

# THE APPLICATION OF THREE READING MODELS AND WRITING PROCESS FOR TEACHING STUDENTS' OPINIONS WRITING ABOUT ARTICLE READ

การประยุกต์การอ่านสามรูปแบบและกระบวนการการเขียน  
เพื่อการสอนการเขียนแสดงความคิดเห็นของนักศึกษาเกี่ยวกับบทความที่อ่าน

Charisopon Inthapat<sup>1</sup>

## Abstract

This article aims to share and to suggest the way of applying three reading models and writing process for teaching undergraduate students how to write opinion writing. Referring to the writer's various experiences in teaching writing, the writer has realized the students' problems in writing reflection paper by giving opinion towards the article read. To the problems, the writer found that the students' problems were their reading techniques and giving opinion about the articles read. In case of problem of writing, it was organizing idea into well organized paragraphs. In order to solve the problems, the writer gain utilizes from theories and applied with his own teaching techniques to teach the students how to give their opinions so that the students can improve their reading and writing skill.

**Keywords:** Three Reading Models, Writing Process, Opinion

## บทคัดย่อ

วัตถุประสงค์ของบทความนี้เป็นการนำเสนอและแนะนำแนวทางการประยุกต์การอ่านสามรูปแบบและกระบวนการเขียนเพื่อการสอนการเขียนแสดงความคิดเห็นในเรื่องราวที่อ่านของนักศึกษาระดับปริญญาตรี โดยการอ้างอิงถึงประสบการณ์การสอนการเขียน ผู้เขียนได้เห็นถึงปัญหาในการเขียนผลสะท้อนและหรือให้ความคิดเห็นในเรื่องราวที่อ่าน สำหรับปัญหาดังกล่าว ผู้เขียนได้พบว่า ปัญหาของนักศึกษา คือ เทคนิคการอ่าน และการเสนอความคิดเห็นเกี่ยวกับเรื่องที่อ่าน ในกรณีของปัญหาของการเขียนคือการประมวลผลความคิดให้อยู่ในรูปการเขียนย่อหน้าที่ดี ดังนั้นเพื่อแก้ปัญหาผู้เขียนจึงใช้ทฤษฎีมาประยุกต์เป็นเทคนิคของผู้เขียนในการสอนนักศึกษาให้เขียนการแสดงความเห็นเพื่อช่วยพัฒนาทักษะการอ่านและการเขียนของนักศึกษา

**คำสำคัญ:** การอ่านสามรูปแบบ กระบวนการการเขียน ความคิดเห็น

<sup>1</sup> English Lecturer of Faculty of Liberal Arts, Panyapiwat Institute of Management, E-mail: charisoponint@pim.ac.th

## Introduction

With reference to writing for sharing opinions, the readers should use reading techniques to comprehend the articles read. Firstly, they have to know the meaning of important or key words in the articles. Secondly, the readers should be able to acknowledge to the article in order to comprehend the situation, surrounding, illustration, etc. Thirdly, the readers/ students should be able to interact their background knowledge, real situation with the reading article in order to share their opinions about the article. Then, they also have the process of writing to help them to organize and edit their writing the opinion. According to the process of writing, the students should have planning stage, drafting their papers and re-writing: revising and editing. All of the process is explained about how to apply the theories as the followings.

First of all, there are three main stage of reading which the students should be able to read. The three main steps of reading are cognitive, expressive and social culture reading models. They are explained as follows.

### 1. Three Reading Models

Wallace (1992) said that reading could be seen to have certain relation to both social and individual perspectives. This view is explained that reading focuses on a reader's progression through a text rather than a text itself. Moreover, reading can be looked at as a process rather than as a product. As a product, it only relates to what the reader has "got out of" the text while as a process, it investigates how the reader may arrive at a particular interpretation.

Therefore, what really happens when a reader reads a text is that he / she comprehends the text or analyzes or relates the text to situations and / or their lives. This can only be explained with the help of the analysis of three reading models which will provide readers the conceptualization of reading and help foreign language teachers find a suitable way of teaching reading. According to McCormick (1994), there are three reading models, the first is cognitive model, the second is expressive model and the third is social-cultural model.

#### *1.1 Cognitive Reading Model*

Cognitive reading model is based on the perception of knowledge, which is considered objective and universal. This knowledge can be understood as prior knowledge of the readers. It enables the readers to process the texts by using word processes including decoding, letter-correspondence and phonic approach. This is similar to the process of learning to read, in which an individual develops and utilizes his ability to select and organize symbolic stimuli into perceptual unites in order to comprehend the text (McCormick, 1994). It is obvious that the cognitive reading model only focuses on the information process or information that often looks at reading as a product- a container of meaning and it does not provide reader autonomy. Furthermore, readers cannot negotiate for knowledge and they may not analyze social cultural issues or processing social culture. They are likely to suffer from poverty of reading.

Moreover, as comprehension, it is considered a result of a reader's purely mental capacities, it has nothing to do with the readers as a social

being with the classroom context or with the particular nature of the reading task. Hence, it is possible to say that this reading model ignores the social culture conception of readers.

In terms of pedagogical implication, this model with direct, often quite authoritarian, instruction does not allow students to examine either themselves or the text's social context. It emphasizes conserving knowledge, promotes reproductive approaches to learning, stresses strategies such as memorization and imitation, and deals with questions of "what" (Mckay & Hornberger 1996). Dagosition & Carifio (1994) added that this model of reading includes linguistic factor such as phonological, morphological, syntactic and semantic element. According to Supol (1998), Munday (2008) and Newmark (1988), they said that the readers should read the original text and they should be cleared in context and they should use textual level or work on the text level.

### ***1.2 Expressive Reading Model***

Based on McCormick (1994), he pointed out that the expressive reading model focuses on readers and it pays much attention to readers, especially their cultural background. It means that readers are more important than texts as they can bring experience, culture and life to texts read. In addition, they can make texts more interesting and lovely as well as readers can respond to texts. This means, they can feel the feeling of the text and see the scenery described the text and hear the sound in the text. Additionally, readers can put themselves in the text. To this view, they, therefore, have temptation to create something related to the text.

Furthermore, this reading model motivates the readers become interested in reading because it enables readers do what they like. Based on Smith (1998) in McCormick (1994), reading like this model involves far broader aspects of human thought and behavior. Thus, it may be assumed that readers are allowed to reflect on what they are reading.

Pimsarn (2009) added that the readers try to comprehend the text by using interaction of bottom-up with top-down processing. They have to motivate cognitive skills to analyze, interpret and understand the writer's thoughts and ideas. He defined "bottom-up processing that the readers decode and reconstruct the author's meaning through recognizing the printed letters and words and then make meaning from the smallest textual units while top-down processing is defined that the readers move through reading texts and trying to understand them as a whole without worrying about individual visual components of the language but actively using strategies like making and adjusting predictions, activating or generating prior knowledge as well as interpreting contextual clues." According to Nuttall (1996) "In bottom-up processing, the reader builds up a meaning from the black marks on the page: recognizing letters and words, working out sentence structure and top-down processing, the readers draw on their own intelligence and experience the predictions they can make based on the schemata they have acquired to understand the text." Thus, to comprehend the texts, the readers do not read only by focusing on the text level but also the readers have to put themselves in the texts in order to impress

situation as well as the surrounding in the texts. Anderson (1999) supported that the readers had to interact both bottom-up and top-down processing as interactive process was the interaction between the readers themselves and the texts.

McCormick (1994) added that in terms of pedagogies, the expressive reading model was characterized as a the individualization. It tends to value analytical thinking, focus on judging and reconciling ideas, and examine questions of “why” and “how.” This seems to be very useful for the foreign language teachers in a sense that it enables them to motivate students to use the language in a communicative way.

### **1.3 Social-Cultural Reading Model**

This reading model helps to develop a reading capacity in which readers are not only functionally or culturally literate, but they are critically literate (McCormick, 1994). They can relate the text to life depending on the social cultural factors of the text and on the readers’ personal social conditions. In other words, the readers can not only comprehend the text but

also take meanings out of the text into life. Consequently, they can also have the ability to make rational and informed judgments about the world. They are also able to analyze those conditions and practice and to possess the critical and political awareness to take action within and against them. This can also be understood that social-cultural reading model helps to form a successful literate behavior that “entails the ability not only to decode written symbols but also to interpret these symbols against a backdrop of social conventions (Mckay, 1996). According to Gumperz (1996), cultures in this model focus on the deliberate searching of new possibilities and explanations and they often answer questions of “what if”.

By applying three reading models, before the students write their opinion, they were asked to read the short passage “4 reasons why learning English is so important” (Annapurna 2014). To this step, three reading model are applied to teach the students to comprehend the reading.

#### ***Four reasons why learning English is so important***

1. English may not be the most spoken language in the world, but it is the official language in a large number of countries. It is **estimated** that the number of people in the world that use in English to communicate on a regular basis is 2 billion!
2. English is the **dominant** business language and it has become almost a necessity for people to speak English if they are to enter a global workforce. **Research studies** from all over the world shows that cross-border business communication is most often conducted in English. Its importance in the global market place therefore cannot be understated, learning English really can change your life.
3. Many of the world’s top films, books and music are published and produced in English. Therefore, by learning English you will have access to a great wealth of entertainment and will be able to have a greater level of cultural understanding.

4. *Most of the content produced on the internet (50%) is in English. So knowing English will allow you to access to the incredible amount of information which may not be otherwise available!*

*Although learning English can be challenging and time consuming, we can see that it is also very valuable to learn and can create many opportunities!*

After the students read, they were asked to write by answering the question: ***“According to your opinion, why is English an important language in business?”***

To the first step, the students were asked to read the passage word by word and sentence by sentence carefully. Based on the theory of cognitive reading model, the students needed to understand at the word and text level. To this step, the students only know what they read and if they do not know meaning of the words, they were allowed to use bilingual dictionary and they could note down the meanings. Moreover, as most of them did not know the meaning of some words, the teacher translated them into the mother tongue language for the students. Saraceni (2001) said that this step of reading was intelligibility which is word level recognition.

After students had acknowledged the meaning of words in the passage, they were asked to tell what they had translated the text aloud in order to check their understanding in plenary. This activity enables students to check whether all the entire students of the class have the same understanding of the text means and meaning of the words used in the passage. However, cognitive reading model is only the first step. Based on the step, the students have just acknowledged the meaning of the passage at words level but not by the deep understanding.

Then, the second reading step was

employed. In this step, the students were motivated to be impressed on the text so that they could express their emotion and feeling to what they read and to illustrate for themselves. Hence, they were encouraged to link their experiences and / or background knowledge together as shown from paragraph 1 to 4, the students were impelled to imagine that they work in the office and English is used as a means of communication in the work places. Moreover, all of colleagues speak English to communicate with each other, or when the students have to contact or go on business trip, they also have to speak English with people around the world. Furthermore, they have to use English in their real lives or every surrounding, for example, when they read the labels of products or various topics on the Internet in English.

To imagine, the students illustrated their ideas of what they read and how they felt in English used in the surrounding in order to comprehend with text. According to Saraceni (2001), he pointed out that the readers should motivate their comprehensibility and interpretability to appropriately and pragmatically understand of the writers' meaning, utterance, etc. This action shows up when students were blending the texts with feeling, emotion and idea to understand the text.

However, there are still some limitations of this reading model.

Firstly, the theory is not strong enough to replace the objective notion of a text as a container of meaning. Secondly, it may be hard to know what exactly is being taught by this approach. Finally, the expressive reading model seems to be related primarily to the domain in literary reading. It cannot be generalized well with reading the text. So, the social cultural reading model will refer to how to read the text and help students to interact with the passage appropriately.

Regarding learning behavior, students were able to comprehend much more about the text or passage. Then, they were asked to re-translate the reading text by inserting real social situation when English is spoken in their real lives. By asking the question, the students were motivated to answer “Why is English an important language in business?” To the question, the students had to relate the reading text to their real situation in order to share their opinion in class. For this step, the students had to express their idea by writing.

First of all, the students were asked about the use of English in business by brainstorming and the writer (teacher) asked the students to share three reasons so that they help each other in plenary. Moreover, it was easy to teach them by following the steps of writing process.

## 2. Writing Process

Kroll (1991) said that when writers have composed texts either at sentence level or paragraph level, even though those who summarize the texts, they have to use the writing process. It means that every purpose of writing counts on writing process. According to

Hedge (2000: 302) “writing is the product of employing strategies to manage the composing process, which involves number of activities said as setting goals, generating ideas, organizing information, selecting appropriate language (planning), drafting, and re-writing: revising and editing.” Reid (2000) added that the writers can re-write when they want to edit the text. To this view, it means when the writers compose the text, they do the steps of writing process which will be respectively described as follows.

### 2.1 Planning

Planning is defined as setting the purpose of writing, the organization of the text and proper writing style. It is a stage in which writers work in notes as setting a goal and generating ideas before writing a draft. Consequently, planning is to review the point which writers also think of the new ideas and the way to organize and compose the texts (Hedge, 2000). Wehmeyer (2012) added that in case of writing the opinions, planning is actually occurred at the first stage in which those who will compose the texts also have pre-writing stage such as reading to understand the content of the original text, Furthermore, writers plan their drafts by taking note and writing an outline so that the writers can organize their ideas to arrange the important details of their own texts. Additionally, Palmer, Hafner & Sharp (1994) point out that planning helps those who will compose the text are ready to write and it is a preparation for the next stage. In addition, planning before composing helps the writers what they will write and achieve the information from texts clearly. Celce-Murcia & Olshtain (2000) mentioned these ideas by saying that planning stage is important in breaking the

writing barrier since it helps writers gain the information for composing texts. Consequently, it is obvious that planning enables writers to follow their ideas, to think and to make notes, semantic maps or flowcharts. Additionally, they can make flexible plans and use a variety of techniques to write the first draft (Harris, 1993).

The first step of writing, the writer (teacher) himself guided writing of introduction for the students:

English is fused for communication in globalization.

English is lingua franca  
in the world

English is the easiest language

- Business English has its terminology.

Words used in business

Particular words

Examples: 1 \_\_ 2 \_\_ 3 \_\_

- Business English is easier than other English subjects.

- Vocabulary: Spoken and Written \_\_\_\_\_

- Conclusion: - *Business English is English for Specific Purpose (Esp.)  
used in office.*

The writer asked his students to write mind map as a planning stage. Then, he asked his students to write their own first draft which is the second stage which is explained below.

## 2.2 Drafting

After the planning stages, the writer asked students to transfer mind map, note and outline into paper writing. This stage, the students also develop their papers as the first draft. This means their maps, notes, outlines are composed into paragraphs which are the first draft or body

*“In the past, general English is important however English is now divided into various subjects, Business English which is a part of socio-linguistics and it is important in work as follows.”*

With reference to planning stage, the students were elicited to answer what is the importance of English used in business? To this, they helped each other to tell three points of importance of Business English. Then, they wrote on the board.

of writing (Northan, 2011). (See Appendix 1) (Reid, 1993); (Rackham & Bertagnalli, 1988) and Pappas, Kiefer & Levstik (1995: 216) state, “Drafting involves attempts to create or construct a whole text.” Kennedy, Kennedy & Smith (2000) support that writers draft in order to create paragraphs and to complete the paper. It is seen that drafting is a writing process, the writers transform their plans into complete texts (Harris, 1993). Then, drafting enables the students to move to the next steps below.



### 2.3 Re-writing

After the students wrote their drafts, they were asked to re-read their papers in order to check what points should be developed and then write the drafts, the second draft and so on.

According to Reid (1993), he said that when writers edited their texts, they might add some important information from the original text into the drafting papers. Moreover, they also re-organize and re-write what they wrote. It is said that re-writing is another step of writing process which enables the writers (students) to shape and organize their papers (Kroll, 1991). Langan (1987) supported that, when the writers finished their writing texts, they actually improve their texts in term of language and important detail. According to Smith & Bernhardt (1997), they divide the re-writing stage into two activities i.e. revising and editing as follows.

#### 2.3.1 Revising

Northan (2011) mentioned that revising in the students' writing means that the students add their own new ideas and / or information into their papers (**See Appendix 1**). Hedge (2000: 302) says, "The writers re-read, look back at their own texts and then think about how to express the next set of ideas." Thus, after writing part of the draft, the students also review what they wrote and add more details in their papers. By considering the nature of revising, the writers can re-arrange the new information after they finished their drafting. Moreover, the writers re-think, re-make, re-construct or re-create their texts. (Pappas, Kiefer & Levstik, 1995). The students should do the step for correcting words and grammar mistake which is described in editing stage.

#### 2.3.2 Editing

Editing is a writing process which the students used for shaping the language such as grammar points of their papers. Tribble (1997) supported that writers (students) will re-read what they wrote and make corrections for grammatical accuracy. Moreover, they will shape the words and the sentence structures. According to Pappas, Kiefer & Levstik (1995) said that editing is to clean up the draft and/or the first draft so that the message or information is stated in the most comprehensible way using the most appropriate language possible. They continued that editing is the ability to replace one word with another in order to make it fit better or clearer. Actually, skillful students, who compose the texts, know that they need to read their papers carefully to check errors such as word spelling, punctuation, structure, word choice, etc. (Harris, 1993). Palmer, Hafner & Sharp (1994) added that, during editing, the students (writers) should consider language mistake, the conventions of the language, syntax, and structures which should be analyzed and corrected (**See Appendix 1**).

Then, the students were asked to re-write their complete papers into the second draft and they were requested to do re-writing so that their papers are completely written papers (**See Appendix 2**). After the students finished the correcting of language used, they could re-write: revising and editing into the third draft and so on.

### Conclusion

The students' writings by sharing their opinions are able to apply three reading models



as the first step in order to motivate the students' thinking skill to share their opinions before composing the papers. Then, the students have interaction with the article read and they are motivated to share their opinions about the article by asking the students to talk about their idea in plenary and the teacher ask them to tell the important information of article

read before they compose their papers Moreover, the teachers should help their students to write as the teachers are scaffolders or facilitators in writing class. Then, the writing process is used to train students so that the students' writing will be well organized and the completely composing papers.

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### Appendix 1: The students' draft.

previous time                      for                      but

~~In the past~~, general English is popular ~~of~~ learning ~~and~~ they are several occupation in the present.

the people in

Divided into several type of English and it is needed for

Therefore, English, it is focusing on English for Specific Purpose (ESP). Thus, Business English is a part of

is

now

ESP which concerned with socio-linguistics and it is important in work as following.

English is used for communication in globalization, because n the world language with various but English

and it is a Lingua Franca. Moreover, the people around the world use English to communicate to each other.

is the international language because English is easiest language make international communication is

Particularly, English is important for the people who work in business for making connection.

easier and communication in organization is easier too.

Its

which is

Business English has it terminology. To this, Business English is a part of ESP different from English for every day (everyday)

Therefore, it has terminology for the workers to know and --

communicate

life. Business English used to communication with employee in the companies. or other businessman.

is

in learning to know

Thus, learning Business English interesting and it can help effective communication than terminology

concerning with Business field. as "return cheque, good will, stock, etc.

such as English for Engineer, Pharmacist, Doctor, etc.

Business English is easier than others English The reason is that vocabulary in Business English is not

more generally used among the people both spoken and written language.

difficult it because they are spoken and written. We don't need to learn deeply in the language because

Furthermore, we do not need to learn deeply in linguistics details.

vocabulary is easy to understand such as check return business plan, black list, bonus certification.

Business English is an English for specific purpose, however it is used in the large group of people.

Additionally, it is the mostly use in everyday living (life) too.

## Appendix 2: Students' complete draft.

In the past, general English is popular for learning but there are several types of English course and it is needed for the people in several occupation in the present. Therefore, English is now focusing on English for Specific Purpose (ESP). Thus, business English is a part of ESP which is concerned with socio-linguistics and it is important in work.

English is used for communication internationally and it is a Lingua Franca. Moreover, the people around the world use English to communicate to each other. Particularly, English is important for the people who work in the business field when they need to make connections.

Business English has its terminology. To this, Business English is a part of ESP which is different from English for everyday life. Therefore, it has terminology for the workers to know and to communicate with colleagues in the companies. Thus, Business English is interesting in learning to know terminology concerning with Business field.

Business English is easier than other types of English such as English for Engineer, Pharmacists, Doctors, etc. The reason is that vocabulary in Business English is more generally used among the people in both spoken and written language. Furthermore, we do not need to learn deeply in linguistics details.

Business English is English for specific purpose, however it is used by the large group of people. Additionally, it is mostly used in everyday life too.



**Charisopon Inthapat** received his Master Degree in Applied Linguistics in English Language Teaching from King Mongkut's University of Technology Thonburi and Bachelor Degree in Business Administration in Accounting of Siam University. In past, he was lecturer at five universities; King Mongkut's University of Technology Thonburi, Bangkok university, South East Asia university, Sripatum university (Chonburi) and Payapiwat Institute of Management and British American Language Institute. Present, he is English lecturer at Panyapiwat Institute of Management (PIM).