ได้ตรวจสอบความถูกต้องเรียบร้อยแล้ว
ลงชื่อ.....
(.....รศ.ดร.สมบัติ คชสิทธิ์.....)
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DEVELOPMENT OF COLLEGE ENGLISH WRITING COURSE BASED ON LENGTH APPROACH AND TASK-BASED LEARNING TO ENHANCE ENGLISH WRITING SKILLS FOR NON-ENGLISH MAJOR STUDENTS AT XI'AN UNIVERSITY

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ABSTRACT

This research and development aimed to 1) study the background information relevant to College English writing course based on the Length Approach and Task-based learning to enhance English writing skills for non-English major students, 2) develop College English Writing Course on the Length Approach and Task-based Learning to enhance English writing skills for non-English major students, 3) study the effectiveness of implementing College English Writing Course based on the Length Approach and Task-based learning. The samples were 40 of the first-year students, non-major English of Xi'an University, the People's Republic of China. They were derived by cluster random sampling. The instruments used in this research were 1) College English Writing Course based on the Length Approach and Task-based Learning and its lesson plans, 2) English writing skills test with .78 of reliability, and 3) students' satisfaction questionnaire with .75 of reliability. The statistics used to analyze data included mean, standard deviation, and t-test for one sample.

The research results were found that 1) the background information of College English Writing course and its current problems were principles, objectives, content, instructional strategy, media and resource evaluation. College English Writing Course based on the Length approach and task-based learning consisted of 3 aspects: (1) ability to write abstracts, reports, notifications, and business letters in English, (2) ability to express one's own opinions, comment on others' views, with appropriate style and accurate vocabulary and (3) ability to fill out various forms, write personal resumes and letters of application, using language that is essentially correct and appropriate, 2) the developed course was consisted of 6 components which were (1) principles, (2) objectives, (3) contents, (4) instructional strategy consisted of 6 steps, that is, Step 1: Lead-in: it stimulates students' interest, activates their relevant knowledge, and generates a desire for writing (Task-based learning), Step 2 Pre-Task activity: Using textbook to illustrate the definition of writing skills (Task-based Learning & Length Approach, Step3: Designing Tasks (Task-based learning), Setp4: Discussion before writing and self-evaluation, peer-evaluation after writing (Length approach & Length Approach), and Step5: Evaluation system and positive feedback (Length approach), (5) media and resource, and (6) evaluation; and 3) the results of implementation of the developed course found that (1) after learning through College English Writing Course based on the Length approach and task-based learning, the English writing skills of students was higher than before learning with the statistical significance of .05 level, and (2) the students' satisfaction toward the developed course was at a high level ($M = 4.35$, $SD = 0.23$).

The innovation gained from this research is the course components which consist of six aspects: principle, objective, content, teaching steps, instructional material, and evaluation. It can improve the non-English major students' English writing skills. Moreover, the developed course is based on Length Approach combined with Task-based Learning which includes 5 steps can improve non-English major students' English writing skills effectively.

Keywords: College English Writing Course Based on the Length Approach and Task-Based Learning, Length Approach, Task-Based Learning, English Writing Skill