

# The Development of Intensive English Research Writing Training Model to Encourage International Publishing for University Lecturers

Bundit Anuyahong

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## Abstract

The objectives of the research entitled “the development of intensive English research writing training model to encourage international publishing for university lecturers” were to: 1) develop intensive English research writing training model to encourage international publishing for university lecturers and to assess the effects of the use of intensive English research writing training model as following methods: 1) to assess English writing skill about research for international publishing, 2) to assess research competency of university lecturers, 3) to assess the language lecturers’ satisfaction towards intensive English research writing training model, 4) to assess the research full paper’s quality of the university lecturers, and 5) to follow up efficiency of university lecturer’s research from a number of researches published in an international conference or a journal. The population was 42 university lecturers at College of General Education and Languages, Thai-Nichi Institute of Technology, Bangkok, Thailand. The samples were 17 language lecturers derived through volunteer random sampling techniques. The research instruments comprised of tests, questionnaire, interview forms, and assessment forms. Data were analyzed in terms of percentage, means, standard deviation, t-test, and content analysis. Research findings were found as follows: 1) the intensive English research writing training model to encourage international publishing for university lecturers was proved to be effective and verified as by experts. 2) The empirical data that supported the effectiveness of the intensive English research writing training model were as follows: 1) regarding to the university lecturers, their English writing skill about research for publishing in international conference before and after the implementation of the intensive English research writing training model were statistically significant different at the .05 level; 2) The research competency of university lecturers also demonstrated a high level of competency on research; 3) They were satisfied with the intensive English research writing training model at the highest level; 4) Regarding to the quality of research full paper, it was found that a number of research full papers which were verified from experts were at a good level; and 5) Regarding to follow up efficiency of university lecturer’s research from a number of research published in an international conference, it was found that there were 17 research papers (out of 17) which were published in international conference after the implementation of the intensive English research writing training model.

**Keywords:** Intensive Training Model, English Research Writing, Writing Training Model

## Introduction

Intensive programs are the programs that learners learn through a high number of sessions in a short period of time. The effectiveness of the intensive programs can facilitate learning in a variety of academic disciplines, especially in a foreign language in a shorter period (Wodkowski, 2003); Jacques-Bilodea, 2010). Moreover, Spade & Lightbown (1994) highlight that intensive English programs lead to better results than regular English programs as they contribute to learners' basic interpersonal communications skill and cognitive academic language proficiency as well as their time management skills (Hong- Nam & Leavell, 2006). This, therefore, leads to higher learners' motivation, commitment and engagement. A more radical approach is studied by Austin & Gustafson (2006) who explain the possible differences between intensive and traditional semester-length courses. The study employed over 45,000 observations from different semesters, and the results show that intensive courses were more beneficial for the learners. The similar findings are also presented by the study of Grant (2001) who concludes that intensive programs showed an outstanding positive effect on language learning development through the comparison of oral and written abilities of the students in an intensive English course with the students in a regular course. The results of the study presented that the students from the intensive program outperformed the regular students in both oral and written comprehension competencies. Thus, the intensive programs could not only increase learning ability of the learners, but also their positive attitude toward the learning. These programs can have an important role in developing the learners' basic academic knowledge, encouraging their communicative skills, and enhancing active learning through creative instructional techniques (Nagano 1995; Gaubatz, 2003)

According to Nasiri & Shokrpour (2012), teaching in the universities is based on science-based. Lecturers and professors, then, are evaluated depending on their success in publishing scientific papers. Thus, to deliver an essential model for writing and publishing research in English is highly concerned by all lecturers. However, the number of research published in international forms such as international or international journals are relatively low. This is supported by Sripanomthanakorn (2007) who explores differences between Thai and international research articles in English Language Teaching (ELT) through analyzing 100 research articles published in English by ELT academics in Thailand and 100 research articles published in international journals between 2003 and 2007. The results suggested that in terms of research quality, research conducted by Thai ELT academics seemed to have a lower quality of methodological foundation.

The researchers believed that the research writing training model for university lecturers could enable the lecturers to become active in the learning process. The benefits of the model are to prepare the lecturers for a learning community as they are learnt to construct the new knowledge through their real-life experiences and their pedagogical knowledge with the support of experts.

## Research Purposes

The objectives of this research were

1. to develop intensive English research writing training model to encourage international publishing for university lecturers and

2. to assess the effects of the use of intensive English research writing training model as following methods:

2.1) to assess English writing skill about research for international publishing,  
2.2) to assess research competency of university lecturers,  
2.3) to assess the language lecturers' satisfaction towards intensive English research writing training model,

2.4) to assess the research full paper's quality of the university lecturers, and

2.5) to follow up efficiency of university lecturer's research from a number of research published in an international conference or a journal.

## **Research Methodology**

### **Population and Samples**

The population was 42 university lecturers at College of General Education and Languages, Thai-Nichi Institute of Technology, Bangkok, Thailand. The samples consisted of 17 language lecturers derived through volunteer random sampling techniques.

### **Duration in Experiment**

The experiment ran for 2017 academic years.

### **Variables**

Variables in this study were as follows:

1. English writing skill about research for publishing in international conference or journal of the university lecturers

2. The research competency of university lecturers

3. Satisfaction towards the supervision model

4. Research full papers' quality

5. Efficiency of lecturer's instructional research from a number of research published in an international conference or a journal

### **Research Instruments**

The research instruments comprised of tests, questionnaire, interview forms, and assessment forms.

## Conceptual Framework

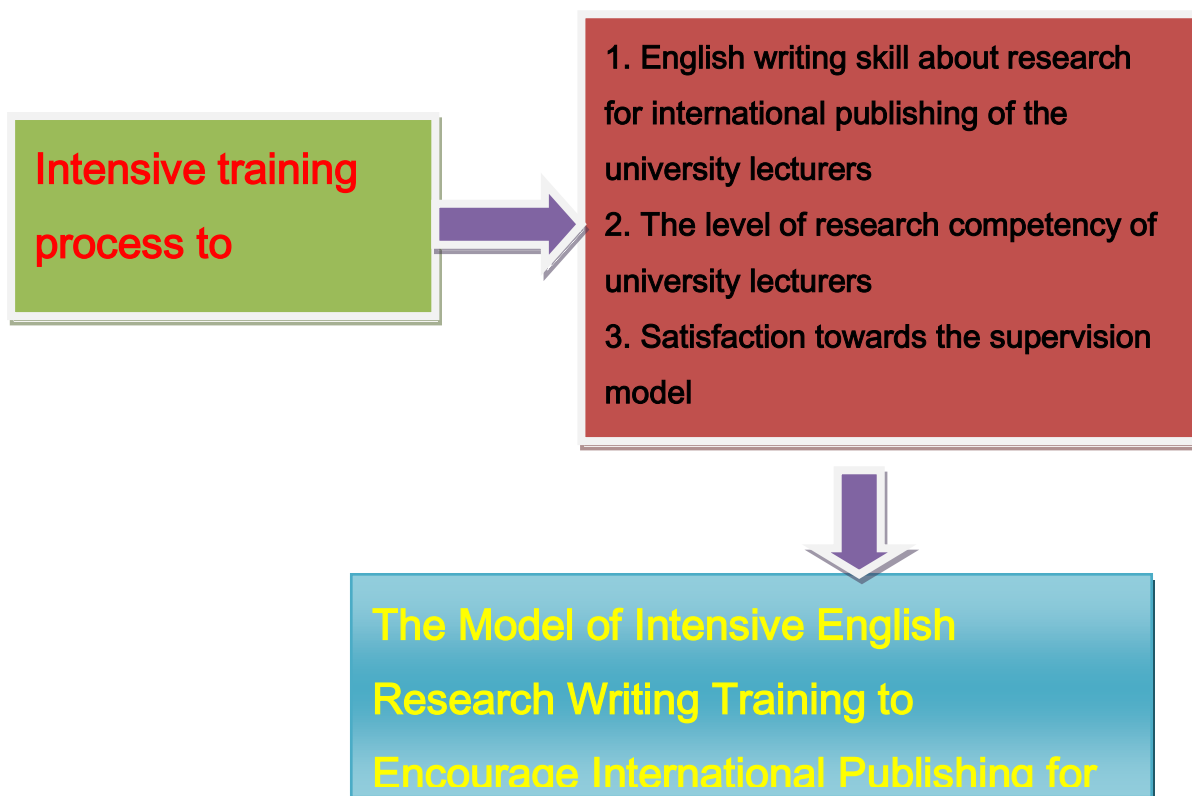


Fig 1. Conceptual Framework

### Data Collection

This research was Research and Development (R&D). The main aims were to develop intensive English research writing training model and to assess effectiveness of the model. There were four phases of the data collection process. The data collection was at Thai-Nichi Institute of Technology, Bangkok.

### Research Process

Research process was focused on ADDIE Model: analysis, design, development, implementation, and evaluation. It was illustrated as following 4 phases:

#### Phase1: Analysis (R1)

The research studied about general information and related theories about a development of intensive English research writing training model from analysis literature review, related research, and document materials. The research instruments were a document analysis form and a questionnaire which result of the scores from the experts was between 0.8-1.00. Statistics analyzed were mean standard deviation and frequency.

#### Phase2: Design and Development (D1)

The researcher designed and developed the intensive English research writing training model based on related theories and research. The model was developed and then

evaluated by experts for checking suitability to apply in instructional research competency of language lecturers. The research instruments were theory rationality assessment form and a questionnaire which result of the scores from the experts was between 0.8-1.00. Statistics analyzed for the model suitability were mean and standard deviation.

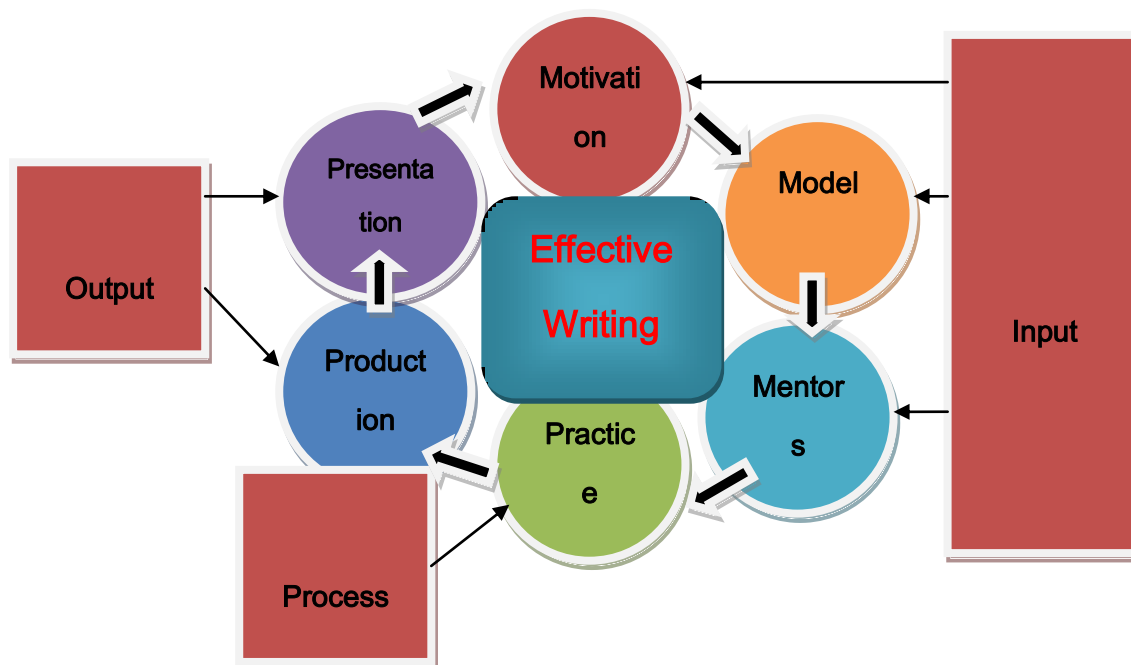


Fig 2. The 3M3P model

### Phase3: Implementation (R2)

The researcher applied the intensive English research writing training model in a process of try out in order to test the model's efficiency. This research was experimental based on one group pretest-posttest design by evaluation as following variables: 1) to assess the competency in intensive English research writing training model, 2) to assess knowledge and understanding about instructional research of the language lecturers, 3) to assess knowledge and understanding about intensive English research writing training model, 4) to assess instructional research competency of language lecturers, 5) to assess the language lecturers' satisfaction towards intensive English research writing training model, 6) to assess the intensive English research writing training model in quality of the language lecturers, and 7) to follow up efficiency of lecturer's instructional research from a number of research published in international conference/national conference or a journal.

The population was 42 language lecturers at College of General Education and Languages, Thai-Nichi Institute of Technology, Bangkok, Thailand. The samples consisted of 17 language lecturers derived through volunteer random sampling techniques. Data were analyzed in terms of percentage, means, standard deviation and content analysis.

#### Phase4: Evaluation (D2)

The researcher evaluated and improved the model according to the following steps: motivation; model; mentors, practice, production and presentation. Moreover, in this process, the level of competency in intensive English research writing training model, knowledge on instructional research of mentors, knowledge on intensive English research writing training model of language lecturers, level of competency on instructional research of language lecturers, satisfaction towards the intensive English research writing training model, research reports' quality, and efficiency of lecturer's intensive English research writing training model, were evaluated.

### Results

Part1: Results of development of intensive English research writing training model for an enhancement on instructional research competency of language lecturers

TABLE 1: Mean and Standard Deviation of the intensive English research writing training model suitability's assessment from 5 experts

Components	Mean	S.D.	Meaning
Motivation	4.52	0.74	highest level
Model	4.59	0.69	highest level
Mentors	4.62	0.73	highest level
Practice	4.58	0.67	highest level
Production	5.59	0.81	highest level
Presentation	4.53	0.76	highest level
<b>Total</b>	<b>4.73</b>	<b>0.73</b>	<b>highest level</b>

The table demonstrated that intensive English research writing training model suitability's assessment from five experts in overall was at the highest level, which confirmed the hypothesis1.

Part2: Results of the use of intensive English research writing training model (PPCPE Model)

1. The competency in intensive English research writing training model was at a very high level.

2. The language lecturers' knowledge on intensive English research writing training model before and after the implementation of the model were statistically significant different at the .05 level whereas the average scores of knowledge on intensive English research writing training model after the implementation of the model were higher than before the implementation of the model.

3. The competency on intensive English research writing training model of the language lecturers at a very high level.

4. The language lecturers' satisfaction with the model was at the highest level.

5. The quality of a number of research reports evaluated by the experts was at good level.

6. The efficiency of lecturer's intensive English research writing training model from a number of research papers published in international conference. There were 17 research papers which were published in international conference.

### **Conclusion and Discussion**

1. The intensive English research writing training model to enhance research competency of language lecturers was proved to be effective and verified as by experts at the highest suitability level.

2. The empirical data that supported the effectiveness of the intensive English research writing training model were as follows:

2.1) Regarding to language lecturers, their knowledge on intensive English research writing before and after the implementation of the intensive English research writing training model were statistically significant different at the .05 level.

2.2) Regarding to the quality of research report, it was found that a number of research reports which were verified from experts were at good level.

2.3) Regarding to follow up efficiency of lecturer's intensive English research writing from a number of research published in international conference, it was found that there were 17 research papers were published in international conference after the implementation of the model.

The results of this study revealed that the English research writing training model were beneficial for university lecturers to enhance the numbers of research publishing in the international context. This is supported by Scott (1994) who reveals that effectiveness of intensive teaching programs is highly shown on the learners' performance. According to the study, the findings present that the intensive program could promote a continuous learning process that improved student-teacher rapport more efficiently, and increased the learners' motivation and commitment during the courses. A more radical approach is indicated by the study of Messina (1996) who illustrates the same learning achievements in a shorter period of time. Furthermore, the results of this study are not consistent with the opponents of intensive teaching formats described by Henbery (1997) who had a doubt on the success of intensive teaching programs in helping the learners to learn new materials as the learners are not given enough time to review the old materials before moving to the new ones. As indicated in the findings, the university lecturers achieve real gains in intensive programs according to the remarkable numbers of research publishing.

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