



The Development of Communication Language Teaching Integrated with SQ4R Model for Developing Grade 7 Students' Creative Writing Ability and Attitudes towards Learning English

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ABSTRACT

The purposes of this research were: a) to develop the Communication Language Teaching (CLT) Integrated with SQ4R Model for teaching English as a Foreign Language (EFL) for Grade 7 Students; and b) to examine the effects of the Communication Language Teaching Integrated with SQ4R Model on students' creative writing ability and attitudes towards learning English. The authors reviewed and analyzed the literatures related to CLT and SQ4R and, later, synthesized the 3P1R Model that was consisted of four teaching steps: a) Presentation (Lead-in, Elicitation, Explanation, Function); b) Practice (by using SQ4R: Survey, Question, Read, Record, Recite, and Reflect); c) Production; and d) Reflection. The 3P1R Model was applied in writing the lesson plans for teaching English for Grade 7 students. The 3P1R model and their associated lesson plans was subsequently evaluated by a panel of five experts. The evaluation results confirmed that the 3P1R model and their associated lesson plans were qualified. Then, the author applied the 3P1R lesson plans for teaching English for Grade 7 students at Srinagarindra the Princess Mother School, Phayao Province, Thailand. The research design was a Quasi-experimental research design. The sample was 36 Grade 7 students from one classroom that came from the Cluster Random Sampling. The instruments used to collect data were the Creative Writing Ability Measurement and the Attitudes towards Learning English Questionnaire. The data were analyzed by mean, standard deviation, one-sample t-test and paired sample t-test. The results indicated that the 3P1R model could help the participating students significantly develop their creative writing ability at the .01 statistical level. In addition, the students expressed their positive attitudes towards learning English more than a high level with the .01 statistical significance level.

Keywords: *Communication language teaching, SQ4R, creative writing, attitudes towards learning English, EFL*

1. INTRODUCTION

English language is a very important foreign language for Thai people used for communication in international contexts, especially in the current situation of the country, which has been affected by the flow of globalization. In addition, several changes in Thai society need cooperation in various fields in international ways. Ministry of Education states that learning English is extremely necessary in students' daily lives in the current era because it is an important

tool for learners in communication, education, seeking knowledge, occupation, and also for building an understanding for better understanding about themselves and others [1]. As a result, Thais should have sufficient knowledge and ability to communicate effectively in all 4 parts: listening, speaking, reading, and writing.

According to the report of the Ordinary National Education Test results (O-net), regarding Grade 9 and Grade 12 students in the academic years of the past three years, namely, 2017 to 2019, the national

average scores in English subjects are still below 50%, as shown in Table 1.

Table 1 Results of Grade 3 and 6 students’ Ordinary National Education Test (O-net) for of the academic years 2017 to 2019.

Grade level	Academic year 2017	Academic year 2018	Academic year 2019
Grade 9	30.45	29.45	33.25
Grade 12	28.31	31.41	29.20

Source: Academic Administration Group Chaloeam Phrakiat Somdej Phra Srinakarin School, Phayao

According to Table 1, the average of O-net score for Grade 9 students in the academic years 2017, 2018, and 2019 was around 30.45%, 29.45%, and 33.25%, respectively. In the academic years 2017, 2018, and 2019, the average of O-net score for grade 12 students were 28.31%, 31.41%, and 29.20%, respectively. It can be seen that average scores for Grade 12 students decreased by -2.21% in 2019 compared to the previous year. The above results show that test results for both Grade 9 and Grade 12 students’ O-net were still at low levels. Considering the learning standards of English subject, there were average scores of the National Educational Testing Agency in three learning substances: Substance 1: Language for communication, 1.3 presenting information, concepts, and opinions on a variety of topics through speaking and writing; Substance 2: Language and culture. 2.2 Understanding the similarities and differences between the language and culture of native speakers and Thai language and culture, used correctly and appropriately; and the last one was Substance 4: Languages and relationships with the community and the world, 4.2 Using foreign language as a fundamental tool for furthering one’s education and occupation. These three learning subjects can be seen as being related in terms of the use of language skills in communicating what must be communicated in the language correctly according to language principles, as well as appropriate to the time, people, and culture of native speakers. As a result of the advancement of learning achievement in English subjects, instructors should provide a learning experience that focuses on enabling learners to use communication skills such as listening, speaking, reading, and writing by allowing learners to learn from real or simulated situations related to their daily lives through a learning management process that focuses on a larger number of learners. Student-centered learning in English can be managed using a variety of approaches and methods, including Communicative Language Teaching (CLT) and SQ4R (S: Survey, Q: Question, R1: Read, R2: Record, R3: Recite, R4: Reflect).

In this article, the authors presented a review of the literature on CLT and the SQ4R reading and writing technique with the aim in improving reading and writing

skills in English subject tfor learners. The authors came up with the 3PIR technique as a result of synthesis. This special technique was then applied design a four-hour lesson plan, namely It’s Me, for teaching English Subject.

2. COMMUNICATIVE LANGUAGE TEACHING (CLT)

Language skills are truly required for effective communication. According to Littlewood [2], CLT is a teaching method that does not limit learners’ abilities to only knowledge of grammatical structures. Rather, CL encourages students to develop language skills that are correct and appropriate for using in the appropriate times. In accordance with Widdowson [3], Communication is only possible when we can use different types of sentences for various occasions; such as explaining, suggesting, asking-answering, giving instructions, and so on. Communication does not limit to the ability to compose sentences only.

CLT is a teaching method that focuses on students practicing meaningful communication through interaction with other learners rather than grammatical structure. Listening, speaking, reading, and writing are the four areas of language; as is effectively applying the knowledge gained in daily life. According to Harmer [4], the main communication activities must be related to the student with the goal of communication, allowing students to use a variety of languages. Learners who study communicative language teaching will gain experience in using the language, understanding its meaning, remembering language usage patterns, and effectively applying the knowledge gained in daily life while maintaining the proper grammar pattern of the language. Furthermore, the Office of Basic Education Commission [5] stated that CLT is a student-centered approach that is important for help learners learn English more effectively and that is a teaching method that focuses on the learner. The emphasis of CLT is on fluency and accuracy of using language. It can be seen that CLT helps learners learn meaningfully as well as makes them able to appropriately apply learned skills in their daily life. Additionally, CLT helps students gain more understanding of how to choose the language structure correctly, according to the content and situations communicated. Students learn meaningfully

when they can connect what they have learned in real life situations. It is critical to practice using language in situations that are likely to occur in everyday life. As [2] stated, CLT is a teaching method that encourages learners to develop all language skills with the correct method and appropriate for the season, rather than limiting students' abilities to only knowledge of

grammatical structures. This is consistent with Widdowson [3], communication is only possible when we can use different types of sentences for different occasions such as explaining, suggesting, asking and answering, giving instructions, and so on. Table 2 showed the result of literature review on CLT.

Table 2. Synthesis of CLT steps.

Resource					Summary of CLT steps
Dell Hymes (1981)	Douglas Brown (1993)	Sumitra Angwattanakul (1996)	Kong kwan Kamnuan (2013)	Amornrat Pudsuwan (2017)	
		Lead in, Elicitation, and Explanation		Lead-in, Elicitation, Explanation and Function	Warm up - Pre-test - Lead in - lead to new content by using a variety of media - Elicitation - explore students' prior knowledge
Present new content - Import to content - Extracting prior knowledge - Explain and teach new content and how to use functions	Present new content meanings, vocabulary, grammatical structures, and application	Introduce new language Provide language information forms and rules, pronunciation, vocabulary, grammatical structure	Presentation Teaches emphasis on lessons or conversations	Present content	Presentation Teacher present new knowledge of language content, pronunciation, vocabulary, and grammatical structure
Practice By using the newly learned language	Practice By using the newly learned language	Practice by repeating the example	Practice By using language in real situations	Practice Vocabulary, sound, structure, and conversation	Practice Practice using a new language in real-life situations
Using language for communication in real-world application	Using language for communication in situations outside classroom	Using language for communication in a variety of situations	Production Apply your knowledge in real-world situations, such as creating work piece	Using language for communication by Role play, Simulation, and Composition	Production Using language for communication in real-world situations or a specific circumstance
				Discussion	Reflection - Summarize and discuss the lesson, write learning reflections. - Post-test

3. SIGNIFICANCE OF SQ4R

SQ4R is a teaching method that focuses on training students' reading skills by reading repeatedly until being able to remember and understand what was read as well as being able to understand it quickly. Easier to understand the meaning of the content, learners can ask themselves questions based on what they read, and can

predict the answer in advance. SQ4R learning management originated in the United States as a method of teaching reading, developed from the SQ3R teaching proposed by Robinson [6]. Later Pauk [7] suggested SQ4R for teaching reading by adding a new step called Record i.e. after students read and changed the Review process to a Reflect step for students to analyze the reading. SQ4R learning management entered Thailand

and there were several studies conducted with the effect of SQ4R on Language learning since 2003. Yuwadee Potaya [8] studied the SQ4R teaching method to promote certificate students' writing ability at the professional level. The results showed that the student's English reading comprehension and ability to write summaries were higher which corresponded to Ratanaphan Lertkamfu [9] who studied the use of the SQ4R in teaching and reading comprehension for Grade 5 students. The results showed that SQ4R was able to improve Grade 5 students' reading comprehension. In addition, Pornnipa Banjongmanee [10] studied the use of SQ4R to enhance learners' English reading comprehension and reflection. She found that SQ4R could help students improve their reading ability at a good level. This is consistent with Phurin Lao-Amnat [11] who studied the achievement of English reading for comprehension by using SQ4R for the 2nd year English major students. It was found that students' reading comprehension was higher than before attending the class.

SQ4R learning management can be defined as a teaching method that focuses on students practicing their reading skills as they read to find the key messages of the story. Students are practiced to answer the given questions from repeated reading until they can memorize and understand the message they read. SQ4R helps students to understand content quickly, and make it easier to grasp the meaning of the content. In addition, students can ask themselves questions based on the story they read as well as be able to anticipate the answer. Furthermore, from SQ4R, students can demonstrate comprehension by writing a summary of their opinions, reading them thoroughly until they understand and remember what they read, and demonstrating comprehension at the stage of writing a summary. It is to use the students' actual abilities to determine how well they understand what they have read.

According to Mattana Utthong [12], SQ4R is a method of increasing students' reading ability, aiding in the development of effective reading habits. Students quickly learn to grasp the content and retain what they read for an extended period of time. It is also useful in knowing how to ask questions and guess the answers found in the reading. According to Jintana Munkong [13], SQ4R help increase students' reading speed and summarizing the meaning of content they read. The SQ4R model consists of 6 steps: Survey, Question, Read, Record, Recite, and Reflect.

According to Panitnat Chureuk [14], SQ4R consists of a variety of strategies that helps learners build good and effective reading habits, which help develop an understanding of reading as well as help promote

writing ability. Good reading comprehension can help learners write and communicate correctly according to the story they read. SQ4R is a teaching method related to metacognition. Metacognition and reading refer to a procedure or method for achieving reading objectives. There are two main components, awareness and control, which are the mechanisms used in the reading process, as well as methods for achieving learning goals, which are learner-centered. Metacognition is clear control over the various processes such as controlled self-check during reading, i.e. the process of reading and talking about what you have read. The review process is based on self-memory, including assessment after reading the subject. Jintana Munkong [13] emphasized the significance of SQ4R as a systematic learning management system for textbook reading. Each step improves reading skills by focusing on repetition of reading until comprehension and memorization of the content read. SQ4R can promote metacognition in students in terms of understanding purpose, setting objectives, selecting appropriate tactics, decision-making, and self-evaluation.

From the above mentioned, it can be concluded that SQ4R has a potential to improve students' listening, speaking, reading, and writing skills because SQ4R requires learners to practice all aspects in order to gain more reading and understanding of content. SQ4R includes a variety of strategies that aid the development of reading comprehension as well as the promotion of writing ability because good reading comprehension allows you to communicate effectively based on the subject matter read.

4. SQ4R

The steps for organizing SQ4R learning activities can be summarized form [7][14][11][13] as follows.

1. Preparation or introduction of lesson

A teacher stimulates students to get ready to learn a new lesson or content.

2. Teaching stage

The teacher applies the six steps SQ4R.

2.1 Survey (S): A quick survey or reading of the material to find the focus of the story, so that readers can compose different ideas.

2.2 Question (Q): Students questioning themselves during reading that will make the readers curious, increasing their understanding by questioning themselves. This can be done by asking them what the main theme is that the author is talking about, why it's important, how it's important, what it relates to; and who, when, and why it will help the next step of reading

the objective and make them capable of capturing the issue correctly without making mistakes.

2.3 Read (R1) Read a passage several times while looking for answers of the questions posed. At this point, you should be able to read, understand, and fully grasp the main points.

2.4 Record (R2) Students record information obtained from their Reading. This is an important and necessary step in recording concise or brief texts based on their understanding.

2.5 Recite (R3) Learners summarize the main idea and try to use your own language to make it easier to remember.

2.6 Reflect (R4) Learners analyze and evaluate the lessons learned and express opinions in accordance with the reading. Sometimes they might elaborate on what they have read by linking the thoughts from the text to the original feeling using the language correctly.

3. Conclusion and evaluation. At the end of the SQ4R teaching method, the teacher measure and evaluate whether the students achieved the objectives or not. It is an assessment of the ability to bring results to develop learners and help those who are weak at learning by explaining and practicing more. For learners who are already studied well, the teacher may provide more exercises to them to practice more.

Pauk [15] stated that SQ4R teaching process consists of six steps: 1. Survey (S), Read the text briefly to find the main points of the question; 2. Question (Q), ask questions to make the reading objective and to the point, placing importance on it being correct and error-free; 3. Read (R), read the passages of chapters over and over again thoroughly to find the answers to the questions; 4. Record (R) record the information obtained from the third reading, focusing on important and necessary notes. By using the message concisely or briefly according to students' understanding; 5. Recite

(R), try to answer a question or write a summary and try to use your own words as much as possible; 6. Reflect (R), analyze and critique the readings that learners have read, and express opinions on issues that learners have, in accordance with what is consistent in helping them use the correct language.

From the review of SQ4R learning management from the aforementioned educators, the authors concluded that SQ4R teaching is a teaching method that focuses on training students' reading and writing skills, especially in terms of reading comprehension, and then having them summarize their understanding from the text that is read by writing and being able to use their own language. The process of SQ4R learning management is as follows:

1. Incorporate into the lesson
2. Survey (S), read quickly to determine the main points of the story.
3. Question (Q), pose questions to yourself based on what you've read.
4. Read (R1) carefully and re-read to find the answer to the question posed.
5. Record (R2) any additional important information gleaned from re-reading by using condensed text.
6. Recite (R3), then write a summary of the main ideas derived from answering questions and taking notes in your own language.
7. Reflect (R4), analyze, criticize, and comment on what you read.

5. SYNTHESIS OF CLT AND SQ4R INTO 3P1R MODEL

The authors synthesized CLT and SQ4R models for creating a new teaching model called 3P1R model for teaching English as Table 3.

Table 3. Synthesis of CLT and SQ4R into 3P1R model

CLT Model	SQ4R Model	3P1R Model
Warm up - Pre-test - Lead in to new content - Elicitation encourages learning and validation of prior knowledge	Introduce the new lesson	Presentation (P1) A teacher presents content of new lesson by using the following steps: - Lead-in, lead to new content. - Elicitation, explore students' prior knowledge - Explanation, teach new content sounds, vocabulary, grammatical structure - Function, emphasize how to use new concept correctly.
Presentation Teach new knowledge, language content, pronunciation, vocabulary,	Survey (S) Read on briefly to find out the main points of the story.	P2: Practice Practice using a newly learned language with SQ4R technique.

and grammatical structure.	Question (Q) Ask yourself questions based on what you read. Read (R1) Read it carefully to find the answers to your questions. Record (R2) Take note of any additional important information gained from re-reading. Recite (R3), summarize the main points with students' own words.	S = Survey, read the story briefly to find the main points of the story. Q = Question, ask yourself a set of questions dealing with the main points. R1 = Read, read carefully to find the answers. R2 = Record, take a brief note of answers. R3 = Recite, summarize the main points with students' own words. R4 = Reflect, analyze, criticize and comment using the correct language
Presentation Present new language students learned		P3: Production Students apply what they have learned to communicate in real or given situations by reading new articles with similar content and answering questions from reading to gather information, then write a summary report with correct language.
Practice using learned language to communicate in specific situations in real-world		
Wrap up / Summary Discuss Lesson Summary / Write Learning Reflection /- Post test	Reflect (R4), analyze, criticize and comment using the correct language	R: Reflection Discussion, lesson summary, reflection, writing a learning reflection journal (Learning Reflection Journal), and post-class test.

6. CONCLUSION

This article shows the synthesis of CLT with SQ4R to create the new teaching model called the 3PIR model. In the P1 (Presentation) stage, learners will learn new knowledge in terms of content, vocabulary, expressions, and language structures in the context of the content being studied, which so happens to be the content near the student in their everyday lives. In the P2 (Practice) stage, learners are able to apply the knowledge gained in real-life situations in daily life. Students practice using the language they have learned in a similar given or simulated situations and read several times and practice answering questions from the reading through a variety of activities. Students also required to analyze, respond, criticize, express opinions, and provide reasoning through SQ4R technique. When students have practiced, thought, and acted until they understand, it will cultivate reading habit or learning style that students can remember. Learners will be able to reach a conclusion and comment on what they have learned. Students will appreciate the benefits of what they have learned and can summarize into their own concepts in order to correctly transfer knowledge to others. This new model is expected to give positively effects on Thai learners and youth in the future to be able to use English more effectively to communicate with foreigners for the benefit of oneself and their nation in a variety of fields such as continuing higher education, researching, working, negotiating, and competing in business

investments. This will finally result in increasing a quality of next generation of Thailand population who will be capable of communicating English at a global scale, making the nation development become increasingly comparable to other countries in the future.

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