paragraph at least 100 words within 90 minutes (25 marks)

1.....



Good luck

**Questionnaire of Students' Satisfaction
toward Writing of Lao EFL College Using
Mind Mapping Technique**

This questionnaire is designed to gather the information of students' satisfaction toward writing of Lao EFL College on the mind mapping technique. The questionnaire is divided into 3 parts.

Part 1: The General Information of Participants

1. Sex: Male Female
2. English Writing 1 (Grade): 0 1 1.5 2
 2.5 3 3.5 4

Part 2: Students' Satisfaction toward Writing of Lao EFL College Students

Directions: Please answer the statements by putting a tick in the box according to your satisfaction and data that best represents your opinions as follows:

- | | |
|---------|-----------------|
| 5 means | The Most agree |
| 4 means | More agree |
| 3 means | Moderate agree |
| 2 means | Less agree |
| 1 means | The Least agree |

Example:

No.	Statements	Level of Opinion				
		5	4	3	2	1
0	I enjoy the activities provided in the lesson plans of writing mind mapping technique.		✓			

No.	Statements	Level of Opinion				
		5	4	3	2	1
1.	I enjoy the activities provided in the lesson plans of writing by using mind mapping technique.					
2.	Learning writing through the mind mapping technique is easy and useful in daily life.					
3.	Writing through the mind mapping technique is fun to learn and practice.					
4.	Learning writing through the mind mapping technique can improve my writing ability.					
5.	I am confident in writing after I have learned the steps of writing through mind mapping technique.					
6.	The contents and activities for practicing writing are relevant.					

7.	The topics and activities are suitable to my English level.					
8.	Activities and exercises of each lesson plan are suitable for my English background knowledge.					
9.	Learning writing through the mind mapping technique will enhance my learning.					
10.	I feel motivated when learning English writing by doing and practicing all lessons.					
11	I think I can write English better in any topics.					
12	I have a positive attitude through learning English writing after learning the lesson plans on the mind mapping technique.					

Part 3: The Open-ended Questions

Directions: Express your ideas or make suggestions regarding learning English writing through mind mapping technique.

Thank you for Your Cooperation

**Questionnaire of Students' Self-efficacy toward
English Writing of Lao EFL College Using Mind
Mapping Technique**

.....

This questionnaire is designed to gather the information of students' satisfaction toward writing of Lao EFL College on the mind mapping technique. The questionnaire is divided into 3 parts.

Part 1: The General Information of Participants

1. Sex: Male Female

2. English Writing 1 (Grade): 0 1 1.5 2
 2.5 3 3.5 4

Part 2: Students' Satisfaction toward Writing of Lao EFL College Students

Directions: Please answer the statements by putting a tick in the box according to

your satisfaction and data that best represents your opinions as follows:

5 means The Most agree

4 means More agree

3 means Moderate agree

2 means Less agree

1 means The Least agree

Example:

No.	Statements	Level of Opinion				
		5	4	3	2	1
0	I enjoy the activities provided in the lesson plans of writing mind mapping technique.		✓			

No.	Statements	Level of Opinion				
		5	4	3	2	1
1.	I enjoy the activities provided in the lesson plans of writing by using mind mapping technique.					
2.	Learning writing through the mind mapping technique is easy and useful in daily life.					
3.	Writing through the mind mapping technique is fun to learn and practice.					
4.	Learning writing through the mind mapping technique can improve my writing ability.					
5.	I am confident in writing after I have learned the steps of writing through mind mapping technique.					
6.	The contents and activities for practicing writing are relevant.					
7.	The topics and activities are suitable to my English level.					

8.	Activities and exercises of each lesson plan are suitable for my English background knowledge.					
9.	Learning writing through the mind mapping technique will enhance my learning.					
10.	I feel motivated when learning English writing by doing and practicing all lessons.					
11	I think I can write English better in any topics.					
12	I have a positive attitude through learning English writing after learning the lesson plans on the mind mapping technique.					

Part 3: The Open-ended Questions

Directions: Express your ideas or make suggestions regarding learning English writing through mind mapping technique.

Thank you for Your Cooperation

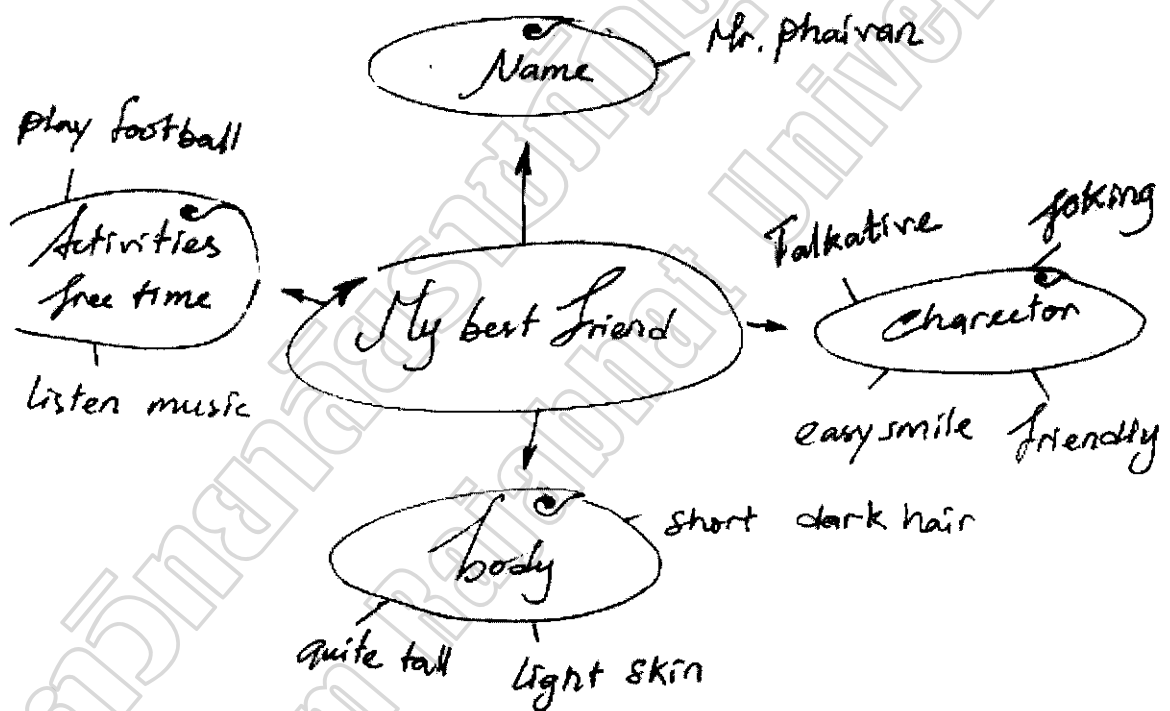
Example of Students'

Writing by post-test

มหาวิทยาลัยราชภัฏ
Buriram Rajabhat
University

Mr. Meeno SENGTHOLAMITH.

7. May. 2018

subject: WritingTeacher: Souliya phone.Descriptive writing:Mind Mapping techniqueMy best friend:

Hello, I'll describe my best friend. His name's phai van BOUNTHAVONG. I have known him since 2015 when we were first year. He is from Xebangfar district, Khammuan province.

He is quite tall about 165 cm. He is shorter

Light Skin.

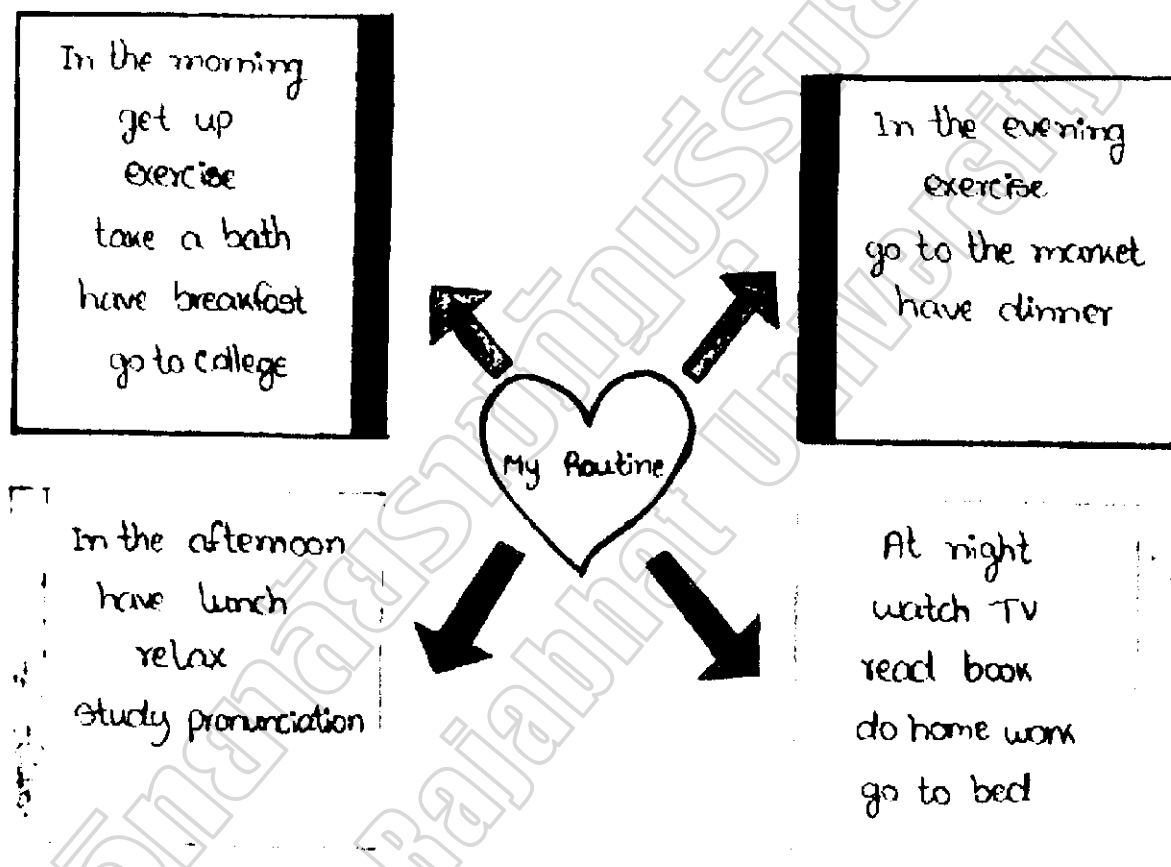
Phairan is very friendly with each other but for me. He is talkative and joking, when we have a class together, he likes to talk with me.

In free time, I and he like to listen music and sing a song but we are not good at it. Sometimes, he plays football with me.

I have known him about 3 years but our friendship is very well. Even though, he is not good like each other but he is my best friend.

Miss Nooknik VASUDEVANTHONG

★ Mind Mapping Technique (Narrative writing)

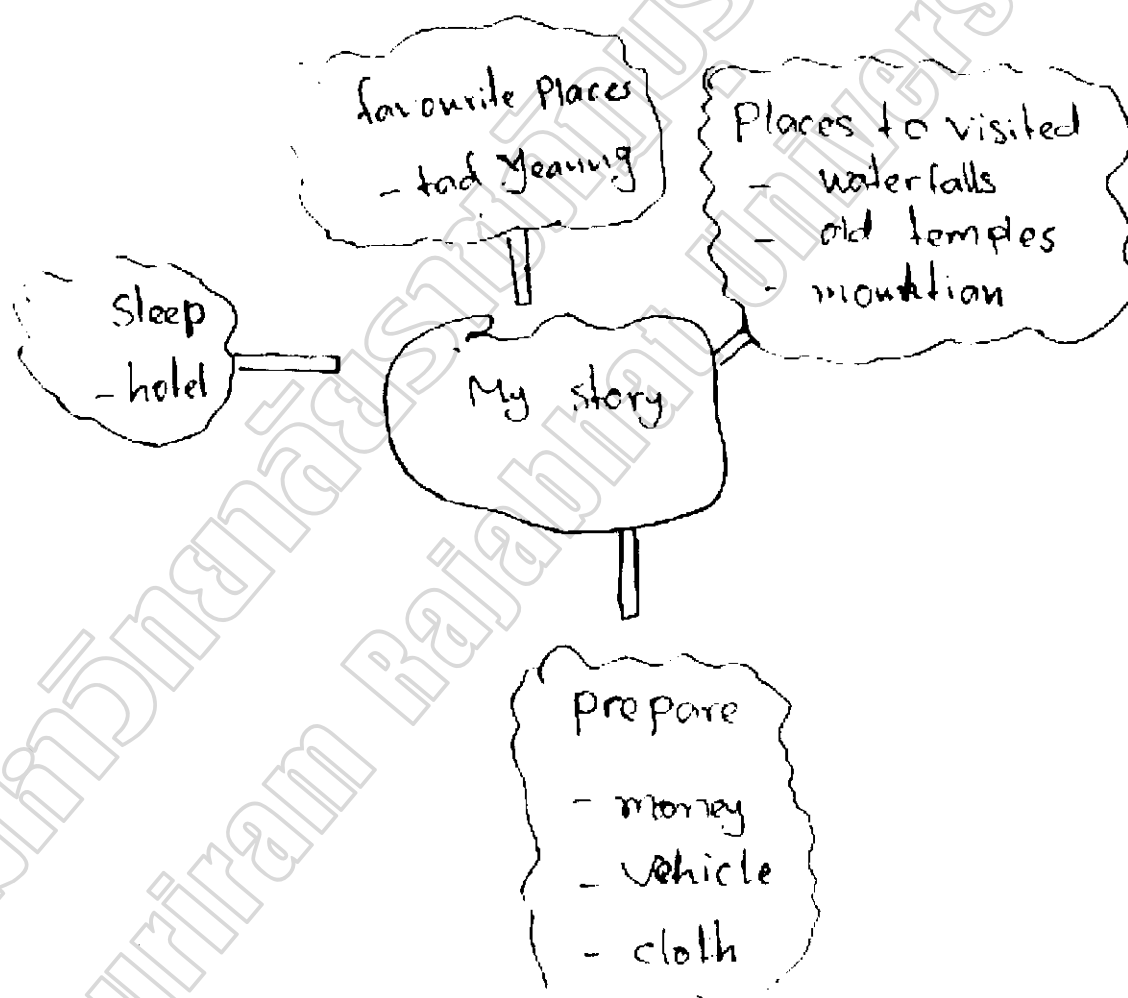


In the morning I get up at 5:00' after I exercise 15 minutes I take a shower and get dressed, I have breakfast at 7:00'. after that I go to college with my mother at 7:20. I start study pronunciation at 7:30 until noon. after that I come back the house at 4:30 and I go to exercise in the park and after that I go to the market buy something for cooking dinner. after I go to watch TV, I reading Book, I do home work and I go to bed at 9:30.

Miss Dalaphone

Narrative writing

Mind Mapping technique.



last year I went to Pakse a small city south of Laos there are many things that interesting waterfalls around the city. I visited many beautiful waterfalls like the, Khri Fanh, Khri Eetou, Tad Yenang, Tad Koy Loy Fah. It took about 30 minutes to go to each place and some old temples such as Wat Phou Champasak, Wat Phou Salao in the city, but one place that I like so much to visit is Tad Yenang is the best place for me and wonderful, but a lot of things in Champasak so expensive such as food and drink. However I liked these places so much, if I have the chance I will take my family and friends to go back visit there again.

APPENDIX E

Achievement Test (Pre-test)

Topic: Descriptive Writing Foreign Languages Office, STTC

Directions: Choose one your favorite food to write a descriptive paragraph at least 100 words within 90 minutes (25 marks)

1.



Good luck

Achievement Test (Pre-test)
Topic: Narrative Writing Foreign Languages Office, STTC
Level: 3rd Year A

Directions: Choose one of your favorite animal to write a narrative paragraph at least 100 words within 90 minutes (25 marks)

1.



Good luck

APPENDIX F

The Table of IOC Analysis of Achievement Test

Topic: Using Mind Mapping Technique to Improve English Writing Ability of Lao EFL College Students

Note: 2 Items (Topics)

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
1	1	1	1	1.00	Coincide
2	1	1	1	1.00	Coincide

It shows that the Index Items of Congruence (IOC) is 1.00

Remark:

+1 = When sure that Items of the test are coincided with objective.

0 = When not sure that Items of the test are coincided with objective.

-1 = When sure that Items of the test are not coincided with objective.

APPENDIX G

Questionnaire of Students' Self-efficacy toward Writing of Lao EFL College Using

This questionnaire is designed to gather the information of students' self-efficacy toward writing of Lao EFL College on the mind mapping technique. The questionnaire is divided into 3 parts.

Part 1: The General Information of Participants

1. Sex: Male Female
2. English Writing 1 (Grade): 0 1 1.5 2
 2.5 3 3.5 4

Part 2: Students' Satisfaction toward Writing of Lao EFL College Students

Directions: Please answer the statements by putting a tick in the box according to

your satisfaction and data that best represents your opinions as follows:

- | | |
|---------|-----------------|
| 5 means | The Most agree |
| 4 means | More agree |
| 3 means | Moderate agree |
| 2 means | Less agree |
| 1 means | The Least agree |

Example:

No.	Statements	Level of Opinion				
		5	4	3	2	1
0	I enjoy the activities provided in the lesson plans of writing mind mapping technique.		✓			

No.	Statements	Level of Opinion				
		5	4	3	2	1
1.	I enjoy the activities provided in the lesson plans of writing by using mind mapping technique.					
2.	Learning writing through the mind mapping technique is easy and useful in daily life.					
3.	Writing through the mind mapping technique is fun to learn and practice.					
4.	Learning writing through the mind mapping technique can improve my writing ability.					
5.	I am confident in writing after I have learned the steps of writing through mind mapping technique.					
6.	The contents and activities for practicing writing are relevant.					
7.	The topics and activities are suitable to my English					

	level.					
8.	Activities and exercises of each lesson plan are suitable for my English background knowledge.					
9.	Learning writing through the mind mapping technique will enhance my learning.					
10.	I feel motivated when learning English writing by doing and practicing all lessons.					
11	I think I can write English better in any topics.					
12	I have a positive attitude through learning English writing after learning the lesson plans on the mind mapping technique.					

Part 3: The Open-ended Questions

Directions: Express your ideas or make suggestions regarding learning English writing through mind mapping technique.

Thank you for Your Cooperation

APPENDIX H

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

Statements	Opinion Level			\bar{x}	S.D.	Level of Appropriation
	1	2	3			
1. I enjoy the activities provided in the lesson plans of writing by using mind mapping technique.	5	5	4	4.67	0.58	The Most Agree
2. Learning writing through the mind mapping technique is easy and useful in daily life.	5	5	3	4.33	1.15	More Agree
3. Writing through the mind mapping technique is fun to learn and practice.	5	5	4	4.67	0.58	The Most Agree
4. Learning writing through the mind mapping technique can improve my writing ability.	5	5	4	4.67	0.58	The Most Agree
5. I am confident in writing after I have learned the steps of writing through mind mapping technique.	4	5	5	4.67	0.58	The More Agree
6. The contents and activities for practicing writing are relevant.	5	5	3	4.33	1.15	More Agree
7. The topics and activities are suitable to my English level.	5	5	4	4.67	0.58	The Most Agree

Statements	Opinion Level			\bar{x}	S.D.	Level of Appropriation
	1	2	3			
8. Activities and exercises of each lesson plan are suitable for my English background knowledge.	5	3	5	4.33	1.15	Most Agree
9. Learning writing through the mind mapping technique will enhance my learning	5	5	4	4.67	0.58	More Agree
10. I feel motivated when learning English writing by doing and practicing all lessons.	5	4	5	4.67	0.58	Most Agree
11. I think, I can writing English better in general topics.	4	4	5	4.33	0.58	Most Agree
12. I have a positive attitude through learning English writing after learning the lesson plans on the mind mapping technique.	4	5	4	4.67	0.58	More Agree
Total				4.56	0.26	The Most Agree

APPENDIX I

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

Questionnaire

Item No.	R_{xy}	Sig.	Remark
1	1.00	.05	
2	0.72	.05	
3	0.62	.05	
4	0.76	.05	
5	0.72	.05	
6	0.85	.05	
7	.085	.05	
8	0.63	.05	
9	.652	.05	
10	0.61	.05	
11	0.85	0.5	
12	0.83	0.5	

Critical values for Pearson $r \geq 0.537$ (df= N-2 = 22-2 = 20)

The reliability coefficient (Coefficient Alpha of Cronbach)

Numbers of Students = 22

Numbers of Items = 12

α - Coefficient = 0.978

APPENDIX J

The Lists of Experts

The names of three experts were correct the instruments of the lessons presented validity as follows:

1. Dr. Surachai Piyanukool, the English lecturer at BuriramRajabhat University, Thailand.
2. Ms. Phonesukha Insisiengmai, the English lecturer at Savannakhet Teacher Training College, Lao PDR.
3. Mr. Phouangphet Sounthalavong the English lecturer at Savannkhet Teacher Training College, Lao PDR.



No. 0545.11/W026

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

March 9, 2018

Dear Dr.Surachai Piyanukool,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for the research instruments. I would like to inform you that Mr.Souliyaphone Phorthilath, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Using Mind Mapping Technique to Improve Writing Ability of Lao EFL College Students.”** under the supervision of Assistant Professor Dr.Nawamin Prachanant, a Chairperson of the Thesis.

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

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr.Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/W026

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

March 9, 2018

Dear Mrs.Phonesoukha Insisiengmai,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for the research instruments. I would like to inform you that Mr.Souliyaphone Phorthilath, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Using Mind Mapping Technique to Improve Writing Ability of Lao EFL College Students.”** under the supervision of Assistant Professor Dr.Nawamin Prachanant, a Chairperson of the Thesis.

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Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/W026

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

March 9, 2018

Dear Mr.Phouangphet Sounthalavong,

Subject: Requesting to be the Expert for the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you to be the expert for the research instruments. I would like to inform you that Mr.Souliyaphone Phorthilath, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Using Mind Mapping Technique to Improve Writing Ability of Lao EFL College Students.”** under the supervision of Assistant Professor Dr.Nawamin Prachanant, a Chairperson of the Thesis.

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Yours sincerely,

(Assistant Professor Dr.Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

APPENDIX K

The Lists of Experts

The names of three teachers were corrected the score from the pre-test and post-test as follows:

1. **Mr. Suttiiphong Bunyong the English Teacher at Yangsisurat School, Yangsisurat District, Mahasarakham Province, Thailand.**
2. **Ms. Alexandria Hinds the English lecturer at Savannakhet Teacher Training College, (STTC) Lao PDR, English native speaker from the United States of America.**
3. **Mr. Souliyaphone Phorthilath the English lecturer at Savannakhet Teacher Training College, (STTC) Lao PDR**



No. 0545.11/W051

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

April 4, 2018

Dear Mr. Suttipong Bunyong,

Subject: Requesting to be the Expert for Scoring the Writing Test

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for Scoring the Writing Test. I would like to inform you that Mr. Souliyaphone Phorthilath, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Using Mind Mapping Technique to Improve Writing Ability of Lao EFL College Students.”** under the supervision of Assistant Professor Dr.Nawamin Prachanant, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his writing test.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'A. S.', followed by a horizontal line.

(Assistant Professor Dr.Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/W051

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

April 4, 2018

Dear Ms. Alexandrian Hinok,

Subject: Requesting to be the Expert for Scoring the Writing Test

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for Scoring the Writing Test. I would like to inform you that Mr. Souliyaphone Phorthilath, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Using Mind Mapping Technique to Improve Writing Ability of Lao EFL College Students.”** under the supervision of Assistant Professor Dr.Nawamin Prachanant, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about his writing test.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

(Assistant Professor Dr.Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

APPENDIX L

**The letter Asking Permission to Collect the Research Data and
Try out the Research Instrument**

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University



No. 0545.11/C46

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

April 4, 2018

Dear The Director of Savannakhet Teacher Training College,

Subject: Asking Permission to Try-out the Research Instruments

Buriram Rajabhat University (BRU) presents its complements to you, The Director of Savannakhet Teacher Training College, and asks your permission to allow Mr. Souliyaphone Phorthilath to try-out the research instruments. I wish to inform that Mr. Souliyaphone Phorthilath, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Using Mind Mapping Technique to Improve Writing Ability of Lao EFL College Students”** under the supervision of Assistant Professor Dr. Nawamin Prachanant, a thesis chairperson. He would like to try-out the research instruments in order to find out its efficiency. The schedule of this process will be on April 23- May 31, 2018.

Your kind acceptance and permission is highly appreciated.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/C52

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, HAILAND

April 7, 2018

Dear : The Director of Savannakhet Teacher Training College,

Subject: Asking Permission to Collect the Research Data

Buriram Rajabhat University (BRU) presents this letter to you, The Director of Savannakhet Teacher Training College to ask permission to collect the research data. I wish to inform you that Mr. Souliyaphone Phorthilath, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled **“Using Mind Mapping Technique to Improve Writing Ability of Lao EFL College Students”** under the supervision of Assistant Professor Dr.Nawamin Prachanant, Chairperson of the thesis.

In this regard, BRU would like to ask permission from you to allow him to collect the research data from the Lao EFL college students by responding to his research methodologies during June 12 -July 31, 2018.

Please accept, The Director of Savannakhet Teacher Training College, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

APPENDIX M

Writing Rubric adapted from West Virginia Writing Rubric (2013; cited in Bunyong, 2016) which consists of organization, development, sentence structure, word choice/grammar usage, and punctuation.

Rating	Criteria
Organization	
20	Clear and logical progression between sentences and ideas
15	Logical progression of ideas
10	some evidence of a logical progression of ideas
5	Limited evidence of a logical progression of ideas

Development

20	Strong development of the topic for narrative and descriptive writing; Strong use of examples, evidence or relevant details
15	Appropriate development of the topic for narrative and descriptive writing; clear use of examples, evidence or relevant details
10	Adequate development of the topic for narrative and descriptive writing; sufficient progression of ideas, sufficient use of examples, evidence or relevant details
5	Limited development of the topic for narrative and descriptive

Writing; Some progression of ideas, some use of examples,
evidence or supporting details

Sentence Structure

20	Complete and correct sentences; strong evidence of sentence variety: (types/length)
15	Complete and correct sentences; clear evidence of sentence variety: (types/length)
10	Min or errors in sentence structure; evidence of sentence variety: (types/length)
5	Some errors in sentence structure; Limited evidence of sentence variety: (types/length)

Words Choice/ Grammar Usage

20	Vivid, specific, economical, connotative; consistent grammar usage
15	Economical, specific; clear meaning, connotative mostly consistent grammar usage
10	Appropriate, somewhat specific; somewhat simplistic and somewhat consistent grammar usage
5	Vague, redundant, simplistic and several in consistencies in grammar usage

Punctuations

20	May have minor errors; needs little or no editing
15	Few errors; needs little or no editing
10	Some errors; needs editing but doesn't impede read ability
5	Frequent errors; begins to impede read ability

CURRICULUM VITAE

Name and surname: Souliyaphone Phorthilath

Date of Birth: July 05, 1987

Place of Birth: Tune Phueng Village, Kaisone district, Savannakhet Province

Address: Oudomvilay Village, Kaisone Phomvihan district, Savannakhet Province

Email: Souliyaphone9555@gmail.com

Education:

1995-1999	Tune Phueng Primary School
1999-2001	Khao khat Lower Secondary School
2001-2003	Outhome phone Upper Secondary School
2004-2008	Savannakhet Teacher Training College (Diploma in English)
2009-2011	Savannakhet Teacher Training College (Bachelor's Degree Major in English)
2016-2018	Buriram Rajabhat University (Master of Arts in English)

Work Place: Savannakhet Teacher Training College, Foreign Language Office, Oudomvilay Village, Kaisone Phomvihan District, Savannakhet Province, Lao PDR