DEVELOPING WRITING THROUGH ORGANIZING ENGLISH LEARNING ACTIVITIES FOR COMMUNICATION WITH B-SLIM MODEL OF STUDENTS IN ENGLISH FOR INTERNATIONAL COMMUNICATION MAJOR, RAJAMANGALA UNIVERSITY OF TECHNOLOGY TAWAN-OK

(Research article)

Warinthon DANDEE
Division of English for International Communication, Faculty of Humanities and Social Sciences, Rajamangala University of Technology Tawan-ok, Bangpra Campus, Thailand
warinthon_da@rmutto.ac.th

Paveena METEEVORAKIJ
Division of English for International Communication, Faculty of Humanities and Social Sciences, Rajamangala University of Technology Tawan-ok, Bangpra Campus, Thailand
paveena_me@rmutto.ac.th

Biodata(s):

Warinthon Dandee is currently employed as a lecturer in the Division of English for International Communication, Faculty of Humanities and Social Sciences at Rajamangala University of Technology Tawan-ok.

Paveena Meteevorakij holds a position as a lecturer in the Division of English for International Communication, Faculty of Humanities and Social Sciences at Rajamangala University of Technology Tawan-ok.

DEVELOPING WRITING THROUGH ORGANIZING ENGLISH LEARNING ACTIVITIES FOR COMMUNICATION WITH B-SLIM MODEL OF STUDENTS IN ENGLISH FOR INTERNATIONAL COMMUNICATION MAJOR, RAJAMANGALA UNIVERSITY OF TECHNOLOGY TAWAN-OK

Warinthon DANDEE

warinthon_da@rmutto.ac.th

Paveena METEEVORAKIJ

paveena_me@rmutto.ac.th

Abstract

This research aims to explore the effectiveness of utilizing the B-SLIM Model in enhancing writing skills through organized English learning activities for communication. The study sample consisted of 35 first-year students majoring in English for International Communication at Rajamangala University of Technology Tawan-ok, specifically enrolled in the Integrated Skills in the English Language course during the 2021 academic year. The research utilized various instruments, including a 500-word essay writing assignment, a form for recording writing errors, a student satisfaction survey regarding B-SLIM Model activities, and a focus group discussion to identify error causes. Analysis of the writing errors revealed that common pre-course errors included subject-verb agreement (33.10%), sentence boundaries (30.31%), and clause boundaries (36.59%). Post-course errors were observed as follows: subject-verb agreement (9.82%), sentence boundaries (30.36%), and clause boundaries (59.82%). The English learning management based on the B-SLIM Model demonstrated an efficiency rating of 73.45/80.32, surpassing the set criteria of 70/70. Moreover, the application of the B-SLIM Model resulted in improved English writing abilities compared to traditional approaches. Student satisfaction with the B-SLIM Model was high, with a mean score of 4.63 (S.D=1.44). Common errors in English writing were attributed to students' native language interference and limited knowledge of English structure.

Keywords: Writing Errors, B-SLIM Model)

1. Introduction

English, as a universal language, plays a crucial role in international communication and the exchange of knowledge and information. To effectively utilize English for communication, the development of the four essential skills - listening, speaking, reading, and writing - holds great significance. Writing, in particular, serves as a vital tool for expressing thoughts and ideas in various aspects of life, careers, and education (Singhakarn, 2012). Consequently, teachers play a crucial role in enhancing learners' writing abilities by addressing the different components of English writing and utilizing them as fundamental elements for researching, studying teaching styles, teaching methods, teaching processes, and teaching techniques to foster students' writing skills. However, the ability to write in English for communication requires the integration of reading, listening, and speaking skills, as learners must gather and organize ideas, select appropriate words, and convey meaningful messages (Buakeaw, 2018). Proficient

sentence-level writing in English necessitates knowledge of word choice, sentence structure, and punctuation (Raimes, 1983). Additionally, Ur (2004) emphasizes the importance of spelling, word choice, and punctuation during the writing process. Numerous studies have identified challenges in English writing among students. Word-by-word comparison between Thai and English often leads to writing problems, including difficulties in word choice (Phanlao, 2017). Language usage, spelling, and punctuation are major issues encountered in English sentence writing (Thipthiangthae, 2014). Insufficient language proficiency and limited practice contribute to students' low writing competence (Rungworapong, 2014). These factors necessitate modifications in the teaching and learning process, including clear learning processes, comprehensive understanding of English writing elements, and dedicated time for writing practice.

The B-SLIM teaching method, developed by Olenka Bilash, is a form of teaching English as a second language that focuses on communication, drawing upon Piaget's theory of cognitive development, Vygotsky's theory of cognitive development, and the Discovery Approach (B-SLIM Overview). The aim of communicative language teaching is to encourage students to use the language they learn for communication and mutual understanding. The B-SLIM teaching process encompasses five components: Planning and Preparation, Comprehensible Input, Intake Activity Output, and Evaluation. Writing skills are deemed crucial for successful second language learning, as they require distinct skills compared to speaking. Communicative language teaching seeks to enable learners to effectively use language for communication and understanding. Adopting the B-SLIM model in English learning facilitates diverse communication, including the development of writing skills. Teachers must employ a variety of writing activities, progressing from simple to complex steps. Furthermore, the focus should shift from familiar topics to more challenging ones to alleviate students' psychological barriers. Clear samples, teacher demonstrations, explanations, exercises, worksheets, and dedicated writing practice time are essential elements in enhancing students' English writing proficiency.

The information presented highlights the suitability of the B-SLIM model in developing writing abilities, as it encompasses all four English skills simultaneously. The aforementioned challenges in students' English writing proficiency underscore the need for improvement and advancement. We firmly believe that the B-SLIM model is an appropriate teaching method to enhance students' writing skills.

1.1 Research Objectives

1. To enhance writing proficiency through the implementation of B-SLIM Model-based English learning activities for effective communication.

2. To examine the satisfaction levels of first-year students in English for International Communication at Rajamangala University of Technology Tawan-ok regarding their experience with writing through B-SLIM Model-based English learning activities for communication.

1.2 Conceptual Framework and Literature Review

The conceptual framework of this study encompasses communicative language teaching management and the B-SLIM Model. Communicative language teaching management refers to a pedagogical approach grounded in learning theory, emphasizing learner-centered instruction and gradual learning progression. Angwattanakul (1997) highlights the importance of developing learners' language competence for effective communication, including fluency, accuracy, and the ability to convey meaning in diverse social and real-life contexts. Modern foreign language instruction focuses on teaching language for communication and incorporates learner-focused activities. Littlewood (1983) emphasizes that communicative language

teaching goes beyond grammar knowledge and encourages the development of all language skills, integrating grammar competence into effective communication strategies. Widdowson (1979) notes that true communication competence involves the ability to use various sentence types for different purposes, such as explaining, requesting, questioning, answering, or commanding, reflecting an understanding of language structure. Kwangsawad (2004) summarizes the key principles of language teaching for communication, which include promoting language functions, using authentic materials, providing opportunities for meaningful language use, going beyond vocabulary and grammar, fostering active participation as both speakers and listeners, encouraging critical thinking, using everyday language, facilitating expression of personal opinions and perspectives, promoting interaction and confidence-building, reducing anxiety, and creating an enjoyable learning environment.

The B-SLIM Model, developed by Olenka Bilash, is a teaching approach specifically designed for teaching English as a second language. It draws on Piaget's and Vygotsky's cognitive theories, as well as Jerome Bruner's Discovery approach from the 1960s. The B-SLIM Model comprises five steps: Planning and Preparation, Comprehensible Input, Intake Activity, Output, and Evaluation (Kwangsawad, 2004). In second language learning, writing proficiency is not as innate as speaking ability. Bilash addresses this challenge through a writing technique called "form," which emphasizes a gradual progression of writing activities, starting from easy tasks and gradually increasing in complexity. This approach aims to address psychological barriers, such as attitudes, motivations, and anxiety, collectively known as the Affective Filter, which can hinder writing development.

To sum up, this study adopts a conceptual framework that integrates communicative language teaching management and the B-SLIM Model. It recognizes the importance of developing learners' language competence for effective communication in various contexts. The study emphasizes the principles of communicative language teaching, which focus on the development of all language skills and the integration of grammar competence into communication strategies. The B-SLIM Model provides a structured approach to teaching English as a second language, guided by cognitive theories and a gradual learning process. By implementing the B-SLIM Model and addressing psychological barriers, such as the Affective Filter, the study aims to enhance second language learners' writing proficiency.

1.3 Literature Review

This research focuses on the application of the B-SLIM Model to enhance the development of English communication and writing skills. The B-SLIM Model has been utilized in various studies conducted in schools, colleges, and universities in order to improve English communication. Sriworakul (2013) examined the improvement of English language skills among grade 4 students using the B-SLIM Model. The results demonstrated a statistically significant enhancement in English language skills with a significance level of .001. Similarly, Chaisri (2016) investigated the impact of implementing the B-SLIM Model on the achievement of real-life English subjects for first-year vocational certificate students. The study revealed that the B-SLIM Model in real-life English course 2 had an efficiency rating of 80/80, surpassing the set threshold of 70/70. Additionally, Suphapimol and Maneekul (2018) utilized the B-SLIM Model to promote English language skills among secondary school students. The research aimed to compare the students' English reading ability before and after learning through the B-SLIM model, and it demonstrated an improvement in the English language skills of secondary school students.

Various studies have also applied the B-SLIM Model in English writing classes. In their study which aimed to develop the English writing ability of year 8 secondary students using

the B-SLIM Model and Graphic Organizer, Promsukhan & Vonganusith (2013) reported significant improvements in English writing abilities compared to the pre-learning stage. Also, Yodsawai, Buakhieo, & Yuenyong (2022) who applied the B-SLIM Model with the CIRC technique to enhance English writing abilities among secondary level 1 students reported significant improvements after students studied with the learning management method that incorporated B-SLIM model with the CIRC technique.

In addition to the application of the B-SLIM Model, we explored studies related to error analysis in writing. Mahamongkol (2006) conducted an error analysis of the writings of 70 Thaksin University students in the academic year 2005. The study identified common mistakes such as spelling errors, incorrect usage of nouns, and words that did not match the context. Papol, Nakcharoen, & Sukpatcharaporn (2022) investigated the error analysis of written English essays on the topic "My Favorite Place." The results revealed that students still struggled with understanding grammar rules, basic sentence structures, and complex sentences.

Based on the reviewed literature and related research, it can be concluded that implementing the B-SLIM Model and incorporating various activities in English communication management can help students enhance their knowledge and experience, develop written skills in English for communication, and achieve higher proficiency in learning English. Additionally, students' satisfaction, self-esteem, and confidence in English writing have shown improvement.

2. Method

A mixed-methods approach was employed to investigate the development of writing skills through the organization of English learning activities for communication using the B-SLIM Model. The sample consisted of 35 first-year students majoring in English for International Communication at the Faculty of Humanities and Social Sciences, Rajamangala University of Technology-ok. The sample group was enrolled in Integrated Skills in the English Language during the 2021 academic year, and they were selected through purposive sampling.

The research instruments used were as follows:

1. Seven B-SLIM Model lesson plans, with each lesson spanning six hours, totaling 42 hours for the entire course.

2. Pre-test and post-test essay writing on the topic "Three things I want to change," with students required to compose an essay of at least 500 words.

3. A form for recording writing errors made by students.

4. A questionnaire on students' satisfaction with B-SLIM Model learning management, administered after the completion of the course.

5. Focus group activities with questions focusing on the causes of writing errors, satisfaction with B-SLIM Model learning activities, and guidelines for improving writing skills.

Data collection involved providing students with orientation to clarify the research objectives, procedures, methods, duration, measurement, and evaluation. Students were then assigned to write an essay on the topic "Three things I want to change" for the pre-test. The post-test was assigned after completing the course. All error sentences from the pre-test and post-test were recorded using an error record form. The sample group also completed a satisfaction questionnaire regarding B-SLIM Model learning management in the Integrated Skills in the English Language course. Lastly, data were collected from the focus group discussions. Students were divided into five groups, with each group consisting of six students. The conversations and discussions during the activity were recorded.

In the data analysis phase, the following procedures were followed:

1. The error sentence data from the pre-test and post-test were analyzed using Microsoft Excel to calculate the percentage.

2. The satisfaction questionnaire was analyzed by determining the mean and standard deviation (S.D.) and comparing the average to predefined criteria: Average satisfaction levels were categorized as follows: 4.51 - 5.00 (Most Satisfied), 3.51 - 4.50 (Extremely Satisfied), 2.51 - 3.50 (Moderately Satisfied), 1.51 - 2.50 (Least Satisfied), and 1.00 - 1.50 (Least Satisfied). Microsoft Excel was used for calculating the mean and standard deviation.

3. Qualitative data from the group discussions in the focus group activity regarding the causes of writing errors, satisfaction with B-SLIM Model learning activities, and guidelines for improving writing skills were analyzed through content analysis. The data were categorized and presented in a descriptive manner.

3. Research Result

The objective of this study was to investigate the development of writing skills through the organization of English learning activities for communication using the B-SLIM Model. The sample for this study consisted of 35 first-year students majoring in English for International Communication at Rajamangala University of Technology Tawan-ok. These students were enrolled in the Integrated Skills in the English Language course during the 2021 academic year, and they were purposively selected.

The research instruments used in this study included an essay writing assignment of at least 500 words, a form for recording writing errors, a questionnaire to assess students' satisfaction with B-Slim Model learning activities, and a focus group activity to identify the causes of errors.

The results based on the analysis of writing errors before and after the course indicated the following:

- Before taking the course, the most common errors were related to subject-verb agreement (33.10%), sentence boundaries (30.31%), and clause boundaries (36.59%).

- After completing the course, the occurrence of errors related to subject-verb agreement decreased to 9.82%, while sentence boundaries remained relatively unchanged (30.36%) and there was an increase in errors related to clause boundaries (59.82%).

The efficiency of the English learning management based on the B-SLIM Model was calculated to be 73.45 out of 80.32, surpassing the set criteria of 70 out of 70. This suggests that the application of the B-SLIM Model was effective in improving English learning outcomes.

Furthermore, the study found that the students' ability in English writing after learning using the B-SLIM Model was better compared to writing without applying the model. The satisfaction level of the students taught by the B-SLIM Model was reported to be the highest at a mean satisfaction level of 4.63 (S.D=1.44).

The main errors observed in English writing were attributed to students first language interference and limited knowledge of English structure. Specifically, the most common errors were related to subject-verb agreement, sentence boundaries, and clause boundaries.

3.1. The errors of subject-verb agreement in writing

Subject-verb agreement in a sentence refers to the rule that the verb must agree in number with the subject. If the subject is singular, the verb must also be singular, and if the subject is plural, the verb must be plural as well. Many writers encounter difficulties with subject-verb

agreement, particularly in longer sentences where identifying the subject can be challenging. In this study, several errors of subject-verb agreement made by students were identified. These errors included:

Recognizing subject and verb: Some students struggled with identifying the subject and corresponding verb in a sentence, leading to incorrect subject-verb agreement.

Tense of the verb "to be": Students made errors in using the correct form of the verb "to be" (am, is, are, was, were) based on the number of the subject.

Sentences with multiple subjects: Students encountered difficulties in handling sentences with more than one subject, which required ensuring that the verb agrees with all the subjects.

Subject appearing after the verb: Students struggled with subject-verb agreement when the subject appeared after the verb in a sentence.

The results of the errors of subject-verb agreement in students' writing are presented in the table below.

Table 1. *The errors of subject-verb agreement in pre-test writing*

The Errors of Subject-Verb Agreement	The number of sentence errors	Percentage
1. Recognizing subject and verb	45	47.37
2. Tense of the verb "to be"	27	28.42
3. Sentences with multiple subjects	15	15.79
4. Subject appearing after the verb	8	8.42
Total	95	100

The results of the pre-test writing revealed that students made errors in recognizing subjects and verbs at the highest level, which accounted for 47.37% of the errors. The errors related to subject-verb agreement, specifically in the use of the verb "to be," were found at the second level, with a percentage of 28.42%. The occurrence of errors in sentences with more than one subject was observed at 15.79%. The lowest level of errors in subject-verb agreement was found in cases where the subject appeared after the verb, with a percentage of 8.42%.

Table 2. *The errors of subject-verb agreement in Post-test writing*

The Errors of Subject-Verb Agreement	The number of sentence errors	Percentage
1. Recognizing subject and verb	4	36.36
2. Tense of the verb "to be"	5	45.46
3. Sentences with multiple subjects	2	18.18
4. Subject appearing after the verb	0	0.00
Total	11	100

The results of the study indicate a significant improvement in subject-verb agreement errors in the post-test writing. Notably, no errors were found in subject-verb agreement where the subject appeared after the verb. The occurrence of errors in sentences with more than one subject was observed at a rate of 18.18%. In terms of the errors related to the tense of the verb "to be," recognizing the subject and verb had the highest frequency of errors in the post-test, accounting for 45.46% and 36.36% respectively.

The examples of the recognizing subjects and verbs are as follows:

(1) The example of recognizing subject and verb subject redundancy

The error sentence: To eat at least two meal a day, it is very good to your health. (redundant subject)

The correct sentence: To eat at least two meal a day is very good for your health.

The error sentence: Worry it can't help me to get over any problems. (redundant subject)

The correct sentence: Worry can't help me to get over any problems.

From the examples of error sentences, it is evident that the cause of the mistake is the students' application of subject redundancy, which is commonly used in spoken language but not suitable for written language. It should be noted that the use of spoken language is generally considered too informal for modern written English.

(2) The example of using verb to be

2.1. verb to be does not agree in number with the subject

The error sentence: Self-confidence are not easy to achieve. (Abstract noun = singular noun)

The correct sentence: Self-confidence is not easy to achieve.

From the example, it is evident that the error was made when the students applied an abstract noun as the subject without considering that abstract nouns are typically treated as singular nouns.

2.2. using the wrong tense

The error sentence: I was often reprimanded by teachers because I am always late for classes.

The correct sentence: I am often reprimanded by teachers because I am always late for classes.

2.3 omitting verb to be

The error sentence: In my life now, it so messy because I cannot prioritize what I want to do.

The correct sentence: In my life now, it is so messy because I cannot prioritize what I want to do.

(3) The example of sentences with more than one subject as follows:

The error sentence: My mother and my sister is very supportive.

The correct sentence: My mother and my sister are very supportive.

(4) The example of subject after verb as follows:

The error sentence: There is important things I want to do before I will be thirty.

The correct sentence: There are important things I want to do before I will be thirty.

3.2. The errors of sentence boundaries in writing

One important convention of written English is that sentences must be complete. Every complete sentence must contain an independent clause, which includes at least one subject and one verb. A common error that students make/made in their writing is sentence fragments, which can consist of single dependent clause fragments, multiple dependent clause fragments, or phrase fragments.

Table 3. *The errors of sentence boundaries in pretest*

The Errors of Sentence Boundaries	The number of sentence errors	Percentage
1. Dependent clause sentence fragment	50	57.47
3. Phrase fragments	37	42.53
Total	87	100

From the table 3, the results of the errors of sentence boundaries in pre-test showed that students made errors with dependent clause sentence fragment was in the highest level at 57.47% and phrase fragment was at 42.53%.

Table 4. *The errors of sentence boundaries in post-test*

The Errors of Sentence Boundaries	The number of sentence errors	Percentage
1. Dependent Clause sentence Fragment	22	64.71
2. Phrase fragments	12	35.29
Total	34	100

According to Table 4, the results of the post-test revealed that students made errors in sentence boundaries. Dependent clause sentence fragments accounted for 22% of the errors, while phrase fragments were found at a rate of 12%.

(1) The example of dependent clause sentence fragment with conjunction is as follows:
The error sentence: Because it is lifelong learning.
The correct sentence: Because it is a lifelong learning, I should gain more experience.
The error sentence: I lack confidence. And I always feel inferior than others.
The correct sentence: I lack confidence, and I always feel inferior to others.

(2) The example of dependent clause sentence fragment with relative pronoun as follows:
The error sentence: Who is special in my life.
The correct sentence: My mother, who is special in my life, is always giving me good advice.
The error sentence: My twin sister. Who is has problem-solving skills tell me to be versatile.
The correct sentence: My twin sister, who has problem-solving skills, tells me to be versatile.

Every complete sentence must contain an independent clause, which consists of at least one subject and one complete verb. Each independent clause can be written as a separate sentence, starting with a capital letter and ending with a period. The most common type of fragment is a dependent clause punctuated as if it were an independent clause. Based on the examples above, the fragment cannot be considered a complete sentence or an independent clause. Instead, it is a dependent clause that functions as a fragment when important information is missing within the sentence boundaries.

(3) The example of phrase fragment is as follows:
The error sentence: Because of accepting my own loss. I get more understanding about life.
The correct sentence: Because of accepting my own loss, I get more understanding about life.
The error sentence: Doing it step by step.
The correct sentence: Doing it step by step helps me to gain more confidence.

From the examples above, students made errors within the sentence boundaries with prepositional phrase fragments and gerund phrase fragments. In prepositional fragments and gerund phrase fragments, students separated them from the sentences where they belong.

3.3. The errors of clause boundaries in writing

There were two types of clauses boundary errors students made in their writing: comma splices and run-together sentences.

Table 5. *The errors of clause boundaries in pretest*

The Errors of Clause Boundaries	The number of sentence errors	Percentage
1. Comma Splices	42	40
2. Run-together Sentences	63	60
Total	105	100

The results of the pre-test conducted in the study showed that high level students made run-together sentence (60%) and comma splice (40%) errors.

Table 6. *The table of the errors of clause boundaries in post test*

The Errors of Clause Boundaries	The number of sentence errors	Percentage
1. Comma Splice	19	28.36
2. Run-together Sentence	48	71.64
Total	67	100

The results of the post-test study found that students at the high level still made writing errors, with run-on sentences accounting for 28.36% and comma splices for 71.64%. However, the number of errors decreased compared to the pre-test.

   (1) The example of comma splice in students' writing is as follows:

The error sentence: There are many things I have learned, one of them is responsibility.

The correct sentence: There are many things I have learned. One of them is responsibility. (period and capital letter)

The correct sentence: There are many things I have learned, and one of them is responsibility. (comma and coordinate conjunction)

The correct sentence: There are many things I have learned; one of them is responsibility. (semicolon alone)

   (2) The examples of run-together sentence is as follow:

The error sentence: Self-confidence is not easy to achieve I think if I start doing and keep trying there will be success one day for sure.

The correct sentence: Self-confidence is not easy to achieve. I think if I start doing and keep trying, there will be success one day for sure. (period and capital letter)

The correct sentence: Self-confidence is not easy to achieve, but I think if I start doing and keep trying, there will be success one day for sure. (comma and coordinate conjunction)

The correct sentence: Self-confidence is not easy to achieve; I think if I start doing and keep trying, there will be success one day for sure. (semicolon alone)

The correct sentence: Self-confidence is not easy to achieve; however, I think if I start doing and keep trying, success will come one day for sure. (semicolon and transitional conjunction)

The errors of clause boundaries, both comma splices and run-on sentences, are similar to and different from problems with sentence boundaries. In both cases, students had a weak sense of the boundaries of the English sentence and its primary structure. It is clear that two independent clauses were joined together without any punctuation.

In both cases of clause and sentence boundaries, students lacked a clear understanding of where punctuation marks belong and the level of emphasis those marks should convey.

According to the overview results of the study, there were 287 sentence errors in students' writing in the pre-test. The highest number of sentence errors was related to clause boundaries,

totaling 105 sentences. However, upon completing the course, the results of students' writing showed a decrease in the number of sentence errors from 287 to 112 sentences. In the post-test, clause boundaries were the most common errors made by students.

3.4. Students' satisfaction with B-Slim Model Learning Management

Students' satisfaction with B-Slim Model Learning Management in Integrated English for Communication is showed in the table below.

Table 7. *Students' satisfaction with B-Slim Model Learning Management*

Article	Satisfaction with B SLIM Model Learning Management	(X̄)	(S.D.)	Satisfaction level
1	The content is up-to-date and resonates with students' daily lives.	4.23	0.76	Extremely Satisfied
2	The content is appropriate for the student's knowledge background.	4.63	1.44	Most Satisfied
3	The B-SLIM Model learning activities are interesting.	4.21	1.35	Extremely Satisfied
4	The B-SLIM Model activity can explain the content of the course to students in a very easy way.	4.33	0.82	Extremely Satisfied
5	The B-SLIM Model provides opportunities for students to participate in classroom activities.	4.57	1.23	Most Satisfied
6	The B-SLIM Model encourages students to develop their thinking, comment and discuss questions	4.24	0.87	Extremely Satisfied
7	The B B-SLIM Model encourages students to be creative.	4.35	1.46	Extremely Satisfied
8	The B-SLIM Model is an activity that helps learners learn at their own pace.	4.03	2.40	Extremely Satisfied
9	The B-SLIM Model emphasizes students' participation in critical thinking.	4.46	1.73	Extremely Satisfied
10	The B-SLIM Model aligns with the use of language for listening, speaking, reading and writing skills.	4.33	1.02	Extremely Satisfied

The results showed that students were satisfied with the B-SLIM Model learning activities. The satisfaction level that students expressed as "extremely satisfied" consisted of: (1) the up-to-date content of the lessons, (2) interesting learning activities, (3) clear explanations, (4) opportunities for developing thinking, commenting, and discussing, (5) encouragement of creativity, (6) the ability to learn independently, (7) emphasis on participation in critical thinking, and (8) alignment with the use of language skills for listening, speaking, reading, and writing. Additionally, there were two satisfaction levels that students considered "most satisfied": the content being appropriate for their knowledge background and the provision of opportunities for participation in classroom activities.

3.5. The causes of the writing errors

The causes of writing errors were discussed during the focus group activity after completing the course. The questions revolved around the factors contributing to writing errors, satisfaction with the B-SLIM Model learning activities, and guidelines for improving writing skills. The study identified several causes of writing errors, including limited knowledge of sentence

structure and grammar, interference from the students' mother tongue, and a lack of discipline in studying, time management, and prioritization among the students themselves.

The discussion during the focus group activity aimed to find ways to improve their own writing skills. Some students who scored low on the writing essays expressed a lack of motivation to learn because they found English to be difficult. They also mentioned that a key reason for the slow development of their writing skills was a lack of self-regulation. These students admitted that they rarely planned their essays and often completed them just before the deadline. During the writing process, they initially composed their essays in their mother tongue and then translated them into English. Because they started writing a few days before submission, they neglected the revision process.

On the other hand, students who achieved high scores in essay writing expressed satisfaction with the class and enjoyed participating in activities and assignments. They demonstrated awareness of the importance of planning and revising their writing tasks. Additionally, they actively revised lessons, improved their understanding of sentence structure and grammar, and engaged in more writing practice. Most students were satisfied with the content of the lessons, particularly those focusing on everyday activities and topics of their interest. Lessons and activities that emphasized vocabulary and language structure proved to be valuable in developing writing skills, with lecturer feedback and comments playing a crucial role. Students considered the provision of comments as necessary because it helped them identify their mistakes and provided clear guidance on how to correct them, thereby enhancing their knowledge and reducing writing errors.

However, it is worth noting that the class, which emphasized the four skills of English, required a significant amount of time to implement activities and complete assignments.

4. Discuss the Results

Finding indicates that before applying the B-SLIM model for organizing class lessons and activities, many students struggle with subject-verb agreement, especially in longer sentences where it may be difficult to identify the subject. The common errors in subject-verb agreement that students made in this study occurred when they considered the noun or pronoun preceding the verb as the subject without realizing that the subject may have more than two subjects (Papol, Nakcharoen & Sukpatcharaporn, 2022). Indeed, subject-verb agreement is important to create a complete sentence. O'Hearn (1989) points out that to create a correct sentence, the verb must agree in number with the subject. However, after finishing the lessons, the number of errors in subject-verb agreement decreased.

The majority of errors in this study are sentence fragments at sentence and clause boundaries. The common types of sentence fragments are dependent clause sentence fragments and phrase fragments. As we know, every complete sentence must contain an independent clause containing at least one subject and at least one complete verb. Each independent clause can be written as a separate sentence, which begins with a capital letter and ends with a period. However, the most common type of fragment in this study is a dependent clause punctuated like an independent clause. The errors were written in different forms, such as dependent clause sentence fragments, phrase fragments, comma splices, and run-on sentences. The run-on sentence is an error caused by sentence structure. Thai sentences end without a period, but in English sentences, a period must be used. The run-on sentences that occurred in this study were found to be sentences written using comma separators or continuous sentences without any punctuation, corresponding to (Mahamongkol, 2006) and (Dandee, 2022).

The primary cause of errors in the English language writing of the students is the limited knowledge of English structure (Pongpuehi, 2012), (Dandee, 2022), and (Pappol, Nakcharoen & Sukpatcharapor, 2022). In addition, students writing incomplete sentences is due to first language interference. The results of this study are related to Phanlao (2017), who found that comparing Thai with English word-by-word caused writing problems for students. Moreover, the problem of first language interference is also related to the study of Haiyan (2020) in China, where students adopted the Chinese sentence structure, their mother tongue, instead of the English sentence structure. Furthermore, some students believe that the errors occurred due to a lack of motivation, discipline, and practice in learning English (Rungworapong, 2014).

The conclusions of this study indicate that after using the B-SLIM model in class, the number of writing errors among students decreased. Additionally, students have a positive attitude towards the B-SLIM model, which encourages and emphasizes learners by focusing on exploring new knowledge and developing their learning naturally. Moreover, students can apply their knowledge and develop their potential in language learning. The natural approach, which is the most important principle in learning a second language, emphasizes the importance of the mind in the process of recognizing a second language. Students will be able to study effectively if they have motivation, self-confidence, and no anxiety (Krashen & Terrell, 1983). Although the B-SLIM model was applied effectively in this course, to achieve more effective writing, teachers should provide more lessons and activities to develop students' knowledge of vocabulary and grammar, which are important (Vafaee & Suzuki, 2020). Furthermore, providing comments on students' writing tasks is a way to help them understand and write better, as noted in the study by Sun and Feng (2009). They suggested that during activities, teachers should move around, listen to students' comments, provide feedback, and answer questions on structure, lexical items, the validity of an argument, and the order of presentation of information. However, developing learning potential with a positive attitude is the most important aspect of the teaching and learning process. The factors that cause students' English writing ability should be considered and addressed from the start.

References

Angwattanakul, S. (1997). *Activities teaching English for communication*. Faculty of Education, Chulalongkorn University. Bangkok.

Bilash, O. (2000). *Bilash's success-based langauge instruction model (B-SLIM)*. Retrived January 11, 2022, from https://lunarlynn.wixsite.com/lunarlynn/b-slim-cee5.

Buakhieo, S. (2018). The ability to write basic English sentences using the Sentence Building English Grammar Practice for elementary school English teachers who have not completed an English major in Phetchaburi Province. *Kasetsart University Academic Conference 56th The Department of Education, Economics and Business Administration, Humanities and Social Sciences* (p. 230-237). Bangkok: Thailand Research Fund.

Byne, D. (1988). *Techniques for Classroom Interraction*. New York: Longman Group UK Limited

Chaisri, S. (2016). *Improving teaching and learning arrangements by organizing the B-SLIM Model that affects the achievement of English subjects in real life 2 of 1st year vocational certificate students Payap College of Technology and Business Administration*, Payap College of Technology and Business Administration. Chiang Mai.

Dandee. W. (2022). An analysis of English writing errors of students at Rajamangala University of Technology Tawan-ok. *Journal of Social Science and Buddhistic Anthropology, 7*(12), 732-746.

Haiyan, L. (2020). Analysis of the Errors in the Chinese Students' Composition. *Journal of Contemporary Educational Research, 4*(11), 47-51.

Harris, D. P. (1974). *Teaching English as a second language*. New Delhi: Tata McGraw-Hill.

Krashen, S. (1987). *Theoretical Research and Second Language Acquisition Theory. In Methodology in TESOL*: *A Book of Readings*. New York: New Bury House.

Krashen, S., & Terrell, T.(1983). *Principle and Practice in Second Language Acquisition*. Oxford: Pergamon Press.

Kwangsawad, T. (2004) *Teaching Materials 0506714 Teaching English.* Faculty of Education, Mahasarakham University. Mahasarakham.

Littlewood, W. (1998). *Communicative Language Teaching. 18th ed*. Cambridge: Cambridge University Press.

Mahamongkol. N. (2005). *Error Analysis of the Writing of First Year Students Taking Course or15102 English II, Academic Year 2005* (Bachelor of Arts Research Program). Thaksin University, Songkhla.

O'Hearn, C. (1989). *Writing, Grammar, and Usage*. New York: Macmillan Publishing Company.

Papol, R., Nakcharoen, J., & Sukpatcharapor, N. (2022). Error Analysis of Written English Essays: The Case of 3rd Year Students of English Major, Chiang Mai Rajabhat University. *Phimoldhamma Research Institute Journal, 9*(1), 1-13.

Pongphuehe, S. (2012). *Analysis of errors in English essay writing for English language majors Buriram Rajabhat University* (Master of Arts Thesis in English). Buriram Rajabhat University, Buriram.

Promsukhan, S., & Vonganusith,V. (2013). Development of English Writing Ablity Based on Bilash's second LanguageInstructional Model (B-SLIM) and Graphic Organizer For MattayomSuksa 1 Students. *Nakhon Phanom University Journal, 3*(2), 101-107.

Punlao, S. (2013). *Research and Development of English Writing Skills for Communication for Secondary School Year 1 Students* (Master's thesis). Mahasarakham Rajabhat University, Mahasarakham.

Raimes, A. (1983). *Techniques in teaching writing*. New York: Oxford University Press.

Rungwaraphong, P. (2014). Problems in Writing English of the New-entry University Students: A Case Study of Prince of Songkla University, Trang Campus. *RMU.J. Humanities and Social Sciences, 8*(3), 119-126.

Singhakarn, S. (2012). Learning techniques to improve English writing skills. *Journal of Education Sukhothai Thammathirat University, 2012*(1), 164-165.

Sriworakul, A. (2013). *Improving English language skills using the B-SLIM Model of students in Grade 4/7 of the academic year 2013*. Classroom Research, Assumption College Primary Department. Bangkok.

Sun, C., & Feng, G. (2009). Process Approach to Teaching Writing Applied in Different Teaching Model. *English Language Teaching, 2*(1), 150-155.

Suphapimol, P., & Maneekul, J. (2019). Using B-SLIM MODEL to Promote English Language Skills of Mathayom Suksa 2 Students. *Journal of Education Naresuan University, 20*(3), 130-140.

Thipthiangthae, S. (2014). *The development of communicative English writing skill exercise using local information of Cha-Am for fourth Grade students* (Master's thesis). Silpakorn University, Bangkok.

Ur, P. (2004). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.

Vafaee, P., & Y. Suzuki. (2020). The Relative Significance of Syntactic Knowledge and Vocabulary Knowledge in Second Language Listening Ability. *Studies in Second Language Acquisition, 42*(2), 383-410.

Widdowson, H. (1983). *Teaching Language as Communication*. Oxford: Oxford University Press.

Yodsawai, S., Buakhieo, S., & Yuenyong, Y. (2022). The Development of English Writing Ability by Using the B-SLIM model with the CIRC Technique for Students in Secondary level 1. *Journal of Education Studies, 50*(1), 1-13.