# DEVELOPMENT OF SITUATIONAL INSTRUCTIONAL MODEL TO IMPROVE ENGLISH WRITING ABILITY OF JUNIOR HIGH SCHOOL STUDENTS

WANG QIUJU

A thesis submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Curriculum and Instruction
Academic Year 2023
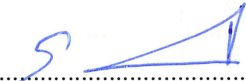Copyright of Bansomdejchaopraya Rajabhat University

**Thesis Title**      Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students

**Author**      Mrs.Wang Qiuju

**Thesis Committee**

................................................................ Chairperson
(Assistant Professor Dr.Wapee Kong-in)

................................................................ Committee
(Associate Professor Dr. Areewan  Iamsa-ard)

................................................................ Committee
(Associate Professor Dr. Jittawisut  Wimuttipanya)

-------------------------------------------------------------------------------------------------------------------

Accepted by Bansomdejchaopraya Rajabhat Univeristy in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Curriculum and Instruction
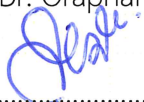
................................................................ Dean of Graduate School
(Assistant Professor Dr. Kanakorn  Sawangcharoen)

................................................................ President
(Assistant Professor Dr. Linda  Gainma)

**Defense Committee**

................................................................ Chairperson
(Associate Professor Dr. Chintana Kanjanavisut)

................................................................ Committee
(Associate Professor Dr. Oraphan Butkatunyoo)

................................................................ Committee
(Assistant Professor Dr.Saifon Songsiengchai)

Title               Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students

Author          Wang Qiuju

Program        Curriculum and Instruction

Major Advisor   Assistant Professor Dr. Wapee Kong-In

Co-advisor      Associate Professor Dr. Jittawisut Wimutipanya

Co-advisor      Associate Professor Dr. Areewan Iamsa-ard

Academic Year  2023

## ABSTRACT

The objectives of this research were to 1) study the factors to improve junior high school students' English writing ability in Huludao City, 2) develop situational instructional model to improve junior high school students' English writing ability in Huludao City, and 3) examine the effects of implementing situational instructional model to improve junior high school students' English writing ability in Huludao City. The research instruments were 1) a set of questionnaires for 125 students, and interview for 3 teachers, 2) a set of questionnaires for conformity instructional model, 3) lesson plans using situational instructional model, the sample group was 42 students in Binhai Junior High School, and 4) Scoring rubric, data analyzed by frequency, percentage, interpretation, mean, and standard deviation for confirmation of instructional model.

The results revealed the following:

1. According to the data from junior high school students, there are two categories of factors that affect English writing ability: internal factors and external factors. Internal factors included physics and psychology, and external factors are environment, textbooks, teaching methods, evaluation and areas for improvement.

2. Development of a model consisted of 5 components i.e., principle & rationale, objectives, contents, methods of teaching & materials, and evaluation. After programmed evaluation (utility standards, feasibility standards, propriety standards, and accuracy standards), such a model was 100% confirmed by 5 experts for further implementation.

3. After implementing situational instructional model, it was found that 92.90% of 42 students who enroll in the English writing course was at good level ≥80% (Good or Excellent level). As a result, it could be deduced that the situational model was successful in enhancing students' English writing skills.

**Keywords:**  Situational Instructional Model, English Writing Ability, Junior High School

# Acknowledgment

Three years of postgraduate life have passed by like a flash, but the first time I came to Bangsundzhampaya University is still fresh in my mind. These three years of study have deepened my love for English teaching and further strengthened my determination to pursue a career in English education.

First of all, I would like to thank my advisors: Assistant Professor Dr. Wapee Kong-In, Associate Professor Dr.Areewan Iamsa-ard and Associate Professor Dr.Jittawisut Wimutipanya for helping to improve my work completely. Associate Professor Dr.Areewan Iamsa-ard, whose profound professional knowledge and rigorous attitude, has had a profound impact on me. She led me to observe the defence and gave me patient guidance, which gave me great inspiration in choosing the topic, and confidence in breaking through the difficulties on the way of writing. I would like to thank you for your patience and teaching! Secondly, I would like to thank Mr. Gao, my internship supervisor in junior high school, who had solid professional knowledge and noble character qualities.

In addition, I would like to thank my parents, whose education have made me determined to strive for lifelong learning. They have provided me with endless spiritual support and material protection during my PhD program, and patiently listened to my worries. I would also like to thank my husband, whose understanding and tolerance have brought me joy and motivation during my graduate study. I am willing to share the sunshine and storms with him in the future.

I wish all teachers, students and friends health and happiness in this blossoming day of spring! Learning is never-ending, and I will also continue to strive in the future of education and write a beautiful life!

Wang Qiuju

# Contents

# Contents (Continued)

# List of Figures

# List of Tables

# Chapter 1
# Introduction

## Rationale

English Course is often regarded as a required subject for Grade 9 at Binhai Junior High School. And this course integrates 4 skills: listening, speaking, reading and writing. Especially the school expects English writing ability very much to provide for further study (Binhai Junior High School, 2022).

The importance of English writing skills is the strategic level that require learners' ability to examine and shape clear thematic concepts, plan material layout, and use writing skills. Among them, planning and design, as an important writing task, is regarded as the most basic writing skills, whose purpose is to guide learners to analyze and determine the goals to achieve so as to learn and practice purposefully. Secondly, from the perspective of language expression, the writing skills reflect the superb level of the learners' ability to organize the structure of the article around the topic, select the appropriate wording, and make the logic of the article logical. Thirdly, from the perspective of communication, writing ability reflects the ability of learners to analyze and solve problems with the knowledge they have learned. Overall, excellent English writing skills can help individuals to articulate their opinions and ideas more effectively, share their personal knowledge and experiences, and obtain comprehension of others' perceptions and cultural backgrounds in-depth (Zhang, 2023).

At the grammatical level, English writing ability refers to the student's ability to use appropriate and accurate target language to express the core content of the text, including the correct use of punctuation marks, letter case, word collocation, and sentence structure. In addition, English writing ability also contains certain social and cultural knowledge and some other factors, such as the influence of mother tongue on students' English learning and so on. Although writing ability is an innate and abstract cognitive feature, its external presentation—the process and results of writing—is observable and measurable (Zhang, 2023).

Binhai Junior High School (2022) pointed out the achievements of students about English writing ability is not good last year. The detailed descriptors for their

English writing ability are presented in the following: 1) Lack of substance in the writing. 2) Lack of the sensitivity and awareness of the rules of English discourse construction. 3) Lack of necessary overall conception links. 4) Lack of necessary integrity (Binhai Junior High School, 2022).

The researcher studied the books and articles about the method to improve English writing ability and had found that situational instructional model include: 1) Authenticity and reasonable sensibility. By creating a real situation, the situational teaching method enables learners to access the real and meaningful language materials and improve the sensibility of learning. This can enhance learners' interest and investment in language and promote their enthusiasm for learning. Yang (2020) proposed the grammar of situational education in contextual education grammar education, vocabulary education, and semantic model education. There are important concepts, such as simulation training in a virtual environment, word training in specific situations, and pattern meanings. Practice can improve students' subjective initiative. 2) The stimulation of English learning interest. Context teaching method focuses on cultivating learners' language application ability and helping them learn to use language in real situations. By simulating the real scene, learners can exercise various language skills such as listening, speaking, reading and writing, and can flexibly apply the language knowledge learned to the actual situation. Wu (2020) found that contextual teaching method can provide learners with learning experience related to real life, making learning more specific, interesting and meaningful. This can stimulate learners' learning intention and enhance their target and enthusiasm for learning. Liu (2020) found that this method greatly improves students' imagination, increases students' interest in grammar learning, and also has positive significance for the learning of words. 3) Cultivation of cooperation and communication skills. The situational approach encourages learners to cooperate and communicate in the context to achieve language learning goals through interaction with others. This can promote the development of learners' sense of teamwork, communication skills and social skills.

As the rationale shown above, the author realizes the importance of studying "Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students". Through migration and innovation activities, they can try to

solve new problems in real life situations, so as to achieve the purpose of combining learning and application, promote the improvement of English writing ability.

## Research Questions

1. What are the factors affecting English writing ability of junior high school students?

2. Is situational instructional model to improve English writing ability of junior high school students appropriate for further implementation and how?

3. What are the results of implementing situational instructional model to improve English writing ability of junior high school students?

## Research Objectives

1. To study the factors affecting English writing ability of junior high school students.

2. To develop situational instructional model to improve English writing ability of junior high school students.

3. To examine the effects of implementing situational instructional model to improve junior high students' English writing ability.

## Research Hypothesis

After implementing situational instructional model to improve Students' English writing ability, the result is at a good level≥ 80%.

## Scope of the Research

### Population and the sample group

#### Population

The total of 129 students in Grade 9 from 3 classes in Binhai Junior High School with different levels of proficiency–beginner, intermediate, and advanced, who enrolled in English Course in 1st semester, academic year 2023. Those sections involve the following:

Class A: 42 students

Class B: 44 students

Class C: 43 students

**The sample group**

The 42 students who enroll in English Course from Class A are obtained by cluster sampling.

**Independent variable**

Situational instructional model

**Dependent variable**

English writing ability of junior high school students

**Contents**

According to the situational instructional model in this study, the researcher chooses Unit 1 for the experiment.

**Time frame**

Semester 1 of academic year 2023 (September 2023-January 2024)

## Advantages

1. For the students: they can play different roles in the classroom and solve problems through practical tasks and activities.

2. For the teachers: they can deal with the actual problems and situations, and acquire knowledge from them.

3. For the school: it can enhance the teaching requirements of schools and confirm to the needs of teachers and students.

## Definition of Terms

The factors affecting English writing ability refer to the internal and external information collected from questionnaires for students, interviews for the lecturers designed by the researcher. The internal factor is the information about the students, which mainly refers to the degree that the students understand and study. External factors include information about teachers and the environment, focusing on the practical level of teacher application of situational pedagogy. Furthermore, these factors will also be obtained through interviews with the lecturers or teachers (Love, 1991).

The development of situational Instructional model refers to a new instructional frame work which consists of the stable teaching activities and procedures. Such a developed instructional model with 5 components: 1) Principle

& Rationale, 2) Objectives, 3) Contents, 4) Methods of teaching & Materials and 5) Evaluation, is confirmed by the experts in 4 aspects standards: 1) Utility standards, 2) Feasibility standards, 3) Propriety standards, and 4) Accuracy standards (The Program Evaluation Standards, 1994) as follows:

Utility standards are intended to ensure that the developed instructional model will serve the information needs of intended users.

Feasibility standards are intended to ensure that the developed instructional model will be realistic, prudent, flexible, and frugal.

Propriety standards are intended to ensure that the developed instructional model will be conducted in conformity to teaching principles and provide positive results.

Accuracy standards are intended to ensure that the developed instructional model shows a measure of closeness to a true value.

Situational instructional model is a kind of teaching method based on the real language environment of the real life situation of learners for research in 4 steps, from Li (2002), Li (2022), Zhang (2023) and Cheng (2023):

Step 1: Planning. The teacher will show the real or simulated English writing topic situation, let the students intuitively feel the application of language in the real situation.

Step 2: Organizing. The teacher explains the key and difficult points to students through the mixed online and offline teaching mode, and let students practice repeatedly in various forms, so as to achieve the development of thinking and independent conception of the writing framework.

Step 3: Writing. The teacher provides high-quality model essays, analyze the writing ideas, flexibly use the long and short sentences, encourage the students to write the artistic beauty of the change of language arts.

Step 4: Editing and revising. The teacher mainly focuses on the object clause, exclamatory sentences, and mainly applies them to the writing process.

English writing ability refers that the students have the knowledge and abilities related to expressing ideas through 3 written skills: 1) Strategy skills, which refers that students can examine the genre of the article and shape clear thematic concepts, describe the event in detail, and tell a story each of paragraph plan. 2) Discourse skills, which refers that students organize the structure of the article

around the topic, choose the appropriate wording, and make the logic of the article coherent (Zhang, 2023). 3) Grammar skills, which refers that students use sentence patterns (tense, voice, long and short sentences) and express topics (Compulsory Education Curriculum Program and Curriculum Standards 2022 Edition).

Binhai Junior High School refers to a full-time secondary school in Huludao City, China. The school follows an experimental education model, focusing on providing a foundation of basic education while nurturing students' innovative thinking, practical abilities, and collaborative spirit.

## Research Framework

This study about "Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students", the researcher studied the concepts and principles of situational instructional model, analyzed the method of teaching the situational instructional model and introduced the research framework 5 steps: 1) Principle & Rationale, 2) Objectives, 3) Contents, 4) Method of teaching & materials, 5) Evaluation in Figure 1.1:

```
┌─────────────────────────────────────────────────────────────┐
│  Development of Situational Instructional Model to Improve    │
│  English Writing Ability of Junior High School Students       │
└─────────────────────────────────────────────────────────────┘
                            ↓
              ┌──────────────────────────┐
              │  Concepts and Principles  │
              └──────────────────────────┘
                            ↓
┌─────────────────────────────────────────────────────────────┐
│   ┌──────────────────────┐      ┌──────────────────────┐     │
│   │     Situational      │      │  English Writing     │     │
│   │ Instructional Model  │      │      Ability         │     │
│   └──────────────────────┘      └──────────────────────┘     │
└─────────────────────────────────────────────────────────────┘
                            ↓
              ┌──────────────────────────┐
              │  Principle and Developing │
              │   Instructional Model     │
              └──────────────────────────┘
                            ↓
```

┌──────────────────┐      ┌────────────────────────────────┐
│     Factors      │      │ Development of Situational      │
│ Affecting Writing│ ───► │ Instructional Model to Improve  │
│     Ability      │      │ English Writing Ability of Junior│
└──────────────────┘      │ High School Students            │      ┌──────────────────┐
                          │ 1. Principle & Rationale        │ ◄─── │  English Course  │
┌──────────────────┐      │ 2. Objectives                   │      └──────────────────┘
│  Instructional   │      │ 3. Contents                     │
│  Model and Its   │ ───► │ 4. Method of Teaching &         │
│   Components     │      │    Materials                    │
└──────────────────┘      │ 5. Evaluation                   │
                          └────────────────────────────────┘
                                        ↓
                          ┌────────────────────────────────┐
                          │  Results of Implanting the      │
                          │  Developed Instructional        │
                          │  Model                          │
                          └────────────────────────────────┘

**Figure 1.1** Research framework

# Chapter 2
# Literature Review

In the research title "Development of Situational Instructional Model to improve English Writing Ability of Junior High School Students", the researcher reviewed relevant documents concerning the following in order to construct the theoretical framework for this research.

　　1. English Course in Binhai Junior High School

　　2. Development of Instructional Model

　　3. Situational Instructional Model

　　4. English Writing Ability

　　5. Related Research

　　The details are as follows.

## English Course in Binhai Junior High School
### Principle

1. English courses should be designed with a focus on the needs and interests of students, taking into consideration the diverse requirements of all learners. They should serve as a platform for students to actively construct knowledge, enhance skills, broaden their horizons, engage in critical thinking, and express their unique personalities, while being guided by teachers.

2. English courses are responsible for nurturing students' fundamental English skills, encompassing a mastery of the language, the enhancement of basic English listening, speaking, reading and writing abilities, and the formation of effective communication in English with others.

3. Teachers assist students in studying grammar by fostering an interest in English, cultivating a passion for learning, and instilling good study habits. This allows teachers to enhance their teaching methods and improve the efficiency of classroom instruction.

4. Teachers create appropriate texts according to the specific situation of teaching materials and the real needs of students, and then integrate grammar into them, so that students can obtain fresh corpus and make grammar classrooms

flexible. Creating a variety of texts can meet the multifaceted needs of students and connect with their multifaceted cognition.

5. Teachers should strengthen the reform of writing, get out of the traditional teaching mode of "grammar demonstration", "grammar exercise" and "grammar achievement", pay attention to students' autonomy, and lead students to fully understand and understand writing knowledge from the aspects of language form, meaning and function.

The mastery of English writing knowledge in junior high school mainly includes basic sentence patterns, verb tense, subject-verb consistency, clauses, etc., which are crucial to the improvement of students' English level. At the same time, the purpose of writing teaching is not only to impart knowledge, but also to enable students to use English accurately, naturally and fluently, which requires us to combine grammar knowledge with practical application, so that students can feel and use grammar knowledge in the contexts.

### Objectives

English course aims to cultivate students' motivation and creativity, improve their English writing ability. The key is to analyze English writing from the aspects of pre-class warm-up and introduction, in-class exploration and generation, and after-school activities and displays. At the meantime, teachers put forward some thoughts and suggestions on the goals and tasks of junior high school English Course positioning activities and implementation.

### Curriculum structure

According to the requirements of the teaching plan formulated by Binhai Junior High School. There are 2 Units, 32 hours in English Course. The details are shown as follow:

**Table 2.1** Unit, chapter and contents used in the present study. (Binhai Junior High
School, 2022).

| Unit | Chapter | Contents | Times (32hrs.) |
|------|---------|----------|----------------|
| Unit 1 | Chapter 1 | Mid-Autumn Festival | 16 hours in all |
| | Chapter 2 | Father's Day and Mother's Day | |
| | Chapter 3 | Christmas Day | |
| Unit 2 | Chapter 1 | Ask for information politely | 16 hours in all |
| | Chapter 2 | Fun Times Park-Always a Fun Time! | |
| | Chapter 3 | Write four questions that a tourist might ask about your city or town. | |
| | Chapter 4 | Could You Please Tell Me Where the School is? | |

## Development of Instructional Model

### Definition of instructional model

There are many academic educators defined about definition of instructional model as follows:

Bruner (1961) defined that the discovery instructional model as the basic structure of the subject through discovery, which was easy to understand and remember, and to facilitate the transfer of knowledge and the development of ability. Discovery was not confined to seek things that humans had not yet know, rather, including all means of acquiring knowledge with someone's own intellect.

Nunan (1991) defined that the suggestive instructional model as the psychological stimulation of personal potential. From the perspective of students, a blend of all types of unconsciousness is necessary.

Skehan (1998) defined that the program instructional model as a teaching model based on the theory of behavior learning. This was an individualized teaching method that made students own their speed and level in a specific order and small steps of the material.

Johnson (2000) defined that instructional model as investigation of educational objectives, teaching strategies, lesson design and teaching materials. The

interactions between social and psychological theories tried to examine a series of alternative types that could pattern teachers' behavior.

Fang (2022) defined situational teaching method as a teaching method based on actual situation, which were meant by creating real situations and scenes. The situation teaching method emphasized students' practice and experience in real situations, helped students learn knowledge through practice or experience. The core of situational teaching method was to combine students' learning environment with the actual situation, so that the reverse students could apply the knowledge in the real context and improve students' application ability and language application ability. Context teaching method could be applied in the teaching of various subjects, especially in the language teaching. In junior high school English teaching, teachers could ask students to use English in real situations through role-playing, group discussion and project design, so as to improve students' language learning and language application ability.

From the definition above, it can be concluded that instructional model refers to a relatively stable basic teaching paradigm pointing to specific teaching objectives through the deduction of relevant teaching theories or the summary of educational teaching practice experience.

**Components of instructional model**

There are many academic educators defined components of instructional model as follows:

Bruner (1961) defined that discovery instructional model should include 4 components as follows, motivational principle, structure principle, procedure principle and reinforcement principle.

Nunan (1991) defined that the suggestive instructional method should consist of 3 components as follows, reading aloud, role performance and stretching exercise.

Skehan (1998) defined that program instructional model should consist of 3 components as follows, actively reflective principle, timely affirmative principle and self-pace principle.

Johnson (2000) defined that instructional model should consist of 5 components as follows, teaching theory, teaching objectives, teaching procedures, teaching strategies and teaching evaluation.

Fang (2022) defined that instructional model should consist of 3 components as follows, authentic context, powerful atmosphere and strong application.

From the information above, the situational teaching instructional employed in the present study involve 5 components in line with the theories above i.e., principle & rationale, objectives, contents, methods of teaching & materials and evaluation.

In the field of grammar teaching, scholars at home and abroad have conducted extensive research on it, and the following categories are the most representative research directions:

1) IPP grammar teaching mode: Harmer (1991) proposed that this teaching model was the basis of grammar in the communicative approach. It took a complete, coherent and logical sequence of steps as clues for class teaching and discussion. Its main contents consisted of Introduce-Practice (controlled)-Produce (communicate). Then, the students apply the knowledge and skills they have acquired in the classroom to complete the tasks using the vocabulary and phrases they have learned. In the teaching process of Introduce, teachers imparted language knowledge to students, and conducted preliminary teaching to ensure that students acquired the necessary knowledge and skills in the learning process. In the whole process, students had to conduct a series of exchanges and interactions, cooperative discussion, and independent exploration to complete this task. In the Practice (controlled) course, the tutor guided the students to practice the language knowledge they had learned in the in-class course. In order to consolidate the new knowledge, we needed to practice these contents to deepen the understanding and mastery of its contents. This way could not only help students learn the basic knowledge of English pronunciation and vocabulary, but also effectively improve students' comprehensive ability, so that students could communicate more smoothly. In this model, students utilize language in communicative activities to enhance their language fluency and accuracy. In the IPP grammar teaching model, the openness and purpose of information and communicative activities were regarded as crucial key points (Harmer, 1991)

2) PRR grammar teaching model: Wikins (1974) proposed this model, which consisted of three links of Performance-Rehearsal-Report. This model put forward the requirements of classroom language training from simple to complex, that was, from

language communication (low quality) to language communication (high difficulty), so that the teaching aim could be finally completed. The second was the strict and comprehensive speech ability. In the process of students' language communication, it was necessary to ensure the coherence and fluency of language expression. The third part was that the teacher guided students to oral practice, which could help students better understand the meaning of the sentence and cultivate students' language expression ability. In the whole process, the second stage played a crucial transitional role, which was indispensable. In the third stage, students needed to have the ability to participate in high-level language activities, which included the requirements for students' language fluency and the assessment of the accuracy and completeness of the language application process (Wikins, 1974).

3) "Presentation-practice-transfer/output" grammar teaching model: Zhang (2018), a famous Chinese linguist, proposed this model. In the "presentation" link, the teacher would present the materials existing in the new language form, and realize the new language to be learned from the perceptual perspective, so as to stimulate students' interest in the new language form from the perceptual perspective in the process of understanding the language materials. At the same time, students could also use the grammar rules and methods they have learned to solve some problems encountered in life, in order to ultimately achieve the teaching objectives. In the process of grammar teaching, practice played a vital role. Through this link, teachers could teach students the relevant knowledge of grammar points, so as to make students' practical significance more far-reaching. In the last stage of language learning, students could fully display their grammar knowledge in the actual communication context through different forms of listening, speaking, reading and writing (Zhang, 2018).

**Confirmatory factor analysis**

To ensure the appropriateness of developed instructional model before implementation, the developed instructional model is confirmed depending on program evaluation standards in 4 aspects: 1) Utility Standards, 2) Feasibility Standards, 3) Propriety Standards and 4) Accuracy Standards (The Program Evaluation Standards, 1994).

Utility Standards are intended to ensure that the developed instructional model will serve the information needs of intended users.

Feasibility Standards are intended to ensure that the developed instructional model will be realistic, prudent, flexible, and frugal.

Propriety Standards are intended to ensure that the developed instructional model will be conducted in conformity to teaching principles and provide positive results.

Accuracy Standards are intended to ensure that the developed instructional model shows a measure of closeness to a true value.

## Situational Instructional Model

### Definition of situational instructional model

There are many academic educators defined about definition of situational instructional model as follows:

Langwen Contemporary Advanced Applied Dictionary defines that the English word corresponding to the word "context" is "situation", which covers many aspects, such as location, environment, form or situation. Context refers to the current condition of things and ongoing activities. In the "Modern Chinese Dictionary", context is defined as a specific situation. In psychology, the situation is understood as the specific real world in which the individual is located. In terms of our personal cognition of the society, the situation is our perception and understanding of the surrounding environment. Teachers create an English learning environment that caters to students' real-life needs and incorporates appropriate teaching materials, with the goal of fostering active participation and problem-solving among all students. This situation is used by teachers to create an atmosphere, and is usually used in the guiding link.

Brown (1994) defined the basic concept of situational instructional model in their paper. Subsequently, many scholars have studied deeply the situational instructional model and achieved many results. In classroom teaching, situational instructional model took situational, practice and interactive communication as the means to construct meaningful knowledge creatively, so as to stimulate students 'emotions and improve students' performance. The key to situational instructional model was to cause students' emotional fluctuations and stimulate their thoughts and emotions ".

Li (2019) defined that situational instructional model was a teaching mode in which teachers made full use of rich images in classroom teaching, created realistic scenarios, and assisted students in connecting cognitive activities with their emotional experiences.

Zeng (2020) defined the situational teaching theory and applied it to his own educational practice. He thought situational teaching method was the teacher creatively introduced to the learning content of the specific scene or atmosphere, to stimulate students' emotional experience, and improve the students' learning efficiency".

Lin (2021) defined that the core concept of situational teaching method was to create diversified dialogue, communication and learning scenarios for students. Based on fully satisfying students' learning experience, we could actively guide and organize students' independent learning and group cooperation, so as to obtain excellent language knowledge and application ability, which was an innovative teaching method.

Fang (2022) defined that situational instructional model was a teaching method based on actual situation. Students can acquire knowledge and apply it in a real context through the creation of realistic situations and scenes. Situational teaching could help students understand abstract and complex mathematical knowledge, stimulate their learning interest and enthusiasm, so as to improve the quality of teaching. Situational instructional model focused on cultivating students' practical ability and experience accumulation.

**Background**

Compared with "the 2011 English Curriculum Standards for Compulsory Education", "the 2022 Compulsory Education English Curriculum Standard" has significantly improved its learning requirements, such as increased vocabulary requirements, audio-visual improvement, and a qualitative change in reading comprehension, speaking and writing skills. Especially in the reading part, the 2011 old curriculum standard requires 7 points, while the 2022 new curriculum standard requires 13 + 3 points together; in the writing part, the 2011 old curriculum standard is 5 points, and the new 2022 curriculum standard requires 11 + 3 points. Finally, the requirements from primary school to junior high school for extracurricular reading have increased exponentially! The reading amount of 150,000 words, with 300 words,

need to read 500 extracurricular articles, in order to meet the requirements. This marks a genuine shift from quantitative to qualitative change.

At the middle school level, English writing mainly emphasizes "guided writing". This type of writing enables students to use the English they have learned to describe things or events and express their own opinions by providing a variety of contexts, such as words, illustrations and tables, so that they can realize and validate their ability to apply what they have learned in English in a practical way.

### Review of situational instructional model

Situational instructional model originated from the progressive education in the United States. At the end of the 19th century and the beginning of the 20th century, the famous American educator John Dewey advocated taking children as the core, taking into account systematic knowledge and activities, and taking the actual experience situation as the beginning of thinking, which was the prototype of the situational instructional model (Wang, 2018). The British applied linguist Schmidt (1993) developed and expanded the situational instructional model. He believed that new knowledge must be combined with the situation, and thus the situational teaching method was formally produced. On this basis, foreign scholars further enriched and developed the situational instructional model, and psychologist Lozanov pioneered the "suggestion teaching method", which brought the development of situational instructional model to a new level. This method could use the teaching situation to stimulate students' interest, and students could get a subtle development in the situational communication activities. According to Scott (1989), situational teaching focused on the interaction between teachers and students, and through the situation constructed by teachers, students could obtain richer language knowledge. In 1990, the cognitive and technology team, led by Professor John Bsford, developed the teaching, which anchors learning in a specific context and thus immerse learners in a real learning environment. Castronova (2002) highlighted the importance of context in language learning in the Contextual Learning Course. Alexander,  in the "New Concept English", adopted the context teaching structure outline, and used the context to combine the vocabulary and grammar, so that the vocabulary and grammar were reflected through the situation, so that students could accept it easier and more quickly. Later, Nunan (1991) proposed the task-based language teaching method, which made the situational instructional

model and second language teaching more connected. Next, foreign scholars had made a lot of exploration on the application of situational instructional model in English teaching. Webster (2003) pointed out that the language environment creation is crucial. He believed that a good language environment included an active teacher-student relationship and a good learning environment, an effective organization and management mechanism and rich teaching resources, active and effective communication between teachers and students. Anderson (2004) pointed out that grammar was not a criterion for judging right or wrong. Grammar, being an integral component of a language, served as a tool for cognition. Grammar could help us to behave and do things better, and the effective use of grammar could change our lives to a certain extent. Dai (2005) argued that the crucial concept for achieving scale learning goals was the concept of context. He (2015) proposed to use interactive whiteboard and other multimedia educational technologies to create learning situations, help students understand and remember English vocabulary. Shi (2018) believed that the situational instructional model had made a great contribution to the evolution of language teaching methods. They highlighted the effectiveness and naturalness of incorporating context in introducing grammatical forms. Wang (2021) proposed a teaching method named "situational teaching method", which through teachers used blackboard and other teaching equipment, encouraged students' cognitive thinking and active participation in the learning process.

To sum up, western educators have made a lot of research on situational instructional model and achieved fruitful results, but there are some problems, such as lack of detailed research on a certain section of situational instructional model. Therefore, we should further deepen the research of situational instructional model in the specific teaching practice.

Yang (2020) explained for the first time the significance of context in English teaching and put forward the theory of foreign language context teaching. He expanded upon the concept of situational teaching. He said that situational teaching was about using real life situations to stimulate students' active learning, so as to improve learning efficiency. Jia (1997) emphasized the importance of learning English in a real-life context, where students can utilize their environment to express their emotions and develop a passion for learning. In his theory of English teaching

environment, Zeng (2020) provided a detailed explanation of his perspective on scene teaching. He stated that situational teaching should be tailored to the needs of both teaching and learning, creating relevant teaching contents and eliciting emotional resonance. This approach aims to enhance students' comprehension of the material being taught and facilitate the overall development of their psychological functions, thus stimulating their learning process. The situational instructional model emphasizes starting from the learners' reality, allowing students to experience both success and failure in specific situations, nurturing their self-confidence, and facilitating their acquisition of English for communication. In the study conducted by Zhang (2021), the author provided a thorough analysis of the theoretical framework of situational teaching, considering both its theoretical and practical aspects. Zhu also argued that the implementation of the situational instructional model could greatly enhance the scientific nature of Chinese teaching. China introduced the situational instructional model in the 1970s. In the 1970s, situational instructional model was introduced in China. Context Teaching Experiment and Research by Li (2002), a special Chinese teacher in Jiangsu Province, was the first work of situational teaching in China (Gong, 2019). Ye (2017) proposed that teachers should adhere to the principle of intuition, the principle of autonomy and novelty when conducting situational teaching. Li (2020) pointed out that the essence of the situation was the artificially optimized environment, the situation was the living space rich in educational connotation and the psychological field of multi-dimensional interaction. She established a strong basis for the progress of situational teaching in China. In traditional English teaching, Chen (2022) noted that teachers commonly utilized theories, grammar rules, and vocabulary to limit students' creative thinking and hinder their ability to fully enjoy the process of learning English. The setting of situational instructional model could help students understand knowledge and skills, so that students could master knowledge more vividly. Liu (2023) pointed out the introduction of the situational teaching method in English teaching in junior high schools can be an effective way to enhance the quality of English education. This contributed to a lively English class and effectively enhanced students' learning efficiency. Tan (2020) believed that scenario-based learning was an extension of situational instructional model, which used mobile communication equipment to carry out learning in Internet scenarios. Cheng (2023) proposed that situational

instructional model was a creative practical teaching method, which was widely used in the English large unit classroom. It could stimulate students' enthusiasm for learning, cultivate students' thinking quality, and play a positive role in promoting the scientific and reasonable English classroom teaching.

To sum up, there have been a lot of achievements in the field of situational instructional model in China, but the research on situational teaching method in English teaching mainly focuses on vocabulary teaching and grammar exam-oriented teaching, while the research on situational instructional model in the comprehensive teaching of English listening, speaking, reading and writing still needs to be further strengthened.

Student studying: Questioning, independent and cooperative exploration

| Set the contexts | Ask questions | Work out questions | Apply models |
| --- | --- | --- | --- |
| Observe | challenge | retort | utilize |

Teacher's guidance: inspiration and guidance, correction and teaching
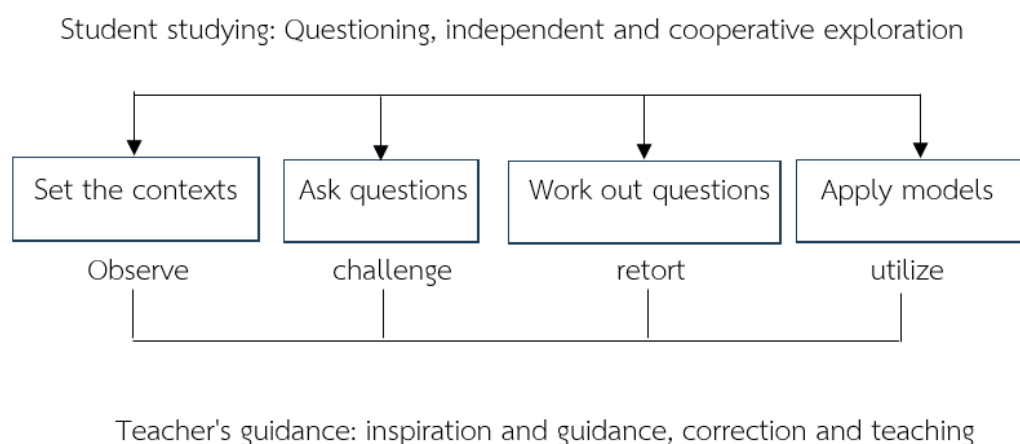
**Figure 2.1** Situational instructional model

**Theory**

1. The theoretical framework of constructivism

1) Explain the academic principles. In the 18th century, Swiss linguists and psychologists, first introduced the constructivist theory in the 18th century. With the continuous development and improvement, some educators provided solid theoretical support for some specific teaching activities. Constructivism generally maintained that the learning process should not only passively accept knowledge, but also encourage learners to actively choose and process knowledge according to their own internal characteristics, and actively build a knowledge system on this basis. Students had a certain degree of cognition of what they had learned, but they could not completely rely on the teachers or the external environment to obtain what they want. In the process of learning, the learners would process the external

information according to their own cognitive structure, so as to achieve a more efficient learning effect. The construction was the process of cognizing external things. Learners continuously incorporate external information to develop a fresh cognitive framework, drawing on their existing knowledge and experience. Constructivism promotes teachers to fully tap into and utilize students' existing knowledge and experiences, while leveraging their cognitive structure, to create authentic teaching scenarios that ignite students' passion for language learning. Constructivism emphasizes students' subjectivity in educational practice, advocated taking students' needs as the center, and required learners to show a positive and active attitude in the learning process, while teachers played an auxiliary and promoting role.

Constructivism held that learning was a dynamic process that actively constructed meaning and obtains corresponding results, rather than a process that passively accepts or mechanically imitates the knowledge of others. In order to maintain and enhance students' learning motivation, teachers need to establish a conducive learning environment, ignite students' interest and emotions, encourage positive thinking, foster the development of thinking abilities and cultivate good learning habits and thinking methods. At the same time, teachers should try to create a situation suitable for students' independent exploration, so that they could actively acquire new knowledge through their own experience, so as to effectively improve the efficiency of English classroom teaching. At the same time, teachers should try to create a situation suitable for students' independent exploration, so that they could actively acquire new knowledge through their own experience, so as to effectively improve the efficiency of English classroom teaching. In the teaching process, teachers should construct a familiar and fascinating situation according to the English level and experience that students have mastered, so as to relieve students' anxiety, enhance their confidence in learning, and help them to process foreign new knowledge in the real situation, so as to form a new cognitive structure. From the perspective of constructivism, teachers should pay attention to mining students' existing knowledge and experience in the teaching process, and carefully design the teaching plan on this basis. Teachers could carry out teaching activities from the aspects of "creating problem situation", "guiding inquiry learning", "encouraging cooperation and communication" and so on. Teachers should prioritize

their students in the teaching process by creating an environment that is conducive to learning, making it easier for them to comprehend and accept the lesson contents. This approach will aid students in acquiring a thorough understanding of the subjects and gaining mastery over the knowledge in a comfortable setting.

There are many outstanding representatives of constructivism theory. Constructivists, represented by Vygotsky, advocate that the learning is carried out in a specific social-cultural background, and the social-cultural interaction and communication are the crucial factors shaping the cognitive development of learners. Constructivism emphasizes the important role of "context", "meaning", "conversation" and other elements in both comprehending and applying knowledge. Teachers should take students as the center and adopt various means and ways to assist students to build their own cognitive framework. In this process, teachers are at the forefront while students take on a prominent role. Hence, during the teaching process, the exchange and communication between teachers and students, as well as the collaboration and dialogue among students, play a crucial role in fostering the holistic development of students. The realization of language ability cannot be separated from the participation of thinking, because language communication is an indispensable part of the communication process. Only by effectively combining two or more thinking abilities, can we better complete the learning tasks. When different cognitive patterns collide with each other, students are motivated to conduct a deeper and comprehensive exploration of new knowledge. At the same time, cooperative learning can improve students' enthusiasm for independent exploration and promote their personality development. Through adopting group cooperative language communication, it is helpful to cultivate students' comprehensive ability in problem discovery, problem analysis and solving, and innovation. Therefore, teachers should pay attention to the creation of cooperative learning situation, guide students to take the initiative to communicate, and apply the new knowledge they have learned into practice. In order to promote students' understanding and application of new knowledge, teachers can construct situations according to the teaching objectives and contents, and plan diversified activities and group discussions to stimulate students' learning enthusiasm and creativity.

Some educators argue that learning should not be regarded as a simple, mechanical, negative way of receiving information, but rather as a crucial role for

learners' subjective initiative in the external cognitive process. The perspective differs entirely from the teaching approach emphasized by traditional educational theory. Therefore, in the teaching process, teachers should take students as the center, stimulate students' self-awareness and self-management ability, so that they can grasp the learning process. As the main body of classroom learning, students should not only accept the teaching from teachers, but also actively conduct self-inquiry, so as to acquire new knowledge, master new skills, develop thinking ability and a series of abilities. In the process of education and teaching, students play the leading role in learning, while teachers are the leaders who lead students to set foot on the palace of knowledge. Teachers should not only focus on students' comprehension and mastery of knowledge and contents, but also prioritize the development of their emotional well-being, attitudes and values. In order to stimulate students' desire to explore actively, teachers should carefully design the problem situation according to the teaching objectives and create a vibrant teaching atmosphere. Simultaneously, it is crucial to emphasize the development of students' skills in identifying, analyzing, and resolving problems. Students should actively construct a new knowledge network that aligns with their existing knowledge structure under the guidance and support of their teachers, in order to facilitate the ongoing enhancement of their knowledge. The learning process is a process of continuous integration and two-way construction of environmental information, and is the inevitable product of the interaction between learners and the surrounding environment. He advocated that in the process of cognitive development, individuals can achieve further improvement of self-cognition by means of assimilation and adaptation. Hence, it is crucial for educators to focus on nurturing and developing learners' cognitive structure. Hence, it is important for us to take note of the extent to which students are actively engaged in classroom lectures. In this cognitive process, students play the role of active promoters and explorers of knowledge construction, and its importance should not be underestimated. Teachers fulfill the roles of organizers, guides, and collaborators in the implementation of teaching activities. The path of learning is closely intertwined with the surrounding environment, and the two mutually enhance each other. However, it is crucial to take into account how environmental factors can hinder teaching activities. This includes fostering a conducive learning environment, igniting learners' interest, nurturing their intrinsic motivation, and

instilling a strong desire for knowledge, all of which contribute to fostering independent and exploratory learning. Constructivism advocates for the use of situational teaching as a strategy that is based on real-life situations.

2) There is a close connection between the situational instructional model and the constructivist theory. The practical application of situational instructional model needs to the basis of constructivism theory, which provides a solid theoretical support for it. Constructivism promotes the incorporation of knowledge and context, as language learning should take place within a specific context and cannot be detached from it. Moreover, context serves as a foundation for students to construct new knowledge. Teachers should create a situation similar to the real language environment for students, so as to better promote students' understanding of knowledge. Hence, in language instruction, educators need to focus on creating immersive environments that foster active student engagement. Students can better develop their language proficiency and construct new cognitive frameworks. Additionally, teachers should guide students in linking their acquired knowledge to real-life situations and problem-solving, enabling them to effectively apply their language skills and further enhance their linguistic abilities.

The theory system of situational cognitive learning emerged from various disciplines, including sociology of knowledge, cultural history, activity theory, and pragmatism. It was shaped in the mid-1980s. Nunan (1991) pointed out that learners' knowledge acquired within a specific context was considered "inert knowledge", which could not be applied to real-life problems and lacked practical significance. Ren (2021) categorized learning into two forms on-campus and off-campus learning. He argued that on-campus learning takes place within a school setting, focusing on language knowledge and skills acquisition, while off-campus learning is context-based, concentrating on practical problem-solving in a cooperative, concrete, and situational manner. The representative work of situational cognitive learning theory, as demonstrated in Brown's (1994) paper on situational cognition and cultural learning, explores the relationship between knowledge and situation from three aspects tools, activities and culture. This paper argues that knowledge is context-dependent and can only be fully mastered and applied through specific situations and practice. The cognitive process was closely tied to the situation, serving as its foundation. The context cognitive learning theory focused on the collaborative

learning process (Xu, 2020). The learners' identity in the "Practical Republic" was in a constant state of development and change, transitioning from being a "bystander" to becoming a "participant" and eventually evolving into a "professional demonstrator". Learners played their own role in group practice activities, and expanded their ability to acquire knowledge (Liu, 2016)

According to the theory of constructivism view, teachers should take student as the center, pay attention to the students' existing knowledge and experience, and create relaxed language environment, so as to stimulate the enthusiasm of students, guide students in the real situation positive thinking and build the understanding of new knowledge.

2. S.Krashen's input hypothesis

1) Academic principles

S. Krashen's language acquisition theory hypothesis has exerted a profound influence on the field of language acquisition theory. During the late 1970s, he put forth a range of hypotheses concerning the acquisition of second languages. In 1985, he put forward the input hypothesis theory in his book "Input Hypothesis: Theory and Enlightenment", introducing five hypotheses in details. This theory emphasizes that language input plays a very important role for learners, so how to effectively cultivate and improve students' English listening and speaking ability has become one of the key problems to be solved in English teaching. According to S. Krashen, the two-language acquisition theory encompasses five hypotheses, which include the acquisition-learning hypothesis, the monitoring hypothesis, the natural order hypothesis, the affective filter hypothesis, and the input hypothesis. The input hypothesis offers theoretical backing for the specialized implementation of situational pedagogy.

According to S.Krashen's hypothesis, the knowledge that learners are exposed to has considerable complexity during language learning. He advocated that the teaching should be designed according to the characteristics of students at different levels in order to effectively improve the foreign language level. S.Krashen stressed the significance of language input and believed it to be a vital component in the acquisition of a second language. As a result, he put forth a set of ideal input principles, which include the concepts of intelligibility, interest, relevance, arrangement of non-grammatical procedures, and adequate input quantity.

S.Krashen advocated the principle of intelligibility, which meant that its difficulty was slightly higher than the learners' language level, but it could still be understood and mastered by learners in the process of language application. Only by entering the language materials that students can understand, could we better think about and master the language materials. At the same time, the difficulty of the language materials was slightly higher than the existing level of the students, so that students could learn more challenging knowledge on the basis of language materials, and constantly promote the progress and development of students. Under the guidance of this theory, foreign language teaching emphasizes student-oriented, payed attention to cultivating students' independent exploration ability and innovative consciousness, and encouraged them to carry out personalized learning. In the actual teaching process, English teachers could create a familiar situation for students, and input more challenging language materials to help students understand and master the knowledge under the familiar situation, so as to promote their language level to a higher level.

S.Krashen believed that sufficient intelligibility input was a crucial factor that had profound impact on language acquisition, so he emphasized the principle of input quantity. He suggested that the main idea of the theory of two-language acquisition was "optimal acceptability", which means that learners can accurately comprehend and apply the knowledge they have acquired in order to effectively communicate. When learners' understandable language input reached a certain level, their language ability would be improved. Students' language level could only be further improved through a substantial amount of language input. Hence, during the instructional process, teachers ought to carefully choose an extensive range of language materials that cater to students' proficiency level, and consistently provide a substantial amount of language input, with the aim of enhancing students' proficiency in English.

2) There is a close connection between the hypothesis theory proposed by S.Krashen and the situational instructional model.

According to S.Krashen's input hypothesis theory, students' language skills can be enhanced effectively when teachers offer them a substantial amount of language material that is easy to comprehend yet slightly challenging. As a new teaching method, the emergence and development of situational instructional

model are influenced by many factors. Based on the principles of authenticity, diversity and heuristics of situational pedagogy, S.Krashen's input hypothesis plays an important role in maximizing the teaching effect of situational pedagogy.

Firstly, teachers should have a comprehensive understanding of students' cognitive level and English level, according to the students' existing knowledge and practical experience. Teachers choose language materials that students can comprehend and master. Secondly, teachers should also pay attention to the analysis and research of different types of language materials combined with the specific context, so as to make them targeted. Teachers should create meaningful situation, provide students with a lot of language input, guide students to receive these materials, increase the students' language input, so as to help and promote the students' English level and progress.

Teachers should create a meaningful situation, provide students with a lot of language input, and guide the students in the teaching process, actively participate in a lot of writing activities, to increase the students 'language input, so as to help and promote the continuous improvement of students' English writing level and progress.

3. Theory of situational cognition

1) Western learning theory has conducted extensive and in-depth research in the exploration of situational cognition, which is another focus of attention after the behaviorism learning theory based on "stimulus-reaction" and the cognitive psychology theory based on "information processing". The role of contextual cognition is significant in the foreign language acquisition process. It provides learners with a way to effectively organize language information and promote memory, so that learners can quickly and accurately grasp new materials and form a correct cognitive structure. From the viewpoint of situational cognition theory, language and knowledge have a mutually dependent relationship. Through this similarity, we can regard knowledge as a phenomenon, rather than simply think that it comes from an external environment. Knowledge stems from experiences and actions in the real world. Only by using knowledge, can we become the cornerstone of understanding knowledge. Therefore, in the process of daily communication, we will be exposed to a lot of information about the knowledge, and this information has become a new knowledge carrier. Therefore, only by integrating knowledge into

the colorful real social scene, can people fully understand its connotation, so as to use knowledge more accurately and flexibly. To achieve the desired teaching effect in English instruction, it is crucial to prioritize situational teaching. According to the perspective of situational cognition theory, learning can only be effective when it occurs in a specific culture or context.

2) There is a close connection between the situational cognition and situational instructional model.

Teachers in junior high school can help students gain a better understanding and mastery of English grammar by constructing real-life scenarios during the English teaching process. Because students lack exposure to foreign language environments, it is essential for foreign language teachers to create teaching scenarios that closely mirror real-life situations. This will enable students to learn English in a comfortable and familiar setting, ultimately relieving tension and increasing their enthusiasm to learn. They will be able to better retain the knowledge acquired and successfully accomplish their learning goals. The positive significance of improving students' English grammar application ability is that once learning is divorced from the actual situation, its effect will be greatly reduced.

In the context of situational teaching, it is crucial to recognize the significance of this teaching approach. Only by learning in a real language environment, can students obtain the best learning results. In the actual teaching process, teachers should create language communication situations in line with the age characteristics and psychological cognitive laws of junior high school students, so that they can perceive, understand and use new vocabulary and grammar rules to express the language in a vivid and specific situation.

**Table 2.2** Summary the theoretical framework.

| The theoretical framework of constructivism | S.Krashen's input hypothesis | Theory of situational cognition |
|---|---|---|
| From the perspective of constructivism, teachers should pay attention to excavating students' existing knowledge and experience in the teaching process, and carefully design the teaching plan on this basis. Teachers can carry out teaching activities from the aspects of "creating problem situation", "guiding inquiry learning", "encouraging cooperation and communication" and so on. | Learners' language ability will be improved when their input of understandable language reaches a certain level. Students can only further improve their language level through receiving a significant amount of language input. As a result, during the teaching process, teachers should carefully choose numerous language materials that are appropriate for students' proficiency level. | According to the theory of situational cognition, knowledge is not simply instilled by teachers to students, but an activity based on the social situation. It is the social wealth left by human social activities, and learners need to adapt to the social changes of environmental development. The situational cognition theory has significant guiding implications for the developing educational reform. |

From Table 2.2, in the process of language learning, the theory of writing skills is the basis of establishing effective communication.

**Methods of situational instructional model**

Li (2002) assigned four processes of situational instructional model as follows.

Step 1: Create the situation, conducting language training.

Step 2: Ring the situation, providing the composition theme.

Step 3: Use the situation, conducting aesthetic education.

Step 4: Promote the overall development with the situation.

These are the fundamental instructional steps for implementing the situational teaching method in Chinese discipline.

Li (2022) allocated four processes of the situational teaching model as follow:

Step 1: Enhance the teaching conditions and optimize the teaching outcomes.

Step 2: Enhance the practical effectiveness of applying English grammar.

Step 3: Build an efficient English grammar teaching environment.

Step 4: Create a well-structured system for evaluating situational teaching assessment.

Zhang (2023) assigned five processes of situational teaching model as follows.

Step 1: Engage in game scenarios to enhance your interest in reading.

Step 2: Use problem situations to stimulate reading and thinking.

Step 3: Use the information situation to achieve a vivid experience.

Step 4: Develop language ability relies on the performance situation.

Cheng (2023) proposed that three processes of situational teaching model as follows.

Step 1: Enhance the cultivation of emotional goals in students and empower them to develop noble sentiments.

Step 2: Develop the central theme of the course and establish precise course goals.

Step 3: Use teaching practice and activities to construct a teaching scene with a task situation.

**Table 2.3** Method of teaching used in situational instructional model

| Component | Li (2002) | Li (2022) | Zhang (2023) | Cheng (2023) | Frequency |
|---|---|---|---|---|---|
| Step 1 | Create the situation, conducting language training. | Enhance the teaching conditions and optimize the teaching outcomes. | Engage in game scenarios to enhance your interest in reading. | Enhance the cultivation of emotional goals in students and empower them to develop noble sentiments. | 3 |
| Step 2 | Ring the situation, providing the | Enhance the practical effectiveness of applying | Use problem situations to stimulate reading and | Develop the central theme of the course and establish precise | 4 |

**Table 2.3** (Continued)

| Com ponent | Li (2002) | Li (2022) | Zhang (2023) | Cheng (2023) | Frequency |
|---|---|---|---|---|---|
| | composition theme. | English grammar. | thinking. | course goals. | |
| Step 3 | Use the situation, conducting aesthetic education. | Build an efficient English grammar teaching environment. | Use the information situation to achieve a vivid experience. | Use teaching practice and activities to construct a teaching scene with a task situation. | 4 |
| Step 4 | Promote the overall development with the situation. | Create a well-structured system for evaluating situational teaching assessment. | Develop language ability relies on the performance situation. | | 3 |

From Table 2.3: Method of teaching used in situational instructional model, the author studied the components of situational instructional model from the concepts of Li (2002), Li (2022), Zhang (2023) and Cheng (2023). The elements of situational instructional model step on the same issue of 2 or more people to be used as a conceptual framework for research in 4 steps:

Step 1: Planning. The teacher will show the real or simulated English writing topic situation, let the students intuitively feel the application of language in the real situation.

Step 2: Organizing. The teacher explains the key and difficult points to students through the mixed online and offline teaching mode, and let students practice repeatedly in various forms, so as to achieve the development of thinking and independent conception of the writing framework.

Step 3: Writing. The teacher provides high-quality model essays, analyze the writing ideas, flexibly use the long and short sentences, and encourages students to write with an artistic flair by altering the language form.

Step 4: Editing and revising. The teacher mainly focuses on the object clause, exclamatory sentences, and mainly applies them to the writing process. From Li (2002), Li (2022), Zhang (2023) and Cheng (2023).

**Roles of teachers and students**

**Teachers**

Vogotsgy believed that learners' learning took place in a certain socio-cultural context, and socio-cultural communication. Hence, the interaction between teachers and students as well as the "collaboration" and "conversation" among students held great significance, as they sparked deeper and more comprehensive thinking about new knowledge through the clash of diverse ideas. In writing classes, teachers could create situations and design activities and group discussions based on teaching objectives and teaching content to promote students' understand.

Gong (2019) argued that the content and activities of learning should be rooted in learners' real-life experiences, recognizing the importance of learners' subjective engagement in the learning process. As a result, educators should create authentic learning environments that mirror real-life situations and offer learners opportunities to practice based on their own experiences. This approach aims to enhance learners 'ability to identify key concepts and effectively tackle complex problems in real-world contexts.

Han (2021) believed that the new curriculum required students not only master the basic knowledge of grammar, but also have the ability to flexibly use grammar knowledge to communicate with others. Therefore, the teaching situation of junior high school English grammar should be communicative, and this communicative ability was mainly reflected in the communication and interaction between people. In the process of teaching English grammar, teachers must pay attention to cultivating students' communicative skills, not only understand grammar rules, but also apply grammar knowledge in real life.

Li (2021) pointed out in the aspect of English writing teaching, teachers should effectively integrate the form of grammar, grammatical meaning and grammar function, pay full attention to the context creation, strengthen the cultivation of

students' ability to understand, analyze and use the grammar ability, and then promote the continuous improvement of students' ability to the correct application of writing in the communication situation. Since the implementation of the new rules, every English teacher had the responsibility to explore teaching methods that are beneficial to students' learning, memory and grammar application in daily teaching activities. This study would contribute to the further study of situational pedagogy. In addition, in English writing teaching, through the creation of similar situations to real life, English writing teaching would be promoted to life. Under the situational communication, students could better learn and master grammar and strengthen the application of grammar, so that students' English learning performance and English literacy level would also be improved. With the improvement of students 'performance, teachers would explore teaching methods more accurately and have more motivation for research. At the same time, teachers' own professional ability and teaching level would also be significantly improved.

Li (2022): Teachers should dig deep into the connotation of the teaching materials and build an interesting and vivid situation and atmosphere. Under the aspect of the new curriculum reforms, junior high school English teaching must be constantly innovated, improved and upgraded. If English teachers wanted to make the situational teaching method effectively used in every link of junior high school English teaching practice, they must first take the students and the teaching materials as the "foothold", and build an interesting and vivid three-dimensional English teaching situations and atmosphere. English teachers are required to apply the "scene" teaching approach in order to cultivate a pleasant and relaxing atmosphere for students in the classroom. Communication was a major channel and an important way for junior high school students to improve their English practice level and consolidate their English knowledge.

Cheng (2023) pointed out different students had different understanding of English knowledge in the process of English teaching. Teachers should show respect to their students, comprehend each student's unique needs, and employ a progressive teaching approach. Since each student is an independent individual, teachers should take the students as the center in the teaching process and provide fair and equal guidance for all students, so as to ensure that every student can be comprehensively promoted. In order to achieve good development, teachers must

pay attention to stimulating and cultivating students' learning motivation. In the specific teaching process, teachers should take students as the center, and carefully design teaching programs according to their actual English level and learning characteristics, to ensure the maximum teaching effect. At the same time, in order to stimulate and cultivate students' interest in learning, we should pay attention to the creation of real situation tasks. When planning situational tasks, teachers should carefully consider the degree of their benefits to students' learning.

In the application process of situational instructional model, teachers are the organizers, guides and promoters of classroom teaching and require to update their teaching ideas and actively change their teaching methods. Teachers need to master the requirements of the teaching syllabus, deeply understand and analyze the teaching materials, dig out the internal connections of different chapters, and arrange the teaching key points and difficult points according to the students' cognitive characteristics. In the process of implementation, students are encouraged to follow the teaching task, play the subject consciousness, inquiry consciousness, create a democratic and harmonious teaching atmosphere, utilize a variety of teaching methods to ensure a lively classroom environment.

**Students**

Alfired highlighted that the knowledge gained by learners within a specific context was referred to as "inert knowledge" because it lacked the ability to address problems that arise in real-life situations. Additionally, this knowledge lacked practical guidance and significance.

Piaget (1969): Students emphasized that students should take the initiative to adapt to the knowledge situation and continually develop while participating in learning activities. Meanwhile, the utilization of situational teaching method aims to cultivate and enhance students' cognitive level.

Piaget (1972) asserted that learning was a reciprocal process of constructing meaning, where learners constantly assimilated and accommodated information from their environment. This process was driven by the interaction between the learner and the external environment.

Li (2021): Students learned to analyze, think and apply English in the situations, and their writing level in the situational communication was also improved, which could effectively enhance students' learning efficiency." Outline of

Curriculum Reform in Basic Education (Trial)" (hereinafter referred to as "Outline") emphasized that in the overall goal of English curriculum in the basic education stage, students' comprehensive language application ability should be mainly improved.

Li (2022): Students were the core of English learning. Only by full use of students' subjectivity, could we truly realize efficient teaching. In situational teaching, teachers need to carefully choose appropriate teaching scenarios in line with the teaching contents. In order to encourage students to gain a profound understanding and mastery of the relevant knowledge. In addition, teachers should generate real-life scenarios to inspire the students' curiosity and foster their eagerness for investigation. Teachers guided them to realize the construction of knowledge through independent inquiry, and then promoted the development of their independent learning ability, so as to achieve excellent teaching results.

Du (2023): In this process, the students' English ability was trained by traditional ways, such as rote memorization. The students reinforced their knowledge by deeply understanding and applying it.

Situational instructional model provides a platform for students to play their own role, and students can actively participate in the activities in classroom learning. It is not only conducive to improving their own thinking ability, but also conducive to understanding western culture and improving the ability of language customs. Students strive to do three steps, effective preview before class, problems solving in class, induction after class and so on, so as to form an efficient classroom.

**Strengths of situational instructional model**

Zhang (2019), a famous English teaching theorist in China, proposed that context and English teaching was inseparable, and English teaching could only obtain good teaching results if it was carried out in a certain situation. Hence, incorporating situational pedagogy into English writing instruction aligned with the demands of the new curriculum reform and the principles of language.

1. Situational instructional model changed students learning behavior, highlighted students' subjectivity and cooperation, so that each student could develop improve their learning interest and ability.

2. Situational instructional model could not only provide a discussion and exchange platform, but also solve difficult problems in students' pre-class preview,

so as to ensure that the classroom inquiry time was really used for students' effective learning. Students recalled situational teaching scenes after class, so as to improve writing learning performance.

Yang (2020) believed that students' mastery of foreign language must be based on the understanding of listening and speaking activities in the context, starting from the structure, meaning and law of the language itself. At the same time, this method pointed out that students must have a happy attitude and the courage to overcome difficulties by mastering the sentence pattern and vocabulary structure in situations. He also pointed out that a successful foreign language teaching needs to stimulate their drive from the perspective of will and emotion, and from the perspective of explicit activities, communication needed certain situations. Therefore, the accuracy of understanding and expression in foreign language writing learning needed the support of a certain situation.

Ellis (2010) believed that instill knowledge to students in the form of symbols would lead to the failure to combine with real life when learning grammar. If their cognition of symbols reached the height of thinking and belief, they could well understand the activities of others. The setting of the situation can play a role in supporting the students' writing goals and promoting their learning.

Wang (2020) conducted an analysis on the implementation of the situational teaching method in English classes for junior high school students. He successfully integrated this teaching method with the unit themes in the English teaching materials. Additionally, he suggested that creating relevant situations that align with the unit themes can effectively assist students in practicing the sentence patterns they have learned. By employing various forms of multimedia, teachers establish an effective and impactful learning environment for students, enabling them to strengthen their understanding and proficiency in grammar through consistent sentence pattern training. The academic performance has been greatly enhanced as a result of this.

Yao (2020) pointed out that we adopted the creation of situational representation picture, through the in-depth understanding of the course content, detailed understanding of thoughts and feelings, so as to realize the reproduction of the course content situation, and further deepen the students' thoughts and feelings. In the field of English teaching, teachers should apply diverse teaching methods

based on the contents and features of instructional materials, as well as the specific circumstances, in order to establish dynamic and concrete teaching scenarios. This approach aims to engage students emotionally and enhance the effectiveness of classroom instruction.

## English Writing Ability

The English Curriculum Standard for Compulsory Education (2022) requires junior high school students to understand the basic information narrative, and try to use pronunciation and coherence to improve the accuracy of understanding and expression logic of basic information. Teachers have raised their expectations for cultivating students' writing skills. Qin (2012-2015) selected the vocabulary use, syntactic complexity, expression mode and thinking development as the indicators to measure the growth of students' writing ability. Liu (2016) believed that the accuracy of writing could be measured by time-limited articles and accuracy tests. Therefore, in the study of second language acquisition, indicators of accuracy, fluency and complexity were widely used to assess language students' oral or written language output ability (Hong, 2021). It was natural for two-language learners to master these skills through lots of practice. However, in junior high school, for English students, the complexity of the output content was not too much requirement.

1) In terms of psychology, the concept of "writing skills" is proposed and taken together with "writing skills" as the most important element in the structure of writing ability. Lin (2017) Liu regarded writing ability as a psychological characteristic with a significant impact on collaborative assignments. In addition, he stressed that the standard of measuring writing ability should not be limited to vocabulary and syntactic structure, but should take into account many factors such as writing speed and article quality.

2) In terms of communicative language ability, language knowledge and discourse knowledge both belong to the category of language skills, and speech practice is divided into two aspects: oral expression and written expression. Jiang (2019) defined writing ability as the capacity to utilize the target language to accomplish communication objectives, encompassing a comprehensive grasp and mastery of language, discourse, and strategies. The essence of language lied in the use of appropriate vocabulary and spelling skills, and the wisdom to accurately and

appropriately translate sentences or phrases into sentences or phrases. Strategy ability referred to a comprehensive accomplishment of flexibly adjusting their own language expression mode according to different situations in practical application. Text knowledge was a kind of advanced cognition that combines vocabulary and grammar knowledge to achieve logical organization of text. Strategic competence referred to the competence in selecting writing materials and evaluating the knowledge of the organization. Strategic competence referred to the ability to effectively choose writing materials and assess the expertise of the organization. Language instruction should also focus on developing learners' discourse knowledge and strategic abilities. Jiao (2018) pointed out that language knowledge and discourse knowledge were a key to test students' writing ability. This paper classified the various knowledge involved in English writing. Because language ability and discourse knowledge were the two main aspects of writing ability assessment, the assessment of writing ability needed to pay special attention to their performance. Skehan (1998) introduced the concept of CAF, which measured language proficiency in terms of complexity, accuracy, and fluency. Additionally, Hallid and Hason proposed a new approach to evaluating discourse knowledge, focusing on the coherence and consistency of discourse.

3) From the perspective of both social cognitive patterns and communicative language ability, Zhang (2020) argued that contextual and linguistic knowledge must be taken fully into account when defining writing ability. Based on this theory, a new hypothesis of the relationship between writing skills and cultural factors is put forward. The concept of writing ability, as defined by the Chinese English Proficiency Scale (2018), refers to the capacity to utilize language knowledge, including vocabulary, grammar, and other language skills, to strategically organize a written text within a specific language context in order to accomplish a particular goal of expression.

4) In addition, from the perspective of writing ability, Bastone (1994) proposed five basic elements, including writing thinking, writing process control, communication, expression, and evaluation. Yao (2020) and Xu (2020) emphasized in their research that "Exploration of second language writing the confusion and strategy of vocabulary and sentences "encompasses various aspects of English writing ability, such as language ability, discourse and rhetoric ability, strategy ability, social and

cultural ability, and basic knowledge of writing. According to Huang (2022), language ability, including a thorough grasp of grammar, vocabulary, and pragmatic aspects, plays a crucial role in writing. Additionally, Lopez and Perez highlighted that the application of writing skills was primarily used in professional contexts. Peng (2023) emphasized that the precision of speech and the smoothness of sentence structures were key factors in evaluating language proficiency. Additionally, the complexity of speech expression played a crucial role in assessing language expression ability.

First of all, English writing skills at a strategic level require learners' ability to examine and shape clear thematic concepts, plan material layout, and use writing skills. Among them, planning and design, as an important writing task, is regarded as the most basic writing skills, whose purpose is to guide learners to analyze and determine the goals to achieve so as to learn and practice purposefully. Secondly, from the perspective of language expression, the writing skills reflect the superb level of the learners' ability to organize the structure of the article around the topic, choose the appropriate wording, and make the logic of the article coherent. Thirdly, from the perspective of communication, writing ability reflects the ability of learners to analyze and solve problems with the knowledge they have learned. At the grammatical level, English writing ability refers to the student's ability to use appropriate and accurate target language to express the core content of the text, including the correct use of punctuation marks, letter case, word collocation, and sentence structure. In addition, English writing ability also contains certain social and cultural knowledge and some other factors, such as the influence of mother tongue on students' English learning and so on. Although writing ability is an innate and abstract cognitive feature, its external presentation—the process and results of writing—is observable and measurable. (Zhang, 2023)

Writing ability not only reflects a person's ability to use language, but also reflects the development of thinking. Hence, the cultivation of students' excellent English writing skills is crucial in English education. It is a selective ability to extract, process, and integrate the knowledge they accumulate to achieve a higher level of cognition. The definition of English writing ability varies from scholar to scholar. Writing ability is also the comprehensive expression of students' using language skills and way of thinking when completing a composition or article. In practical terms, writing ability encompasses language expertise in vocabulary and grammar, as well as

logical discourse knowledge in genres, structures, and language organization skills. The form of language expression formed after the analysis, processing and processing of written discourse. Writing ability is a practical skill that is frequently utilized for language expression. It involves the author's unique use of language in the context of their writing process to effectively communicate or present information.

Hayes & Flower pointed out that planning, writing, and review were three indispensable links in writing activities. The author devoted his energy and time to a series of cognitive activities, processed the writing topic, reader background and other information, corrected the text writing format, reviewed the completed text, and constantly adjusted the writing plan to ensure the quality and effect of the work. The three aspects were interconnected and impacted one another, forming a cohesive writing process.

The comparative rhetoric study of Grabe & Kaplan showed that the difference of discourse creation was influenced by people's cultural background, which was because the creators had different "cultural tendencies", which affected their ability to interpret social and cultural phenomena ". In addition, individuals may have different ways of thinking and life experience, and they may express different views. Because writing is a complex cognitive processing process aimed at expressing ideas, it involves many aspects of knowledge, such as language content, discourse and cultural phenomena, so it needs fine cognitive processing.

Wu (2022) pointed out that writing was not only a means of expressing thoughts and emotions, but also a subtle cognitive process, a cognitive operation in which the author used available resources to achieve communication goals. This definition emphasized that writing was controlled by the brain, as are other cognitive behaviors. The improvement of writing ability required accurate expression of language content, profound cognitive processing and excellent cultural communication skills. The writing process was the process by which people used language to express their views and feelings and interact with others.

Li (2019) showed that in English writing, operational definition and theoretical concept were two important concepts, which represented language selection, discourse construction, functional division and social language recognition respectively. In theory, they represented different levels of knowledge structure in the process of English writing. The ontological knowledge of writing consisted of

linguistic knowledge and discourse knowledge, among which linguistic knowledge was the essential core knowledge for building basic blocks, including but not limited to vocabulary and syntax. Discourse knowledge was based on grammatical and linguistic knowledge, which integrated the basic chunks of language organically to form a coherent textual knowledge system. Linguistically speaking, writing ability was the ability to form a coherent language expression based on reading comprehension.

Yang (2020) pointed out that writing ability referred to the ability of language learners to use their professional knowledge, combine relevant language and discourse knowledge, and use a variety of writing strategies and rhetorical techniques to create works of different genres. As can be seen from this definition, writing ability reflected both language output and language input. On the whole, writing was not only an activity that pursues output results, but also a cognitive process of bidirectional cyclic analysis of the content and form of productive discourse, which required students not only to improve their language reading ability, but also to have the ability to organize discourse and properly apply lexical grammars. In real life, people often took the quality of language expression as one of the criteria to measure the overall quality of an individual, while writing ability could reflect an individual's English proficiency from another aspect. In junior high school English teaching, English writing ability has become a crucial indicator for evaluating students' practical English skills. However, English writing teaching was often seen as an activity that demands significant effort but yields limited results.

Li (2021) pointed out that by using rules of speech to organize grammatical forms, we produced meaningful speech, which was writing. In this process, certain principles needed to be followed in order to form an effective speech system, and these principles were writing ability. As far as theoretical concepts are concerned, writing ability referred to a basic skill that used knowledge of vocabulary, grammar and syntax to organize and express language and emotions in a structured and logical manner, including identifying the subject matter of writing, organizing material and structural strategies, etc., with the ultimate goal of achieving a communicative purpose. From the perspective of pragmatics, writing ability was the ability to choose the appropriate expression according to a particular topic or situation in a given context in order to form a coherent and effective speech practice that communicates information to the audience.

**Table 2.4** English writing ability about unit, method, step and instruments

| Unit/Chapter | Method | Situational instructional model/Step | | | | English writing ability | | | Instruments /Activities |
|---|---|---|---|---|---|---|---|---|---|
| | | S.1 | S.2 | S.3 | S.4 | S.1 | S.2 | S.3 | |
| Unit 1/ Chapter 1 Mid-Autumn Festival | Situational instructional model | T | L | L | T&L | √ | √ | √ | Scoring rubric |
| Unit 1/ Chapter 2 Father's Day and Mother's Day | Situational instructional model | T | L | L | T&L | √ | √ | √ | Scoring rubric |
| Unit 1/ Chapter 3 Christmas Day | Situational instructional model | T | L | L | T&L | √ | √ | √ | Scoring rubric |

S means Step, T means Teacher, L means Learner, S means Skill.

Situational instructional model is a kind of teaching method based on the real language environment of the real life situation of learners for research in 4 steps:

Step 1: Planning. The teacher will show the real or simulated English writing topic situation, let the students intuitively feel the application of language in the real situation.

Step 2: Organizing. The teacher explains the key and difficult points to students through the mixed online and offline teaching mode, and let students practice repeatedly in various forms, so as to achieve the development of thinking and independent conception of the writing framework.

Step 3: Writing. The teacher furnishes students with top-notch model essays, analyzes down the writing concepts, utilizes both long and short sentences, enabling students to capture the artistic beauty of language transformation in their own writing.

Step 4: Editing and revising. The teacher mainly focuses on the object clause, exclamatory sentences, and mainly applies them to the writing process. From Li (2002), Li (2022), Zhang (2023) and Cheng (2023).
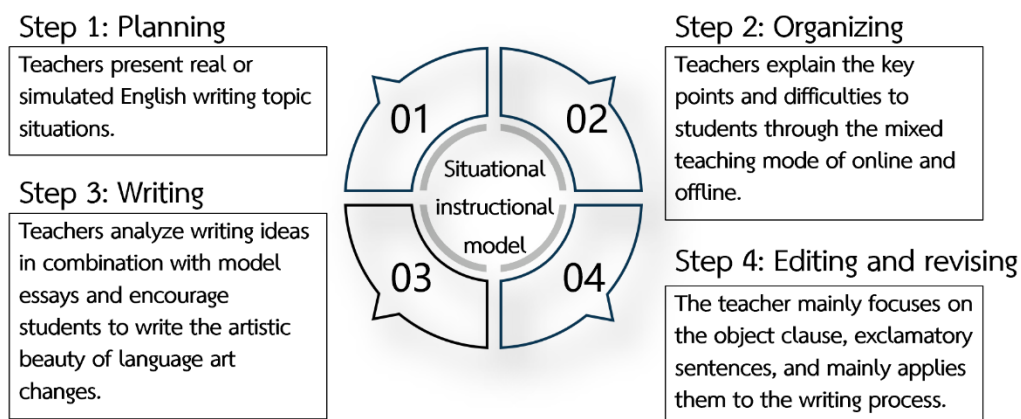
**Figure 2.2** The teaching steps of situational instructional model

English writing ability refers that the students have the knowledge and abilities related to expressing ideas through 3 written skills: 1) Strategy skills, which refers that Students can examine the genre of the article and shape clear thematic concepts, describe the event in detail, and tell a story each of paragraph plan. 2) Discourse skills, which refers that students organize the structure of the article around the topic, choose the appropriate wording, and make the logic of the article coherent (Zhang, 2023) 3) Grammar skills, which refers that students use sentence patterns (tense, voice, long and short sentences) and express topics. (Compulsory Education Curriculum Program and Curriculum Standards 2022 Edition)

## Related Research

Some domestic and foreign scholars' researches on the theme of "Development of Situational Instructional Model to improve English Writing Ability of Junior High School" are as follows:

Song (2018) pointed out that students should cooperate well with teachers and improve the efficiency of listening; communicate with students to make progress together; accumulate writing materials after class and strengthen writing training in English writing class. This showed that compared with the traditional writing teaching, writing context teaching could arouse students' interest and improve English learning efficiency and writing ability.

Shen (2018) showed that in junior high school English teaching, situational teaching based on real life. Situational instructional model motivated students to

become more interested in English writing and enabled them to master their knowledge in English writing more effectively. Therefore, in the teaching of English writing in junior middle school, teachers should actively change the traditional teaching model and adopt the creative situational teaching method, so as to eliminate students' boredom and fear of English writing due to the lack of language environment, improve the timeliness of English writing courses in junior middle school.

Jiang (2019) pointed out that teachers integrated English writing teaching into specific teaching scenarios, and guided students to comprehend and used relevant sentence patterns, writing skills and key points in contexts, so as to think, apply and evaluate in contexts.

Wang (2018) pointed out that situational instructional model stimulated students' intellectual curiosity, strong interest in writing, and guides them to think, so as to ensure that their writing ability can be developed smoothly. Secondly, the thinking steps in English writing had a crucial impact on students' logic, because they could stimulate students' writing thinking, thus affecting the final writing effect. Thirdly, it could promote the improvement of students' writing level, students could start from themselves, based on life to carry out writing training, so as to stimulate their enthusiasm and interest in writing, and then achieve the effective cultivation of English writing ability.

Ren (2021) pointed out English writing teaching could significantly improve the classroom atmosphere, stimulate students' enthusiasm for learning and improve learning efficiency. In the English writing teaching, teachers should have the ability to flexibly use the situational teaching, and organically combine it with the classroom content, in order to enhance students' proficiency in English writing.

Lu (2022) pointed out that situational instructional model established or connected the teaching content and students' sensory experience, stimulated students' enthusiasm for learning, cultivated students' interest in writing, improved students' writing level, so as to apply the teaching effects, enhance students' writing ability and teaching quality.1) Create visual situation and stimulate writing enthusiasm. 2) Establish life scenes and stimulate life experience. 3) Construct problem situations and promote language processing. 4) Conduct cooperative activities and perform situational interpretation.

# Chapter 3
# Research Methodology

This research used a mixed method of research. This research is divided into 3 phases.

Phase 1: To study the factors affecting English writing ability of junior high school students.

Phase 2: To develop situational instructional model to improve English writing ability of junior high school students

Phase 3: To examine the effects of implementing situational instructional model to improve junior high students' English writing ability

The details are as follows.

## Phase 1: To study the factors affecting English writing ability of junior high school students.

### The population

The former students (Grade 9) of English curriculum in semester I of academic year 2022 from 3 junior high schools in Huludao City.

1) 42 from Binhai Junior High School

2) 43 from Huangjia Junior High School

3) 40 from Lianwan Junior High School

### Research instrument

The questionnaire for students

### Designing instrument 1

1. Study situational instructional model course and factors affecting English writing ability.

2. Design a questionnaire to assess the correctness and completion of factors that can enhance English writing skills in junior high school students.

3. Assess the validity of questionnaire on factors to improve English writing ability in Grade 9 students at Binhai Junior High School, Huangjia Junior High School, and Lianwan Junior High School by 5 experts (List name in Appendix A) through Index

of Item-Objective Congruence (IOC) according to the criteria shown below (Phongsri, 2011):

+1 =  Sure that the contents are related to the topics

 0  = Not sure that the contents are related to the topics

-1  =  The contents are not related to the topics

The acceptable items must have the IOC values not less than 0.5. The IOC calculated from the validation measures 1.00.

4. Design Likert 5-point rating scale questionnaire on the following score rating criteria.

**Score rating criteria**

5 means strongly agree

4 means agree

3 means neutral

2 means disagree

1 means strongly disagree

**Quality validation**

Using IOC by 5 experts to examine the quality of the questionnaire.

**Data Collection**

1. Ask for permission for data collection.

2. Collect data from the assigned students by utilizing the developed questionnaire.

**Data analysis**

The factors affecting English writing ability obtained from the students are interpreted using MEAN interpretation criteria proposed by Phongsri (2011).

4.51-5.00 means the highest

3.51-4.50 means high

2.51-3.50 means moderate

1.51-2.50 means few

1.00-1.50 means the fewest

Descriptive statistics, frequency, mean ($\mu$) standard deviation ($\sigma$)

**The population**

Group 2: The teachers who are teaching English Course from 3 junior high schools in Huludao City.

1) 1 Lecturer from Binhai Junior High School

2) 1 Lecturer from Huangjia Junior High School

3) 1 Lecturer from Lianwan Junior High School

**Research instrument**

The interview for the teachers

**Designing instrument 2**

1. Study literature and factors affecting English writing ability of junior high school students.

2. Design the draft of open-ended interview on factors to affect English writing ability of junior high school students.

3. Present the draft of open-ended interview to the advisors for checking correctness and completion.

4. Assess the validity of open-end interview on factors affecting English writing ability for the students at Binhai Junior High School by 5 experts (List name from Appendix A) through Index of Item-Objective Congruence (IOC) according to the criteria shown below (Phongsri, 2011):

+1= If you are sure the questions measure its objectives

0 = If you are not sure that the measurement questions related its objectives

-1 = If it is certain that the questions is measured and does not related the objectives

The acceptable items must have the IOC values not less than 0.5. The IOC calculated from the validation measures 1.00.

**Data collection**

1. Ask for permission for data collection.

2. Collect data from the assigned lecturers using the developed interview.

**Data analysis**

Content analysis

**Expected output Phase 1**

Gather crucial information from past students and instructors to assess the internal and external factors influencing the enhancement of English writing skills in junior high school students. And utilize the result to create a situational instructional model.

**Table 3.1** Summary of the research methods in Phase 1

| Topic | Details |
|---|---|
| Research process | Analysis internal and external factors |
| Research objectives 1 | To investigate the factors that influence the English writing skills of junior high school students. |
| Conduct research | Design internal and external factors that affect the junior high school students' English writing ability. Design questionnaires and lecture interview outlines. |
| Target group | Population -125 junior high school Students Key Information - 3 lectures |
| Instruments | Questionnaire Interview |
| Data analysis | Descriptive statistics, frequency, mean, standard, deviation |
| Results | Factors that influence the writing skills of junior school students in English. |

## Phase 2: To develop situational instructional model to improve English writing ability of junior high school students.

**Designing instrument 1** (The handout can apply situational instructional model to enhance junior high school students' English writing ability.)

1. Design the development of situational instructional model to improve English writing ability for junior high school students, which consists of the stable teaching activities and procedures. Such a developed situational instructional model with 5 components: 1) Rational and Principle) Take the results from objective 1) Rational, 2) Objectives, 3) The Contents, 4) Method of Training and Materials and 5) Evaluation by scoring rubric in 4 aspects standards: 1) Utility standards, 2) Feasibility standards, 3) Propriety standards and 4) Accuracy standards.

2. Assess the validity of the questionnaire of the appropriateness of the training curriculum by 5 experts (List name in Appendix A) through Item-Objective Congruence (IOC) according to the criteria as shown below (Phongsri, 2011):

+1= if you think the issues can measure the appropriateness of the training curriculum

0= if you are not sure the issues can measure the appropriateness of the training curriculum

-1= if you think the issues cannot measure the appropriateness of the training curriculum

The acceptable items must have the IOC values not less than 0.5. The IOC calculated from the validation measures 1.00.

**Designing instrument 2** (The confirming the accuracy of the handout to improve English writing ability for junior high school students).

1. Design the contents after the experts finishing IOC, which contains the criteria to be agree or disagree.

2. Assess the validity of the questionnaire of the appropriateness of the situational instructional model by 5 experts (List name in Appendix A) according to the criteria to be agree or disagree.

**Data collection**

1. Ask for permission of data collection.

2. Collect appropriateness of the training curriculum in terms of accuracy standards, propriety standards, feasibility standards, and utility standards from the 5 experts (List name in Appendix A) using the developed conformity assessment form of situational instructional model.

**Data analysis**

Descriptive analysis i.e. frequency and percentage.

The acceptable items must not be less than 100%.

**Expected output Phase 2**

Situational instructional model the appropriateness of which is confirmed by experts for further implementation.

**Table 3.2** Summary of the research methods in Phase 2.

| Topic | Details |
|---|---|
| Research process | Conformity Assessment Form of Instructional Model in terms |
| Research objectives 2 | Develop situational instructional model to enhance junior high school students' English writing ability. |
| Conduct research | Design a handout according to the principles and rationality, goals, contents, teaching methods, and evaluation of situational instructional model. |
| Target group | by 5 experts confirming development problem based on situational instructional model |
| Instruments | The handout for 5 experts through Item-Objective Congruence (IOC) |
| Data analysis | Descriptive analysis i.e. frequency and percentage. The acceptable items must not be less than 100% |
| Results | Problem based on situational instructional model, the appropriateness of which is confirmed by experts for further implementation. The acceptable items is 100%. |

## Phase 3: To examine the effects of implementing situational instructional model to improve junior high students' English writing ability.

### Population

The total of 129 students in Grade 3 from 3 classes of students, who enroll in English course at Binhai Junior School in Semester 1 of academic year 2023. Those sections involve the following.

Class A: 42 students

Class B: 44 students

Class C: 43 students

### The sample group

The 42 students who enroll in English course from Class A are obtained by random sampling.

**Table 3.3** Posttest only experimental design

| Group | X | T1 |
|---|---|---|
| Sample group | Situational instructional model | After being taught, the English writing ability of junior high school students improves. |

X - Situational instructional model

T1 - Junior high school students' English writing ability after teaching

**Research instruments**

1. Lesson plans using situational instructional model

2. Composition practice

3. Rubric scoring form

**Designing instrument 1**

1. Study contents, objectives, methods of teaching, materials, evaluation and learner assessment methods.

2. Design lesson plans by format given.

3. Present the lesson plan to the advisors for checking correctness, completion and improvement.

4. Assess the validity of the designed lesson plans by 5 experts (List name from Appendix A) through Item Objective Congruence (IOC) according to the criteria as shown below (Phongsri, 2011):

+1 = Sure that the contents are related to the topics

0 = Not sure that the contents are related to the topics

-1= Sure that the contents are not related to the topics

The acceptable items must have the IOC values not less than 0.5. The IOC calculated from the validation measures 1.00.

5. Developed and implement curriculum lessons plans for the experimental group.

**Designing instrument 2**

1. Composition practice

1) Common writing topics: "The opinions of using WeChat", "Shopping online", "Mobile phones", "Traditional culture", "Public square dancing", "Lower carbon, happier life", "Giving is receiving", "Less pressure, better life", "To be an honest man", "A trip to Beijing".

2) An essay of no less than 80 words.

3) Advantages and disadvantage.

4) Including time, persons, affairs.

5) According to the information prompts, students can grasp the main points, play appropriately and not verbatim translation.

2. Study and design composition titles on daily life, and the rubric scoring criteria aligned with situational instructional model, 1) strategy skills, 2) discourse skills, 3) grammar skills. (Appendix C)

3. Present 1.00 about the rubric scoring criteria to the advisors for checking correctness, completion and improvement.

4. Assess the validity of the designed rubric scoring criteria by 5 experts (List name from Appendix A) through Item-Objective Congruence (IOC) according to the criteria as shown below (Phongsri, 2011):

+1 = Sure that the descriptors are related to the issue of assessment

0 = Not sure that the descriptors are related to the issue of assessment

-1 = Sure that the descriptors are not related to the issue of assessment

The acceptable items must have the IOC values not less than 0.5. The IOC calculated from the validation measures 1.00.

**Data collection**

1. Ask for permission of data collection

2. Collect students' performance by using rubric scoring before assessment by external raters.

**Data analysis**

Categorize students' performance according to rubric scoring criteria into their levels descriptor.

**Designing instrument 3**

**Rubric scoring form**

1. Study and design understanding of the rubric scoring criteria on three festival, Mid-Autumn Festival, Father's Day and Mother's Day, and Christmas Day,

aligned with situational instructional model, 1) strategy skills, 2) discourse skills, 3) grammar skills. (See Appendix C)

2. Present 1.00 about the rubric scoring criteria to the advisors for checking correctness, completion and improvement.

3. Assess the validity of the designed rubric scoring criteria by 5 experts (List name from Appendix A) through Item-Objective Congruence (IOC) according to the criteria as shown below (Phongsri, 2011):

+1 = Sure that the descriptors are related to the issue of assessment

0 = Not sure that the descriptors are related to the issue of assessment

-1 = Sure that the descriptors are not related to the issue of assessment

The acceptable items must have the IOC values not less than 0.5. The IOC calculated from the validation measures 1.00.

**Data collection**

1. Ask for permission of data collection

2. Collect students' performance by using rubric scoring before assessment by external raters.

**Data analysis**

Categorize students' performance according to rubric scoring criteria into their levels descriptor.

**Table 3.4** Conduct research from Phase 3

| Topic | Details |
|---|---|
| **Research process** | Conformity Assessment Form of lesson plans and rubric scoring in terms |
| **Research objective 3** | To examine the results of implementing situational instructional model to improve English writing ability of junior high school students. |
| **Conduct research** | Design a handout and implement teaching in accordance with the principles and steps, goals and content, teaching methods and evaluation of teaching based on situational instructional model. |
| **Target group /Key informants** | by 5 experts through Item-Objective Congruence (IOC) according to the criteria |

**Table 3.4** (Continued)

| Topic | Details |
|-------|---------|
| **Instrument** | The lesson plan and rubric scoring for 5 experts through Item-Objective Congruence (IOC) |
| **Data analysis** | Descriptive analysis i.e. frequency and percentage. The acceptable items must not be less than 100% |
| | Descriptive analysis, i.e. mean and standard deviation. The English writing ability of junior high school students reaches good level ≥ 80%. |
| **Output** | The suitability of the Lesson plan and rubric scoring has been confirmed by experts and can be used for teaching experiments. |

The following is the main link of the implementation of situational instructional model to improve students' English writing ability as follows:

Firstly, based on the actual situation of the school, questionnaire survey was conducted among the students for English writing in junior high school, and interviews were conducted with English teachers to grasp the internal and external causes on improving students' English writing ability. Secondly, design the steps of situational instructional model and write situational teaching plan. Thirdly, carry out situational instructional model in combination with the written teaching plan. Situational instructional model can improve students' English writing ability as shown by strategy skills, discourse skills, grammar skills in Figure 3.1.
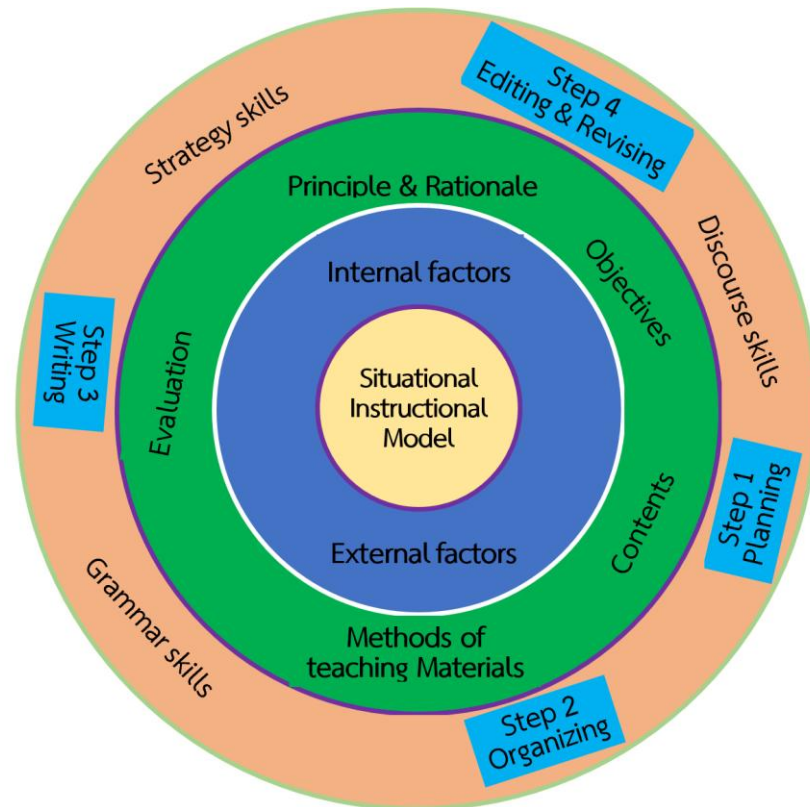
**Figure 3.1** Teaching practice diagram on developing situational teaching model

# Chapter 4
# Results of Analysis

In the study of "Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students", the researcher examined the relevant documents concerning to the following aspects:

**Part 1:** To study the factors affecting English writing ability of junior high school students.

**Part 2:** To develop situational instructional model to improve English writing ability of junior high school students

**Part 3:** To examine the effects of implementing situational instructional model to improve junior high students' English writing ability

Data Analysis Results

## Part 1: To study the factors affecting English writing ability of junior high school students.

This section presents analysis results serving objective 1 using table and description in terms of MEAN, standard deviation, interpretation (Level of Attitude), and ranking of all factors in overview. After that, items of all factors are presented likewise.

The amount students of university (125 students)

42 students from Binhai Junior High School

43 students from Huangjia Junior High School

40 students from Lianwan Junior High School

**Table 4.1** Common data of the respondent in overall (N=125)

| Data | Frequency | Percentage |
|------|-----------|------------|
| **Gender** | | |
| A. Male | 62 | 49.60 |
| B. Female | 63 | 50.40 |
| **Total** | **125** | **100.00** |
| **Age** | | |
| A. 15-16 yrs. | 114 | 91.20 |
| B. 17-18 yrs. | 11 | 8.80 |
| **Total** | **125** | **100.00** |

From Table 4.1, the common data of the respondent in overall shows that 49.60% of the respondents are male, 50.40% of the total are female. The age distribution is relatively concentrated, 15-16 years old is the most common, 91.20% of the respondents belong to this category.

**Table 4.2** The result of questionnaire from students in overview (N=125)

| No. Factors | $\mu$ | $\sigma$ | Level | Ranking |
|-------------|-------|----------|-------|---------|
| **Internal Factor** | | | | |
| 1. Students think that the good health is very important for studying another grade. | 4.02 | .92 | high | 4 |
| 2. Students think that English Course is very useful to study. | 3.91 | .85 | high | 16 |
| 3. Students think that they can practice English in the classroom, outside the classroom or at home, is good for English writing. | 4.02 | .88 | high | 4 |
| 4. Students think that they can study how to write for the Internet and you Tube. | 3.96 | .82 | high | 9 |
| 5. Students feel that good teaching is good for students' English writing. | 3.87 | .79 | high | 19 |

**Table 4.2** (Continued)

| No. Factors | $\mu$ | $\sigma$ | Level | Ranking |
|---|---|---|---|---|
| 6. Students feel that if the parents support to learn and help to practice English writing more, students may have a good English writing. | 3.96 | .84 | high | 9 |
| 7. Students think that positive thoughts will help students with decisions to study English Writing Course. | 4.02 | .81 | high | 4 |
| 8. Students take the initiative to ask and answer questions in English Writing Course. | 3.99 | .86 | high | 8 |
| 9. Students are nervous sometimes when answering questions in English Writing Course. | 4.18 | .84 | high | 1 |
| 10. Students think that English writing in junior high school is moderately difficult. | 4.06 | .86 | high | 2 |
| 11. Students think that there is more interaction between teachers and students in English writing classes. | 3.94 | .80 | high | 12 |
| 12. Students think that parents encourage children to develop a proper attitude towards learning. | 3.94 | .82 | high | 12 |
| 13. Students thinks that teachers select appropriate English writing materials and arrange tasks at different levels. | 3.86 | .80 | high | 20 |
| 14. Students think that teachers' teaching elements in English Writing Course are relevant to real life. | 3.89 | .84 | high | 18 |
| 15. Students refer to composition books to complete their English writing assignments. | 3.95 | .81 | high | 11 |
| 16. Students practice English writing systematically after class and consider English textbooks as practical, interactive and inspiring examples and materials. | 3.94 | .87 | high | 12 |

**Table 4.2** (Continued)

| No. Factors | $\mu$ | $\sigma$ | Level | Ranking |
|---|---|---|---|---|
| 17. Students perceive that they learn more efficiently in English Writing Course. | 3.91 | .78 | high | 16 |
| 18. Students want to use the ongoing English writing method. | 4.01 | .84 | high | 7 |
| 19. Students transfer their knowledge of English grammar to writing lessons. | 4.03 | .86 | high | 3 |
| 20. Students want their English compositions to be used as models. | 3.92 | .87 | high | 15 |
| **Total Average** | **3.97** | **.84** | **high** | |
| **External Factor** | | | | |
| 1. Teachers choose appropriate teaching methods according to the characteristics of the English curriculum and the goals of writing skills. | 4.04 | .81 | high | 2 |
| 2. Teachers create situations through multimedia, games and so on for students to have English writing training. | 3.96 | .83 | high | 7 |
| 3. Teachers stimulate students' interest in learning and set up daily groups. | 3.96 | .82 | high | 7 |
| 4. Teachers organize students to discuss, and students evaluate each other's sentences and compositions in English Course. | 4.01 | .83 | high | 4 |
| 5. Teachers combine English teaching objectives with writing skills to improve students' writing ability. | 3.86 | .78 | high | 10 |
| 6. The teaching atmosphere should be relaxing and equal, and a good learning environment is conducive to the development of students' learning initiative. | 4.03 | .81 | high | 3 |
| 7. Teachers focus on using English writing skills to develop students' interest in learning. | 4.06 | .84 | high | 1 |

**Table 4.2** (Continued)

| No. Factors | $\mu$ | $\sigma$ | Level | Ranking |
|---|---|---|---|---|
| 8. Teachers combine traditional evaluation methods with modern diversified evaluation systems. | 4.00 | .80 | high | 5 |
| 9. English textbooks are the main basis for teachers' teaching and training. The level of teaching difficulty is adjusted according to the specific requirements of differentschools. | 3.90 | .76 | high | 9 |
| 10. Teaching facilities are rich and varied, such as multimedia, blackboards, round tables, computers, etc. | 3.97 | .78 | high | 6 |
| **Total Average** | **3.98** | **.81** | **high** | |

Table 4.2 indicates that internal factors affecting English writing ability of junior high school students are found to be at a high level overall ($\mu$=3.97). Considering each item individually, it was found that No.9 had the highest mean ($\mu$=4.18), followed by No.10 ($\mu$=4.06), and the lowest mean was found in No.13 ($\mu$ = 3.86).

The average level of external factors affecting English writing ability of junior high school students is moderate, with a mean score of 3.98. When each item was examined separately, it was discovered that No.7 had the highest average ($\mu$ = 4.06), followed by No.1 ($\mu$ = 4.04), and the lowest mean was found in No.5 ($\mu$ = 3.86).

**Table 4.3** Common data of the respondent in Binhai Junior High School. (N=42)

| Data | Frequency | Percentage |
|---|---|---|
| **Gender** | | |
| A. Male | 21 | 50.00 |
| B. Female | 21 | 50.00 |
| **Total** | **42** | **100.00** |
| **Age** | | |
| A. 15-16 yrs. | 37 | 88.10 |
| B. 17-18 yrs. | 5 | 11.90 |
| **Total** | **42** | **100.00** |

From Table 4.3, the common data of the respondent majoring in English Course, equal gender ratio, both 50%. The most age is 15-16 yrs., 88.10%

Table 4.4 The result of questionnaire from students in Binhai Junior High School. (N=42)

| No. Factors | $\mu$ | $\sigma$ | Level | Ranking |
|---|---|---|---|---|
| **Internal Factor** | | | | |
| 1. Students think that the good health is very important for studying another grade. | 3.81 | 1.04 | high | 17 |
| 2. Students think that English Course is very useful to study. | 3.93 | 1.00 | high | 14 |
| 3. Students think that they can practice English in the classroom, outside the classroom or at home, is good for English writing. | 3.95 | .88 | high | 9 |
| 4. Students think that they can study how to write for the Internet and you Tube. | 3.95 | .88 | high | 9 |
| 5. Students feel that good teaching is good for students' English writing. | 4.00 | .83 | high | 4 |
| 6. Students feel that if the parents support to learn and help to practice English writing more, students may have a good English writing. | 3.98 | .90 | high | 6 |
| 7. Students think that positive thoughts will help students with decisions to study English Writing Course. | 3.95 | .80 | high | 9 |
| 8. Students take the initiative to ask and answer questions in English Writing Course. | 3.76 | .82 | high | 18 |
| 9. Students are nervous sometimes when answering questions in English Writing Course. | 4.00 | .96 | high | 4 |
| 10. Students think that English writing in junior high school is moderately difficult. | 4.14 | 1.00 | high | 1 |

**Table 4.4** (Continued)

| No. Factors | μ | σ | Level | Ranking |
|---|---|---|---|---|
| 11. Students think that there is more interaction between teachers and students in English writing classes. | 3.93 | .78 | high | 14 |
| 12. Students think that parents encourage children to develop a proper attitude towards learning. | 3.95 | .88 | high | 9 |
| 13. Students thinks that teachers select appropriate English writing materials and arrange tasks at different levels. | 3.74 | .89 | high | 19 |
| 14. Students think that teachers' teaching elements in English Writing Course are relevant to real life. | 4.02 | .84 | high | 3 |
| 15. Students refer to composition books to complete their English writing assignments. | 3.98 | .84 | high | 6 |
| 16. Students practice English writing systematically after class and consider English textbooks as practical, interactive and inspiring examples and materials. | 3.95 | .85 | high | 9 |
| 17. Students perceive that they learn more efficiently in English Writing Course. | 3.83 | .82 | high | 14 |
| 18. Students want to use the ongoing English writing method. | 4.14 | .78 | high | 1 |
| 19. Students transfer their knowledge of English grammar to writing lessons. | 3.98 | .87 | high | 6 |
| 20. Students want their English compositions to be used as models. | 3.74 | .86 | high | 19 |
| **Total Average** | **3.94** | **.88** | **high** | |
| **External Factor** | | | | |
| 1. Teachers choose appropriate teaching methods according to the characteristics of the English curriculum and the goals of writing skills. | 3.88 | .74 | high | 7 |

**Table 4.4** (Continued)

| No. Factors | $\mu$ | $\sigma$ | Level | Ranking |
|---|---|---|---|---|
| 2. Teachers create situations through multimedia, games and so on for students to have English writing training. | 3.81 | .83 | high | 8 |
| 3. Teachers stimulate students' interest in learning and set up daily groups. | 3.93 | .84 | high | 6 |
| 4. Teachers organize students to discuss, and students evaluate each other's sentences and compositions in English Course. | 4.05 | .80 | high | 2 |
| 5. Teachers combine English teaching objectives with writing skills to improve students' writing ability. | 3.76 | .82 | high | 9 |
| 6. The teaching atmosphere should be relaxing and equal, and a good learning environment is conducive to the development of students' learning initiative. | 4.00 | .83 | high | 4 |
| 7. Teachers focus on using English writing skills to develop students' interest in learning. | 4.10 | .88 | high | 1 |
| 8. Teachers combine traditional evaluation methods with modern diversified evaluation systems. | 4.05 | .85 | high | 3 |
| 9. English textbooks are the main basis for teachers' teaching and training. The level of teaching difficulty is adjusted according to the specific requirements of different schools. | 3.74 | .63 | high | 10 |
| 10. Teaching facilities are rich and varied, such as multimedia, blackboards, round tables, computers, etc. | 3.98 | .60 | high | 5 |
| Total Average | 3.93 | .78 | high | |

Table 4.4 indicates that internal factors affecting English writing ability of junior high school students are found to be at a high level overall ($\mu$=3.94). Considering each item individually, it was found that No.10 have the highest mean ($\mu$=4.14), followed by No.18 ($\mu$=4.14), and the lowest mean is No.20 and No.13 ($\mu$=3.74).

The average level of external factors affecting English writing ability of junior high school students is moderate, with a mean score of 3.93. When each item was examined separately, it was discovered that No.7 had the highest average ($\mu$=4.10), followed by No.4 ($\mu$=4.05), and the lowest mean was found in No.9 ($\mu$=3.74).

**Table 4.5** Common data of the respondent in Huangjia Junior High School. (N=43)

| Data | Frequency | Percentage |
|---|---|---|
| **Gender** | | |
| A. Male | 20 | 46.51 |
| B. Female | 23 | 53.49 |
| **Total** | **43** | **100.00** |
| **Age** | | |
| A. 15-16 yrs. | 39 | 90.70 |
| B. 17-18 yrs. | 4 | 9.30 |
| **Total** | **43** | **100.00** |

From table 4.5, the common data of the respondent majoring in English Course, the most gender is female, 53.49%. The most age is 15-16 yrs., 90.70%.

**Table 4.6** The result of questionnaire from students in Huangjia Junior High School.  (N=43)

| No. Factors | $\mu$ | $\sigma$ | Level | Ranking |
|---|---|---|---|---|
| **Internal Factor** | | | | |
| 1. Students think that the good health is very important for studying another grade. | 4.19 | .88 | high | 3 |
| 2. Students think that English Course is very useful to study. | 3.86 | .77 | high | 16 |
| 3. Students think that they can practice English in the classroom, outside the classroom or at home, is good for English writing. | 4.07 | .86 | high | 8 |
| 4. Students think that they can study how to write for the Internet and you Tube. | 4.07 | .80 | high | 8 |
| 5. Students feel that good teaching is good for students' English writing. | 3.77 | .75 | high | 20 |
| 6. Students feel that if the parents support to learn and help to practice English writing more, students may have a good English writing. | 3.86 | .80 | high | 16 |
| 7. Students think that positive thoughts will help students with decisions to study English Writing Course. | 4.16 | .87 | high | 4 |
| 8. Students take the initiative to ask and answer questions in English Writing Course. | 4.23 | .78 | high | 1 |
| 9. Students are nervous sometimes when answering questions in English Writing Course. | 4.23 | .75 | high | 1 |
| 10. Students think that English writing in junior high school is moderately difficult. | 3.91 | .78 | high | 13 |
| 11. Students think that there is more interaction between teachers and students in English writing classes. | 4.07 | .80 | high | 8 |

**Table 4.6** (Continued)

| No. Factors | μ | σ | Level | Ranking |
|---|---|---|---|---|
| 12. Students think that parents encourage children to develop a proper attitude towards learning. | 3.84 | .84 | high | 18 |
| 13. Students thinks that teachers select appropriate English writing materials and arrange tasks at different levels. | 4.09 | .68 | high | 6 |
| 14. Students think that teachers' teaching elements in English Writing Course are relevant to real life. | 3.81 | .82 | high | 19 |
| 15. Students refer to composition books to complete their English writing assignments. | 4.09 | .78 | high | 6 |
| 16. Students practice English writing systematically after class and consider English textbooks as practical, interactive and inspiring examples and materials. | 3.88 | .88 | high | 14 |
| 17. Students perceive that they learn more efficiently in English Writing Course. | 4.00 | .76 | high | 11 |
| 18. Students want to use the ongoing English writing method. | 3.88 | .82 | high | 14 |
| 19. Students transfer their knowledge of English grammar to writing lessons. | 4.14 | .86 | high | 4 |
| 20. Students want their English compositions to be used as models. | 3.93 | .88 | high | 12 |
| **Total Average** | **4.00** | **.81** | **high** | |
| **External Factor** | | | | |
| 1. Teachers choose appropriate teaching methods according to the characteristics of the English curriculum and the goals of writing skills. | 4.09 | .81 | high | 3 |
| 2. Teachers create situations through multimedia, games and so on for students to have English writing training. | 3.93 | .88 | high | 8 |

**Table 4.6** (Continued)

| No. Factors | $\mu$ | $\sigma$ | Level | Ranking |
|---|---|---|---|---|
| 3. Teachers stimulate students' interest in learning and set up daily groups. | 3.91 | .81 | high | 9 |
| 4. Teachers organize students to discuss, and students evaluate each other's sentences and compositions in English Course. | 4.02 | .86 | high | 7 |
| 5. Teachers combine English teaching objectives with writing skills to improve students' writing ability. | 3.86 | .77 | high | 10 |
| 6. The teaching atmosphere should be relaxing and equal, and a good learning environment is conducive to the development of students' learning initiative. | 4.21 | .77 | high | 1 |
| 7. Teachers focus on using English writing skills to develop students' interest in learning. | 4.05 | .82 | high | 5 |
| 8. Teachers combine traditional evaluation methods with modern diversified evaluation systems. | 4.05 | .69 | high | 5 |
| 9. English textbooks are the main basis for teachers' teaching and training. The level of teaching difficulty is adjusted according to the specific requirements of different schools. | 4.16 | .75 | high | 2 |
| 10. Teaching facilities are rich and varied, such as multimedia, blackboards, round tables, computers, etc. | 4.07 | .86 | high | 4 |
| **Total Average** | **4.04** | **.80** | **high** | |

Table 4.6 indicates that internal factors affecting English writing ability of junior high school students are found to be at a high level overall ($\mu$=4.01).

Considering each item individually, it was found that No.8 and No.9 have the highest mean ($\mu$=4.23), followed by No.1 ($\mu$=4.19), and the lowest mean is No.5 ($\mu$=3.77).

The average level of external factors affecting English writing ability of junior high school students is moderate, with a mean score of 4.04. When each item was examined separately, it was discovered that No.6 had the highest average ($\mu$=4.21), followed by No.9 ($\mu$=4.16), and the lowest mean was found in No.5 ($\mu$=3.86).

**Table 4.7** Common data of the respondent in Lianwan Junior High School. (N=40)

| Data | Frequency | Percentage |
|------|-----------|------------|
| **Gender** | | |
| A. Male | 21 | 52.50 |
| B. Female | 19 | 47.50 |
| **Total** | **40** | **100.00** |
| **Age** | | |
| A. 15-16 yrs. | 38 | 95.00 |
| B. 17-18 yrs. | 2 | 5.00 |
| Total | 40 | 100.00 |

From Table 4.7 the common data of the respondent majoring in English Course, the most gender is male, 52.50%. The most age is 15-16 yrs., 95.00%.

**Table 4.8** The result of questionnaire from students in Lianwan Junior High School. (N=40)

| No. Factors | $\mu$ | $\sigma$ | Level | Ranking |
|-------------|-------|----------|-------|---------|
| **Internal Factor** | | | | |
| 1. Students think that the good health is very important for studying another grade. | 4.08 | .83 | high | 4 |
| 2. Students think that English Course is very useful to study. | 3.95 | .78 | high | 12 |
| 3. Students think that they can practice English in the classroom, outside the classroom or at home, is good for English writing. | 4.05 | .90 | high | 5 |

**Table 4.8** (Continued)

| No. Factors | μ | σ | Level | Ranking |
|---|---|---|---|---|
| 4. Students think that they can study how to write for the Internet and you Tube. | 3.85 | .77 | high | 15 |
| 5. Students feel that good teaching is good for students' English writing. | 3.85 | .80 | high | 15 |
| 6. Students feel that if the parents support to learn and help to practice English writing more, students may have a good English writing. | 4.05 | .82 | high | 5 |
| 7. Students think that positive thoughts will help students with decisions to study English Writing Course. | 3.95 | .75 | high | 12 |
| 8. Students take the initiative to ask and answer questions in English Writing Course. | 3.98 | .92 | high | 10 |
| 9. Students are nervous sometimes when answering questions in English Writing Course. | 4.33 | .76 | high | 1 |
| 10. Students think that English writing in junior high school is moderately difficult. | 4.15 | .77 | high | 2 |
| 11. Students think that there is more interaction between teachers and students in English writing classes. | 3.80 | .82 | high | 18 |
| 12. Students think that parents encourage children to develop a proper attitude towards learning. | 4.05 | .71 | high | 5 |
| 13. Students thinks that teachers select appropriate English writing materials and arrange tasks at different levels. | 3.73 | .78 | high | 20 |
| 14. Students think that teachers' teaching elements in English Writing Course are relevant to real life. | 3.83 | .87 | high | 17 |
| 15. Students refer to composition books to complete their English writing assignments. | 3.78 | .80 | high | 19 |

**Table 4.8** (Continued)

| No. Factors | μ | σ | Level | Ranking |
|---|---|---|---|---|
| 16. Students practice English writing systematically after class and consider English textbooks as practical, interactive and inspiring examples and materials. | 4.00 | .91 | high | 8 |
| 17. Students perceive that they learn more efficiently in English Writing Course. | 3.90 | .78 | high | 14 |
| 18. Students want to use the ongoing English writing method. | 4.00 | .91 | high | 8 |
| 19. Students transfer their knowledge of English grammar to writing lessons. | 3.98 | .86 | high | 10 |
| 20. Students want their English compositions to be used as models. | 4.10 | .84 | high | 3 |
| **Total Average** | **3.97** | **.82** | **high** | |
| **External Factor** | | | | |
| 1. Teachers choose appropriate teaching methods according to the characteristics of the English curriculum and the goals of writing skills. | 4.15 | .86 | high | 1 |
| 2. Teachers create situations through multimedia, games and so on for students to have English writing training. | 4.15 | .74 | high | 1 |
| 3. Teachers stimulate students' interest in learning and set up daily groups. | 4.05 | .82 | high | 3 |
| 4. Teachers organize students to discuss, and students evaluate each other's sentences and compositions in English Course. | 3.95 | .85 | high | 6 |
| 5. Teachers combine English teaching objectives with writing skills to improve students' writing ability. | 3.98 | .73 | high | 5 |

**Table 4.8** (Continued)

| No. Factors | $\mu$ | $\sigma$ | Level | Ranking |
|---|---|---|---|---|
| 6. The teaching atmosphere should be relaxing and equal, and a good learning environment is conducive to the development of students' learning initiative. | 3.88 | .82 | high | 8 |
| 7. Teachers focus on using English writing skills to develop students' interest in learning. | 4.05 | .85 | high | 3 |
| 8. Teachers combine traditional evaluation methods with modern diversified evaluation systems. | 3.90 | .87 | high | 7 |
| 9. English textbooks are the main basis for teachers' teaching and training. The level of teaching difficulty is adjusted according to the specific requirements of different schools. | 3.80 | .82 | high | 10 |
| 10. Teaching facilities are rich and varied, such as multimedia, blackboards, round tables, computers, etc. | 3.85 | .86 | high | 9 |
| **Total Average** | **3.98** | **.82** | **high** | |

Table 4.8 indicates that internal factors affecting English writing ability of junior high school students are found to be at a high level overall ($\mu$=3.97). Considering each item individually, it is found that No.9 have the highest mean ($\mu$=4.33), followed by No.10 ($\mu$=4.15), and No.13 has the lowest mean ($\mu$=3.73).

The average level of external factors affecting English writing ability of junior high school students is moderate, with a mean score of 3.98. When each item was examined separately, it was discovered that No.1 and No.2 had the highest average ($\mu$=4.15), followed by No.3 ($\mu$=4.05), and the lowest mean was found in No.9 ($\mu$=3.80).

The Teachers interview analysis results

The amount of teachers' school.

From 1 teacher, work in Binhai Junior High School.

From 1 teacher, work in Huangjia Junior High School.

From 1 teacher, work in Lianwan Junior High School.

**Table 4.9** Common data of the respondent in Huludao City

| Data | Frequency | Percentage |
|------|-----------|------------|
| **Gender** | | |
| A. Male | 2 | 66.70 |
| B. Female | 1 | 33.30 |
| Total | 3 | 100.00 |
| **Experience teaching** | | |
| A. below 3 yrs. | 0 | 0 |
| B. 3-6 yrs. | 1 | 33.33 |
| C. 7- 9 yrs. | 1 | 33.33 |
| D. over 9 yrs. | 1 | 33.33 |
| Total | 3 | 100.00 |
| **Age** | | |
| A. below 30 yrs. | 1 | 33.33 |
| B. 30-40 yrs. | 1 | 33.33 |
| C. 41-50 yrs. | 1 | 33.33 |
| D. over 50 yrs. | 0 | 0 |
| Total | 3 | 100.00 |

According to the data presented in Table 4.9, it can be observed that the majority of the teachers are male, accounting for 66.7% of the participants. On the other hand, female teachers make up 33.3% of the sample. An interview was conducted with three junior high school English teachers who teach in the ninth grade to understand their views on writing teaching and the use of teaching methods, as well as to explore the feasibility of applying situational instructional model to English writing in the junior high school. During this interview, the author engaged in a profound discussion with two experienced senior teachers with over seven years of English teaching experience, as well as a young teacher who has been in the

education field for over three years. The interview process was easy and pleasant, and the results of the interview are shown as follows.

**The influence of internal factors**

**Mixing (physics and psychology):** During the process of teaching English writing skills, the three English teachers motivated students to actively engage in the sessions, aiming to enhance their language expression abilities. According to the four steps of situational instructional model, firstly, construct a teaching environment with context; secondly, establish the central idea; then, utilize the problematic situation; and finally, improve the verbal expression ability. By engaging in pre-class preparation, active involvement during class, and post-class review, we effectively leverage the benefits of the situational instructional model. This enables us to gain a comprehensive understanding of challenging and crucial concepts, as well as successfully complete writing assignments provided by teachers, such as constructing sentences, writing diary entries, and composing essays.

**The influence of external factors**

**1) Environment:** Three teachers thought that it was very interesting to practice writing in real situations, but they hoped that more writing materials could be added, such as original English songs or movies. Teachers increased the efficiency of classroom learning and gave each group a chance to show their results in context creation. At the same time, for students who have difficulty in completing the writing task, the teachers can help them to complete the writing task through group discussion or individual tutoring.

**2) Textbooks:** The main objective of junior high school English textbooks is to help students gain a deeper understanding of the language by introducing them to the culture, history, and customs of English-speaking countries. Understanding the differences between different cultures promotes cross-cultural communication, fosters an attitude of respect and tolerance, and demonstrates self-confidence in an international environment. In addition, the two teachers provided students with a variety of materials to improve their writing skills from the perspective of theme selection respectively. In the English Writing Course, the two teachers recommended promoting students' unique personalities and imaginations, as well as fostering their creative thinking through a liberal creative method, in order to empower them to confidently voice their distinct viewpoints. In addition, they emphasized the need for

students to follow a certain logical order when using vocabulary for language expression. In the process of text analysis, one teacher made suggestions to develop students' critical thinking, aiming to help them develop the ability to think independently. In the process of understanding grammatical rules and constructing sentences, three teachers considered logical thinking to as the important role. Through in-depth analysis of the grammatical structure of the text, students were able to understand the composition of sentences in a more comprehensive way, enhancing their logical thinking.

**3) Teaching methods:** In the writing class, three teachers used the situational instructional model. One of the three teachers stated their preference for using the contextual teaching method during the introductory session, as they believed that students were more engaged with this approach. To inspire students, teachers can use captivating visuals or play relevant videos and songs during their lessons. In addition, one teacher said that due to time constraints, they were often unable to fully develop contextualized activities, but they would use contextual pedagogy to facilitate the activities in open composition classes. Two teachers proposed that they would actively participate in contextualized activities during their lessons.

**4) Evaluation:** The teachers who were interviewed agreed that the junior high school stage was the basic one for students to learn English well, and it was crucial to develop students' English writing skills during this period. However, the teachers said that due to the pressure of the mid-term examination, they often neglected the evaluation of multiple teaching methods and mostly focused on scores. The two senior teachers adopted more or less the same teaching methods in teaching writing, which were more traditional. For simple writing topics, students were usually given model essays and were asked to refer to the ideas in the model essays. Then they recite their classmates' model essays. For slightly more difficult writing topics, contextual teaching is seldom used to analyze the topic, the framework, the language, the grammar, and so on. Young teachers take a slightly different approach to teaching writing, use some pictures or videos related to the content of writing to stimulate students' interest in the content of this section of the writing study before the beginning of the writing. Students eagerly anticipate the upcoming writing activities as they receive a brief introduction, while the teacher carefully examines

the writing ideas from various angles to guide the students in broadening their perspectives.

**5) Areas for improvement:** Students clarify goals and make a plan before writing begins, including paragraph organization and time needed for essay checking. By making a plan, students will have better control of their time and reduce the potential for procrastination during the writing process. After the writing is completed, teachers help students to reflect and summarize, analyze their strengths and weaknesses in time management, and continuously improve their time management skills. Students develop a writing plan and teachers help them improve it, improving time management skills while improving their English writing skills through constant conceptualization, revision, and embellishment.

After analyzing data collected from both students and teachers, the researcher divides them into 2 main types – internal and external factors as shown in Figure 4.1
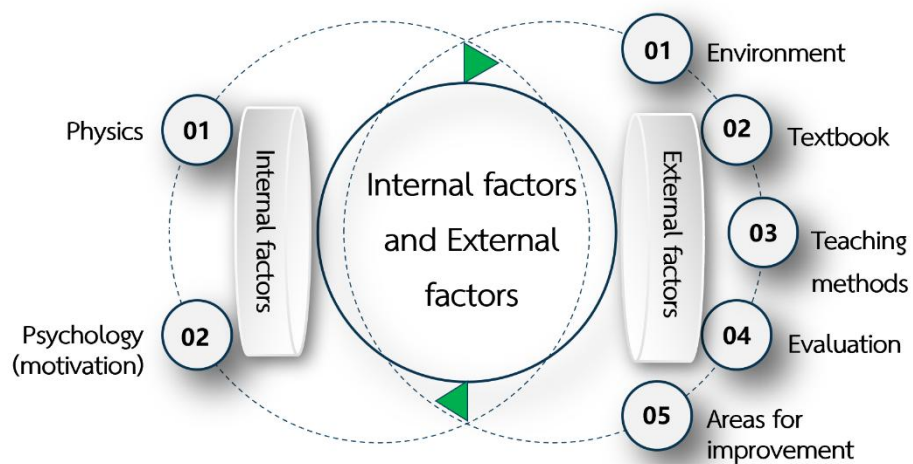


**Figure 4.1** Factors affecting English writing ability

**Table 4.10** Summary of factors affecting students' English writing ability

| Students' opinion | | Teachers' opinion | | Synthesized data | |
|---|---|---|---|---|---|
| Internal factors | External factors | Internal factors | External factors | Internal factors | External factors |
| 1) In English writing, students need to proactively use their cognitive skills to understand the requirements of the topic, organize the structure of the text, and arrange paragraphs and sentences. | 1) Students are urged to take an active role in teaching sessions, including engaging in role-playing and group discussions. In a relaxing and enjoyable atmosphere. Students can enhance their English writing skills through the techniques. | 1) Teachers assist cognitively weak students to improve their information processing and thinking comprehension skills. Teachers assist students with strong cognitive skills to better process essays and thus write more organized and logical essays. | 1) Through the contextual teaching mode, teachers can set up specific situations and let students play different roles. Through the methods of pre-study before class, participation in class and review after class can help students better understand the text | 1) Mixed: Cognitive ability refers to an individual's ability to process information. In English writing, students need to understand the requirements of the topic, structure the essay, and arrange the whole text. | 1) Mixed: In the process of teaching English writing skills, students need to actively participate in the teaching sessions to improve their English writing skills through pre-study, participation and review. Teachers also need to utilize a diverse range of teaching techniques concurrently. |

**Table 4.10** (Continued)

| Students' opinion | | Teachers' opinion | | Synthesized data | |
|---|---|---|---|---|---|
| Internal factors | External factors | Internal factors | External factors | Internal factors | External factors |
| 2) Students want their teachers to adopt flexible and varied teaching methods to bring out the single, boring teaching content in a vivid and flexible way. | 2) Students: Textbooks usually contain various types of model essays and these can provide students with templates and references for writing. By studying and emulating essays, students can acquire effective writing techniques. | 2) Teachers play a crucial role in helping students develop self-confidence in their learning and encouraging them to seek assistance whenever they face challenges in the classroom. | 2) Teachers: Textbooks usually contain the basics of writing and skills such as grammar, vocabulary, sentence structure, paragraph and essay organization. Students can enhance their writing abilities by studying and practicing systematically. | 2) Mixed: Affective factors refer to the emotional state and mood changes of individuals in the learning process. Affective factors have an important influence on students' learning effects, such as anxiety, stress, self-confidence and so on will affect learning | 2) Mixed: Textbooks usually choose representative ancient and modern thematic content to inspire students to write. Students are interested in vivid and interesting articles, and teachers make students develop good learning concepts. |

**Table 4.10** (Continued)

| Students' opinion | | Teachers' opinion | | Synthesized data | |
|---|---|---|---|---|---|
| Internal factors | External factors | Internal factors | External factors | Internal factors | External factors |
| | 3) Students: Students can independently conceptualize, write and revise not only to improve their writing, but also to develop independent learning skills. Teachers and students engage in discussions about strategies for enhancing their writing skills. | | 3) Teachers: In writing class, the mode of listing topics and telling model essays is usually adopted, and students are not interested in this teaching method and even have some resistance to the writing course. By adopting the situational teaching model, the teacher accepted vivid and lively elements. | | 3) Mixed: During the lesson, students actively participate, ask questions, form interactive groups and analyze the confusion they encounter in the writing process. After the lesson, students explore writing ideas, grammar usage and language expression through contextualized teaching. |

**Table 4.10** (Continued)

| Students' opinion | | Teachers' opinion | | Synthesized data | |
|---|---|---|---|---|---|
| Internal factors | External factors | Internal factors | External factors | Internal factors | External factors |
| | 4) Students: Students believe that the improvement of English writing skills requires long-term training, and that the all-round improvement of listening, speaking, reading and writing helps to develop writing skills. | | 4) Teachers: Teachers have the ability to instruct students at different levels based on their writing abilities. | | 4) Mixed: The English writing ability system includes content integrity, fluency of utterance, language accuracy, logical rigor, writing standardization and so on. When teachers correct students' compositions, they can take the method of before and after comparison of each person. |

**Table 4.10** (Continued)

| Students' opinion | | Teachers' opinion | | Synthesized data | |
| --- | --- | --- | --- | --- | --- |
| Internal factors | External factors | Internal factors | External factors | Internal factors | External factors |
| | 5) Students clarify goals and make a plan before writing begins, including paragraph organization and time needed for essay checking. By making a plan, students will have better control of their time and reduce the potential for procrastination. | | 5) Teachers: After the writing is completed, help students to reflect and summarize, analyze their strengths and weaknesses in time management, and continuously improve their time management skills. | | 5) Mixed: Students develop a writing plan and teachers help them improve it, improving time management skills while improving their English writing skills through constant conceptualization, revision, and embellishment. |

Table 4.10 shows that internal factors include physics and psychology, external factors include environment, textbook, teaching methods, evaluation and areas for improvement. Among the internal factors, students actively participate in the teaching sessions in order to promote the improvement of students' language expression skills. By engaging in pre-class preparation, active participation during class, and post-class review, students can thoroughly grasp and internalize the challenging concepts and key points. Consequently, they can successfully complete

various writing assignments assigned by their teacher, such as sentence construction, diary entries, and compositions among others. In class, students actively participate and ask questions, forming an interactive group to analyze the difficulties and confusions they encounter in the writing process.

Among the external factors, teachers are expected to have clear teaching steps and diverse teaching methods to improve the fun of teaching. By creating different scenes, teachers stimulate students' thinking and imagination and promote their active participation in writing activities. In order to help students better refine their writing contents, teachers design a situation in which students can practice writing. The English textbooks for junior high school take the introduction of the culture, history and customs of English-speaking countries as the main way to assist students to comprehend the deeper meanings embedded in the language in a deeper way. In the writing class, teachers used the situational instructional model, because they thought that students were interested in contextual teaching. In order to motivate students, teachers can teach by showing interesting and colorful images or playing relevant videos and songs. For simple writing topics, students were usually given model essays and were asked to refer to the ideas in the model essays. Then they recite their classmates' model essays. Teachers thought that it was very interesting to practice writing in real situations, but they hoped that more writing materials could be added, such as original English songs or movies. Teachers increased the efficiency of classroom learning and gave each group a chance to show their results in context creation. At the same time, for students who have difficulty in completing the writing task, the teachers can help them to complete the writing task through group discussion or individual tutoring

**Part 2: To develop situational instructional model to improve English writing ability of junior high school students.**

The collected data of confirming the appropriateness of 5 components of instructional model are analyzed in 4 areas, i.e. utility, feasibility, propriety, and accuracy and presented by frequency and percentage of the specialists as shown in table and description below.

**Table 4.11** Frequency and percentage of confirm ability of utility, feasibility, propriety, and accuracy of the instructional model components in 4 areas by specialists

| No. | Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students | Opinion of the Specialists | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Utility | | | | Feasibility | | | | Propriety | | | | Accuracy | | | |
| | | Agree | | Disagree | | Agree | | Disagree | | Agree | | Disagree | | Agree | | Disagree | |
| | | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage | Frequency | Percentage |
| 1 | Principle and Rationale | 5 | 100.00 | 5 | 0 | 5 | 100.00 | 5 | 0 | 5 | 100.00 | 5 | 0 | 5 | 100.00 | 5 | 0 |
| 2 | Objectives | 5 | 100.00 | 5 | 0 | 5 | 100.00 | 5 | 0 | 5 | 100.00 | 5 | 0 | 5 | 100.00 | 5 | 0 |
| 3 | Contents | 5 | 100.00 | 5 | 0 | 5 | 100.00 | 5 | 0 | 5 | 100.00 | 5 | 0 | 5 | 100.00 | 5 | 0 |
| 4 | Methods of Teaching & Materials | 5 | 100.00 | 5 | 0 | 5 | 100.00 | 5 | 0 | 5 | 100.00 | 5 | 0 | 5 | 100.00 | 5 | 0 |
| 5 | Evaluation | 5 | 100.00 | 5 | 0 | 5 | 100.00 | 5 | 0 | 5 | 100.00 | 5 | 0 | 5 | 100.00 | 5 | 0 |

From Table 4.11 the instructional model by 5 specialists 100 % all utility, feasibility, propriety, and accuracy.

**Principle and rationale**

The utility of principle and rationale of the instructional model is confirmed to be appropriate by 5 specialists; feasibility 5 specialists; propriety 5 specialists; and accuracy 5 specialists

**Objectives**

The objectives of principle and rationale of the instructional model is confirmed to be appropriate by 5 specialists 100.00% of all specialists; feasibility 5 specialists 100.00%; propriety 5 specialists 100.00%; and accuracy 5 specialists 100.00%.

**Contents**

The contents of principle and rationale of the instructional model is confirmed to be appropriate by 5 specialists 100.00% of all specialists; feasibility 5 specialists 100.00%; propriety 5 specialists 100.00%; and accuracy 5 specialists 100.00%.

**Methods of teaching & materials**

The methods of teaching & materials of principle and rationale of the instructional model is confirmed to be appropriate by 5 specialists 100.00% of all specialists; feasibility 5 specialists 100.00%; propriety 5 specialists 100.00%; and accuracy 5 specialists 100.00%.

**Evaluation**

The evaluation of teaching & materials of principle and rationale of the instructional model is confirmed to be appropriate by 5 specialists 100.00% of all specialists; feasibility 5 specialists 100.00%; propriety 5 specialists 100.00%; and accuracy 5 specialists 100.00%.
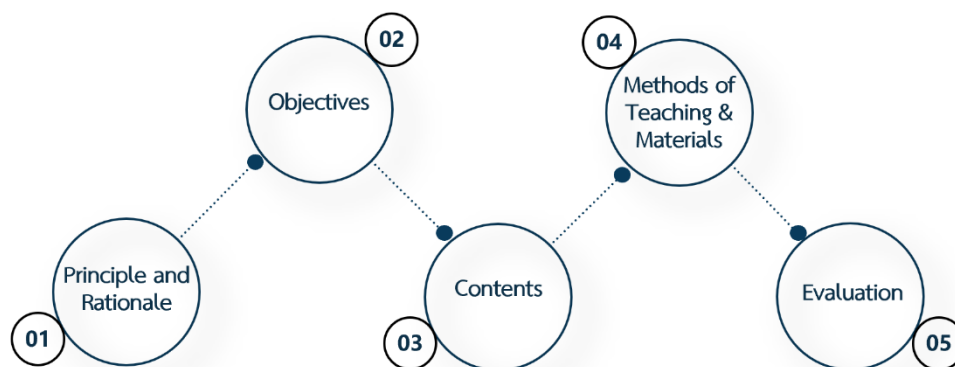


**Figure 4.2** Components of situational instructional model for English writing ability

**Part 3: To examine the effects of implementing situational instructional model to improve junior high students' English writing ability.**

The analysis results are presented by students' performance according to rubric score-based assessment criteria on English writing ability through situational instructional model in chapter 3 with tables and descriptive analysis.

**English Writing Ability includes 3 skills**

**Table 4.12** Students' performance results on the basis of analytic rubric score assessment

| Aspects of assessment | $\overline{\mathrm{X}}$ | *S.D.* | Interpretation of quality level | Rank |
|---|---|---|---|---|
| Strategy skills | 4.31 | .81 | Good | 1 |
| Discourse skills | 4.26 | .80 | Good | 2 |
| Grammar skills | 4.24 | .69 | Good | 3 |
| Average | 4.27 | .77 | Good | |
| Total | 12.81 | 3.07 | Good | |

Table 4.12 indicates that after implementing situational instructional model, students' performance assessed by data is at Good level ($\overline{x}$ = 12.81). For analytic assessment results, strategy skills develop most obviously, followed by discourse skills, and grammar skills.
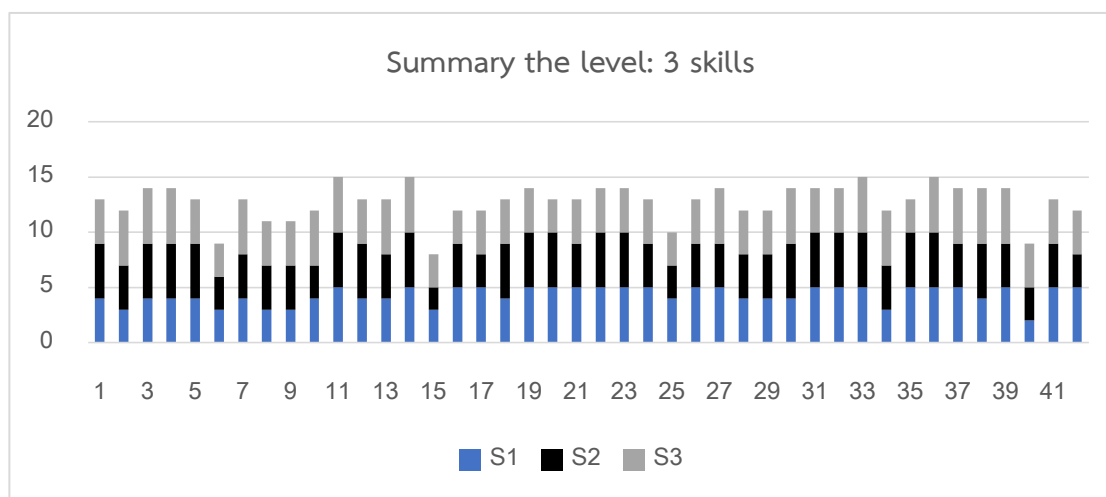


**Figure 4.3** Relative scores of students' English writing ability enhancement (criteria to evaluate 3 skills).

**Table 4.13** Students' English writing ability in 3 aspects of skills

| Level of writing ability | Frequency | Percentage |
|:---:|:---:|:---:|
| Excellent | 28 | 66.70 |
| Good | 11 | 26.20 |
| Neutral | 3 | 7.10 |
| Improved | 0 | 0 |
| Fail | 0 | 0 |
| Total | 42 | 100.00 |

From Table 4.13, it is evident that the majority of the students (92.90%) demonstrated proficient English writing abilities. Out of the total, 28 were deemed excellent (66.70%) and 11 were considered good (26.20%).

Overall, as can be seen from Table 4.13, after implementing situational instructional model, English writing ability of most students (92.90%) has been improved. This result is consistent with the research hypothesis that after implementing situational instructional model, students' English writing ability will increase by 80% overall (Good Level or higher). As a result, we are able to deduce that the situational instructional model is successful in enhancing students' English writing skills.



**Figure 4.4** Relative scores of students' English writing ability enhancement (criteria to evaluate strategy skills)

**Table 4.14** Students' English writing ability in strategy skills

| Level of writing ability | Frequency | Percentage |
|:---:|:---:|:---:|
| Excellent | 21 | 50.00 |
| Good | 14 | 33.30 |
| Neutral | 6 | 14.30 |
| Improved | 1 | 2.40 |
| Fail | 0 | 0 |
| **Total** | **42** | **100.00** |

From Table 4.14, most of the students (83.30%) have achieved a good or excellent level of strategy skills, exceeding the expected 80% in the research hypothesis. This suggests that the situational instructional model positively affects junior high school students' English writing skills.
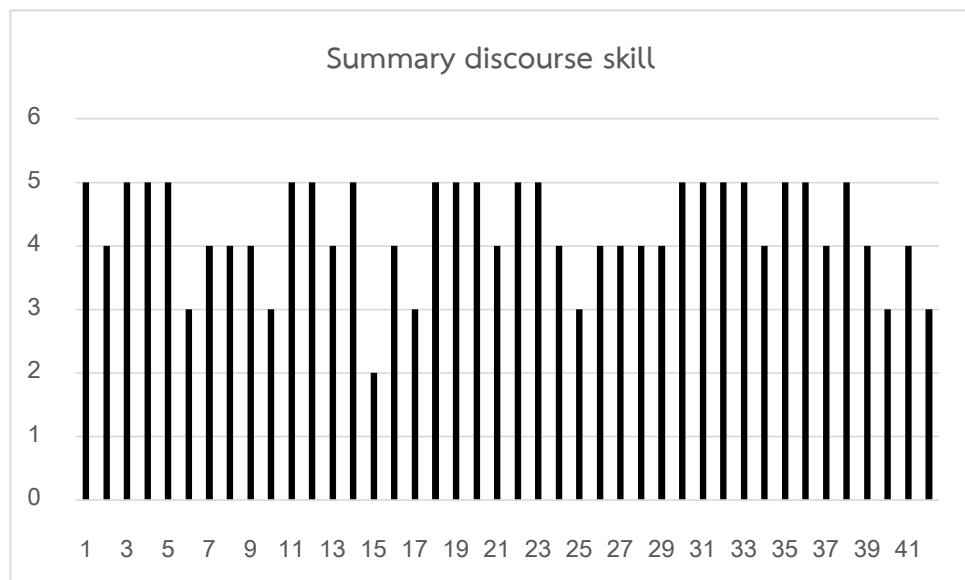


**Figure 4.5** Relative scores of students' English writing ability enhancement
(criteria to evaluate discourse skills)

**Table 4.15** Students' English writing ability in discourse skills

| Level of writing ability | Frequency | Percentage |
|:---:|:---:|:---:|
| Excellent | 19 | 45.20 |
| Good | 16 | 38.10 |
| Neutral | 6 | 14.30 |
| Improved | 1 | 2.40 |
| Fail | 0 | 0 |
| Total | 42 | 100.00 |

From Table 4.15, most students (83.30%) have achieved a good or excellent level of discourse skills, exceeding the expected 80% in the research hypothesis. This suggests that the situational instructional model greatly enhances students' English writing proficiency.
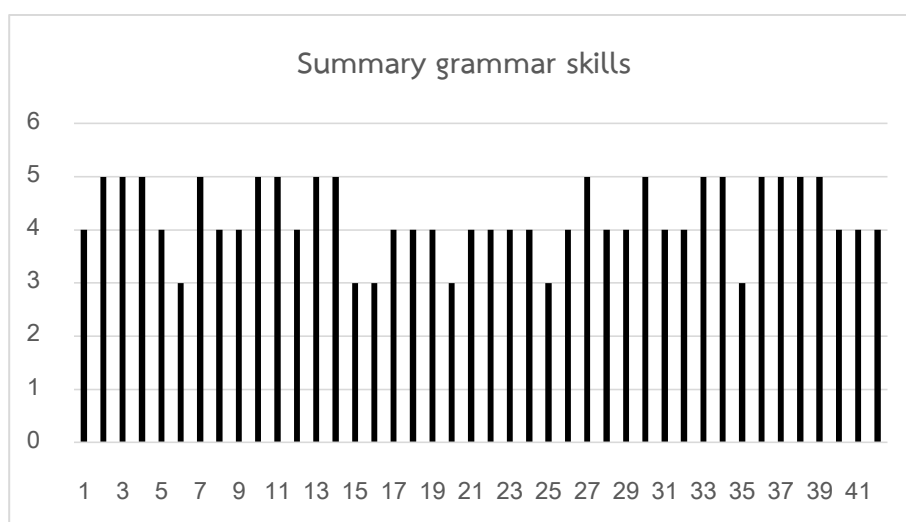


**Figure 4.6** Relative scores of students' English writing ability enhancement (criteria to evaluate grammar skills)

**Table 4.16** Students' English writing ability in grammar skills

| Level of writing ability | Frequency | Percentage |
|---|---|---|
| Excellent | 16 | 38.10 |
| Good | 20 | 47.60 |
| Neutral | 6 | 14.30 |
| Improved | 0 | 0 |
| Fail | 0 | 0 |
| **Total** | **42** | **100.00** |

From Table 4.16, most students (85.70%) have achieved a good or excellent level of grammar skills, exceeding the expected 80% in the research hypothesis. The evidence suggests that the situational instructional model greatly enhances students' English writing skills.

# Chapter 5
# Conclusion Discussions and Recommendations

After analyzing and presenting data analysis results in chapter 4 as serving the present study "Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students", it can be concluded and discussed as follows. Further, certain approaches are recommended on the basis of the findings.

**Research Objectives**

1. To study the factors affecting junior high school students' English writing ability.

2. To develop situational instructional model to improve junior high school students' English writing ability.

3. To examine the effects of implementing situational instructional model to improve junior high school students' English writing ability.

## Conclusion

**Part 1:** To study the factors affecting junior high school students' English writing ability.

According to the data from junior high school students, Table 4.2 indicates that internal factors affecting English writing ability of junior high school students are found to be at a high level overall ($\mu$=3.97). Considering each item individually, it was found that No.9 (Students are nervous sometimes when answering questions in English Writing Course.)  had the highest mean ($\mu$=4.18), followed by No.10 (Students think that English writing in junior high school is moderately difficult.) ($\mu$=4.06), and the lowest mean was found in No.13 (Students thinks that teachers select appropriate English writing materials and arrange tasks at different levels.) ($\mu$=3.86).

The average level of external factors affecting English writing ability of junior high school students is moderate, with a mean score of 3.98. When each item was examined separately, it was discovered that No.7 (Teachers focus on using English writing skills to develop students' interest in learning.) had the highest average ($\mu$=4.06), followed by No.1 (Teachers choose appropriate teaching methods according to the characteristics of the English curriculum and the goals of writing

skills.) ($\mu$=4.04), and the lowest mean was found in No.5 (Teachers combine English teaching objectives with writing skills to improve students' writing ability.) ($\mu$=3.86).

After interviews with lecturers, internal factors include physics (The three English teachers encouraged students to actively participate in the teaching sessions in order to promote the improvement of students' language expression skills) and psychology (By adopting the situational instructional model, the teacher injects vivid and lively elements into the writing

class, which makes the original boring content glow with new vitality); external factors that contribute into the transformation of the original dull content into an invigorating one including classroom environment, textbooks, teaching methods, evaluation, and areas for Improvement.

**Part 2:** To develop situational instructional model to improve junior high school students' English writing ability.

Overall, the 5 components of the instructional model – principle and rationale, objectives, contents, methods of teaching & materials, and evaluation are unanimously confirmed by 5 specialists or 100% of all specialists based on appropriateness in 4 areas: utility, feasibility, propriety, and accuracy.

**Part 3:** To examine the effects of implementing situational instructional model to improve junior high school students' English writing ability.

After implementing situational instructional model, students' performance assessed by analytic RSA at Good level ($\bar{x}$=4.27), and holistic rubric-scoring at Good level ($\bar{x}$=12.81). Overall, as can be seen from Table 4.12, after implementing situational instructional model, English writing ability of most students (92.90%) has been improved. Out of the total, 28 (66.70%) were classified as excellent, while 11 (26.20%) were considered good. This result is consistent with the research hypothesis that after implementing situational instructional model, students' English writing ability will increase by 80% overall (Good Level or Excellent Level). Hence, it can be inferred that the situational instructional model proves to be effective in enhancing students' English writing skills.

## Discussions

**Part 1: To study the factors affecting junior high school students' English writing ability.**

The following factors are discussed in relation to the results, which affects the English writing ability of junior high school students.

**Respondents' internal factors.**

1. Tension. By recognizing that nervousness is normal, being prepared, relaxation techniques, accepting mistakes and seeking support, students can reduce the effects of nervousness and improve their performance in English writing (Lu, 2022).

2. Writing Difficulty. At the beginning of English composition writing training, teachers can set simpler tasks and gradually increase the difficulty of students' writing to help them gradually adapt to the challenge. Teachers need to focus on students' accumulation of language knowledge such as vocabulary, grammar and sentence patterns to reduce students' encounter in the writing process. Simultaneously, teachers have the ability to assist students in enhancing their comprehension of the English language through activities, such as reading and translation. Teachers can organize cross-cultural communication activities to help students better understand Western culture by providing opportunities for students to engage in conversations with native English speakers, thus enhancing their knowledge and comprehension of Western culture. Teachers can provide students with essential guidance on acquiring skills throughout the writing process, including techniques for structuring essays and expanding paragraphs. In order to boost students' self-confidence and learning motivation, it is important for teachers to promptly provide positive comments and feedback. At the same time, teachers can also let students learn from each other and evaluate each other through group work, so as to improve students' independent learning ability (Tong, 2013).

3. Grammar migration. Grammar migration can affect students' writing fluency and accuracy in some aspects. Due to students' unfamiliarity with the rules of English grammar, they tend to hesitate in the process of writing, resulting in writing fluency being affected. At the same time, the accuracy of students' expressions will be affected by the presence of grammatical errors, making it difficult for readers to understand what they mean (Ur, 2009).

4. Teaching Tasks. Some intriguing teaching assignments can activate students' curiosity and passion for writing in English. For instance, teachers can enhance students' writing skills by engaging them in stimulating activities, such as group discussions, role-playing, and story-writing, thereby fostering their active participation in the process of English writing. Furthermore, teachers can boost students' self-esteem and motivation in English writing by offering praise and encouragement by means of progress and accomplishment. On the other hand, some over-complex or boring teaching tasks may make students feel pressurized and afraid, thus affecting their writing ability. For example, if teachers set overly complex or abstract writing topics, students may feel helpless or resistant, thus reducing their interest and ability to write. In addition, if teachers are too strict in correcting errors, such as grammar and spelling, students may feel frustrated and disappointed, thus affecting their motivation to write (Shi, 2022).

5. Teaching content is closely related to life. By applying what they have learned in real life, students can feel the practicality and fun of English learning, thus enhancing their motivation to learn. At the same time, English teaching content related to life can make students understand and remember what they have learned more easily and improve their learning effect (Young, 1984).

**Respondents' external factors.**

1. Teachers pay attention to the use of English writing skills to cultivate students' learning interest. Teachers can help students write in a relaxing and pleasant atmosphere by assigning writing tasks. Teachers can give timely guidance and help in the process of students' writing, find out students' problems in writing and give timely correction. At the same time, teachers can also let students learn and learn from each other through group discussion and mutual evaluation to improve their writing level (Shen, 2018).

2. Teachers select suitable instructional approaches based on the nature of the English curriculum and the goals of developing writing abilities. Teachers can create corresponding situations according to the content of the course, so that students can learn and use English writing skills in simulated situations. For example, teachers can create an English news conference and let students play the role of a news spokesman, so that they can learn to use news writing skills to write in English (Jiang, 2019).

3. The teaching atmosphere should be relaxed and equal, and a good learning environment is conducive to the development of students' learning initiative. Creating a calm and inclusive teaching environment is crucial for fostering students' motivation and drive to learn. In a cozy, liberated and democratic learning environment, students are more inclined to unleash their creativity and imagination, engage actively in classroom debates and critical thinking, ultimately enhancing their knowledge and skills (Wang, 2018).

4. Teachers integrate English teaching goals with writing skills to enhance students' writing proficiency. Each student has unique differences, and teachers should offer personalized instruction based on their individual characteristics and needs. For example, teachers can give more basic training and guidance to students with poor English fundamentals, while teachers can provide more challenging writing tasks and guidance to students with higher English proficiency. To assist students in identifying and rectifying writing issues, teachers should promptly provide feedback and evaluation. At the same time, teachers can also enhance their self-confidence and interest in learning by displaying excellent works and encouraging students to participate in writing competitions (Song, 2018).

5. English textbooks serve as the primary foundation for teacher instruction and training. Teachers need to adjust the level of difficulty in teaching English according to the specific requirements of different schools. In order to suit the actual situation and students' learning needs, teachers should modify the difficulty level of English curriculum based on the specific requirements of different schools. At the same time, teachers can choose appropriate teaching means to improve the quality and effectiveness of teaching level according to the actual situation and teaching needs of students. 6. Teachers can create situations through multimedia, games and so on to let students do English writing training. Teachers have the ability to utilize multimedia and games to establish scenarios that allow students to engage in English writing training (Ren, 2021).

To put it briefly, the teaching of the course "Principles and Methods of English Writing Ability" is influenced by both internal and external factors. This highlights the significance of teaching methods as well as the intrinsic motivation of students' learning. Appropriate teaching methods and students' learning motivation are the key to improving key to students' English writing ability. The collaboration of

internal and external factors jointly affects the improvement of junior high school students' English writing ability through situational instructional model.

**Part 2: To develop situational instructional model to improve junior high school students' English writing ability.**

The implementation of the teaching method is determined after confirmation from 5 experts regarding its 5 components.

**Principle and Rationale aspect.** Experts have acknowledged the effectiveness, practically, suitability, and accuracy of the Principle and Rationale of the model, indicating that the project-based situational instructional model possesses a robust and well-grounded theoretical basis. The teaching method promotes the enhancement of students' English writing skills by offering effective theoretical support.

**Target aspect.** The teaching objectives of this model have been unanimously approved by five experts. Clear teaching objectives are the prerequisite for achieving teaching effects. The clarity and specificity of the teaching objectives in this model can enhance students' English writing skills.

**Teaching methods and materials.** The teaching objectives of this model have been unanimously approved by five experts. Clear teaching objectives is essential in order to achieve desired teaching outcomes. The clarity and specificity of the teaching objectives in this model can enhance students' English writing skills.

**Evaluation aspect.** The experts have approved the evaluation part, highlighting how the evaluation and feedback mechanism effectively and appropriately enhance students' English writing skills, and providing them with constructive feedback.

To sum up, the experts acknowledged the usefulness, workability, suitability, and accuracy of the situational instructional model. They suggested that if implemented smoothly, the model's robustness and adaptability can effectively enhance the English writing skills of junior high school students.

**Part 3: To examine the effects of implementing situational instructional model to improve junior high school students' English writing ability.**

After the implementation of situational instructional model, the subsequent changes and enhancements in the English writing proficiency of junior high school students will be examined.

Students' performance assessed by data is at Good level ($\bar{x}$=12.81) after implementing situational instructional model. For analytic assessment results, strategy skills develop most obviously, followed by discourse skills, and grammar skills. Overall, after implementing situational instructional model, English writing ability of most students (92.90%) has been improved. This result is consistent with the research hypothesis that after implementing situational instructional model, students' English writing ability will increase by 80% overall (Good Level or higher). Therefore, it is concluded that situational instructional model is effective for improving students' English writing ability. A large majority of the students (92.90%) demonstrated strong English writing abilities. Out of them, 28 were judged as excellent (66.70%), while 11 were deemed good (26.20%).

Firstly, most of the students (83.30%) have achieved a good or excellent level of strategy skills, exceeding the expected 80% in the research hypothesis. The evidence suggests that the situational instructional model positively affects students' ability to write in English.

Secondly, most students (83.30%) have achieved a good or excellent level of discourse skills, exceeding the expected 80% in the research hypothesis. This suggests that the situational model greatly improves students' English writing skills.

Thirdly, most students (85.70%) have achieved a good or excellent level of grammar skills, exceeding the expected 80% in the research hypothesis. The findings from the present study bring two suggestions: applicability of the results and future research.

In summary, strategy skills, discourse skills and grammar skills are important dimensions of English writing ability, and these aspects contribute significantly to the improvement of situational instructional model. The experiment proves that most of the student acquire good or excellent English writing ability by implementing situational instructional model.

## Recommendations

The present study's findings offer two recommendations: the practical uses of the results and potential areas for future research.

Applicability of the results (internal factors)

1. Nervousness

1) Recognize nervousness is normal: First of all, students should recognize that nervousness is a normal physiological reaction and should not feel self-conscious or ashamed because of it. 2) Being prepared: Adequate preparation is the key to reducing nervousness. Students can carefully review and take notes before writing, or even write an outline or draft first. 3) Deep breathing and relaxation: Relaxation techniques help reduce tension. Students can try these techniques to relax themselves before or during writing. 4) Accepting mistakes: Students should understand that mistakes are part of learning. Instead of beating themselves up too much or hesitating when they make mistakes, they should learn from them and move on. 5) Seeking supports: If the tension becomes too severe, students may consider seeking support, such as talking to their teachers or classmates for advice and help. 6) Summary: The negative impact of nervousness on English writing can be reduced by allowing students to improve their performance in this area.

2. Writing difficulty

The difficulty of writing English composition in junior high school affects students in many ways, and teachers need to adopt appropriate strategies to reduce this effect. Through progressive teaching, strengthening basic teaching, cross-cultural communication, writing skills instruction and positive evaluation and feedback, students can be helped to better cope with the challenges of English composition writing and improve their writing ability and comprehensive language use.

3. Grammar transferring

To enhance students' proficiency in English writing, teachers should prioritize grammar instruction and assist students in mastering the prescribed rules of English grammar. At the same time, teachers also need to help students find and correct grammatical errors and improve their writing skills through writing exercises and corrections.

4. Teaching tasks

In order to improve students' English writing ability, teachers need to choose appropriate teaching tasks and teaching methods, giving full consideration to students' interests and ability levels. At the same time, teachers need to give

students the necessary guidance and support to help them overcome difficulties and improve their writing ability.

5. Teaching contents

There is a necessity for junior high school English teaching contents to be related to daily life. Through life-related English teaching activities, we can cultivate students' language ability, cultural awareness, independent learning ability, innovative spirit and practical ability, etc., help them better adapt to the needs of the future social development and promote the all-round development of individuals. Therefore, we should focus on life-related contents in junior high school English teaching to achieve better teaching results and the goal of students' comprehensive development.

**Applicability of the results (external factors)**

1. The teachers emphasize the use of English writing skills to foster students' enthusiasm for learning.

Teachers can use a variety of teaching strategies, such as case studies and scenario simulations, to let students learn and use English writing skills in practice. Teachers can give timely feedback and encouragement to students after they finish the writing tasks, so that students can feel that they are progressing and growing. At the same time, teachers can also make students feel that their work is recognized and appreciated by displaying their excellent work, in order to improve students' self-confidence and interest in learning.

2. The selection of suitable teaching methods by teachers is based on the specific characteristics of the English course and the desired objectives for writing skills.

Teachers can select some representative English writing cases, so that students can master the corresponding English writing skills by analyzing and studying the cases. For example, teachers can choose an excellent English composition and let students analyze the structure, language and expression of the article so that they can learn how to use English writing skills to enhance students' writing level. Teachers can let students form groups for cooperative learning to improve their English writing skills by communicating, discussing and evaluating each other. For example, teachers can let students correct each other's compositions in groups, so that they can learn how to find and correct their problems in English writing. Through

the selection and application of the above teaching methods, teachers can better realize the teaching of English course characteristics and writing skills objectives and improve students' English writing ability and comprehensive quality.

3. The teaching environment should be relaxed and inclusive, and a positive learning environment supports students' learning initiative.

1) Establishing good teacher-student relationship: Teachers should respect students, pay more attention to their emotional needs, listen to their ideas and suggestions, and establish a teacher-student relationship of equality, mutual trust and respect.

2) Teachers should promote active student participation in classroom activities instead of criticizing and blaming them for their mistakes or shortcomings. They should proactively guide students in identifying and solving problems while providing positive feedback and evaluation.

3) Creating interesting teaching situations: Teachers can make students feel that learning is an interesting thing by designing vivid and interesting situations, using humorous language and introducing real-life examples, so as to improve their learning initiative and enthusiasm.

4) Group cooperative learning: Teachers can arrange collaborative learning activities where students communicate, discuss and work together to solve problems. This fosters a collaborative atmosphere that promotes teamwork, mutual learning, and the acquisition of knowledge and skills through helping and supporting one another.

In short, creating a relaxing and equal teaching atmosphere is one of the important means to promote students' learning initiative. Teachers should prioritize the establishment of a strong teacher-student relationship, fostering active student engagement, fostering interesting teaching scenarios, organizing group collaborative learning activities, and employing other methods to foster a positive learning environment that allows students to learn and thrive in a relaxing and joyful atmosphere.

4. Teachers integrate English language teaching objectives with writing skills in order to enhance students' ability to write.

1) Clarifying teaching objectives: Teachers first need to clarify the objectives of English teaching, including the writing skills and language knowledge

that students need to master. According to these objectives, teachers can make corresponding teaching plans and tasks to ensure that students can gradually master the required writing skills in the learning process.

2) Focusing on basic training: In English writing, basic skills and language knowledge are very important. Teachers should prioritize fundamental skill development for students, such as grammar, vocabulary and sentence structure. By strengthening the basic training, students can understand and use the English language better and improve their writing skills.

3) Teaching writing in combination with reading: reading is one of the important ways to improve students' writing ability. Teachers can help students accumulate writing materials and skills by guiding them to read English articles, analyze the structure of the articles and learn the language expression. At the same time, teachers can also make students better master the skills and norms of English writing by imitating model texts, comparing and analyzing them.

5. English textbooks serve as the primary foundation for teachers' instruction and guidance. Adjust the teaching difficulty according to the specific requirements of different schools.

1) Students' English level: Students' English level is the key factor for teachers to adjust the teaching difficulty. Teachers must assess the level of teaching complexity based on the students' actual conditions, including their vocabulary, grammar comprehension, and oral communication skills.

2) The teaching objectives of the school: the teaching objectives of different schools may be different, and teachers need to determine the teaching difficulty according to the teaching objectives of the school. For example, if some schools focus on students' test-taking ability, teachers need to strengthen the training of test-taking skills; if some schools focus on students' practical application ability, teachers need to focus on cultivating students' oral expression and communication skills.

3) Difficulty of the teaching materials: Teachers need to adjust the teaching difficulty according to the difficulty of the teaching materials. If the textbook's content is too rudimentary, teachers can appropriately enhance the complexity to enhance students' proficiency. If the content of the textbook is too

complicated, teachers can reduce the difficulty appropriately to ensure students' learning effect.

4) Teaching methods and means: Teachers should select suitable teaching methods and resources to tailor the level of difficulty to meet the specific needs and circumstances of their students. For example, teachers can use layered teaching, cooperative learning, inquiry learning and other methods to meet the learning needs of students at different levels.

6. Teachers have the ability to use multimedia and games to create engaging situations for students to practice English writing. The following are some specific methods:

1) Creating a situation by using multimedia: teachers can use multimedia technology, such as pictures, videos and so on, to create a real English writing situation for students. For example, teachers can play a video of an English news report and let students simulate the process of news writing; or show a picture and let students describe it in English according to the contents of the picture.

2) Creating a context through Games: Teachers can organize English writing-related games to let students do writing training in a relaxed and pleasant atmosphere. For example, teachers can organize an English word solitaire game for students to learn the spelling and usage of words through game activities, play an English story solitaire game for students to learn English narrative skills through activities.

3) Combining with real life: Teachers can combine English writing with real life to create real situations for students to carry out writing training. For example, teachers can let students write an English email to their friends about their vacation plans. Teachers encourage students to keep an English diary to document their daily lives and emotions.

4) Providing model essays for analysis and imitation: Teachers can provide students with some excellent English model essays for them to analyze and imitate the writing skills and language use of the model essays. By analyzing and imitating, students can better understand the norms and requirements of English writing and improve their own writing skills.

5) Timely feedback and evaluation: Teachers need to give students timely feedback and evaluation to help them find out their problems in writing and

correct them. At the same time, teachers can also enhance their self-confidence and learning interest by displaying excellent works and encouraging students to participate in writing competitions.

**Future research**

1. Enhancing the authenticity and fun of context creation: By simulating real scenes and contexts, students can better understand and master the application of the English language. At the same time, by adding interesting elements, such as the use of multimedia technology and gamification teaching, students' interest and initiative in learning can be stimulated and their English writing ability can be improved.

2. Combining new technologies and tools: The future situational instructional model can combine new technologies and tools, such as artificial intelligence, virtual reality, augmented reality, etc., to create a more vivid, visual and interactive context. The use of these new technologies and tools can enhance students' understanding of English language knowledge in the improvement of their English writing skills. Additionally, they provide a wealth of writing resources and materials to further enrich students' writing contents.

3. Personalizing guidance and feedback: By analyzing students' learning characteristics and needs, teachers can provide students with more personalized and targeted guidance and advice. At the same time, through timely feedback and evaluation, they can help students find their own problems in writing and correct them, so as to improve their English writing skills.

4. Cultivating students' innovative and critical thinking: Through designing challenging and open-ended writing tasks, students are guided to think, analyze and solve problems on their own initiative, stimulating their innovative and critical thinking. At the same time, by carrying out activities such as cooperative group learning and discussion, students are encouraged to communicate with each other, evaluate each other and solve problems cooperatively, so as to improve their English writing ability and comprehensive quality.

5. Diversifying evaluation methods: The future contextualized teaching model can adopt diversified evaluation methods in order to assess students' English writing ability and performance more comprehensively. In addition to the traditional evaluation of written tests and assignments, oral expression, group discussion and

self-evaluation can be introduced so that students can participate more actively in English writing learning and better understand their own learning and progress.

To sum up, the future situational instructional model can improve junior high school English writing ability in many aspects, such as enhancing the authenticity and interest of context creation, combining new technologies and tools, personalized instruction and feedback, cultivating students' innovative and critical thinking, and diversified evaluation

# References

Alexander, L. G. (1962). *New concept English.* London: Oxford University Press.

Anderson, J. R. (2004). *Exploring second language learning.* Beijing: Foreign Language Teaching and Research Press.

Bao, J. Y. (2020). *A study on the effect of teacher-student cooperative evaluation on the syntactic complexity of high school students' English writing.* Master's thesis, Inner Mongolia Normal University.

Bastone, R. (1994). *Grammar.* Oxford: Oxford University Press.

Binhai Junior High School. (2022). *English curriculum standard of compulsory education.* Binhai Junior High School.

Brown, M. (1994). *Principles of language learning and teaching.* London: Long man.

Bruner, J. S. (1961). The act of discovery. *Harvard Educational Review, 31*(1), 21-32.

Cai, Y. L. (2022). *Action research on improving junior high school students' English writing ability by using the "Five-step teaching method of post-reading imitation writing".* Master's thesis, Hainan Normal University.

Castronova, J. (2002). Discovery learning for the 21st century: What is it and how does it compare to traditional learning in effectiveness in the 21st Century?. *Action Research Exchange,1,* 1- 12.

Chen, L. Y. (2023). Exploring the application of contextual teaching method in junior high school English teaching. *Test and Research* (35), 7-9.

Chen, N. C. & Bao, F. (2022). A study on the application of word block teaching method in junior high school English writing teaching. *Overseas English* (21), 143-145.

Chen, R. (2022). *Action research on cultivating high school students' English writing ability based on CLIL4Cs framework.* Master's thesis, Qufu Normal University.

Chen, Z. H. (2023). From "Comprehensive language use competence" to "core literacy"-A comparative study of the curriculum objectives of the 2011 and 2022 editions of the compulsory education English curriculum standards. *English Studies* (02), 216-229.

Chen, Z. X. (2020). *The application of contextual pedagogy in junior high school English grammar teaching - An example of Oxford Shenzhen edition junior*

*high school English grammar class.* Guangdong Education Society 2019-2020 Academic.

Cheng, L. (2023). The application of problem situation teaching method in junior high school English teaching. *Gansu Education* (08), 116-119.

Cheng, X. J. (2021). *A study on the effect of teacher-student cooperative evaluation on high school students' self-efficacy in English writing.* Master's thesis, Qufu Normal University.

Chu, T. T. (2010). *The implementation status and improvement strategies of contextual teaching in high school English.* Master's thesis, Northeast Normal University.

Dai, W. D. (2005). A review of theories of second language grammar teaching. *Foreign Language Teaching and Research* (02), 92-99+160.

Di, S. H. (2015). Analyzing the application of contextual teaching method in junior high school English teaching. *English Teacher* (24), 55-56.

Dong, X. H. (2022). *A study of the effect of teacher-student cooperative evaluation on the grammatical accuracy of high school students' English writing.* Master's thesis, Qufu Normal University.

Du, L. P. (2023). *Research on the application of contextual teaching method in junior high school English grammar teaching.* Master's thesis, Guangxi Normal University.

Du, X. (2022). *Action research on scaffolding teaching to improve junior high school students' English writing ability.* Master's thesis, Huaibei Normal University.

Ellis, R. (2003). *Task-based language learning and teaching.* Oxford: Oxford University Press.

Ellis, R. (2010). *Learning and teaching grammar.* Shanghai: Shanghai Foreign Language Education Press.

Fang, M. (2022). *Research on the application of concept-based teaching method in teaching modal verbs in high school English.* Master's thesis, Yangzhou University.

Ge, Y. (2022). *A study on the application of contextual teaching method in teaching past tense grammar in junior high school English.* Master's thesis, Hangzhou Normal University.

Gong. N. (2019). *A study on the effect of teacher-student cooperative evaluation on English writing ability of high school students with different field cognitive styles.* Master's thesis, Shandong Normal University.

Han, J. (2021). Reflections on the application of communicative teaching method in junior high school English grammar teaching. *Proceedings of the 2021 conference on innovative research on quality education in primary and secondary schools* (pp. 50). Proceedings of the 2021 Conference on Innovative Research on Quality Education in Primary and Secondary Schools.

Harmer, J. (1991). *The practice of English language teaching.* London: Longman.

He, G. F. (2015). The application and reflection of contextual teaching method in high school English writing teaching. *English Teacher* (19), 42-49.

He, M. J. (2022). An experimental study on the dynamic assessment system of English writing ability of higher education students. *Laboratory Research and Exploration* (05), 253-257.

He, X. (2019). The application of contextual teaching method in junior high school English teaching. *Proceedings of the 2019 national high-end forum on innovation and development of education and teaching* (Volume 1) (pp. 104-105). 2019 National High-end Forum on Innovation and Development of Education and Teaching (Volume 1).

He, Y. (2021). *The effects of mind mapping frameworks of different genres on junior high school students' English reading ability.* Master's thesis, Shaanxi Normal University.

Hedge, T. (2002). *Teaching and learning in the language classroom.* Oxford: Oxford University Press.

Hong, D. F. (2021). The application of the Chinese English proficiency scale in the formative assessment of high school English writing teaching. *Overseas English* (23), 73-74.

Hornby, A. S. *The situational teaching method in language teaching.* Beijing: Beijing Normal University Publishing Group, 1981.

Huang, N. J. (2023). *A study on the effect of teacher-student cooperative evaluation on junior high school students' English writing ability based on output-oriented method.* Master's thesis, Southwest University.

Huang, S. Y. (2022). *A study on the application of "reading for writing" teaching method based on mind mapping in junior high school English writing teaching.* Master's thesis, Minnan Normal University, Minnan, China.

Huang, T. (2022). *A study of the effect of mind mapping on junior high school students' English writing.* Master's thesis, Central South University for Nationalities.

Jeremy Harmer. (2000). *How to teach English.* Beijing: Foreign Language Teaching and Research Press.

Ji, C. F. (2019). Exploring the application of contextual teaching method in junior high school English reading teaching. *2019 Guangxi writing society teaching research professional committee teacher education forum compilation of materials* (II) (pp. 147-149).2019 Guangxi Writing Society Teaching Research Professional Committee Teacher Education Forum Compilation of Materials (II).

Jia, G. J. (1997). On the application of Krashen's input hypothesis in foreign language teaching in China. *Journal of PLA Foreign Language Institute* (03), 6-9+59.

Jia, H. L. (2023). Exploring the teaching mode of English grammar in junior high school based on discourse: Based on the intelligent learning platform of "reading lang". *Educational Information Technology* (Z2), 63-65+29.

Jiang W. G. (2019). Research on the application of contextual teaching method in junior high school English writing teaching. *Comparative Study of Cultural Innovation* (34), 84-85.

Jiao, L. (2018). *Research on the application of situational teaching method in teaching modal verbs in high school English.* Master's thesis, Harbin Normal University.

Johnson, K. (2000). *An introduction to foreign language learning and teaching.* Foreign Language Teaching and Research Press.2000.

Krashen, S. (1981). *Second language acquisition and second language learning.* Oxford: Oxford University Press.

Krashen, S. (1982). *Principles and practice in second language acquisition.* Oxford: Pergamon.

Krashen, S. (1982). *Principles and practices in second language acquisition.* Oxford: Pergamom Press, 1982.

Krashen. S. *(1985).The input hypothesis.* London: Longman, 1985.

Li, C. M. (2019). Analyzing the application of contextual teaching method in junior high school English teaching. *Exam Weekly* (40), 135.

Li, F. F. (2020). *A study on the effect of "teacher-student cooperative evaluation" on English writing of high school students of different levels.* Master's thesis, Qufu Normal University.

Li, J. (2021). *An empirical study of the effect of mind mapping on junior high school students' English grammar learning ability.* Master's thesis, Hunan Normal University.

Li, J. (2021). The application of process teaching method in junior high school English writing teaching. *Guangxi Education* (45), 89-90.

Li, J. L. (2002). Talking about the classroom operation of contextual education. *Educational Research* (03), 68-73.

Li, L. Q. (2022). Exploring the application of contextual teaching methods in high school English. *Overseas English* (24), 171-173.

Li, M. (2022). *The effect of multiple feedback model on high school English writing ability under dynamic evaluation theory.* Master's thesis, Qufu Normal University.

Li, X. (2022). *A study on the application of Chinese English proficiency scale in high school English writing self-evaluation.* Master's thesis, Minnan Normal University.

Li, X. F. (2020). *A study on the effect of "teacher-student cooperative evaluation" on high school students' English writing ability.* Master's thesis, Qufu Normal University.

Li, Y. (2019). *A survey study on the application of mind mapping in high school English writing teaching.* Master's thesis, Jiangsu University.

Li, Z. L (2022). Getting the method before, getting the benefit after--An approach to improving English writing skills in elementary schools. *English for Middle School Students* (14), 81-82.

Li, Z. Y. (2023). Research on the application of contextual teaching method in junior high school English teaching. *English for Middle School Students* (24), 51-52.

Lin, R, J. (2021). *Research on the application of mind mapping in high school English writing teaching.* Master's thesis, Hunan University of Science and Technology.

Lin, Z. W. (2017). Analyzing the application of contextual teaching method in junior high school English teaching. *New Curriculum* (Next), (01), 95.

Liu, H. (2016). Research on SEIU junior high school English grammar teaching mode based on contextual cognitive theory. *Research on Teaching in Primary and Secondary Schools* (11), 7-10.

Liu, H. (2016). Research on SEIU junior high school English grammar teaching mode based on contextual cognitive theory. *Research on Teaching in Primary and Secondary Schools* (11), 7-10.

Liu, N. (2023). "The impact of the promulgation of the compulsory education curriculum standards (2022 Edition) for the English subject on the teaching and learning of English in high schools. *2023 Proceedings of the Symposium on Innovative Development of Basic Education* (I) (pp. 28-29).

Liu, Q. R. (2023). *A study of the effect of teacher-student cooperative assessment on junior high school students' English writing.* Master's thesis, Yangzhou University.

Liu, Y. (2020). The application of contextual teaching method in junior high school English teaching. *China Out-of-School Education* (07), 63.

Liu, Y. D. (2022). *An empirical study on the effect of oral presentation based on imitation recitation on junior high school students' English writing.* Master's thesis, Yunnan Normal University.

Love, A. J. (1991). Internal evaluation. Newbury Park, CA:Sage.

Lu, B. (2022). Getting the method before getting the benefit after--The method of improving writing ability in elementary school English. *Examination Weekly* (19), 95-98.

Lv, C. Y. (2022). *A study on the effect of multiple rounds of continuation writing on high school students' English writing ability.* Master's thesis, Qingdao University.

MEO (2022). *English curriculum standard of compulsory education.* The Ministry of Education of People's Republic of China.

Nunan, D. (1991). *Language teaching methodology.* London: Prentice Hall.

Pan, P. K. (2018). *A study of the effect of "teacher-student cooperative evaluation" on the linguistic accuracy of English writing of high school students in China.* Master's thesis, Huanggang Teachers College.

Peng, J. X. (2023). *A study on the influence of teacher-student cooperative evaluation on the development of high school students' English-speaking ability.* Master's thesis, Southwest University.

Phongsri, P. (2011). *Educational assessment: Concept into action.* Bangkok: Sutthakan Checkpoint Print.

Piaget, J. (1969). *Mechanisms of perception.* New York: Basic Books.

Piaget, J. (1972). *To understand is to invent.* New York: The Viking Press.

Qin, X. G. (2012-2015). A study on the effect of thinking maps teaching on middle school students' English independent learning ability. Zhang, Yina, He, Feng. This volume is edited by (eds.) *China Basic Education Yearbook.* People's Publishing House, 587.

Ren, X. P. (2021). A study on the application of contextual teaching method in junior high school English writing teaching. *Proceedings of the 2021 symposium on educational theory and practice* (pp. 720-724). Proceedings of the 2021 Symposium on Educational Theory and Practice.

Richard, J. C & Rodgers, T. S. *Approaches and methods in language teaching.* Cambridge: CUP, 2001.

Richards, J. C. & Rodgers, T. S. (1986). *Approaches and methods in language teaching.* London: Cambridge University Press.

Schmidt R. W. (1993). Awareness and second language acquisition. *Annual Review of Applied Linguistics, 73* (13), 206-226.

Scott, V. M. (1989). An empirical study of explicit and implicit teaching strategies in French. *Approach Language Journal, 73* (1), 14-22.

Shen, W. J. (2018). The application of contextual teaching method in junior high school English writing teaching. *Reading, Writing and Counting* (17), 88.

Sheng. G. X. (2022). A study on the application of discovery teaching method in junior high school English grammar teaching. *Jilin Education* (06), 55-56.

Shi, G. Z. (2022). *A study of the effect of dynamic written corrective feedback on high school students' English writing ability.* Master's thesis, East China Normal University.

Shi, S. (2021). *A study of the effect of teacher-student cooperative assessment on the accuracy and complexity of high school students' English writing.* Master's thesis, Hunan Normal University.

Shi, W. H. (2018). The application of contextual teaching method in junior high school English writing teaching. *English Teacher* (07), 20-24.

Skehan, P. A. (1998). *Cognitive approach to language learning.* Oxford: Oxford University Press.

Song, S. Z. (2018). *Research on the application of contextual teaching method in high school English writing teaching.* Master's thesis, Central China Normal University.

Spada, N. (1997). Form-focused instruction and second language acquisition: A review of classroom and laboratory research. *Language Teaching, 29*, 1-15.

Sun Yang. (2023). A practical study of English grammar teaching in middle schools based on blended learning. *English Learning* (06), 35-39.

Sun, R. H. (2023). *A study on the effect of teacher-student cooperative assessment on high school students' English reading and writing skills.* Master's thesis, Southwest University.

Svinicki, M. D. A. (1998). Theoretical foundation for discovery learning. *American Journal of Physiology*, 275(2), 4-7.

Swain. M & Lapkin.S. (1989). Canadian immersion and adult second language teaching: What is the connection? *The Modern Language Journal*, *73* (2), 50-159.

Tan, K. (2020). *A study on the effect of teacher-student cooperative assessment on high school students' English writing accuracy.* Master's thesis, Hunan Normal University.

The Program Evaluation Standards, 2nd Edition. (1994). *How to assess evaluation of educational programs.* The Joint Committee on Standards for Educational Evaluation James R. Sfanders. Chair. SAGE Publications, Inc.

Tong, Y. Y (2013). The application of contextual teaching method in high school English grammar teaching. *Examination Weekly* (18), 82-83.

Ur, Penny. (2009). *Grammar practice activities.* Beijing: Foreign Language Teaching and Research Press.

Wang G. H. (2018). A test study on the application and reflection of contextual teaching method in high school English writing teaching. *English for Middle School Students* (28), 51.

Wang, M. (2020). The application of contextual pedagogy in junior high school English teaching. *Proceedings of the 2020 Symposium on Classroom Teaching and Educational Reform* (pp. 571-573). Proceedings of the 2020 Symposium on Classroom Teaching and Educational Reform.

Wang, Q. Q. (2022). *A study on improving junior high school English writing ability under the integration of picture book reading and teaching materials.* Master's thesis, Liaocheng University.

Wang, R. J. (2021). Talking about the application strategy of contextual teaching method in junior high school English teaching. *Examination Weekly* (28), 107-108.

Wang, S. Y. (2022). *An action research on the effect of teacher-student cooperative corrective feedback on junior high school students' English writing.* Master's thesis, Shenyang Normal University

Wang, Y. (2020). *A study on the effect of teacher-student cooperative evaluation on high school students' English writing ability.* Master's thesis, Hebei Normal University.

Wang, Y. (2021). *Research on the effect of activity theory-based writing teaching model on junior high school students' English writing ability.* Master's thesis, Qufu Normal University.

Webster, M. (2003). *Merriam-websters' collegiate dictionary.* New York: Merriam-Webster Company Press.

Wikins, D. A. (1974). *Linguistics in language leaching.* London: Edward Arnold.

Wu, S. (2022). *A study of the effect of teacher-student cooperative evaluation on high school students' English writing ability.* Master's thesis, Harbin Normal University.

Wu, T. T. (2020). *An empirical study on the effect of teacher-student cooperative assessment on junior high school students' English writing ability.* Master's thesis, Hunan Normal University.

Xu, Y. Q. (2020). *The effects of teacher-student cooperative assessment on high school students' English writing anxiety and writing ability.* Master's thesis, Hunan Normal University.

Yang, C. (2020). *A study of the effect of teacher-student cooperative assessment on English writing of high school students at different levels.* Master's thesis, Shanxi Normal University.

Yang, T. J. (2020). Exploration on the application of contextual teaching method in junior high school language writing teaching. *Basic Education Forum* (25), 12-13.

Yao, H. J. (2020). Analysis of the application of contextual teaching method in junior high school English teaching. *Examination Weekly* (28), 114-115.

Ye, Y. X. (2017). Excellent creation of reading context breakthrough grammar teaching - The application of contextual teaching method in junior high school English grammar teaching. *Exam Weekly* (89), 125-126.

Ye, Z. (2020). *The effect of reading followed by writing combined with written corrective feedback on high school students' English writing ability.* Master's thesis, Fujian Normal University.

Young, David. (1984). *Introducing English grammar.* Britain: Anchor Brendon Ltd.

Yule, G. (1984). *Explaining English grammar.* Oxford: Oxford University Press.

Zeng, Y. (2022). *A study on the influence of teacher-student cooperative evaluation on junior high school students' English writing ability.* Master's thesis, Huaibei Normal University.

Zeng, Y. H. (2020). *A study on the effect of teacher-student cooperative evaluation on the syntactic complexity of high school students' English writing.* Master's thesis, Hunan Normal University.

Zhai, M. D. (2022). *A study of the effect of word block teaching on junior high school students' English writing ability.* Master's thesis, Jiangsu University.

Zhang, C. J. (2023). *A study of the effects of the block teaching method on high school students' English writing ability.* Master's thesis, Liaoning Normal University.

Zhang, C. Y. (2018). The application of contextual teaching method in the teaching of English grammar in senior high school. *Basic Education Research* (03), 68-71.

Zhang, D. (2021). *A study on the effect of mind mapping on junior high school students' English writing ability.* Master's thesis, Qufu Normal University.

Zhang, J. (2022). *The effect of mind mapping applied to high school English writing teaching on high school students' writing ability.* Master's thesis, Qufu Normal University.

Zhang, L. Z. (2023). *Research on the application of Chinese English proficiency scale in the formative assessment of high school English writing.* Master's thesis, Jilin Agricultural University.

Zhang, Q. T. (2019). The application of context setting in English grammar teaching in English writing teaching. *Campus English* (15), 33.

Zhang, Q.Y. (2020). Analyzing the application strategy of contextual teaching method in junior high school English vocabulary teaching. *English Teacher* (05), 136-138.

Zhang, X. F. (2016). Exploration on the use of multimedia teaching to create teaching scenarios for English professional learning in high school under the new curriculum reform. *China Out-of-School Education* (08), 100.

Zhang, X. X. (2022). *An action research on the effect of teacher-student cooperative evaluation on high school students' English writing ability.* Master's thesis, Shenyang Normal University.

Zhang, Y. H. (2020). The application of contextual teaching mode in high school English classroom teaching. *College Entrance Examination* (34), 22+24.

Zhao, Y. Z. (2021). *Research on the application of Chinese English proficiency scale in the formative evaluation of high school English writing teaching.* Master's thesis, Harbin Normal University.

# Appendices

# Appendix A

List of Specialists and Letters of Specialists Invitation

for IOC Verification

# List of experts to validate research instruments

1. Assistant Professor Dr.Prapai Sridama      Computer and Technology  Program
Bansomdejchaopraya Rajabhat
University

2. Associate Professor Dr.Suriya Phankosol      Engineering Program
Bansomdejchaopraya Rajabhat
University

3. Assistant Professor Dr.Saipon
Songsiengchai                               English Program Bansomdejchaopraya
Rajabhat University

4. Assistant Professor Dr.Zhuang Tianbao      Educational Technology Program
Shenyang Normal University

5. Assistant Professor Dr.Guo Yongzhi      Foreign Language Program Shenyang
Normal University

# List of experts to evaluate the format Instructional Model

| | |
|---|---|
| 1. Assistant Professor Dr. Tanaput Chancharoen | Educational Management and Learning Management Innovation Program Bansomdejchaopraya Rajabhat University |
| 2. Assistant Professor Dr.Wanida Ploysangwal | English Program University of the Thai Chamber of Commerce |
| 3. Assistant Professor Dr. Panas Jansritong | Admistration Program Krirk University |
| 4. Assistant Professor Gao Hongwei | Language Program Binhai Junior High School |
| 5. Assistant Professor Shi Fudong | Language Program Binhai Junior High School |

# Appendix B

Official Letter

Ref. No. MHESI 0643.14/1381

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

29 September 2023

**Subject** Request for data collection

**Dear** President of Binhai Junior High School

**Attachment** 42 copies of questionnaire

Regarding the thesis entitled "*Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students*" of Mrs. Wang Qiuju, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103112, Thailand under the supervision of

**Major Advisor:** Assistant Professor Dr. Wapee Kong-In

**Co-advisor:** Associate Professor Dr. Areewan Iamsa-ard

**Co-advisor:** Associate Professor Dr. Jittawisut Wimutipanya

The researcher needs to collect data using questionnaire in terms of factors affecting problem solving ability of junior high students from 42 ninth year junior high school students majoring in English Course, Binhai Junior High School. Hence, I'm formally requesting your assistance in distributing the attached questionnaire to the informants as referred above and please send the completed ones back to the researcher via email to 110481715@qq.com.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

Sincerely,

(Asst.Prof.Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.
Fax. 66 0204737000

Ref. No. MHESI 0643.14/ 1382

Graduate School

Bansomdejchaopraya Rajabhat University

1061 Itsarapap 15 Itsarapap Rd.

Thonburi Bangkok 10600

29 September 2023

**Subject** Request for data collection

**Dear** President of Huangjia Junior High School

**Attachment** 43 copies of questionnaire

Regarding the thesis entitled "*Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students*" of Mrs. Wang Qiuju, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103112, Thailand under the supervision of

**Major Advisor:** Assistant Professor Dr. Wapee Kong-In

**Co-advisor:** Associate Professor Dr. Areewan Iamsa-ard

**Co-advisor:** Associate Professor Dr. Jittawisut Wimutipanya

The researcher needs to collect data using questionnaire in terms of factors affecting problem solving ability of junior high students from 43 ninth year junior high school students majoring in English Course, Huangjia Junior High School. Hence, I'm formally requesting your assistance in distributing the attached questionnaire to the informants as referred above and please send the completed ones back to the researcher via email to 110481715@qq.com.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

Sincerely,

(Asst.Prof.Dr.Kanakorn Sawangcharoen)

Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.

Fax. 66 0204737000

Ref. No. MHESI 0643.14/1383

Graduate School

Bansomdejchaopraya Rajabhat University

1061 Itsarapap 15 Itsarapap Rd.

Thonburi Bangkok 10600

29 September 2023

**Subject** Request for data collection

**Dear** President of Lianwan Junior High School

**Attachment** 40 copies of questionnaire

Regarding the thesis entitled *"Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students"* of Mrs. Wang Qiuju, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103112, Thailand under the supervision of

**Major Advisor:** Assistant Professor Dr. Wapee Kong-In

**Co-advisor:** Associate Professor Dr. Areewan Iamsa-ard

**Co-advisor:** Associate Professor Dr. Jittawisut Wimutipanya

The researcher needs to collect data using questionnaire in terms of factors affecting problem solving ability of junior high students from 40 ninth year junior high school students majoring in English Course, Lianwan Junior High School. Hence, I'm formally requesting your assistance in distributing the attached questionnaire to the informants as referred above and please send the completed ones back to the researcher via email to 110481715@qq.com.

The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

Sincerely,

(Asst.Prof.Dr.Kanakorn Sawangcharoen)

Dean of Graduate School

Bansomdejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.

Fax. 66 0204737000

Ref. No. MHESI 0643.14/ 1384

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

29 September 2023

**Subject** Request for permission to implement experiment

**Dear** President of Binhai Junior High School

     Regarding the thesis entitled "*Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students*" of Mrs. Wang Qiuju, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103112, Thailand under the supervision of

          **Major Advisor:** Assistant Professor Dr. Wapee Kong-In

          **Co-advisor:** Associate Professor Dr. Areewan Iamsa-ard

          **Co-advisor:** Associate Professor Dr. Jittawisut Wimutipanya

     The researcher needs to implement an experiment in compliance with approved methodology and collect data in terms of pre-test and post-test from 42 ninth year students of Class A majoring in English Course, Binhai Junior High School during the 1st semester of academic year 2023. Hence, I'm formally requesting permission to implement the experiment and access the aforementioned data.

     The researcher plans to use this data for her thesis completion and further necessary publication as required by the Ph.D. course.

     I am grateful for your consideration of my request. I pledge to adhere to any stipulations you deem fit. You may reach me at the phone number or email address provided below in case of any related questions. I look forward to your response.

                         Sincerely,

                         (Asst.Prof.Dr.Kanakorn Sawangcharoen)
                         Dean of Graduate School
              Bansomdejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.
Fax. +66 0204737000

Ref. No. MHESI 0643.14/ 1385

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

29 September 2023

**Subject** Request for research tool validation

**Dear** Assistant Professor Dr.Prapai Sridama

**Attachment** Validation sheets

Regarding the thesis entitled "*Development of Situational Instructional Model to Improve English Writing Ability of Junior High Students*" of Mrs. Wang Qiuju a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103112, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor, Associate Professor Dr. Areewan Iamsa-ard as co-advisor and Associate Professor Dr. Jittawisut Wimutipanya as co-advisors, the written pre-test and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached post-test and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, test, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.
Fax. +66 0204737000

Ref. No. MHESI 0643.14/ 1386

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

29 September 2023

**Subject** Request for research tool validation

**Dear** Associate Professor Dr.Suriya Phankosol

**Attachment** Validation sheets

Regarding the thesis entitled "*Development of Situational Instructional Model to Improve English Writing Ability of Junior High Students*" of Mrs. Wang Qiuju a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103112, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor, Associate Professor Dr. Areewan Iamsa-ard as co-advisor and Associate Professor Dr. Jittawisut Wimutipanya as co-advisors, the written pre-test and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached post-test and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, test, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.
Fax. +66 0204737000

Ref. No. MHESI 0643.14/ 1387

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

19 September 2023

**Subject** Request for research tool validation

**Dear** Assistant Professor Dr.Saipon Songsiengchai

**Attachment** Validation sheets

Regarding the thesis entitled "*Development of Situational Instructional Model to Improve English Writing Ability of Junior High Students*" of Mrs. Wang Qiuju a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103112, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor, Associate Professor Dr. Areewan Iamsa-ard as co-advisor and Associate Professor Dr. Jittawisut Wimutipanya as co-advisors, the written pre-test and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached post-test and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, test, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.
Fax. +66 0204737000

Ref. No. MHESI 0643.14/1388

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

29 September 2023

**Subject** Request for research tool validation

**Dear** Assistant Professor Dr.Zhuang Tianbao

**Attachment** Validation sheets

Regarding the thesis entitled "*Development of Situational Instructional Model to Improve English Writing Ability of Junior High Students*" of Mrs. Wang Qiuju a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103112, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor, Associate Professor Dr. Areewan Iamsa-ard as co-advisor and Associate Professor Dr. Jittawisut Wimutipanya as co-advisors, the written pre-test and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached post-test and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, test, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.
Fax. +66 0204737000

Ref. No. MHESI 0643.14/1389

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

29 September 2023

**Subject** Request for research tool validation

**Dear** Assistant Professor Dr. Guo Yongzhi

**Attachment** Validation sheets

Regarding the thesis entitled "*Development of Situational Instructional Model to Improve English Writing Ability of Junior High Students*" of Mrs. Wang Qiuju a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103112, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor, Associate Professor Dr. Areewan Iamsa-ard as co-advisor and Associate Professor Dr. Jittawisut Wimutipanya as co-advisors, the written pre-test and questionnaire as instruments will be used in the said research. In view with this, the researcher would like your expertise to validate the attached post-test and questionnaires to qualify for conduction. Knowing your experience in the field of Education, I would like to ask for your help in validating the said instrument before administering it to the participants of the study.

The research objective, definitions of terms, test, questionnaire and the validation sheets are hereby attached. I will be glad to hear your suggestions and comments for the improvement of the instrument. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. +66 0204737000 Ext.
Fax. +66 0204737000

Ref. No. MHESI 0643.14/1391

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

29 September 2023

**Subject** Request for evaluation of instructional model

**Dear** Assistant Professor Dr. Tanaput Chancharoen

**Attachment** evaluation sheets

Regarding the thesis entitled "*Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students*" of Mrs. Wang Qiuju, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103112, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor, Associate Professor Dr. Areewan Iamsa-ard as co-advisor and Associate Professor Dr. Jittawisut Wimutipanya as co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. MHESI 0643.14/ 1372

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

29  September 2023

**Subject** Request for evaluation of instructional model

**Dear** Assistant Professor Dr.Wanida Ploysangwal

**Attachment** evaluation sheets

Regarding the thesis entitled *"Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students"* of Mrs. Wang Qiuju, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103112, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor, Associate Professor Dr. Areewan Iamsa-ard as co-advisor and Associate Professor Dr. Jittawisut Wimutipanya as co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. MHESI 0643.14/ 1393

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

29 September 2023

**Subject** Request for evaluation of instructional model

**Dear** Assistant Professor Dr. Panas Jansritong

**Attachment** evaluation sheets

   Regarding the thesis entitled "*Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students*" of Mrs. Wang Qiuju, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103112, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor, Associate Professor Dr. Areewan Iamsa-ard as co-advisor and Associate Professor Dr. Jittawisut Wimutipanya as co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

   I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. MHESI 0643.14/ 1344

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

29 September 2023

**Subject** Request for evaluation of instructional model

**Dear** Assistant Professor Gao Hongwei

**Attachment** evaluation sheets

Regarding the thesis entitled "*Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students*" of Mrs. Wang Qiuju, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103112, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor, Associate Professor Dr. Areewan Iamsa-ard as co-advisor and Associate Professor Dr. Jittawisut Wimutipanya as co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

Ref. No. MHESI 0643.14/ 1395

Graduate School
Bansomdejchaopraya Rajabhat University
1061 Itsarapap 15 Itsarapap Rd.
Thonburi Bangkok 10600

29  September 2023

**Subject** Request for evaluation of instructional model

**Dear** Assistant Professor Shi Fudong

**Attachment** evaluation sheets

Regarding the thesis entitled "*Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students*" of Mrs. Wang Qiuju, a Ph.D. student majoring in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University code number 6473103112, Thailand under the supervision of Assistant Professor Dr. Wapee Kong-In as major advisor, Associate Professor Dr. Areewan Iamsa-ard as co-advisor and Associate Professor Dr. Jittawisut Wimutipanya as co-advisors, the instructional model will be developed in the said research. In view with this, the researcher would like your expertise to evaluate the appropriateness of such a developed instructional model. Knowing your experience in the field of Education, I would like to ask for your help in evaluating the said instructional model before its implementation.

I will be glad to hear your suggestions and comments for the improvement of the instructional model. Your positive response is highly appreciated.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School
Bansomdejchaopraya Rajabhat University

Tel. (662) 4737000
Fax. (662) 4737000

# Appendix C
# Results of Validity Verification

- Questionnaire for Students (Objective 1)
- Interview for Teachers (Objective 1)
- Questionnaire for Experts (Objective 2)
- Lesson Plan (Objective 3)
- Scoring Rubric Form (Objective 3)

# Questionnaire for Students (Objective 1)

## Directions:

These questionnaires are the instruments for collecting data in 1st phase of the research entitled "Development of Situational Instructional Model to improve English Writing Ability of Junior High School Students ",conducted by Wang Qiuju, a Ph.D. student in Curriculum and Instruction Program at Bansomdejchaopraya Rajabhat University under the supervision of

1. Assistant Professor Dr.Wapee Kong-In

2. Associate Professor Dr.Areewan Iamsa-ard

3. Associate Professor Dr. Jittawisut Wimutipanya

This questionnaire is divided into 3 sections i.e.

**Section 1** Common data of the respondent

**Section 2** Information on factors affect English writing ability of junior high school students.

The questionnaire type is the closed-ended questions that can only be answered by selecting from provided number to summated rating scale, 5 scales.

The important issues of the items consist of two groups of the factors: Internal factors (respondents) and External factors (teachers, circumstances, etc.)

**Section 3** Further suggestions

Data obtained from this questionnaire are only used for the purpose of conducting aforementioned research and remain confidential. Individual or personal data presentation will be avoided.

These questionnaires are the instruments for collecting data in 1st phase of the research entitled "Development of Situational Instructional Model to improve English Writing Ability of Junior High School Students" conducted by Wang Qiuju, a Ph.D. student in Curriculum and Instruction Program at Bansomdejchaopraya Rajabhat University under the supervision of Assistant Professor Dr. Wapee Kong-In as majoring advisor, Associate Professor Dr. Areewan Iamsa-ard and Assistant Professor Dr. Jittawisut Wimutipanya as co-advisor.

**Answer the questionnaire:**

**Section 1** Common data of the respondent

Directions: Please put ✔into the ❑ according to your own personal data

1. Gender is  ❑ Male  ❑ Female

2. Students from 3 junior high schools in Huludao City.

❑ A. Major in English Writing from Binhai Junior High School

❑ B. Major in English Writing from Huangjia Junior High School

❑ C. Major in English Writing from Lianwan Junior High School

3. Age

❑ A. 15-16 yrs.

❑ B. 17-18 yrs.

**Section 2** Questionnaire on factors affect English writing ability of junior high school students.

**Directions:** Please rate the following factors affecting English writing ability by putting ✔ into the attitude level column based on the criteria given below. Each question can select only one answer.

5 means you STRONGLY AGREE with the item.

4 means you QUITE AGREE with the item.

3 means you remain NEUTRAL.

2 means you QUITE DISAGREE with the item

1 means you STRONGLY DISAGREE with the item

| Questions | Answers | | | | |
|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| **Internal factors (respondents)** | | | | | |
| 1. Students think that the good health is very important for studying another grade. | | | | | |
| 2. Students think that English Course is very useful to study. | | | | | |
| 3. Students think that they can practice English in the classroom, outside the classroom or at home, is good for English writing. | | | | | |
| 4. Students think that they can study how to write for the Internet and you Tube. | | | | | |
| 5. Students feel that good teaching is good for students' English writing. | | | | | |
| 6. Students feel that if the parents support to learn and help to practice English writing more, students may have a good English writing. | | | | | |
| 7. Students think that positive thoughts will help students with decision to study English Writing Course. | | | | | |
| 8. Students take the initiative to ask and answer questions in English Writing Course. | | | | | |
| 9. Students are nervous sometimes when answering questions in English Writing Course. | | | | | |
| 10. Students think that English writing in junior high school is moderately difficult. | | | | | |
| 11. Students think that there is more interaction between teachers and students in English writing classes. | | | | | |
| 12. Students think that parents encourage children to develop a proper attitude towards learning. | | | | | |
| 13. Students thinks that teachers select appropriate English writing materials and arrange tasks at different levels. | | | | | |

(Continued)

| Questions | Answers | | | | |
|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| 14. Students think that teachers' teaching elements in English Writing Course are relevant to real life. | | | | | |
| 15. Students refer to composition books to complete their English writing assignments. | | | | | |
| 16. Students practice English writing systematically after class and consider English textbooks as practical, interactive and inspiring examples and materials. | | | | | |
| 17. Students perceive that they learn more efficiently in English Writing Course. | | | | | |
| 18. Students want to use the ongoing English writing method. | | | | | |
| 19. Students transfer their knowledge of English grammar to writing lessons. | | | | | |
| 20. Students want their English compositions to be used as models. | | | | | |
| **External factor (students) teachers, environments, faculty facilities, materials and so on.** | | | | | |
| 1. Teachers choose appropriate teaching methods according to the characteristics of the English curriculum and the goals of writing skills. | | | | | |
| 2. Teachers create situations through multimedia, games and so on for students to have English writing training. | | | | | |
| 3. Teachers stimulate students' interest in learning and set up daily groups. | | | | | |
| 4. Teachers organize students to discuss, and students evaluate each other's sentences and compositions in English Course. | | | | | |
| 5. Teachers combine English teaching objectives with writing skills to improve students' writing ability. | | | | | |

(Continued)

| Questions | Answer | | | | |
|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| 6. The teaching atmosphere should be relaxing and equal, and a good learning environment is conducive to the development of students' learning initiative. | | | | | |
| 7. Teachers focus on using English writing skills to develop students' interest in learning. | | | | | |
| 8. Teachers combine traditional evaluation methods with modern diversified evaluation systems. | | | | | |
| 9. English textbooks are the main basis for teachers' teaching and training. The level of teaching difficulty is adjusted according to the specific requirements of different schools. | | | | | |
| 10. Teaching facilities are rich and varied, such as multimedia, blackboards, round tables, computers, etc. | | | | | |

Section 3    Suggestions

...................................................................................................................................................................................
.
...................................................................................................................................................................................

...................................................................................................................................................................................

Thank you for your kind cooperation for completing the questionnaire!

Researcher
Mrs. Wang Qiuju

# Interview for Teachers Objective 1

## Directions:

This interview is a part of research entitled "Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students".

## Research Objectives:

To examine the factors affecting problem-solving English Writing Ability of Junior High School Students. It is conducted by Wang Qiuju, a Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University under the supervision of

1. Assistant Professor Dr. Wapee Kong-In

2. Associate Professor Dr. Areewan Iamsa-ard

3. Associate Professor Dr. Jittawisut Wimutipanya

The following open questions are the instrument for collecting data in 1st phase of the research, concerning about factors to affect problem-solving skills.

Please write down your own opinion for each questions. Data obtained from this questionnaire are only used for the purpose of conducting aforementioned research and remain confidential. Individual or personal data presentation will be avoided.

**Section 1** These questions are the instrument for collecting data in 1st phase of the reach.

1. Gender is     A. Male      B. Female ❏

2. The teachers who are teaching English Course from 3 schools in Huludao City

A. Teacher from Binhai Junior High School

B. Teacher from Lianwan Junior High School

C. Teacher from Huangjia Junior High School

3. Experience teaching

A. below 3 yrs.          B. 3-6 yrs.

C.7-9 yrs.              D. over 9 yrs.

4. Age

A. below 30 yrs.        C. 30-40 yrs.

B. 41-50 yrs.           D. over 50 yrs.

Section 2 Interview on factors affecting problem-solving skills of junior high students.

Directions: The type of question is open-ended questions, you can answer according to your actual situation. Your answers will only be used in this research and will not be disclosed individually.

1. Why did you teach English Writing Course? What is your educational background? What quality does a teacher should have?

2. How do you incorporate social-emotional learning in your lessons?

3. How do you motivate your students to become active learners in your classroom?

4. How do you use technology in the classroom?

5. How would you organize English Writing Course?

6. What are the characteristics and advantages of situational instructional model?

7. How do you balance the roles and responsibilities of teachers and students in situational instructional model?

8. What do you think is the future direction of situational instructional model?

9. How would you describe the English writing proficiency assessment system?

10. How do you evaluate the promotion of English writing ability by situational instructional model?

Comment and recommendation for improving the better instruction.

......................................................................................................................................................................

......................................................................................................................................................................

Thank you for your kind cooperation for completing the questions.

Researcher Mrs. Wang Qiuju

# Questionnaire for Experts Objective 2

Assessment Form of the Quality of Instructional Model Based on Situational Instructional Model to Enhance Junior High School Students' English Writing Ability.

Dear assessors,

The present study is conducted by Wang Qiuju Ph.D. student in Curriculum and Instruction Programme at Bansomdejchaopraya Rajabhat University, Thailand, under the supervision of the following advisors.

1. Assistant Professor Dr. Wapee Kong-In, majoring advisor

2. Associate Professor Dr. Areewan Iamsa-ard, co-advisor

3. Assistant Professor Dr.Jittawisut Wimutipanya, co-advisor

The attached open questions are the instrument for collecting data in phase 2 of the research, the objective of which is to confirm instructional.

Please write down your own opinion for each question. Data obtained from this questionnaire are only used for the purpose of conducting aforementioned research and remain confidential. Individual or personal data presentation will be avoided.

These questions involve 3 parts as follows.

**Part 1:** Assessor's information

**Part 2:** Assessment of the quality of instructional model on 5-point rating scale basis in 4 aspects 1) Utility Standard 2) Feasibility Standard 3) Propriety Standard and 4) Accuracy Standard.

**Part 3:** Suggestion

The researcher certifies that all information obtained from this questionnaire will be used for academic purposes and to generate maximum benefit meeting objectives.

Thank you very much for dedicating your valuable time and providing useful information to this research for the benefit of further research and development.

Ph.D. student Name Wang Qiuju Curriculum and Instruction Program

Bansomdejchaopraya Rajabhat University

# Assessment Form IOC for Validity of Instructional Model Questionnaire

**Research Title:**  Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students

**Research Objectives 2:** Developing situational instructional model to improve junior high school students' English writing ability

**Assessor:** Assistant Professor Dr. Saipon Songsiengchai
**Position:** English Program
**Workplace:** Bansomdejchaopraya Rajabhat University

**Directions:** Please assess the congruence between components of situational instructional model by putting ✓ in the box according to the following criteria.

+1 = if you think the issues CAN measure the appropriateness of the instructional model

0 = if you are NOT SURE the issues can measure the appropriateness of the instructional model

-1 = if you think the issues CANNOT measure the appropriateness of the instructional model

| No. | Questions | Assessment Results | | | Remarks |
|---|---|---|---|---|---|
| | | +1 | 0 | -1 | |
| 1 | **Principle and Rationale:** | | | | |
| | Utility Standard | | | | |
| | 1. The result of questionnaire from students have the benefit for Principle and Rationale. | | | | |
| | 2. The result of interview from lecturers have the benefit for Principle and Rationale. | | | | |
| | Feasibility Standard | | | | |
| | 3. The result of questionnaire from students have the possibility for Principle and Rationale. | | | | |
| | 4. The result of interview from lecturers have the possibility for Principle and Rationale. | | | | |
| | Propriety Standard | | | | |
| | 5. The result of questionnaire from students have the suitability for Principle and Rationale. | | | | |
| | 6. The result of interview from lecturers have the suitability for Principle and Rationale. | | | | |
| | Accuracy Standard | | | | |
| | 7. The result of questionnaire from students have the accuracy for Principle and Rationale. | | | | |
| | 8. The result of interview from lecturers have the accuracy for Principle and Rationale. | | | | |
| 2 | **Objectives:** | | | | |
| | Utility Standard | | | | |
| | 9. The objectives have benefit for students. | | | | |
| | Feasibility Standard | | | | |
| | 10. The objectives have possibility for students. | | | | |
| | Propriety Standard | | | | |
| | 11. The objectives have suitability for students. | | | | |

(Continued)

| No. | Questions | Assessment Results | | | Remarks |
|---|---|---|---|---|---|
| | | +1 | 0 | -1 | |
| | Accuracy Standard | | | | |
| | 12. The objectives have accuracy for students. | | | | |
| 3 | **Contents:** | | | | |
| | Utility Standard | | | | |
| | 13. The contents have benefit for students. | | | | |
| | Feasibility Standard | | | | |
| | 14. The contents have possibility for students. | | | | |
| | Propriety Standard | | | | |
| | 15. The contents have suitability for students. | | | | |
| | Accuracy Standard | | | | |
| | 16. The contents have accuracy for students. | | | | |
| 4 | **Methods of teaching & materials:** **Situational Instructional Model** | | | | |
| | Utility Standard | | | | |
| | 17. The methods of teaching & materials have benefit for students. | | | | |
| | Feasibility Standard | | | | |
| | 18. The methods of teaching & materials have possibility for students. | | | | |
| | Propriety Standard | | | | |
| | 19. The methods of teaching & materials have suitability for students. | | | | |
| | Accuracy Standard | | | | |
| | 20. The methods of teaching & materials have accuracy for students. | | | | |

(Continued)

| No. | Questions | Assessment Results | | | Remarks |
|---|---|---|---|---|---|
| | | +1 | 0 | -1 | |
| 5 | **Evaluation:** | | | | |
| | Utility Standard | | | | |
| | 21. The evaluation has benefit for students. | | | | |
| | Feasibility Standard | | | | |
| | 22. The evaluation has possibility for students. | | | | |
| | Propriety Standard | | | | |
| | 23. The evaluation has suitability for students. | | | | |
| | Accuracy Standard | | | | |
| | 24. The evaluation has accuracy for students. | | | | |

# Lesson Plan
# The Mid-Autumn Festival

## Objectives

Students have the knowledge and abilities related to expressing ideas through the written words 3 skills: 1) Strategy skills, 2) Discourse skills, 3) Grammar skills.

## Contents: The Mid-Autumn Festival

### Strategy skills: The Mid-Autumn Festival

Students can examine the genre of the Mid-Autumn Festival and shape clear thematic concepts, describe who, when, time, in detail, and tell a story each of paragraph plan.

### Discourse skills: The Mid-Autumn Festival

Students organize the structure of the article around the Mid-Autumn Festival, choose the appropriate wording, for example, mooncakes, gifts, performance, and make the logic of the article coherent.

### Grammar skills: The Mid-Autumn Festival

Students use object clauses and exclamations, express topics.

### Step 1: Planning. (1 hour)

The teacher will show the real or simulated English writing topic situation on the Mid-Autumn Festival, let the students intuitively feel the application of language in the real situation.

Students remain interested in English learning by reading stories about Mid-Autumn Festival, promote reading comprehension through skimming. Students can actively think and proactively explore in learning activities, and cooperate with others to complete the learning tasks together.

1. Divide 5 groups to study the Mid-Autumn Festival.

Questions that students need to consult in advance: 1) What is the Mid-Autumn Festival? 2) The origin of the Mid-Autumn Festival? 3) How do people celebrate the Mid-Autumn Festival, and talk about their own feelings. The student group searched and gathered information around the following questions for a discussion. 4) What is an object clause? 5) What is an exclamation sentence?

2. Let each group find out the structure of the Mid-Autumn Festival.

1) Development of the festival.

2) A golden age of popularity.

3) Evolution to the present.

The teacher becomes a co-writer with his/her students to shows the students the way to write a text using a certain text-type along with a particular organizational pattern. Teacher also reinforces the use of generic structures and grammatical features in the meantime.

Students master the vocabulary related to "Mid-Autumn Festival", understand the relevant knowledge of "Mid-Autumn Festival", and use object clauses and exclamation sentences guided by what, if / whether.

**Step 2: Organizing** (1.5 hours)

The teacher explains the key and difficult points to students through the mixed online and offline teaching mode, and let students practice repeatedly in various forms, so as to achieve the development of thinking and independent conception of the writing framework.

Students should have some understanding of the traditional festivals, so there is an overall idea of reading and extracting information based on the knowledge accumulation. Genres teaching can be used to introduce and reproduce the festival exclusive culture, so that students can get familiar with the relevant vocabulary.

1. The teacher shows pictures and videos of the Mid-Autumn Festival, so that students can intuitively feel the application of traditional festivals in real situations. Then, introduce the origin of the Mid-Autumn Festival, and how to celebrate the Mid-Autumn Festival.

2. Student groups should share the collected information to expand the breadth and depth of students' knowledge.

Through the "online and offline" mixed teaching mode, teachers analyze the causes and development of the Mid-Autumn Festival, highlight the key points and difficulties of object clauses and exclamation sentences and sentences, and practice repeatedly in various forms, so as to achieve the effect of skillfully using object clauses and exclamation sentences.

**Group task:** complete the following sentences.

1. Chinese people have _____ the Mid-Autumn Festival and enjoying mooncakes for centuries.

2. There are many traditional_____ stories about this festival.

3. After this, people started sharing mooncakes _____ their families.

4. What a brave boy (Tom is)!

   What an excellent idea (it is)!

What beautiful pictures (they are)!

What delicious food (it is)!

5. How happy the children were!

How carefully he is reading!

6. They carry people's wishes to the families they love and miss.

**Step 3: Writing** (2 hours)

The teacher provides high-quality model essays, analyzes the writing ideas, flexibly uses the long and short sentences, let the students write the artistic beauty of the change of language form.

The teacher uses pictures and poems about the Mid-Autumn Festival to introduce the topic of this class, stimulates students' interest in Chinese traditional festivals, and triggers thinking. The teacher sends articles to students through the topic, guides students to predict the content of the article, cultivates their habit of examining the questions before reading, trains students' ability to examine the questions quickly and carefully, and enhances their learning ability. Through fast reading, students are trained to quickly capture the key information to obtain the general idea of the theme, and to subtly learn and master the fast reading strategy subtly.

Teacher guide: 1) Leading-in. Show a picture of the Mid-Autumn Festival. Ask the students how to celebrate the Mid-Autumn Festival before you go. 2) Before reading. Students answer the way to interact with the Mid-Autumn Festival celebration picture. 3) Reading. Look at three paragraphs of reading materials. The first paragraph, introduce the Mid-Autumn Festival and moon cakes. The second paragraph is about the Mid-Autumn Festival story. The third paragraph, introduce the impact of the Mid-Autumn Festival.

Student activities: 1) Leading-in. Enjoy the pictures and poems, and understand the Mid-Autumn Festival culture. Mooncakes are made into the shape of the moon, which is to express the missing for their loved ones. 2) Before reading. Read the article and predict the general idea of the article. 3) Reading. Complete the reading within the specified time and find the keywords to summarize the general idea of Mid-Autumn Festival.

**The group problems:**

1. Summarize the general idea of Mid-Autumn Festival with object clauses and exclamation sentences.

2. Introduce how to express your thoughts and blessings for your loved ones in your own words.

3. In the summary section, help students to leave a clear language context in their minds, and express their views on Mid-Autumn Festival with object clauses and exclamation sentences.

The questions for each group are listed below:

Group 1: How long has the Mid-Autumn Festival been celebrated?

Group 2: What are the characteristics of the Mid-Autumn Festival?

Group 3: What are the contents on the Mid-Autumn Festival?

Group 4: What other countries celebrate the Mid-Autumn Festival?

Group 5: Do you like the Mid-Autumn Festival?

This activity provides the students with input about the organization of the text that they are going to write. The teachers encourages the students to focus on the grammatical features employed in the text.

This is the English writing exercise homework completed by the students. Through the evaluation of students' homework before class, we can correct students' mistakes in details, summarize students' shortcomings, make English writing teaching more scientific and efficient, and improve students' writing ability.

**Step 4: Editing and revising** (1.5 hours)

The teacher mainly focuses on the object clause, exclamatory sentences, and mainly applies them to the writing process.

The teacher guides students to think deeply based on the content of the story, expresses their attitudes and views with the target language of the object clause, and integrates language learning into the real application.

**Evaluation 1: Group task work for students**

Let the students write the article on the Mid-Autumn freely together.

**Criteria to Skill 1: Strategy skills**

| Score | Grade |
|---|---|
| 5 | Excellent |
| 4 | Good |
| 3 | Neutral |
| 2 | Improved |
| Less than 2 | Fail |

**Criteria to Skill 2: Discourse skills**

| Score | Grade |
|---|---|
| 5 | Excellent |
| 4 | Good |
| 3 | Neutral |
| 2 | Improved |
| Less than 2 | Fail |

**Criteria to Skill 3: Grammar skills**

| Score | Grade |
|---|---|
| 5 | Excellent |
| 4 | Good |
| 3 | Neutral |
| 2 | Improved |
| Less than 2 | Fail |

**Criteria to 3 Skills**

| Score | Grade |
|---|---|
| 13 - 15 | Excellent |
| 10 - 12 | Good |
| 7-9 | Neutral |
| 4-6 | Improved |
| Less than 4 | Fail |

**Evaluation 2: Task work for students (individual)**

Let the students write the article on the Mid-Autumn individual and the teacher evaluate by the Criteria of 3 skills.

Summarize the general idea with "I think / know / believe...".

Individual tasks:

This study requires the students to write a composition of 150 words.

First, introduce the festival and when it is celebrated.

Then, talk about what people do and eat.

Finally, explain why you like it best and how it makes you feel.

Use the following expressions to help you:

My favorite Chinese festival is...

It is celebrated in / on …

During this festival, people…

It's my favorite festival because…

It makes me feel…

Sample

## The Middle-Autumn Festival

The Middle-Autumn Festival, also known as the Moon Festival, is one of the traditional Chinese festivals. It is celebrated on the 15th day of the eighth lunar month when the moon is at its fullest and brightest.

The full moon is the symbol of family reunions in Chinese culture. It is said that "the moon on the night of Mid-Autumn Festival is the brightest and the most beautiful". On the evening of the Middle-Autumn Festival, people can enjoy the full moon in the dark sky. In addition to mooncakes, there are other traditional foods and activities that are enjoyed during the Mid-Autumn Festival, such as lantern-making, dancing. These customs have been passed down from generation to generation, representing the rich cultural heritage of China.

During this special occasion, families and friends gather together to appreciate the beauty of the moon, share delicious mooncakes and exchange beautiful wishes. The round shape of mooncakes symbolizes completeness and unity, and it is customary to gift them as respect. At this time, old people would like to tell many past stories about the Mid-Autumn Festival to the kids.

What a fantastic festival!

Teacher encourages students to check minor mistakes related to grammar, spelling, punctuation etc. Then, the students are required to submit their revised essays.

| English Writing Ability | Score | | | | |
|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| Strategy skills (Students can examine the genre of the article and shape clear thematic concepts, describe the event in detail, and tell a story each of paragraph plan). | Students can write fixed the topic, describe the event in detail and tell a story each of paragraph perfectly. | Students can write fixed the topic, describe many events in detail and tell a story each of paragraph by more than half. | Students can write fixed the topic, describe several events in detail and tell a story each of paragraph by half. | Students can write fixed the topic, describe two or three event in detail and tell a story each of paragraph less than half. | Students can write fixed the topic, describe no events in detail and tell a story each of paragraph a little. |
| Discourse skills Students organize the structure of the article around the topic, choose the appropriate wording, and make the logic of the article coherent. | Students can reproduce model texts, and apply the patterns they have developed to write text in various genres perfectly. | Students can reproduce many model texts, and apply patterns they have developed to write text in genres by more than half. | Students can reproduce several model texts, and apply the patterns they have developed to write text in genres by half. | Students can reproduce two or three model texts, and apply the patterns they have developed to write text in genres less than half. | Students can reproduce no model texts, and apply the patterns they have developed to write text in genres a little. |

(Continued)

| English Writing Ability | Score | | | | |
|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| Grammar skills<br><br>Students use sentence patterns (tense, voice, long and short sentences) and express topics. | Students can use object clauses, exclamations, and different words in a perfectly natural way. | Students can use object clauses, exclamations, and different words in a natural way more than half. | Students can use object clauses, exclamations, and different words in a natural way by half. | Students can use object clauses, exclamations, and different words in a natural way sometimes. | Students can use object clauses, exclamations, and different words in a natural way once or twice. |

**Criteria to Skill 1: Strategy skills**

| Score | Grade |
|---|---|
| 5 | Excellent |
| 4 | Good |
| 3 | Neutral |
| 2 | Improved |
| Less than 2 | Fail |

**Criteria to Skill 2: Discourse skills**

| Score | Grade |
|---|---|
| 5 | Excellent |
| Score | Grade |
| 4 | Good |
| 3 | Neutral |
| 2 | Improved |
| Less than 2 | Fail |

**Criteria to Skill 3:** Grammar skills

| Score | Grade |
|---|---|
| 5 | Excellent |
| 4 | Good |
| 3 | Neutral |
| 2 | Improved |
| Less than 2 | Fail |

**Criteria to 3 Skills**

| Score | Grade |
|---|---|
| 13 - 15 | Excellent |
| 10 - 12 | Good |
| 7-9 | Neutral |
| 4-6 | Improved |
| Less than 4 | Fail |

**Materials:** teaching materials, festival books.

**Learning resources:** Mid-Autumn Festival video, related academic papers.

**Lesson pictures (PPT)**

**Clip video**

1. https://www.bilibili.com/video/BV1AQ4y1e7JU/?spm_id_from=333.337.search-card.all.click

2. https://www.bilibili.com/video/BV1S54y1o7rP/?spm_id_from=333.337.search-card.all.click

3. https://www.bilibili.com/video/BV1hr4y1T7we/?spm_id_from=333.337.search-card.all.click

4.https://www.bilibili.com/video/BV1yq4y1T7uH/?spm_id_from=333.337.search-card.all.click

5.https://www.bilibili.com/video/BV1pU4y1n7Py/?spm_id_from=333.337.search-card.all.click

6.https://www.bilibili.com/video/BV1mQ4y1C766/?spm_id_from=333.337.search-card.all.click

7.https://www.bilibili.com/video/BV14h4y117Bu/?spm_id_from=333.337.search-card.all.click.

8.https://www.bilibili.com/video/BV1CK4y1F7Sy/?spm_id_from=333.337.search-card.all.click

9.https://www.bilibili.com/video/BV1Xd4y1z7tm/?spm_id_from=333.337.search-card.all.click

## The Mid-Autumn Festival

The Mid-Autumn festival was evolved from the ancient month, in the ancient calendar, according to the season is divided month, three months, the lunar August is the second month of autumn, known as "autumn", and the old calendar August 15 is half of the autumn, so also known as the " Mid-Autumn festival, is originally considered to be the ancient emperor month festival, but gradually became the Mid-Autumn festival.

Development of the festival.

The Mid-Autumn Festival was popular in the Han Dynasty, which was a period of economic and cultural exchanges and fusion between the northern and southern parts of China. The cultural exchanges from different parts of the country led to the fusion and spread of festival customs. According to records, during the Han Dynasty, there were activities to honor the elderly and pensioners on the day of the Mid-Autumn Festival or the first day of the Autumn Festival, and to give them Xiong rough cake. During the Jin Dynasty, there were also written records of the Mid-Autumn Moon Festival, but it was not very common. Before the Jin Dynasty, the Mid-Autumn Festival was not popular in the northern part of China.

A golden age of popularity.

During the Tang Dynasty, the Mid-Autumn Festival custom had become popular in the northern part of China. In the Tang Dynasty, the Mid-Autumn Festival became an officially recognized national holiday. The Book of the Tang Dynasty records that "the Mid-Autumn Festival was held on the 15th day of the 8th month". The custom of

enjoying the moon during the Mid-Autumn Festival flourished in Chang'an during the Tang Dynasty, and many poets wrote verses about the moon in their famous poems. The Mid-Autumn Festival includes Chang'e Run to the Moon, Wu Gang felled cinnamon, the Jade Rabbit pounded medicine, Yang Guifei into the Moon God, Tang Ming Huang tour of the Moon Palace and other myths combined, so that it is full of romantic colors. The Tang Dynasty was an important period, in which traditional festival customs were combined and finalized, and the main part of them has been handed down to the present day.

During the Northern Song Dynasty, the 15th day of the 8th month of the lunar calendar was officially designated as the "Mid-Autumn Festival". Literary works appeared in the "small cakes such as chewing the moon, there are crispy and syrup" festival food. Meng Yuanlao "Tokyo Dreaming Records" said: "Mid-Autumn Festival night, the noble family decorative platforms and pavilions, the people compete to take over the restaurant to play the moon"; and "the string heavy boiling, near the residents of the Yan Yan, late at night when I heard the sound of the sheng yao, just like the clouds outside. Between the children, even the night wedding play; night market parallel, to the dawn".

Evolution to the present.

Ming and Qing dynasties, the annual festival in the secular interest is more and more intense. Ming and Qing dynasties of the moon activities, "the sacrifice of fruit and cake will be round", each family to set up "moonlight place", in the direction of the moon "to the moon and worship". Lu Qihong, "Beijing Years and Years", "Mid-Autumn Festival night, people set up the Moon Palace Fu image, Fu on the free as a person standing; Chen fruits and melons in the court, the cake surface painted Moon Palace toad free; men and women worship burn incense, Dan and burned." The Imperial Capital Scenic Spectacle" also said: "August 15 moon festival, the cake must be round, divided into melons must be teeth wrong, petals carved like a lotus flower.

Since its development, eating mooncakes has been a necessary custom for the Mid-Autumn Festival in all parts of China, from the north to the south. Mooncakes symbolize a great reunion, and people treat them as festive food, offering them to the moon and presenting them to friends and relatives. In addition to mooncakes, various kinds of seasonal fresh and dried fruits are also the delicacies of Mid-Autumn Night. During the Mid-Autumn Festival, when there are few clouds and fog, and the moonlight is bright and clear, there are a series of festivals and activities such as enjoying the moon, sacrificing to the moon, eating mooncakes, eating sweet potatoes, lifting lanterns, dancing with grass dragons, tree mid-autumn, and laying pagodas.

# Scoring Rubic for Form Objective 3
# Assessment Form for Validity of Rubic

**Research Title:** Development of Situational Instructional Model to Improve English Writing Ability of Junior High School Students

**Research Objectives 3**: Examining the Effectiveness of Situational Instructional Models in Improving Junior High School English Writing Ability

**Assessor:** Assistant Professor Dr.Guo Yongzhi

**Position:** Foreign Language Program

**Workplace:** Shenyang Normal University

**Directions:** Please assess the validity of the attached lesson plans regarding the given issues by putting ✓ in the box according to the following criteria.

+1= if you think the Item CORRESPONDS with the item of assessment

0= if you are NOT SURE the Item corresponds with the item of assessment

-1= if you think the Item DOES NOT correspond with the item of assessment

| English Writing Ability | Score | | | | |
|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| Strategy skills Students examine the genre of the article and shape clear thematic concepts, describe the event in detail, and tell a story each of paragraph plan. | Students can write fixed the topic, describe the event in detail and tell a story each of paragraph perfectly. | Students can write fixed the topic, describe many events in detail and tell a story each of paragraph by more than half. | Students can write fixed the topic, describe several events in detail and tell a story each of paragraph by half. | Students can write fixed the topic, describe two or three event in detail and tell a story each of paragraph less than half. | Students can write fixed the topic, describe no events in detail and tell a story each of paragraph a little. |

(Contined)

| English Writing Ability | Score | | | | |
|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| Discourse skills Students organize the structure of the article around the topic, choose the appropriate wording, and make the logic of the article coherent. | Students can reproduce model texts, and apply the patterns they have developed to write text in various genres perfectly. | Students can reproduce many model texts, and apply patterns they have developed to write text in genres by more than half. | Students can reproduce several model texts, and apply the patterns they have developed to write text in genres by half. | Students can reproduce two or three model texts, and apply the patterns they have developed to write text in genres less than half. | Students can reproduce no model texts, and apply the patterns they have developed to write text in genres a little. |
| Grammar skills Students use sentence patterns (tense, voice, long and short sentences) and express topics. | Students can use object clauses, exclamations, and different words in a perfectly natural way. | Students can use object clauses, exclamations, and different words in a natural way more than half. | Students can use object clauses, exclamations, and different words in a natural way by half. | Students can use object clauses, exclamations, and different words in a natural way sometimes. | Students can use object clauses, exclamations, and different words in a natural way once or twice. |

| No. | Items | Rating results | | | Remarks |
|---|---|---|---|---|---|
| | | +1 | 0 | -1 | |
| **Strategy skills** | | | | | |
| 1 | Students examine the genre of the article and shape clear thematic concepts, describe the event in detail, and tell a story each of paragraph plan. | | | | |
| **Discourse skills** | | | | | |
| 2 | Students organize the structure of the article around the topic, choose the appropriate wording, and make the logic of the article coherent. | | | | |
| **Grammar skills** | | | | | |
| 3 | Students use sentence patterns (tense, voice, long and short sentences) and express topics. | | | | |

### Criteria to Skill 1: Strategy skills

| Score | Grade |
|---|---|
| 5 | Excellent |
| 4 | Good |
| 3 | Neutral |
| 2 | Improved |
| Less than 2 | Fail |

### Criteria to Skill 2: Discourse skills

| Score | Grade |
|---|---|
| 5 | Excellent |
| 4 | Good |
| 3 | Neutral |
| 2 | Improved |

(Continued)

| Score | Grade |
|-------|-------|
| Less than 2 | Fail |

**Criteria to Skill 3:** Grammar skills

| Score | Grade |
|-------|-------|
| 5 | Excellent |
| 4 | Good |
| 3 | Neutral |
| 2 | Improved |
| Less than 2 | Fail |

**Criteria to 3 Skills**

| Score | Grade |
|-------|-------|
| 13 - 15 | Excellent |
| 10 - 12 | Good |
| 7-9 | Neutral |
| 4-6 | Improved |
| Less than 4 | Fail |

# Appendix D

# The Results of the Quality Analysis
# of Research Instruments

- IOC Questionnaire for Students
- IOC Interview for Teachers
- IOC Handout
- IOC Instructional Model
- IOC Valid of Rubric
- IOC Lesson Plan

# Assessment Form IOC for Validity of Instructional Model Questionnaire

**Directions:** Please assess the congruence between components of situational instructional model by putting ✓ in the box according to the following criteria.

+1 = if you think the issues CAN measure the appropriateness of the instructional model

0 = if you are NOT SURE the issues can measure the appropriateness of the instructional model

-1 = if you think the issues CANNOT measure the appropriateness of the instructional model

| No. | Questions | Specialists' rating | | | | | Total | Mean | Results |
|---|---|---|---|---|---|---|---|---|---|
| | | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | | | |
| 1 | **Principle and Rationale:** | | | | | | | | |
| | Utility Standard | | | | | | | | |
| | 1. The result of questionnaire from students have the benefit for Principle and Rationale. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | 2. The result of interview from lecturers have the benefit for Principle and Rationale. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Feasibility Standard | | | | | | | | |
| | 3. The result of questionnaire from students have the possibility for Principle and Rationale. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | 4. The result of interview from lecturers have the possibility for Principle and Rationale. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Propriety Standard | | | | | | | | |

(Continued)

| No. | Questions | Specialists' rating | | | | | Total | Mean | Results |
|---|---|---|---|---|---|---|---|---|---|
| | | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | | | |
| | 5. The result of questionnaire from students have the suitability for Principle and Rationale. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | 6. The result of interview from lecturers have the suitability for Principle and Rationale. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Accuracy Standard | | | | | | | | |
| | 7. The result of questionnaire from students have the accuracy for Principle and Rationale. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | 8. The result of interview from lecturers have the accuracy for Principle and Rationale. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| 2 | **Objectives:** | | | | | | | | |
| | Utility Standard | | | | | | | | |
| | 9. The objectives have benefit for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Feasibility Standard | | | | | | | | |
| | 10. The objectives have possibility for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Propriety Standard | | | | | | | | |
| | 11. The objectives have suitability for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Accuracy Standard | | | | | | | | |
| | 12. The objectives have accuracy for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |

(Continued)

| No. | Questions | Specialists' rating | | | | | Total | Mean | Results |
|---|---|---|---|---|---|---|---|---|---|
| | | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | | | |
| | **Contents:** | | | | | | | | |
| | Utility Standard | | | | | | | | |
| | 13. The contents have benefit for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Feasibility Standard | | | | | | | | |
| 3 | 14. The contents have possibility for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Propriety Standard | | | | | | | | |
| | 15. The contents have suitability for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Accuracy Standard | | | | | | | | |
| | 16. The contents have accuracy for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | **Methods of teaching & materials:** **Situational Instructional Model** | | | | | | | | |
| | Utility Standard | | | | | | | | |
| | 17. The methods of teaching & materials have benefit for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Feasibility Standard | | | | | | | | |
| 4 | 18. The methods of teaching & materials have possibility for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Propriety Standard | | | | | | | | |
| | 19. The methods of teaching & materials have suitability for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Accuracy Standard | | | | | | | | |
| | 20. The methods of teaching & materials have accuracy for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |

(Continued)

| No. | Questions | Specialists' rating | | | | | Total | Mean | Results |
|---|---|---|---|---|---|---|---|---|---|
| | | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | | | |
| 5 | **Evaluation:** | | | | | | | | |
| | Utility Standard | | | | | | | | |
| | 21. The evaluation has benefit for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Feasibility Standard | | | | | | | | |
| | 22. The evaluation has possibility for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Propriety Standard | | | | | | | | |
| | 23. The evaluation has suitability for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Accuracy Standard | | | | | | | | |
| | 24. The evaluation has accuracy for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |

# Assessment Form for Validity of Factor Analysis Interview

**Directions:** Please assess the congruence between factors and questions by putting☐ in the box according to the following criteria.

+1=if you think the question CAN measure the factor given

0=if you are NOT SURE the question can measure the factor given

-1=if you think the question CANNOT measure the factor given

| Item | Contents | Specialists' rating | | | | | Total | Mean | Results |
|------|----------|---------|---------|---------|---------|---------|-------|------|---------|
| | | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | | | |
| Part 1 | Common data of the respondent | | | | | | | | |
| No. 1 | Gender<br>☐ A  Male          ☐ B  Female | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| No. 2 | The respondent who are teaching English Course from 3 schools in Huludao City<br>☐ A.  lecture  from  Binhai Junior High School<br>☐ B.  Lecturer from Lianwan Junior High School<br>☐ C.  Lecturer from Huangjia Junior High School | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| No. 3 | Experience teaching<br>☐ A. below 3 yrs.  ☐ B. 3-6 yrs.<br>☐  C.7-9 yrs .      ☐ D. over 9 yrs. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| No. 4 | Age<br>☐ A. below 30 yrs .    ☐ C. 30-40 yrs.<br>☐ B. 41-50 yrs.        ☐ D. over 50 yrs. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |

(Continued)

| Item | Contents | Specialists' rating | | | | | Total | Mean | Results |
|------|----------|---------|---------|---------|---------|---------|-------|------|---------|
| | | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | | | |
| Part 2 | Questions | | | | | | | | |
| No.1 | Why did you teach English Writing Course? What is your educational background? What quality does a teacher should have? | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| No.2 | How do you incorporate social-emotional learning in your lessons? | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| No.3 | How do you use technology in the classroom? | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| No.4 | Describe your classroom management structure. How would you organize the classroom? | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| No.5 | How do you motivate your students to become active learners in your classroom? | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| No.6 | What teams, clubs or extracurricular activities do you take part in while you were in school? | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| No.7 | How does a teacher's personality affect their success? | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| No.8 | What role does discipline play in teaching and what is your approach? | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| No.9 | How do you incorporate parents / guardians into students' education? | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| No.10 | Tell me about your teaching English writing. How do you describe your teaching style and evaluate the lesson? | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |

# Evaluation Result of IOC for Handout

| No. | Questions | Experts' rating | | | | | Total | MEAN | Results |
|---|---|---|---|---|---|---|---|---|---|
| | | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | | | |
| 1 | Principle and Rationale: | | | | | | | | |
| | Utility Standard | | | | | | | | |
| | 1. The result of questionnaire from students have the benefit for Principle and Rationale | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | 2. The result of interview from teachers have the benefit for Principle and Rationale | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Feasibility Standard | | | | | | | | |
| | 3. The result of questionnaire from students have the possibility for Principle and Rationale | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | 4. The result of interview from lecturers have the possibility for Principle and Rationale | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Propriety Standard | | | | | | | | |
| | 5. The result of questionnaire from students have the suitability for Principle and Rationale | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | 6. The result of interview from lecturers have the suitability for Principle and Rationale | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Accuracy Standard | | | | | | | | |

(Continued)

| No. | Questions | Experts' rating | | | | | Total | MEAN | Results |
|---|---|---|---|---|---|---|---|---|---|
| | | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | | | |
| | 7. The result of questionnaire from students have the accuracy for Principle and Rationale | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| 2 | 8. The result of interview from lecturers have the accuracy for Principle and Rationale | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Objectives: | | | | | | | | |
| | Utility Standard | | | | | | | | |
| | 9. The objectives have benefit for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Feasibility Standard | | | | | | | | |
| | 10. The objectives have possibility for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Propriety Standard | | | | | | | | |
| | 11. The objectives have suitability for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Accuracy Standard | | | | | | | | |
| | 12. The objectives have accuracy for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| 3 | Contents: | | | | | | | | |
| | Utility Standard | | | | | | | | |
| | 13.The contents have benefit for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Feasibility Standard | | | | | | | | |

(Continued)

| | Questions | Experts' rating | | | | | Total | MEAN | Results |
|---|---|---|---|---|---|---|---|---|---|
| | | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | | | |
| | 14. The contents have possibility for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Propriety Standard | | | | | | | | |
| | 15. The contents have suitability for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Accuracy Standard | | | | | | | | |
| | 16. The contents have accuracy for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| 4 | Methods of teaching & materials: Situational Instructional Model | | | | | | | | |
| | Utility Standard | | | | | | | | |
| | 17. The methods of teaching & materials have benefit for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Feasibility Standard | | | | | | | | |
| | 18. The methods of teaching & materials have possibility for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Propriety Standard | | | | | | | | |
| | 19. The methods of teaching & materials have suitability for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Accuracy Standard | | | | | | | | |

(Continued)

| | Questions | Experts' rating | | | | | Total | MEAN | Results |
|---|---|---|---|---|---|---|---|---|---|
| | | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | | | |
| | 20. The methods of teaching & materials have accuracy for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| 5 | Evaluation: | | | | | | | | |
| | Utility Standard | | | | | | | | |
| | 21.The evaluation has benefit for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Feasibility Standard | | | | | | | | |
| | 22. The evaluation has possibility for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Propriety Standard | | | | | | | | |
| | 23. The evaluation has suitability for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Accuracy Standard | | | | | | | | |
| | 24. The evaluation has accuracy for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |

# Assessment Form IOC for Validity of Instructional Model

**Directions:** Please assess the congruence between components of situational instructional model by putting ✓ in the box according to the following criteria.

+1= if you think the issues CAN measure the appropriateness of the instructional model
0= if you are NOT SURE the issues can measure the appropriateness of the instructional model
-1=if you think the issues CANNOT measure the appropriateness of the instructional model

| No. | Questions | Experts' rating | | | | | Total | MEAN | Results |
|---|---|---|---|---|---|---|---|---|---|
| | | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | | | |
| | Principle and Rationale: | | | | | | | | |
| | Utility Standard | | | | | | | | |
| | 1. The result of questionnaire from students have the benefit for Principle and Rationale. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | 2. The result of interview from lecturers have the benefit for Principle and Rationale. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Feasibility Standard | | | | | | | | |
| | 3. The result of questionnaire from students have the possibility for Principle and Rationale. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |

(Continued)

| No. | Questions | Experts' rating | | | | | Total | MEAN | Results |
|---|---|---|---|---|---|---|---|---|---|
| | | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | | | |
| 1 | 4. The result of interview from lecturers have the possibility for Principle and Rationale. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Propriety Standard | | | | | | | | |
| | 5. The result of questionnaire from students have the suitability for Principle and Rationale. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | 6. The result of interview from lecturers have the suitability for Principle and Rationale. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Accuracy Standard | | | | | | | | |
| | 7. The result of questionnaire from students have the accuracy for Principle and Rationale. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | 8. The result of interview from lecturers have the accuracy for Principle and Rationale. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| 2 | Objectives: | | | | | | | | |
| | Utility Standard | | | | | | | | |
| | 9. The objectives have benefit for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Feasibility Standard | | | | | | | | |

(Continued)

| No. | Questions | Experts' rating | | | | | Total | MEAN | Results |
|---|---|---|---|---|---|---|---|---|---|
| | | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | | | |
| | 10. The objectives have possibility for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Propriety Standard | | | | | | | | |
| | 11. The objectives have suitability for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Accuracy Standard | | | | | | | | |
| | 12. The objectives have accuracy for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| 3 | Contents: | | | | | | | | |
| | Utility Standard | | | | | | | | |
| | 13. The contents have benefit for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Feasibility Standard | | | | | | | | |
| | 14. The contents have possibility for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Propriety Standard | | | | | | | | |
| | 15. The contents have suitability for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Accuracy Standard | | | | | | | | |

(Continued)

| No. | Questions | Experts' rating | | | | | Total | MEAN | Results |
|---|---|---|---|---|---|---|---|---|---|
| | | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | | | |
| | 16. The contents have accuracy for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| 4 | Methods of teaching & materials: Situational Instructional Model | | | | | | | | |
| | Utility Standard | | | | | | | | |
| | 17. The methods of teaching & materials have benefit for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Feasibility Standard | | | | | | | | |
| | 18. The methods of teaching & materials have possibility for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Propriety Standard | | | | | | | | |
| | 19. The methods of teaching & materials have suitability for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Accuracy Standard | | | | | | | | |
| | 20. The methods of teaching & materials have accuracy for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| 5 | Evaluation: | | | | | | | | |
| | Utility Standard | | | | | | | | |

(Continued)

| No. | Questions | Experts' rating | | | | | Total | MEAN | Results |
|-----|-----------|-----------------|--|--|--|--|-------|------|---------|
|     |           | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | | | |
|     | 21. The evaluation has benefit for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
|     | Feasibility Standard | | | | | | | | |
|     | 22. The evaluation has possibility for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
|     | Propriety Standard | | | | | | | | |
|     | 23. The evaluation has suitability for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
|     | Accuracy Standard | | | | | | | | |
|     | 24. The evaluation has accuracy for students. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |

# Assessment Form for Validity of Rubric

**Directions:** Please assess the validity of the attached lesson plans regarding the given issues by putting ✓ in the box according to the following criteria.

+1= if you think the Item CORRESPONDS with the item of assessment

 0= if you are NOT SURE the Item corresponds with the item of assessment

-1= if you think the Item DOES NOT correspond with the item of assessment

| English Writing Ability | Score | | | | |
|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| Strategy skills<br><br>Students examine the genre of the article and shape clear thematic concepts, describe the event in detail, and tell a story each of paragraph plan. | Students can write fixed the topic, describe the event in detail and tell a story each of paragraph perfectly. | Students can write fixed the topic, describe many events in detail and tell a story each of paragraph by more than half. | Students can write fixed the topic, describe several events in detail and tell a story each of paragraph by half. | Students can write fixed the topic, describe two or three event in detail and tell a story each of paragraph less than half. | Students can write fixed the topic, describe no events in detail and tell a story each of paragraph a little. |

(Continued)

| English Writing Ability | Score | | | | |
|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| Discourse skills<br><br>Students organize the structure of the article around the topic, choose the appropriate wording, and make the logic of the article coherent. | Students can reproduce model texts, and apply the patterns they have developed to write text in various genres perfectly. | Students can reproduce many model texts, and apply patterns they have developed to write text in genres by more than half. | Students can reproduce several model texts, and apply the patterns they have developed to write text in genres by half. | Students can reproduce two or three model texts, and apply the patterns they have developed to write text in genres less than half. | Students can reproduce no model texts, and apply the patterns they have developed to write text in genres a little. |

(Continued)

| English Writing Ability | Score | | | | |
|---|---|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| Grammar skills<br><br>Students use sentence patterns (tense, voice, long and short sentences) and express topics. | Students can use object clauses, exclamations, and different words in a perfectly natural way. | Students can use object clauses, exclamations, and different words in a natural way more than half. | Students can use object clauses, exclamations, and different words in a natural way by half. | Students can use object clauses, exclamations, and different words in a natural way sometimes. | Students can use object clauses, exclamations, and different words in a natural way once or twice. |

| No. | Items | Specialists' rating | | | | | Total | Mean | Results |
|---|---|---|---|---|---|---|---|---|---|
| | | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | | | |
| Strategy skills | | | | | | | | | |
| 1 | Students examine the genre of the article and shape clear thematic concepts, describe the event in detail, and tell a story each of paragraph plan. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| Discourse skills | | | | | | | | | |
| 2 | Students organize the structure of the article around the topic, choose the appropriate wording, and make the logic of the article coherent. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| Grammar skills | | | | | | | | | |
| 3 | Students use sentence patterns (tense, voice, long and short sentences) and express topics. | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |

**Criteria to Skill 1: Strategy skills**

| Score | Grade |
|---|---|
| 5 | Excellent |
| 4 | Good |
| 3 | Neutral |
| 2 | Improved |
| Less than 2 | Fail |

Criteria to Skill 2: Discourse skills

| Score | Grade |
|---|---|
| 5 | Excellent |
| 4 | Good |
| 3 | Neutral |
| 2 | Improved |
| Less than 2 | Fail |

Criteria to Skill 3: Grammar skills

| Score | Grade |
|---|---|
| 5 | Excellent |
| 4 | Good |
| 3 | Neutral |
| 2 | Improved |
| Less than 2 | Fail |

Criteria to 3 skills

| Score | Grade |
|---|---|
| 13 - 15 | Excellent |
| 10 - 12 | Good |
| 7-9 | Neutral |
| 4-6 | Improved |
| Less than 4 | Fail |

# Assessment Form for Validity of Lesson Plan

**Directions:** Please assess the validity of the attached lesson plans regarding the given issues by putting ✓ in the box according to the following criteria.

+1= if you think the lesson plan CORRESPONDS with the item of assessment

0= if you are NOT SURE the lesson plan corresponds with the item of assessment

-1= if you think the lesson plan DOES NOT correspond with the item of assessment

| No. | Items | Specialists' rating | | | | | Total | Mean | Results |
|---|---|---|---|---|---|---|---|---|---|
| | | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | | | |
| | Learning Objective | | | | | | | | |
| 1 | Complying with content of the course | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| 2 | Covering knowledge, process, and attitude | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| 3 | Being measurable in knowledge, process, and attitude | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Contents | | | | | | | | |
| 4 | Complying with learning objective | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |

(Continued)

| No. | Items | Specialists' rating | | | | | Total | Mean | Results |
|-----|-------|---------|---------|---------|---------|---------|-------|------|---------|
| | | Expert 1 | Expert 2 | Expert 3 | Expert 4 | Expert 5 | | | |
| 5 | Being appropriate in terms of time management | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Situational Instructional Model | | | | | | | | |
| 6 | Complying with the designed instructional model | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| 7 | Supporting students' learning | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| 8 | Including various activities | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Learning materials | | | | | | | | |
| 9 | Complying with the learning objectives | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| 10 | Complying with the contents | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| | Evaluation and Assessment | | | | | | | | |
| 11 | Complying with the learning objectives | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |
| 12 | Including various methods and instruments | +1 | +1 | +1 | +1 | +1 | 5 | 1.00 | Valid |

# Appendix E

Certificate of English

**BS
RU**

**BANSOMDEJCHAOPRAYA**
RAJABHAT UNIVERSITY

This is to certify that

*Mrs.Wang Qiuju*

Achieved BSRU English Proficiency Test (BSRU-TEP) level

**C2**

Given on 12th February 2022

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

# Appendix F

The Document for Acceptance Research

ที่ อว.๖๕๐๑.๑๗/ ๒๗๖

คณะศึกษาศาสตร์
มหาวิทยาลัยเกษตรศาสตร์
๕๐ ถนนงามวงศ์วาน จตุจักร
กรุงเทพมหานคร ๑๐๙๐๐

๔ ธันวาคม ๒๕๖๖

เรื่อง ยืนยันการตีพิมพ์บทความในวารสารศึกษาศาสตร์ปริทัศน์

เรียน คุณ Wang Qiuju, Assistant Professor Dr. Wapee Kong-In, Associate Professor Dr.Areewan
lamsa-ard และ Assistant Professor Dr. Jittawisut Wimutipanya

ตามที่ท่านได้ส่งบทความเรื่อง "Development of Situational Instructional Model
to Improve English Writing Ability of Junior High School Students" เพื่อลงตีพิมพ์ในวารสาร
ศึกษาศาสตร์ปริทัศน์ กองจัดการวารสารศึกษาศาสตร์ปริทัศน์คณะศึกษาศาสตร์มหาวิทยาลัยเกษตรศาสตร์
ขอแจ้งให้ท่านทราบว่าบทความของท่านได้รับการพิจารณาให้ลงตีพิมพ์ในวารสารศึกษาศาสตร์ปริทัศน์ ปีที่
๓๙ ฉบับที่ ๓ เดือน กันยายน – ธันวาคม ๒๕๖๗

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.จิตตินันท์ บุญสถิรสกุล)
บรรณาธิการวารสารศึกษาศาสตร์ปริทัศน์

วารสารฯ
โทร ๐๒-๕๗๙๗๗๔๐๓

# Researcher's Profile

| | |
|---|---|
| Name: | Wang Qiuju |
| Day/Month/Year: | 7/10/1981 |
| Address: | Dandong City, Liaoning Province |
| Education: | Doctorate |
| 2001.07-2004.07 | Liaodong University |
| 2007.07-2010.07 | Shenyang Normal University |
| Working experience: | Liaodong University |
| 2011-now | Liaodong University |