

**THE DICTOGLOSS APPROACH: AN APPLICATION
TO SRINAKHARINWIROT UNIVERSITY ENGLISH MAJORS**

**A THESIS
BY
SUCHITRA ARAYAPHAN**

**presented in partial fulfillment of the requirements
for the Master of Arts degree in Teaching English as a Foreign Language
at Srinakharinwirot University**

April 2004

Copyright 2004 Srinakharinwirot University

A THESIS

THE DICTOGLOSS APPROACH: AN APPLICATION
TO SRINAKHARINWIROT UNIVERSITY ENGLISH MAJORS

By

Ms. Suchitra Arayaphan

The Graduate School has approved this thesis as partial fulfillment of the requirements
for the Master of Arts degree in Teaching English as a Foreign Language
of Srinakharinwirot University

Naraporn Havanon
.....

(Associate Professor Dr. Naraporn Havanon)

Dean of the Graduate School

April 2004

Oral Defense Committee

Tipa Thep-Ackrapong..... Chair

(Assistant Professor Dr. Tipa Thep-Ackrapong)

Tuenjai Chalermkit..... Co-advisor

(Mrs. Tuenjai Chalermkit)

Nitaya Suksaeresup..... Reader

(Dr. Nitaya Suksaeresup)

Robert Rees..... Reader

(Mr. Robert Rees)

ACKNOWLEDGMENTS

I would like to express my sincere gratitude and deepest appreciation to Assistant Professor Dr. Tipa Thep-Ackrapong, the chair of this thesis for her advice, support, and encouragement, especially for the permission to try out this experimental study in the English major classroom at SWU. This research would not be possible without her wise guidance, and academic expertise.

My special thanks and deepest appreciation are given to Mrs. Tuenjai Chalermkit, my co-advisor, who kindly provided valuable advice, comments and support. I feel very fortunate to have had the opportunity to work with her.

I would like to extend my sincere thanks to Dr. Nitaya Suksaeresup for her insightful critical reading of my work. Also I am grateful to Mr. Robert Rees, for his productive comments. My special thanks are given to Mrs. Tuanta Laosooksri for her fruitful advice and comments on the questionnaire used in this study. Thanks are given Miss Paweena Jaruteerapan and Mrs. Jatuporn Luasanook for their commitment as the raters for this study. In addition, my thanks is given to Miss Rueng-u-rai Amornchai, for her guidance on statistical analysis in this study. Without their help, this study would still be incomplete.

My warmest thanks are extended to all the 16 students at SWU for their willingful participation. Their cooperation made this study a successful experience. Also special appreciation is presented to Mr. Kiattisak Pinlawart, the principal and all of my colleagues at Muangthalang School, my elder sister, and nieces for their untiring spiritual support.

Suchitra Arayaphan

TABLE OF CONTENTS

Chapter	Page
1. INTRODUCTION	1
Background	1
Research Objectives	4
Null Hypotheses	5
Significance of the Study	6
Scope of the Study	6
Definitions of Terms	6
2. REVIEW OF THE RELATED LITERATURE	9
EFL Learners' Problems in Writing	9
Writing Process	10
The Strengths and Weaknesses of the Writing Process	12
Applications	13
The Dictogloss Approach	15
Writing Assessment and Giving Feedback	18
Writing Assessment and Rating Scale	18
Giving Feedback	21
3. METHODOLOGY	24
Participants	24
Experimental Materials	24

TABLE OF CONTENTS (CONTINUED)

Chapter	Page
Instruments.....	26
Procedures.....	28
Data Collection.....	29
Data Analysis.....	30
4. FINDINGS.....	33
5. CONCLUSION AND DISCUSSION.....	54
Summary of the Study.....	54
The Research objectives and the Findings.....	55
Discussion.....	58
Application.....	65
Limitation of the Study.....	66
Suggestions for Further Studies.....	66
REFERENCES.....	67
APPENDICES.....	72
APPENDIX A.....	73
APPENDIX B.....	76
APPENDIX C.....	101
APPENDIX D.....	110
APPENDIX E.....	164

LIST OF TABLES

Table	Page
1. The Inter-rater Reliability of Test 1 and Test 5 Scores by the Two Raters	35
2. A Comparison of Test 1(pre-test) and Test 5 (post-test) Mean Scores	36
2. The Inter-reliability of the Mean Scores of Tests 1-8 by the Two Raters.....	37
4. A Comparison of the Mean Scores of Tests 1-4 and that of Tests 5-8.....	38
5. A Comparison of Writing Component Mean Scores between Test1 and Test 5.....	41
6. A Comparison of Different Writing Abilities of High Performers, Moderate Performers, and Low Performers in Test 5.....	44
7. An Analysis of the Mean Score the Participants' Attitudes toward the Dictogloss Approach.....	49
8. An Analysis of the Correlation between the Four Post-test and the Participants' Attitudes toward the Dictogloss Approach Mean Score	53

LIST OF FIGURES

Figure	Page
1. A Comparison of the Mean Scores of Tests 1-4 and Tests 5-8.....	9

CHAPTER 1

INTRODUCTION

Background

Writing, a productive language skill, is highly valuable. In studies, students are required to write reports, essays, research, and answers in their examinations. In work, staff are required to write reports, business letters, manuals and more. In brief, competence in writing is essential for both studies and careers.

However, English writing is challenging for most Thai students in Thailand. One of the reasons is that writing is a difficult task. To be successful in writing, students need to have linguistic knowledge as well as ability to generate ideas. Then they must learn how to organize the ideas in a paragraph or an essay. These tasks are probably too challenging for most Thai students.

In writing research, Murray (1980) and Flower and Hayes (1981) recommend teaching writing as a process, which has some significant features as follows.

1. The writing process, a process of discovery, is composed of three stages: prewriting, writing, and rewriting. In the prewriting stage, the writer focuses on the subject, audience, and style of writing, then research for ideas, note taking and outlining, title writing and lead writing. In the writing stage, the writer produces the first draft for content and multiple drafts. In the rewriting stage, the writer reconsiders the overall writing again and then editing (Murray, 1980).

2. The writing process is a hierarchically organized, goal-directed, and problem solving process. In the writing process, the writer needs to plan the organization, set

the goals of writing, and solve the problems such as how to form letters, punctuate and spell, and construct suitable written sentences (Flower and Hayes, 1981).

Hedge (1988: 5) believes that in writing an English text, ESL / EFL student writers need English language knowledge, writing strategies, styles of writing, content, and ideas from the reading source texts or other materials to compose their work. She also advocates the model of writing as a process which characterizes writing as a recursive activity in which the writers move backwards and forwards between drafting, revising and re-planning. In this model, writing as a process starts when student writers are motivated to write. In the prewriting stage, students begin to search for interesting subjects and also consider the purpose and the audience of the writing, collect some specific ideas, and make a plan and outline for their writing. To fulfill their plans, the student writers research information and ideas from source texts or other resources by making notes. In the writing stage, the student writers produce their first draft for content, and multi-drafts later. In the rewriting stage, the student writers revise, re-plan, and redraft until they are satisfied with their writing. Editing and getting ready for publication is the final task.

The writing process should be an appropriate and challenging learning style for Thai university students to attempt. It offers the learners the opportunity to write on the topics they prefer as well as challenging the learners' abilities to complete their work.

A teaching approach that can lend itself to the writing process is the Dictogloss Approach. Wajnryb (1990), who created the Dictogloss Approach, describes the approach as an integrated language skill which aims at supporting student writers with direct experiential learning to write a coherent text with accurate use of structures and the

right level of language use. The Dictogloss Approach has special stages of learning writing as follows:

1. Lead in the Dictogloss lesson: at this stage, some key words, phrases, and text type structures all of which will be useful when learners compose a text are introduced. In other words, this process prepares the student writers with linguistic knowledge.
2. The Dictogloss stage: at this stage, the students are exposed to a model paragraph through listening, and then they have to recall the main idea and details they have heard. This activity supports the student writers with not only the content to reconstruct the text but also the experience to improve their listening skill.
3. The reconstruction, analysis, correction, and evaluation stage: at this stage, a group of three members learn to share ideas and negotiate to reconstruct a complete text which has the same theme as the original one. They also learn the language as they evaluate the peer's written text. They act as writers and readers. These activities support student writers with experience before they start writing on their own topics.

In short, the Dictogloss Approach, an integrated language teaching approach, not only provides linguistic knowledge, contents, rhetorical patterns, text organization, and experimental writing but also promotes collaborative learning and peer editing. Through the Dictogloss Approach writing process, the students at university level will improve their writing competence.

Research Objectives

The major objectives of this research were as follows.

1. To compare the pre-test and post-test scores of the second-year English majors at Srinakharinwirot University in writing before and after learning writing based on the Dictogloss Approach.
2. To study the second-year English majors' attitudes toward the Dictogloss Approach instruction.

In this quasi time-series research, eight essay tests (tests 1-8) were designed for the participants to write the first four tests before the treatment and the rest after the treatment. To fulfill the two majors objectives, the objectives were as follows.

1. To study if there was any development in the writing quality of second-year English majors before and after learning writing based on the Dictogloss Approach.
2. To study if there was any difference between the average of the mean scores of the four pre-tests before the treatment and that of the four post-tests after the treatment. In other words, to compare the average mean scores of tests 1-4 and that of tests 5-8.
3. To find out if there was any discrepancy in term of writing components such as content, organization, cohesion, vocabulary, grammar, punctuation, and spelling found in test 1 (before the treatment) and test 5 (after the treatment).
4. To study the writing quality of the high performers, moderate performers and lower performers to see if there was any discrepancy in term of those writing components.

5. To study the second-year English majors' attitudes toward the Dictogloss Approach -- the Dictogloss procedures, learning and teaching writing based on the Dictogloss Approach, and materials provided in the experiment. In other words, to find out if there was a correlation between the participants' attitudes toward the Dictogloss Approach and the mean scores of the four post-tests.

Null Hypotheses

1. There was no significant difference between the pre-test (test 1) and the post-test (test 5) scores of the second-year English majors.
2. There was no significant difference in the tendency of writing skills of the second-year English majors between mean scores of tests 1-4 and that of tests 5-8.
3. There was no significant difference in term of writing components such as content, organization, cohesion, vocabulary, grammar, punctuation, and spelling found in test 1 and test 5 essays by the second-year English majors.
4. There was no significant difference in writing quality of the high performers, moderate performers and low performers in terms of writing components in test 5 essay after the treatment.
5. There was no correlation between the second-year English majors' attitudes toward English writing instruction based on the Dictogloss Approach and mean scores of the four post-tests.

Significance of the Study

The results of this quasi-experimental study are to encourage teachers to implement the Dictogloss Approach to teach paragraph or essay writing in their classrooms. Moreover, the research results can be adapted to teach other language skills such as listening, note taking.

Scope of the Study

Participants

The participants were the second-year English majors at Srinakharinwirot University, in Bangkok. The 16 participants were studying EN 231: Basic Writing in the second semester, of academic year 2003. They were purposely sampled. The quasi-experimental study lasted 24 hours.

Variables

1. Treatment variable: Teaching writing composition based on the Dictogloss Approach
2. Dependent variable (Assigned variable): Second - year English majors' competence in writing composition improved

Definition of Terms

1. **Dictogloss Approach** refers to the approach of teaching students to write a paragraph by carrying out five steps of teaching as follows:

1. Lead in the Dictogloss lesson: some key words, phrases, and verb tense from

the model text are introduced to the students.

2. The Dictogloss procedures: listening to the model text read by a native speaker two times for the students to get the main idea. While listening, they jot down some key words, then sit in groups of three or four and reconstruct what they have heard into a paragraph again aiming at the same theme as the model. Each group writes the text on a big size white paper provided, analyzing and correcting it. Then each group posts their work on the board to compare with the other groups' writing and the original. At this stage, the students are required to evaluate the other groups' paragraphs to check theme, content, grammar structure, vocabulary, spelling and punctuation.
3. The model text analyzed: the model text is analyzed to study paragraph structure, a rhetoric mode, and text organization.
4. Additional study and practice: some reading source texts and extra exercises are provided for the learners to study, answer the questions, and practicing writing.
5. Writing stage: the students begin to write a paragraph by choosing a topic from the choices given.

2. **Model text** refers to the text used in the listening task in the Dictogloss procedure, which is read by the native English speakers and recorded. The model text is composed of five to ten sentences based on Watson-Reekie's (1982) suggestions. The model text provides the learners to exposure with seven writing components, content, organization, cohesion, vocabulary, grammar, punctuation, and spelling.

3. **Tendency**, in this study, refers to the average mean scores of the four pre-tests and that of the four pos-tests. One of the research objectives was: to study if there was any difference between the tendency, the average mean scores of the four pre-tests and the average of the four post-tests.

In summary, the major objectives of the current research were to study second-year English majors' competence in composing paragraphs based on the Dictogloss Approach instruction as well as their attitudes toward this approach. If the Dictogloss Approach really helps the learners improve their writing ability, this approach should be applicable to writing classrooms in primary, secondary, college, and university levels.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

The review of the related literature is divided into three parts. The first part concerns EFL learners' problems in writing; the second deals with the writing process, the strengths and weaknesses of the writing process, and application; and the third part concerns the Dictigloss Approach followed by writing assessment and giving feedback, writing assessment and rating scale, and giving feedback.

EFL Learners' Problems in Writing

Writing is believed to be the most difficult task for native and non-native learners alike. For Thai student writers at all levels, essay writing is a problematic task. There are at least three main problems.

The first problem deals with Thai student writers' lack of composing competence because teaching English in Thailand is treated as mass education. An English teacher at a secondary level has a big class of 50-60 students and many administration tasks to run. For example, most of the time, the teacher concentrates on teaching speaking, listening, and reading. There is little time devoted to writing practice. The best an English teacher can do is to assign tasks requiring little writing such as filling in the blanks, combining sentences, and writing to answer questions. Essay writing is practically ignored. As a result, Thai students do not have good composition skills.

The second problem deals with the lack linguistic knowledge such as vocabulary,

grammatical structure. As Chinawong (1999) found that most Thai university students still needed to have the knowledge of vocabulary and grammatical structure to write academic papers successfully. Therefore, preparing EFL learners language knowledge before allowing them to write texts will enhance them to create quality writings.

The third problem deals with different rhetorical patterns between Thai and English. For example, in a Thai rhetorical pattern, the thesis statement or topic sentence is usually put in the final position (inductive writing) while English writing the thesis or topic is usually put in the initial position (deductive writing). For example, in a Thai text, the author discusses the subject matter immediately without a thesis statement. Then at the end, the author's purpose of writing is revealed. With a delayed introduction of purpose in Thai writing style, an essay seems to be incoherent to the English readers (Hinds, 1990: 89-109).

In brief, the lack of composing competence, linguistic knowledge, and different concepts between Thai and English writing rhetorical structure cause Thai learners to have problems in writing English paragraphs and essays.

Writing Process

The writing process, which emphasizes the development of cognitive skills through the process of writing, is recommended to replace the traditional approach, which places an emphasis on the written product. The writing process encourages student writers to compose a text as follows:

1. Goal- directed. In the writing process, the student writers are encouraged to

set goals for their writings before planning.

2. Multiple drafts. “Multiple drafts--writing and re-writing,” is Murray’s (1980) idea to advise writers that they can start writing again and again until they feel satisfied with their work. Writing should consist of a series of full drafts and multiple drafts. The early drafts are to “discover” content, and the later ones are to be refined for publication.

3. A cursive writing. The writing process is a recursive process by which the writer can return to various stages of text production to create better writing (Perl, 1980).

4. The interaction of reading and writing. According to the research, reading helps writers to improve their writing abilities. Additional reading is more effective in improving writing than practicing combining grammar structures (Stotsky, 1983).

5. Collaborative learning. Collaborative learning is a significant way to help students generate ideas, and plan their writing. Moreover, collaborative learning can reduce students’ anxiety when they have to write individually.

6. Peer-editing. The aim of the writing process is to shift from the stage of writer based to reader-based (Flower 1979). The writer needs an audience or a reader to read their work. Therefore, a reader can perform two duties, as an audience to reflect on the writer’s work and as an editor to do proof reading. It should be noted that the writing process provides clear concepts and aims of text composing for learners.

In sum, the writing process provides a possible and secure path for student writers to write with goal setting, multiple drafts, a recursive writing, the interaction of reading and writing, collaborative learning, and peer –editing.

The Strengths and Weaknesses of the Writing Process

The writing process has been widely criticized for its strengths and weaknesses by two groups of researchers since it was applied to teach writing in L1 and L2 classrooms. The researchers who advocate this approach describe its strengths while others who have negative views discuss its weaknesses.

According to Hairston (1982), and Zamel (1982), there are at least four strong points in this approach. Firstly, the basic concept of the writing process emphasizes writing for communication with an audience in mind. Secondly, this process teaches learning strategies for invention and discovery by encouraging learners to explore a topic in depth. Thirdly, the activities in the writing process benefit the learners. The students can choose the topic they want to write about while classroom activities involving other students such as brainstorming can provide sources of material for writing and reduce students' anxiety when they compose a text individually. Moreover, peer feedback in which students make comments on each other's writing is regarded as a useful part of the writing and learning process. Finally, the instructor acts as a facilitator to help learners generate ideas and set goals for their writing.

However, Horowitz (1986) criticizes the concept of this approach, "Writing is rewriting" cannot assist learners to have writing proficiency and the writing process, a time consuming approach, does not fit students in a university in terms of writing for examination. Caudery (1997: 5) points out that the writing activity requires learners and a teacher to work hard. A teacher needs to make fuller comments on text in giving feedback and also has to think more deeply about the text on which he / she gives advice. Another weak point is 'time' which both learners and a teacher have to spend

in the writing activity and giving feedback. Finally, L2 student writers may have greater difficulty in applying techniques such as invention strategies because L2 learners lack extensive linguistic knowledge and high writing competence.

In summary, the writing process was criticized for time consumption, workload, and an unworkable process to support the learners in writing proficiency.

Applications

The writing process approach is widely accepted in teaching in L1, L2 and EFL classrooms. The framework has been applied to many aspects such as composing process, composing competence, the use of first language in the second language writing, process –oriented teaching, writing strategies, planning, translating, direct instructions in the writing process, and writing process model. The following literature reviewed emphasizes the application of the approach and its findings.

Zamel (1982: 199) conducted research to find out whether the student writers' compositional process affected their writing or not. The participants were eight university level proficient L 2 writers, one of whom was a graduate student. Her data consisted of interviews about her participants' writing experiences and behaviors, which were related to the writing process and their multiple drafts for the production of one essay each. Zamel found that the competence in the composing process was more important than linguistic competence in the ability to write proficiently in English and that when students understood and experienced writing as a process, their written products would improve.

Urzua (1987) wanted to explore benefits of process –oriented teaching with L2 writers. The informants were two fourth graders and two sixth graders. The data consisted of transcripts of peer response sessions, weekly compositions and twice-weekly dialogue journals. She found that the children acquired three significant compositional skills: a sense of audience, a sense of voice and a sense of power in language over six months' time.

Friedlander (1987) tested the hypothesis that ESL writers would be able to plan more effectively and produce texts with better contents when they were able to plan in the language related to topic-area knowledge. In this study, 28 Chinese-speaking subjects at Carnegie Mellon University responded to two letters personally addressed to them. In their responses to one letter, they were asked to generate a written plan in their native language and in the other they were asked to plan in English. The findings indicated that using topic-related language to plan content resulted in better planning and better composition. Moreover, translation did not constrain writers, either in time or quality when student writers produced L2 texts.

Lhumdup (1997) used the writing process model as an instructional strategy for the improvement of writing instruction at the junior high school level. In the research, there were four English language instructors and the data were based on teachers' reflections and students' feedback. The results of the study indicated that the writing process modal could bring a radical change to teaching of writing and that the students were supportive of this model. The model proved to be a useful strategy in providing specific and easy directions to teach writing both at the primary and lower secondary levels.

Kamimura (2000: 1- 25) had done the research to find out whether product-oriented knowledge and composing process skills are both necessary or whether either one of the two sufficient in order for EFL students to become skilled writers in EFL. The informants were 35 Japanese college students. The skilled Japanese EFL writers possess more developed knowledge of formal aspects of English academic writing as well as more sophisticated composing process strategies than unskilled writers.

In summary, there were several findings in the writing process. Competence in the compositional process was more important than linguistic competence in the ability to write proficiently and if students understood and experienced writing as a process, their written products would improve. Writing strategies affected writers' rhetorical structure but linguistic competence did not affect composition competence among second language writers. Process-oriented teaching with L2 writers were beneficial. Using topic-related language to plan contents resulted in better planning and better composition. Translation did not constrain writers, either in time or quality when student writers produced L2 texts. Using a writing process model in teaching writing proved to be useful.

The Dictogloss Approach

The Dictogloss Approach provides student writers a unique language learning approach as follows:

1. Linguistic knowledge. Some grammar structures and vocabulary related to the content are introduced to the learners.
2. Content or model text. The content or model text, prepared by the teacher, is a sample of a rhetorical mode. The student writers learn the content through

listening and then reconstructing it into a complete text. By this means, the students learn the paragraph structure and text organization.

3. Integrated language skills and experiential writing. The Dictogloss procedures require the learners to listen to the model text and then reconstruct (write) it in a complete paragraph. Next, the learners have to read another group's writing in order to evaluate it. After that, the learners have to explain (speak) the good and weak points of the text.
4. Collaborative learning. The Dictogloss Approach requires the students to learn in a group of three or four in order to do the task of reconstructing the text, evaluating other groups' writing, explaining the good and weak points of the texts.
5. Peer-editing. In the evaluating stage, the learners act like an audience or readers to reflect the good or bad point of the writing and as editors to edit the text.

There are some researchers and teachers who view the Dictogloss as an appropriate teaching approach to teach EFL learners writing.

Nunan (1991: 28 - 29) points out that the Dictogloss Approach provides a useful bridge between bottom-up and top-down listening strategies. In the first instance, learners are primarily concerned with identifying individual elements (words, phrases, or sentences) in the passage read by the teacher, a bottom-up strategy. In the latter instance, this method requires learners in the classroom to interact with each other in small groups so as to reconstruct the text, a top-down strategy. In the reconstruction, analysis and correction stages, learners bring their existing knowledge to complete their task. They also learn language from their peers. The Dictogloss Approach employs the

principle that two heads are better than one. Through collaborative learning, even low-level learners are able to out-perform their competence.

Llewelyn (1989) has done the research focusing on the debate about the place of grammar in language learning which contrasts the non-interface position (where grammar is considered a non-helpful part of learning) with the interface position (where explicit grammatical consciousness-raising is seen as advantageous to the language learning of adult students). He argues the strength of the Dictogloss procedure is that it allows learners to work through grammatical processes.

Kidd (1992:49) comments that the Dictogloss Approach provides the learners the real language acquisition. The procedures treat learning as a matter of active involvement, and it promotes considerable communication and group interaction among students.

Murray (2001) employed the Dictogloss Approach to teach her students in the classroom and what she found particularly valuable and interesting was how the peers worked collaboratively to reconstruct a text together. The comparison stage provided options as well as corrections and while the teacher may like to participate in this feedback, the activity has a strictly student-led rationale. She observed that the Dictogloss Approach was a less traditional dictation but a more authentic type of “information gap” activity.

In Thailand, there are some teachers using the Dictogloss Approach to teach grammar structures and listening but so far no researcher has conducted research based on this approach to teach writing.

In brief, many researchers and teachers support the Dictogloss Approach as a valuable way of teaching which provides the learners with linguistic knowledge,

content, compositional skills, text organization, collaborative learning, and experiential writing in the form of integrated language skills.

Writing Assessment and Giving Feedback

Writing assessment and giving feedback are the two activities that often occur after evaluating the learners' products. Both activities allow learners to see where they are as productive writers. Therefore, writing teachers need to choose an appropriate rating scale to assess the learners' written texts and give clear feedback to help the learners learn from their errors. In this section, a review of related literature deals with writing assessment and rating scale, and giving feedback.

Writing Assessment and Rating Scale

Writing assessment is a procedure for scoring the written products. The scoring procedures are critical since the score is ultimately what will be used in making decisions and inferences about writers. A score in a writing assessment is the outcome of an interaction that involves the test taker, the test, the prompt or task, the written text itself, the rater(s) and the rating scale (Hamp-Lyond, 1990; Kenyon, 1992; McNamara, 1996 cited in Weigle, 2002: 108). The important element in writing assessment is the nature of the rating scale that is used. The rating scale used in assessing writing tests represents the theoretical basis upon which the test is founded; that is, it embodies the test developer's notion of what skills or abilities are being measured by the test. In general, the rating scales, which are often employed to rate the test takers' writings, are holistic and analytic scoring.

Holistic scoring is assigned of a single score to a script based on the overall impression of the script. In the holistic scoring session, each script is read quickly and then judged against a rating scale or rubric scale. The holistic scoring is widely used in writing assessment because it is faster to read a script once and assign a single score than to read it several times. Holistic scoring is intended to focus the reader's attention on the strengths of the writing, not on its errors, in order that the writers are rewarded for what they do well (White, 1984, 1985 cited in Weigle, 2002: 112-114). A well-known example of holistic scoring rubric in ESL is the scale used for TOFEL Writing test.

Analytic scoring, which is the opposite of holistic scoring, rates the writer's product on several aspects of writing. The scripts might be rated on content, organization, cohesion, register, vocabulary, grammar, and mechanics, depending on the purpose of the assessment. The primary advantage of the analytic scoring scheme over a holistic scheme is that it provides more useful diagnostic information about students' writing ability. Some researchers (Francis, 1977; Adams, 1981; Weir, 1990; Hamp-Lyons, 1990; and Huot, 1996 cited in Weigle, 2002: 120) suggest that analytic scoring is more useful in rater training, as inexperienced raters can more easily understand and apply the criteria in separate scales than the holistic scale. Moreover, it is useful for second language learners to know which aspect of writing the writers are good at and which ones they are weak in. Analytic scoring can be more reliable than holistic scoring because additional items are added to a discrete-point test; therefore, a scoring scheme in which multiple scores are given to each script tends to improve reliability.

Analytic scoring, which is the best known and most widely used in ESL, was created by Jacob et al. (1981). In Jacob's ESL composition profile, the scripts are rated on five aspects of writing: content, organization, vocabulary, language use, and mechanics. These five aspects can be rated with different score points, up to what is focused, such as content 30 points, language use 25 points, organization and vocabulary 20 points, and mechanics 5 points. Another analytic scoring approach for second language writing assessment is a set of scales developed for Test in English for Education Purposes (TEEP) by Weir (1990: 69-70), which is composed of seven scales: content, organization, cohesion, vocabulary, grammar, punctuation, and spelling. Each scale is divided into four levels with score points ranging from 0 to 3. The first four scales are related to communicative effectiveness, while the other three assess accuracy.

To find out which type of scoring works more accurately and reliability to rate the learners' products, Freedman (1979) compared the holistic and analytic evaluations of college students and professional writers. He found that the professional writers were different from the college writers on the analytic scale but not the holistic scale. The college writers received approximately the same score regardless of the scale used, while professional writers consistently scored higher on the analytic scale. Weir (1990) noted that analytic scores were more reliable than holistic scores, even though there was no rater training involved in either of these studies.

In summary, holistic scoring is assigned of a single score to a script based on the overall impression of the script whereas the analytic scoring is assigned to rate on the several aspects of writing.

In this research, analytic scoring --TEEP by Weir (1990) was employed because the rating scale was clear for the participants to understand and they could apply it to

rate their peer's writing products as well as their own works. The TEEP rubric scoring was included in Appendix A.

Giving Feedback

Giving feedback to students' writing is not the end of teaching writing. Writing teachers should think of what errors the students produced in the written texts and how to deal with those errors to help them improve their writings.

Kroll and Schafer (1978) suggest that error analysis can be useful for classroom composition teachers. If teachers understand the path that leads to particular errors, they can effectively show the students how they came to make a particular mistake. When the students make sense of their errors, coming to terms with them as the result of consistent and understandable strategies, they are more likely to try to change.

Hendrickson (1980) advises that when a writing teacher decides to correct students' errors, a teacher should think of the following things:

1. Student's purpose and goals for communicating in writing: some writings need to be treated attentively such as writing research while a letter to friend requires less attention.
2. Students' writing proficiency: less advanced students need specific clues about their errors whereas the more advanced need indications where the errors are.
3. Error types and their frequencies: errors that impair meaning and occur frequently need to be corrected immediately.
4. Students' attitudes towards the nature of correction: students with more positive attitudes seek information actively on the correctness and appropriateness of one's efforts to communicate while students with low self-confidence in their writing ability

need a greater amount of supportive feedback. The best way to improve low self-confidence students is to give more credit for the content of their ideas rather than for the form in which they are expressed. When these students gain greater control in using the foreign language, the teacher can shift to other error-correction strategies.

Cohen and Cavalcanti (1988) conducted a survey to find: what language teachers focused on giving feedback on written composition in L1 university, EFL institute, and EFL university courses, what the students' attitudes and preference on the teacher's feedback were, and how students responded to the feedback. In the EFL university study, there were thirteen participants and one university teacher. Cohen and Cavalcanti found that the teacher emphasized all writing categories, with the emphasis on content and organization. The students reported their preference, six of the thirteen students would like their teacher to take more emphasis on content and vocabulary, five of them preferred more emphasis on organization, and vocabulary, two of them wanted more on grammar and mechanics. As for three students in this case study, the high and intermediate performers felt that the feedback they obtained was fine, however, the low performers wanted more emphasis on content, especially on the issues of creativity.

Fathman and Whalley (1990) conducted research to discover if classroom teachers' written feedback should focus on form or content. The 72 participants were the students who enrolled in intermediate ESL college composition classes at two different colleges. They found that grammar and content feedback, whether given alone or simultaneously, positively affect rewriting. The identification of the location of errors by the teacher appeared to be an effective means of helping students correct grammar errors. A majority of the students received higher scores on the grammar and contents of their rewrite than on their original composition without any intervention from the

teacher. Students whose errors were underlined and who were given general comments on content improved significantly in both grammar and content when they rewrote their compositions.

In brief, to give feedback to the students' written text, the writing teacher should know not only what the errors were and error analysis, but they should also know how to deal with the errors effectively in order to help the learners themselves learn from their errors to improve their writing.

In summary, in the review of the related literature, the first part discussed EFL learners' problems in writing. The problems, which most Thai students have, were writing competence, linguistic knowledge and text organization. The second part concerned the writing process, its strengths and weaknesses, and application. The writing process is widely accepted because it offers a thinking process and the topic options for students to write about. However, the writing process has some weak points such as its workload and time-consumption. The application of the writing process varies. If the learners have composing competence, their writing products will improve, and the writing process model can assist the ESL learners to write better. The third part concerned the Dictogloss Approach, writing assessment and giving feedback. The Dictogloss Approach was employed to teach the 16 participants writing in this study and the TEEP, analytic scoring, was applied to evaluate students' writing and students themselves used it as a measurement to improve their own writing. Some researches suggested that teacher's responses to students' writing in terms of giving supportive comments and effective feedback would help students improve their writing competence.

CHAPTER 3

METHODOLOGY

This chapter consists of the participants, the experimental materials, the instruments, and a description of procedures.

Participants

The participants of this study were 16 second - year English majors enrolled in the course entitled English 231: Basic Writing in the Faculty of Humanities at Srinakharinwirot University in the second semester of the academic year 2003. These samples were selected purposely in order to study their writing ability based on the Dictogloss Approach instruction.

Experimental Materials

In this study, four types of experimental materials were used--six Dictogloss lessons, the Dictogloss Approach, and Test in English for Educational Purpose, analytic scoring for second language writing assessment (Weir, 1990), and correction symbols of Hogue (1996).

1. The Dictogloss lessons were adapted from stories, events, and documents.

In each lesson, there was a model text used in the listening task, which was read by two native speaking teachers and recorded. Two reading source texts, related to the rhetorical mode, were also added in each lesson, aiming at assisting the students to understand the

rhetorical mode and the rhetorical pattern of the composing text. In addition, they assisted them to generate some ideas for their writing. The participants were taught to write six kinds of paragraphs as follows:

- an expositive paragraph,
- an illustrative paragraph,
- a process paragraph,
- a cause and effect paragraph,
- a giving definition paragraph, and
- an argumentative paragraph

Two professional experts examined the Dictogloss lessons before applying them to teach 16 third-year English majors as a pilot project in the first semester, 2003 at Srinakharinwirot University for 18 hours before trying it out with 16 second-year English majors in the second semester, 2003 at the same university. The quasial study lasted 24 hours. These lesson plans were included in Appendix B.

2. The Dictogloss Approach, a summary of teaching writing based on the Dictogloss Approach is as follows:

1. Lead in the Dictogloss lesson: Some key words, phrases, and verb tenses from the model paragraph are introduced.
2. Dictogloss procedures: students
 - 2.1 listen to the model paragraph
 - 2.2 reconstruct the paragraph
 - 2.3 analyze and correct the paragraph
 - 2.4 evaluate the other groups' paragraphs
3. Study the model paragraph
 - 3.1 paragraph structure

3.2 text type structure

3.3 how to write a paragraph

4. Study additional reading source texts and practice writing a paragraph based on the writing process.
5. Write a paragraph as required.

3. Test in English for Educational Purposes (TEEP) by Cyril Weir (1990), analytic scoring for second language writing assessment was employed to assess second- year English majors' writings. The TEEP is composed of seven scales of: (a) relevance and adequacy of content, (b) compositional organization, (c) cohesion, (d) adequacy of vocabulary for purpose, (e) grammar, (f) mechanical accuracy I (punctuation), and (g) mechanical accuracy II (spelling). Each scale is divided into four levels with score point ranging from 0 to 3. The first four scales are related to communicative effectiveness, while the other three are to accuracy. The full mark of each essay is 21 marks.

4. Correction symbol of Hogue (1996) was employed in this study. The correction symbol of Hogue and demonstrating writing assessment and giving feedback were included in Appendix C.

Instruments

In this study, two kinds of instruments were used.

1. The writing essay tests, tests 1-8 were used in this study to assess the students' writing before and after the instruction based on the Dictogloss Approach. The participants were required to write the essay tests 1, 2, 3 and 4 before the treatment and the essay test 5, 6, 7, and 8 after the treatment with the requirements of topics, words, time, and marks designed as follows.

1.1 Based on the research design (quasi time-series), the topic of test 1, 4,

and 5 was required to be the same as well as the amount of words, time and marks. The topic was: Why do you attend the university or college? with 250 words, 120 minutes, and 21 marks.

1.2 Based on the Dictogloss Approach, both tests 2 and 6 were designed for students to write through listening to the contents (work in a group of 3 students). Test 2 was “Book Covers” and test 6 was “The Declining Quality of Teaching.”

1.3 Tests 3, 7, and 8 were designed for students to express their ideas.

Test, topic, words, time and marks were presented as follows.

Test	Topic	Words	Minutes	Marks
Tests 1-4 before the treatment				
1	Why do you attend the university or college?	250	120	21
2	Book Covers	80	60	21
3	The Differences between Men and Women	250	120	21
4	Why do you attend the university or college?	250	120	21
Tests 5-8 after the treatment				
5	Why do you attend the university or college?	250	120	21
6	The Declining Quality of Teaching	80	60	21
7	The Importance of English for Thai Students	250	120	21
8	Do you agree or disagree about some of the university students (male and female) renting a room and staying together like a couple while they are studying in Bangkok?	250	120	21

The participants' writings of tests 1-8 and the essay scores were included in Appendix D.

2. A survey to evaluate the second-year English majors' attitudes toward the Dictogloss Approach --the Dictogloss procedures, learning and teaching writing based on the Dictogloss Approach, and material provided in the Dictogloss lesson. The survey was divided into two parts. The first part was composed of 20 questions with Likert's 5 rating scales. The students had to rate each statement according to their ideas and preference.

For example: Writing skill is useful for English majors:

5 = very much, 4 = much, 3 = fair, 2 = less, 1 = least

The second part was three open-ended questions asking students to express the ideas about the Dictogloss Approach --the strong and weak points of the Dictogloss Approach and what level this approach should bring to teach students. Two professors, in the Western Languages had checked and approved the questions in the survey before allowing five pilot students to rate it in order to check its validity. The survey was included in Appendix E.

Procedures

In this quasi-experimental design, one group time-series was employed. The participants were required to write the essay tests 1, 2, 3 and 4 to assess their writing ability before the treatment and tests 5, 6, 7 and 8 after the treatment to find if there was writing improvement.

The research design was presented. T = test X = treatment

One group time-series design

T₁ T₂ T₃ T₄ X₁ X₂ X₃ X₄ X₅ X₆ T₅ T₆ T₇ T₈

1. Data Collection

1.1 The data were collected from November 14, 2003 to February 13, 2004 from tests 1-8. The eight essay tests took place on the following dates:

Before the treatment		After the treatment	
Test 1	November 14, 2003	Test 5	January 30, 2004
Test 2	November 21, 2003	Test 6	February 6, 2004
Test 3	November 28, 2003	Test 7	February 13, 2004
Test 4	December 4, 2003	Test 8	February 20, 2004

After the participants had finished the first four writing essay tests, they were taught to write composition based on the Dictogloss Approach for 6 weeks. They were instructed to write composition focusing mainly on the following:

1. an expository paragraph,
2. a illustrative paragraph,
3. a process paragraph,
4. a cause and effect paragraph,
5. a definition paragraph, and
6. an argumentative paragraph

Each week, the instruction lasted for two and a half hours. After the treatment, the students wrote essay tests 5, 6, 7, and 8.

1.2 Two raters, who were experienced and qualified in teaching English, rated all essay tests by applying the Test in English for Educational Purposes (TEEP) writing scale. The TEEP profile evaluated writing under seven items: content, organization, cohesion, vocabulary, grammar, punctuation, and spelling, and each component was divided into four levels with score points ranging from 0 to 3 as the example below. TEEP writing scale and the result of rating.

TEEP scale	Cont 3	Organ. 3	Cohe. 3	Vocab. 3	Gram. 3	Punc. 3	Spel. 3	Total 21
Rater 1	3	3	3	2.5	3	3	2	19.5
Rater 2	3	2	3	3	3	3	2	19.

Participant's writing in test 5. (mean score 19.25)

I attend the university for several reasons. First of all, I attend the university because I would like to enrich my knowledge and broaden my view. Life in the university has given me many useful things. I get lots of knowledges and experiences that I had never got before. In addition, studying in the university is a primary step of life in the bigger society that is not only the campus. It helps me to prepare myself to be ready for my future life and my future career. Second, we cannot deny that educated people usually have good opportunities and have more choices than uneducated people. Educated people can get good jobs and good salary and they also have more chances to choose a better job than uneducated people. Therefore, I attend the university because I would like to get a good job and a good salary in order to earning my life and providing for my parents at my best. Finally, I attend the university because I would like to have a good quality of life. As I have said that educated people usually have good opportunites in life more than uneducated people, so I would like to have a good job and a good salary to improve standard of living of my family as most people do. In conclusion, I attend the university due to the fact that I would like to enrich my knowledge and broaden my view, I would like to be able to providing for my parents at my best, and I would like to improve my standard of living.

2. Data Analysis

According to quasi time-series, the 16 participants were assigned to write 8 essays tests, tests 1-4 before the treatment and tests 5-8 after the treatment. The topic of tests 1, 4, and 5 was designed to be the same in order to see if there was any writing development

after the treatment. Tests 2 and 6 were conducted by generating the content to participants through listening and then allowed them to write. The two qualified raters used TEEP (Weir, 1990) writing scale, to rate all 8 tests.

1. The scores of tests 1-8 were calculated to find the inter-rater reliability mean scores by the two raters. The data were analyzed by SPSS.

2. The t-test was applied in the statistical analysis to find a significant different between:

- 2.1 the mean score of test 1 and that of and test 5 to study if there was any development in writing quality of the second-year English majors before learning writing based on the Dictogloss Approach after the treatment

- 2.2 the mean score of tests 1-4 and that of tests 5-8 to study if there was any difference between the tendency before and after the treatment.

- 2.3 the mean score of each writing component: content, organization, cohesion, vocabulary, grammar, punctuation, and spelling found in test 1 and test 5, to find out if there was any discrepancy in terms of writing components.

3. The F-test was applied in the statistical analysis to compare: the mean score of each writing component produced by the high performers, moderate performers, and low performers in test 5, to see to see if there was any discrepancy in terms of writing components. The Scheffe method was applied to compare a group difference in quality writing run by SPSS.

4. The mean score of each question in the survey was analyzed and then the overall mean score of survey question and the four post-test mean score were compared to find out if there was a correlation between the participants' attitudes and the writing score.

Briefly, in this study, the participants were assigned to write eight essay tests, the first four tests before the experimental treatment and the rest after the experimental treatment. Firstly, two raters applied the TEEP rating scale to rate all the eight essay tests and then all tests scores were calculated to find inter-rater reliability. Secondly, the t-test was applied to find the significant difference between test 1 and test 5 mean scores; the mean scores of tests 1- 4 and tests 5 -8; and the mean score of each writing component in test 1 and test 5 essay. Thirdly, the F-test was applied to analyze the mean score of each writing component found in test 5 essay by the high performers, moderate, and lower performers. The Scheffe method was applied to compare group difference in writing quality. Finally, the mean scores of 20 questions in the survey about the participants' attitudes toward the Dictogloss Approach were analyzed and then compared the overall mean score to the four post-test mean scores to find a correlation between the attitudes and the writing improvement after the treatment.

CHAPTER 4

FINDINGS

In this chapter, the research findings are presented as follows.

The first research objective was to see if there was any development in writing quality of the second-year English majors before and after learning writing based on the Dictogloss Approach. The inter-rater reliability of test 1 and test 5 scores by two raters was calculated to find statistical reliability and the mean scores of both tests were compared to find the discrepancy. The result indicated that the second-year English majors drastically improved their writing skills after the treatment.

The second research objective was to study if there was any difference between the tendency --the average of the mean scores of the four pre-tests (before the treatment) and that of the four post-tests (after the treatment). The inter-reliability of the mean scores of tests 1-8 by the two raters was calculated to find statistical reliability and the mean scores of tests 1-4 and tests 5-8 were compared to find the discrepancy. The result revealed that the second-year English majors dramatically developed writing quality after learning writing based on the Dictogloss Approach.

The third research objective was to find out if there was any discrepancy in terms of writing components found in test 1 and test 5. The mean score of each writing component in test 1 and test 5 was compared to find the discrepancy. The result showed that the tendency of writing quality improved after learning writing based on the Dictogloss Approach.

The fourth research objective was to study the writing quality of the high performers, moderate performers and low performers to see if there was any discrepancy in terms of writing components. The three groups of performers' mean score of each writing component were compared to find if there was any difference. Regarding the t-test, the result revealed that the writing components employed by these three groups were significantly different.

The fifth research objective was to study the second-year English majors' attitudes toward English writing instruction based on the Dictogloss Approach. The survey mean score of each question was analyzed and then the overall survey mean score and the four post-test mean score were compared to find a correlation. The results indicated that most of the participants were pleased to learn writing based on the Dictogloss Approach. Moreover, their attitudes toward this approach and their writing scores after the treatment were positively correlated.

The first research objective was to see if there was any development in writing quality of the second-year English majors before and after learning writing based on the Dictogloss Approach.

To find the discrepancy between test 1 and test 5 mean scores: (a) the inter-rater reliability of test 1 and test 5 scores by two raters was calculated to find statistical reliability and (b) the mean scores of test 1 and test 5 were compared to find the discrepancy. Table 1 presents inter -rater reliability of test 1 and test 5 scores by the two raters to find correlation. Table 2 illustrates a comparison mean score of test 1 and that of test 5 to find the discrepancy.

Table 1. The Inter-rater Reliability of Test 1 and Test 5 Scores by the Two Raters

The Inter-reliability of Test	N	Mean	S.D.	Correlation
Test 1				
Rater 1	16	12.56	2.13	0.88**
Rater 2	16	13.63	1.89	
Test 5				
Rater 1	16	16.31	2.33	0.81**
Rater 2	16	16.13	2.45	

** p < 0.1

The mean scores of test 1 by the two raters were 12.56 and 13.63 and those of test 5 were 16.31 and 16.13. The correlation of test 1 was 0.88 and that of test 5 was 0.82; therefore, the scores were statistically reliable.

Table 2. A Comparison of Test 1(pre-test) and Test 5 (post-test) Mean Scores

Data	Number of Students	Mean	S.D.	t-test value	P
Test 1 (pre-test)	16	13.09	2.05		
				9.867**	.000
Test 5 (post-test)	16	16.22	2.35		

** p < .01

The statistical data in table 2 shows that the mean score of test 5 (16.22) was higher than the mean score of test 1 (13.09). The t-test (9.867) indicated a significant difference between test 1 and test 5 mean scores at the .01level. With the data result, the first null hypothesis (There was no significant difference between the pre-test (test1) and the post-test (test5) scores of the second-year English majors) was rejected. It could be observed that the second-year English majors dramatically improved their writing skills after learning writing based on the Dictogloss Approach.

The second research objective was to study if there was any difference between the tendency --the average mean scores of the four pre-tests (tests 1-4) before the treatment and that of the four post-tests (tests 5-8) after the treatment.

To find the discrepancy between the mean scores of tests 1-4 and that of tests 5-8 after the treatment: (a) the inter-reliability of the mean scores of tests 1-8 by the two raters was calculated to find statistical reliability, and (b) the mean scores of tests 1-4 and tests 5-8 were compared.

Table 3. The Inter-reliability of the Mean Scores of Tests 1-8 by the Two Raters

Test	N	X	S.D.	Correlation
				Rater 1 and Rater 2
Before treatment				
Test 1	16	13.09	2.01	0.88**
Test 2	16	15.44	1.26	0.97**
Test 3	16	13.79	2.47	0.90**
Test 4	16	14.88	2.06	0.96**
After the treatment				
Test 5	16	16.22	2.39	0.81**
Test 6	16	19.00	0.58	0.80**
Test 7	16	15.63	1.96	0.86**
Test 8	16	17.19	2.00	0.85**

** $p < .01$

Table 3 displays the correlations of the mean score of tests 1-4, which were higher than the acceptable level of .80 and so were the correlations of that tests 5-8. Therefore, the statistical data indicated the inter-reliability of the mean scores of tests 1-8 by the two raters.

Table 4. A Comparison of the Mean Score of Tests 1-4 and that of Tests 5-8

Data	Number of Students	Mean	S.D.	t-test value	P
The four pre-tests	16	14.30	1.95	15.684**	.000
The four post-tests	16	17.01	1.73		

** p < .01

The statistical data in table 4 shows the mean score of tests 5-8 (17.01) was higher than the mean score of tests 1-4 (14.30). The t-test, which was 15.684, indicated a significant difference between tests 1-4 and tests 5-8 mean scores at the .01 level. Based on the statistical data, it could be interpreted that the second-year English majors highly developed writing quality after learning writing based on the Dictogloss Approach. With the data result, the second null hypothesis (There was no significant difference in the tendency of writing skills of the second-year English majors between the mean scores of tests 1-4 and that of tests 5-8) was rejected.

The mean scores of tests 1-4 and tests 5-8 were plotted in the line graphs in figure 1 to compare the tendency of writing quality before and after the treatment.

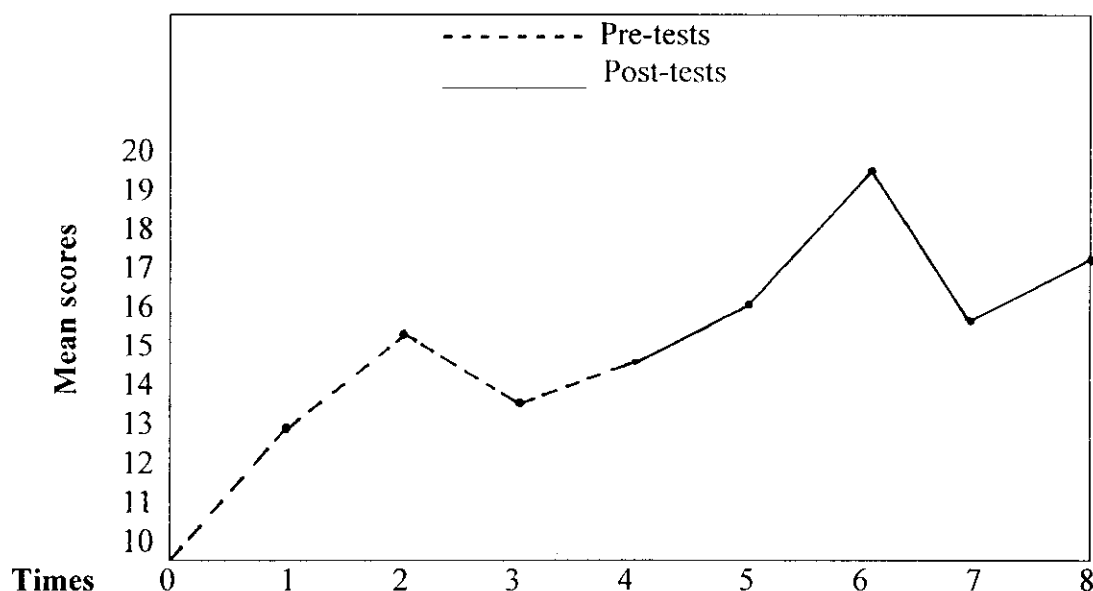


Figure A. A Comparison of the Mean Scores of Tests 1-4 and Tests 5-8

Firstly, the line graphs in figure 1 clearly illustrate a significant difference between the mean score of tests 1-4 (four pre-tests) and test 5-8 (four post-tests), which revealed that the tendency of writing quality improved after learning writing based on the Dictogloss Approach.

Secondly, there was a significant difference between the mean score of tests 1, 4, and 5, which the quasi time-series design required the participants to write those tests with the same topic, amount of time and words. The data showed that the mean score of test 5 (16.22) was higher than that of test 1 (13.09) and that of test 4 (14.88). This meant that all the participants improved their writing ability after the treatment.

Finally, a sudden rise of test 2 (pre-test) mean score and that of test 6 (post-test) were the outcome of these two tests, which were conducted by generating the content to the participants through listening and allowing them to reconstruct the text in a group of three members. Test 6 mean score (19.00) was significantly higher than test 2 (15.44) means

scores. This proved that generating content to students through listening helped them improved their writing abilities.

The third research objective was to find out if there was any discrepancy in terms of writing components, content, organization, cohesion, vocabulary, grammar, punctuation, and spelling found in test 1 (before the treatment) and test 5 (after the treatment).

To find the discrepancy of the writing components, the mean score of each kind was compared.

Table 5. A Comparison of Writing Component Mean Scores between Tests 1 and 5

Types of Writing Components	No. of Students	Mean	S.D.	Correlation	t-test value	P
Content						
Pretest	16	1.78	0.61	.236	7.297**	.000
Posttest	16	2.72	0.46			
Organization						
Pretest	16	1.59	0.56	.164	5.685**	.000
Posttest	16	2.25	0.44			
Cohesion						
Pretest	16	1.56	0.50	.279	4.836**	.000
Posttest	16	2.09	0.53			
Vocabulary						
Pretest	16	1.75	0.57	.509	3.566**	.001
Posttest	16	2.09	0.53			
Grammar						
Pretest	16	1.66	0.60	.319	2.609*	.014
Posttest	16	2.00	0.67			
Punctuation						
Pretest	16	2.38	0.49	.016	0.254	.801
Posttest	16	2.41	0.50			
Spelling						
Pretest	16	2.38	0.55	.377	2.738**	.010
Posttest	16	2.66	0.48			
Total						
Pretest	16	13.09	2.05	.677	9.867**	.000
Posttest	16	16.22	2.35			

* p < .05 ** p < .01

The statistic data in table 5 displays the following findings.

Firstly, there were five writing components, content, organization, cohesion, vocabulary, and spelling, of which its t-test value indicated the significant difference between the mean score in the pre-test and post-test at the .01 level.

Secondly, the writing component-- grammar, of which the t-test value was 2.069, shows a significant difference between the mean score in the pre-test and post-test was at the .05 level.

Finally, the writing component--punctuation, of which the t-test value was 0.254, reveals that there was no significant difference between the mean scores in the pre-test and the post-test. Based on the statistic data, the mean score of punctuation 2.38 in the pre-test and 2.41 in the post-test were rated high. This meant that most of the participants could use punctuation correctly in the pre-test; therefore, they could increase the mechanics at a small scale.

However, the overall mean score of 7 writing components, which the t-test value was 9.867, indicated that there was significant difference between the overall mean score in the pre-test (test 1) and post-test (test 5) at the .01 level. The data result showed that there was a discrepancy in terms of writing components in the pre-test and post-test. Therefore, the third null hypothesis: there was no significant difference in terms of writing components in test 1 and 5 essay, was rejected.

The fourth research objective was to study the writing quality of the high performers, moderate performers and low performers to see if there was any discrepancy in terms of writing components.

To find the discrepancy in terms of writing components among the three performance groups, the mean score of each kind of writing component was compared to find the mean score difference.

Table 6. A Comparison of the Different Writing Abilities of High Performer, Moderate, and Low Performer in Test 5

Test	Group	N	Mean	S.D	Source				df	MS	F	Group difference		
					of	SS	Variation	1-2				1-3	2-3	
5	Content	Low (1)	4	2.38	0.25	Between group	0.797	2	0.398	4.36*			*	
		Inter (2)	8	2.75	0.38	Within group	1.188	13	0.091					
		High (3)	4	3.00	0.00	Total	1.984	15						
Organization	Low (1)	4	2.00	0.00	Between group	0.844	2	.422	4.74*			*		
		Inter. (2)	8	2.19	0.26	Within group	1.156	13	.0889					
		High (3)	4	2.63	0.48	Total	2.000	15						
Cohesion	Low (1)	4	1.63	0.25	Between group	1.547	2	.733	6.44*			*		
		Inter. (2)	8	2.13	0.23	Within group	1.563	13	.120					
		High (3)	4	2.50	0.58	Total	3.109	15						
Vocabulary	Low (1)	4	1.63	0.25	Between group	1.547	2	.733	17.89**	*	*	*		
		Inter. (2)	8	2.13	0.23	Within group	.563	13	.0432					
		High (3)	4	2.50	0.00	Total	2.109	15						
Grammar	Low (1)	4	1.38	0.48	Between group	3.125	2	1.563	8.55*			*		
		Inter. (2)	8	2.00	0.38	Within group	2.375	13	.183					
		High (3)	4	2.63	0.48	Total	5.500	15						

Table 6. (continued)

Test	Group	N	Mean	S.D	Source			df	MS	F	Group difference			
					of	SS	Variation				1-2	1-3	2-3	
5														
Punctuation	High (3)	4	2.63	0.48	Total	5.500	15							
	Low (1)	4	2.00	0.00	Between group	1.141	2	.570	5.05*		*			
	Inter. (2)	8	2.44	0.42	Within group	1.469	13	.113						
	High (3)	4	2.74	0.29	Total	2.609	15							
Spelling	Low (1)	4	2.38	0.25	Between group	.797	2	.398	3.32					
	Inter. (2)	8	2.63	0.44	Within group	1.563	13	.120						
	High (3)	4	3.00	0.00	Total	2.359	15							
	Low (1)	4	13.38	1.11	Between group	63.29	2	31.65	28.99**	*	*	*		
Total	Inter. (2)	8	16.25	1.17	Within group	14.88	13	1.091						
	High (3)	4	19.00	0.58	Total	77.48	15							

Note: The full score of each writing component is 3 marks and the overall score is 21 marks.

Low group's score ≤ 14.50 marks, moderate group's score between ≤ 14.50 -18.50 marks,

High group's score ≥ 18.51

The statistic data in table 6 shows the different writing abilities of the three performance groups in terms of the following writing components.

First, in generating the content, the four high performers managed to complete the content in their writing with the full score of 3 marks. The moderate performers received 2.75 marks out of 3, which was quite high score while the low performers received 2.38 marks. The F –test value was 4.36, which indicated that there was a significant difference in content mean score between the high performers and low performers at the .05 level.

Second, in organizing text, the high performers obtained 2.63 marks, the moderate 2.19 marks, and the low performers 2.0 marks. The F-test value was 4.74, which indicated that there was a significant difference in organizing text between the high performers and low performers at the .05 level. The moderates' scores declined to the high marks.

Third, in making their texts cohesive, the high performers received 2.50 marks, the moderate 2.13, and the low performers 1.63 marks. The F-test value was 6.44, which revealed that there was a significant difference in composing the text coherently between the high performers and low performers at the .05 level. The moderate performers' score was quite high.

Fourth, in using appropriate vocabulary in their text to make it easy for readers to understand, the high performers' written texts obtained 2.50 marks, the moderate 2.13 marks, and the low performers 1.63 marks. The F-test value was 17.89, which indicated that there was a significant difference in using vocabulary effectively among the three groups of the performers at the .01 level.

Fifth, in using correct grammar, the two raters rated all performers' writing in terms of grammatical correctness. The high performers' mean score was 2.63 marks, the

moderate performers' was 2.00, and the low performers' was 1.38. The F-test value was 8.55, which pointed out the significant difference in using grammatical structure correctly between the high performers and low performers.

Sixth, in using punctuation in their writing, the high performers could use punctuation correctly in the sentences with a score of 2.74, the moderate 2.44, and the low performers 2.00. The F-test value was 5.05, which indicated that there was a significant difference in using punctuation between the high performers and low performers at the .05 level. The moderate performers' score was quite high.

Finally, in spelling, although there was no significant difference in spelling in test 5 writing among the three groups of the performers, four high performers completed their work without any spelling errors. The moderate and the low performers had a few.

Regarding the overall mean score, the F- test value was 28.99, which showed that there was a significant difference in terms of writing components at the .01 level among the three groups of performers. The four high performers had the competence in generating the content, organizing the text very well, making paragraph coherent, using pertinent vocabulary, correct grammar structures, appropriate punctuation, and accurate spelling after learning writing based on the Dictogloss Approach. This was why the high performers' written texts could convey the meaning and communicate well. The eight moderate performers had competence in generating contents, organizing and making the texts cohesion, using suitable vocabulary and correct grammar as well as spelling the words mostly correctly. The low performance group could generate the content and organize the text quite well after the treatment. Their writings could communicate the writers' purposes but there were some grammatical errors, the number of pertinent vocabulary was limited, and some sentences in their writings lacked cohesion. Therefore, the fourth null hypothesis (There was no significant difference in writing

quality of the high performers, moderate performers, and low performers in terms of writing components in test 5 essay after the treatment) was rejected.

The fifth research objective was to study if there was a correlation between the second-year English majors' attitudes toward the Dictogloss Approach instruction and the mean scores of the four post-tests. The result is shown in tables 7 and 8.

Table 7. An Analysis of the Mean Score of the Participants' Attitudes toward the Dictogloss Approach

				Description
No.	Items	Mean	S.D.	of Attitude
I. Dictogloss procedures				
1.	Vocabulary introduced in the Dictogloss Procedure is useful for me to write paragraphs.	4.44	0.63	much
2.	Grammar points introduced in the Dictogloss procedure helped me use verb tenses correctly and write paragraphs more easily.	4.25	0.45	Much
3.	The model text, read by the native speaker in the listening stage in the Dictogloss Approach, led me to write the whole text successfully.	4.13	0.34	Much
4.	In the text analysis and correction stages, group members used their linguistic knowledge (grammar and vocabulary) to complete the tasks.	4.75	0.45	Very much
5.	After evaluating other group's writing, I was more careful to write my work than before.	4.50	0.52	Much
6.	In text analysis and correction stages, I understand the role of the topic sentence, supporting, concluding sentence, coherence, and unity, which helped me to produced complete paragraphs.	4.63	0.50	Very much
7.	In model text analysis, I understood rhetorical modes (cause and effect, giving opinion, process writing), which enable me to write paragraphs appropriately.	4.56	0.63	Very much
Items 1-7 overall mean score		4.47	-	Much
(table continues)				

Table 7. (continued)

				Description
No.	Items	Mean	S.D.	of Attitude
II. Learning and teaching writing based on the Dictogloss Approach				
8.	Through the Dictogloss Approach, I am more interested in learning writing than I was in the past.	4.19	0.54	Much
9.	The Dictogloss Approach required me to highly concentrate on listening to the model text for the main idea.	4.38	0.50	Much
10.	To complete the reconstruct of a text, group members were involved in all activities.	4.50	0.52	Much
11.	I saw my weak and strong points when I got feedback from the teacher. These help me improve my writing skill.	4.88	0.34	Very much
12.	Before I started writing, I planned to write by using outlining or brainstorming.	4.44	0.51	Much
13.	The Dictogloss Approach led to experiential learning and helped me improve my writing ability.	4.50	0.52	Much
14.	After listening to the model text, I obtained ideas how to write a paragraph.	4.06	0.44	Much
15.	Learning writing based on the Dictogloss Approach, I improved my writing ability.	4.56	0.51	Very much
16.	My ability in writing increases after I have practice writing in this course.	4.44	0.51	Much

Table 7. (continued)

No.	Items	Mean	S.D.	Description
				of Attitude
17.	I like learning writing paragraphs based on the Dictogloss Approach.	4.25	0.45	Much
18.	I liked the atmosphere of doing writing activities based on the Dictogloss Approach.	4.19	0.66	Much
	Items 8-18 overall mean score	4.40	-	Much
III. Materials				
19.	The source texts and writing exercises provided were helpful and useful for me to write unified paragraphs later.	4.37	0.62	Much
20.	Reading models provided in the practice stage gave me ideas to create my own writing.	4.25	0.58	Much
	Items 19-20 overall mean score	4.31	-	Much
	Total mean score	4.41	0.31	Much

Note. Criteria of preference evaluation: 1.00-1.50 least

1.51-2.50 Less

2.51-3.51 Fair

3.51-4.50 Much

4.51-5.00 Very much

Based on the data in table 7, there were five items of which the mean score were between 4.51-5.00 and the rest were between 4.06-4.50. The overall survey mean score

was 4.41. The data revealed that most of the participants were highly pleased to learn writing based on the Dictogloss Approach.

Table 8. An Analysis the Correlation between the Four Post-tests and the Participants' Attitudes toward the Dictogloss Approach Mean Score

r	Post-tests	Attitude
Posttest	1.00	
Attitude	0.72**	1.00
$\bar{X}$	17.01	4.41
S.D	1.49	0.13

** $p < .01$

Table 8 presents the correlation between the four post-test mean score and the participants' attitudes mean score. The effective size was 0.72, which indicated that the attitudes and the four post-test mean scores were positively correlated at the .01 level. Therefore, the fifth null hypothesis (There was no correlation between the second –year English majors' attitudes toward English writing instruction based on the Dictogloss Approach and the mean scores of the four posttests) was rejected.

In conclusion, the objectives of the research were two folds: to study the second-year English majors' abilities in writing composition based on the Dictogloss Approach and their attitudes toward this approach. The findings indicated as follows.

Firstly, all the participants could highly improve their writing ability in the post-tests after the treatment. Secondly, the tendency of writing improvement increased

significantly after learning writing based on the Dictogloss Approach. Thirdly, in terms of writing quality, all the participants could improve their written texts far better than the pre-test writings. The high performers could improve their writing competence in generating the content, organizing the text very well, making paragraph coherent, using pertinent vocabulary, correct grammar structures, appropriate punctuation, and accurate spelling after learning writing based on the Dictogloss Approach. Their written texts could communicate very well. The moderate performers could increase their writing abilities in generating contents, organizing and making the texts cohesion, using suitable vocabulary and correct grammar as well as spelling the words mostly correctly. They improved their writing quality noticeably after learning writing based on the Dictogloss Approach. The low performers could develop their writing abilities in generating the content and organizing the text quite well after the treatment. Their written texts could communicate. Finally, the survey found that most of the second-year English majors were highly satisfied with learning writing based on the Dictogloss Approach, which corresponded to their post-test mean scores.

CHAPTER 5

CONCLUSION AND DISCUSSION

In this chapter, the study and the research findings are summarized. Then the applications, limitations of this study, and the further studies are discussed.

Summary of the Study

The quasi time-series research assigned the sixteen second-year English majors to write 8 essay tests, tests 1-4 before the treatment and tests 5-8 after learning writing based on the Dictogloss Approach. Two qualified raters used the TEEP (Weir, 1990) writing scale to rate all 8 tests. The scores of 8 tests were calculated by SPSS to find the inter-rater reliability mean scores by the two raters. Then, the t-test was applied to find a significant difference between the mean score of (a) test 1 and that of test 5, (b) the four pre-tests and that of the four post-tests, and (c) each writing component found in tests 1 and 5 to study the effectiveness of the Dictogloss Approach on writing instruction. After that, the F-test was applied to find a discrepancy in term of employing writing components and the Scheffe method was used to compare writing quality produced by the participants in test 5 essay. Finally, the survey mean scores were analyzed to study the participants' attitudes toward the Dictogloss Approach and the overall mean score of the survey was compared to the four post-test mean score to find correlation.

The Research objectives and the Findings

The research aimed at studying the following objectives.

1. The first objective was to study if there was any development in writing quality of the second- year English majors in test 1 before the treatment and test 5 after learning writing based on the Dictogloss Approach.

The findings indicated a significant difference between the post-test (test 5) and the pre-test (test 1) mean scores at the .01level. The posttest mean score was dramatically higher than that of the pre-test, which revealed that the second-year English majors developed the writing skills dramatically after learning writing based on the Dictogloss Approach. As a result, the first null hypothesis: there was no significant difference between the pre-test and post-test score of the second-year English majors, was rejected.

2. The second objective was to study if there was any difference between the mean score of the four pre-tests (tests 1-4) before the treatment and that of the four post-tests (tests 5-8) after the treatment.

The findings showed a significant difference between the mean score of the four post-tests and the four pre-tests at the .01level. The mean score of the four post-tests was drastically higher than that of the four pre-tests, which indicated that the tendency in writing skill of the participants improved after the treatment. Therefore, the second null hypothesis: there was no significant difference in the tendency of writing skills of the second-year English majors, was rejected.

The findings above illustrated the mean score of test 5 (after the treatment) was higher than that of tests 1 and 4 (before the treatment) according to the quasi time-series research design, which revealed that the Dictogloss Approach enhanced the participants to improve

writing skill considerably. Moreover, the mean score of test 6 (after the treatment) was greater than that of test 2 (before the treatment) based on the Dictogloss Approach design, which proved that generating the content to the participants through listening and then required them to write the text, helped them to improve writing skill significantly.

3. The third objective was to find out if there was any discrepancy in terms of writing components: content, organization, cohesion, vocabulary, grammar, punctuation, and spelling found in test 1 (before the treatment) and test 5 (after the treatment).

The findings showed that there was a significant difference between overall mean scores of seven writing components of test 5 and test 1 at the .01 level. It could be interpreted that the participants improved their writing by employing writing components effectively after the treatment. As a result, the third hypothesis: there was no significant difference in terms of writing components found in test 1 and test 5 essays by the second-year English majors, was rejected.

4. The fourth objective was to study the writing quality of the high performers, moderate performers, and low performers in order to see if there was any discrepancy in terms of writing components.

The findings revealed that among the three performance groups, they were significantly different with regard to writing components in their writings at the .01 level. Consequently, the fourth null hypothesis: there was no significant difference in writing quality of the high performers, moderate performers and low performers in terms of writing components in test 5 essay after the treatment, was rejected.

The high performers could fulfill their writings far more effectively than did the moderate and the low performers in generating the content, organizing the text, using

appropriate vocabulary, and using grammar correctly in the sentences as well as accurately spell the words. All of them did not have any problems in term of writing component after the treatment. The moderate performers improved their writing abilities dramatically, even though they still had a few problems dealing with using grammar and vocabulary. The low performers could write for communication and express their writing purposes considerably although they had a few problems dealing with using vocabulary, grammar, and cohesion.

5. The fifth objective was to study the second-year English majors' attitudes toward English writing instruction based on the Dictogloss Approach.

The survey found that most of the participants were pleased with learning writing based on the Dictogloss Approach with the mean score of 4.41 from a 5-point scale. Moreover, the participants' attitudes mean score and the four post-test mean score were positively correlated at the .01 level. It could be interpreted that the participants were pleased with the writing instruction based on this approach and their writing scores. The fifth hypothesis was that there was no correlation between the participants' attitudes toward English writing instruction based on the Dictogloss Approach and mean scores of the four posttests was rejected.

In conclusion, five null hypotheses in this research study were rejected. All the findings indicated that the participants improved their writing abilities significantly after learning writing based on the Dictogloss Approach. The results proved that this approach could help the participants develop their writing quality and could solve Thai student writers' lack of composing competence, linguistic knowledge, and styles of English writing texts. Moreover, the survey found that the participants were highly

satisfied with learning writing based on this approach, which was correlated to their writing scores after the treatment.

Discussion

There are three main research results to be discussed in this study: the participants' improvement in their writing abilities after learning writing based on the Dictogloss Approach; the different writing abilities of the high performers, moderate performers, and low performers in terms of writing components; and the participants' attitudes toward the Dictogloss Approach -- the Dictogloss procedures, learning teaching writing based on the Dictogloss Approach, and materials provided in this experimental study.

1. The participants improved their writing abilities after learning writing based on the Dictogloss Approach.

The two raters' ratings strongly suggested that the participants highly improved their writing ability based on the Dictogloss Approach instruction. The positive research results should be obtained from the Dictogloss procedures, which provided the learners to be exposed to the language knowledge, content in the form of a model text, text composing, and the role of a writer and a reader (evaluator).

Firstly, the Dictogloss Approach provided the learners some useful vocabularies and grammar structures before they started to reconstruct their texts. This activity supported Chinawong's (1999) findings that most Thai university students still needed to have knowledge of vocabulary and grammar structure to write academic papers successfully.

Therefore, preparing EFL learners language knowledge before allowing them to write the texts would enhance them to create quality writings.

Secondly, this approach provided the learners the contents in the form of model texts through listening before they reconstruct it. It is obvious that the writers with the ideas and contents in their heads could compose the texts much better and complete the task faster than the writers without any ideas and information.

Thirdly, this approach exposed the learners the composing experience before they produced their own writings. This learning activity corresponds to Zamel's (1982) findings. She conducted the research to find out whether the student writers' composing process affected the writing or not. The participants were eight university level proficient L 2 writers, one of them was a graduate student. She found that the competence in the composing process was more important than linguistic competence in the ability to write proficiently in English. She also noted that when the learners understood and experienced writing as a process, their written products would improve.

Finally, this approach trained the learners to be as a writer and a reader (evaluator) at the stage of evaluating peers' writing. The benefit the learners received was that, if they knew how to assess a written text, they also should understand the important writing elements, which helped them in turn create their own writings later.

The Dictogloss procedures corresponded to Raimes' (1991: 421-422) suggestions to the writing teachers that the teachers should balance the four elements of form, the writer, the content, and the reader. Writers are readers as they read their own texts. Readers are writers as they make responses to a written text.

In summary, the 16 participants could improve their writing abilities significantly due to the Dictogloss Approach, which provided them language knowledge, contents, composing experience, and the role of a writer and a reader (evaluator).

2. The different writing abilities among the high performers, moderate and the low performers in this research study.

The performances of three groups were significantly different in employing the writing components, content, organization, cohesion, vocabulary, grammar, punctuation, and spelling as follows.

The four high performers had the competence in generating the content, organizing the text very well, making paragraph coherent, using pertinent vocabulary, correct grammar structures, appropriate punctuation, and accurate spelling after learning writing based on the Dictogloss Approach. This was why the high performers' texts could convey the meaning and communicate well. The high performers' success in writing corresponds to Kaminura's (2000) finding. He conducted the research to find out whether product-oriented knowledge and composing skills were both necessary or whether either one of the two was sufficient in order for EFL students to become skilled writers. The informants were 35 Japanese college students. The skilled Japanese EFL writers possessed more developed knowledge of formal aspects of English academic writing as well as more sophisticated composing process strategies than unskilled writers.

Regarding the eight moderate performers, they had competence in generating contents, organizing and making the texts cohesion, using suitable vocabulary and correct grammar as well as spelling the words mostly correctly. They improved their writing abilities noticeably after learning writing based on the Dictogloss Approach. Their written texts were different from the high performers in grammar, vocabulary, and

cohesion. This meant that they could use grammatical structures rather correctly but only in simple sentence. The vocabulary used in the writing was communicative, but it was not various. Some sentences lacked cohesion. The overall writing could communicate quite well but it might not interest the readers.

The low performance group could generate the content and organize the text quite well after the treatment. However, their written texts were different from the high and moderate performers in employing grammar, vocabulary, and cohesion. The overall writing could communicate the writers' purposes but there were some grammatical errors, the number of pertinent vocabulary was rather limited, and some sentences in their writings lacked cohesion.

In conclusion, the research results revealed the different writing abilities of the high, moderate, and low performers clearly in terms of employing the writing components. The high performers improved their writing ability significantly after the treatment. The moderate performers developed their writing abilities dramatically but they still needed more support in using a variety of appropriate vocabulary, practice writing complex sentences with correct grammatical structures and cohesion. While the low performers could increase their writing abilities considerably; however, they needed some vocabulary related to the topic, more practice in using grammatical structures, and cohesion in composing the text. These findings would help EFL writing teachers to serve three groups of different writing abilities in their classrooms appropriately in order to enhance the their students' writing competence.

3. The participants' attitudes toward English writing instruction based on the Dictogloss Approach.

The results of the survey in the first part showed that the participants highly preferred the following activities in the Dictocloss Approach.

1. At the text analysis and correction stages, the participants responded that group members used their linguistic knowledge (grammar and vocabulary) to complete the task. The response mean score was 4.75.
2. At text analysis and correction stages, they reported that they understood the role of the topic sentence, supporting sentence, concluding sentence, coherence, and unity, which helped them produce complete paragraphs. The response mean score was 4.63.
3. In the model text analysis, they reported that they understood rhetorical modes (cause and effect, giving opinion, process writing), which enabled them to write paragraphs appropriately with the mean score of 4.56.
4. They responded that they improved their writing based on the Dictogloss Approach with the mean score of 4.56.
5. They reported that they saw their weak and strong points when they obtained the feedback from the teacher. These helped them improve their writing skills. The response mean score was 4.88.

It is obvious that the participants were very much pleased with the Dictogloss procedures because those activities (in 1, 2, and 3) exposed them the paragraph structure, rhetorical modes such as process writing and argumentative writing, experiential writing, and the role of a writer and a reader to evaluate the peers' written texts. Clear and positive comments on giving feedback led the learners to revise and rewrite to improve their writings (see the demonstrating writing assessment and giving feedback in Appendix C). Most of the participants said that learning writing based on the Dictogloss Approach, they developed their writing abilities considerably.

The participants also responded to the Dictogloss procedures, learning and teaching writing based on this approach, and the material provided as follows.

1. Dictogloss procedures The mean score of the responses was 4.47, which showed that the participants were satisfied with the activities such as text analysis and correction, listening and reconstructing the text, evaluating the peer's writing, These activities should help them improve the writing skill.

2. Learning and teaching writing based on the Dictogloss Approach The mean score of the responses was 4.40, which revealed that the participants were pleased with the learning writing activities such as planning to write by using outlining or brainstorming in group work, evaluating the peer's writing, and analyzing the model text. These activities provided them real experiential writing, which would help them produce their written texts afterwards.

3. Materials provided in the experimental study The mean score of the responses was 4.31. This mean score showed that the participants were satisfied with the materials provided such as the source texts and writing exercises, and the reading models. These materials were useful for them in their writing.

However, there were two items the mean scores of which were lower than the rest. The first one was after listening to model text, the students obtained ideas how to write a paragraph (4.06), and the second one was model text, read by the native speaker in the listening stage in the Dictogloss Approach, led me to write the whole text successfully (4.13). It can be interpreted that the material provided for the listening stage might be very fast or the speaker's voice was not clear, or the learners themselves had listening problems. Therefore, the teacher should study or survey the learners' listening skills or prepare the students to get used to listening to the native speaker for a while before employing this approach to teach them writing.

In brief, in the first part of the survey, the result showed that the participants preferred to learn writing based on the Dictogloss Approach because the activities helped them understand the paragraph structure, rhetorical pattern, text composing, and writing assessment.

The results of the survey in the second part revealed that 80 percent of the participants said that they had self-confidence to write a paragraph or essay because they knew the composing strategy. Only five percent of them said they were not sure because if they did not know the content of the topic, they could not write even though they knew how to compose texts. All of the participants said that teaching writing based on the Dictogloss Approach should be taught to students in a basic writing course because they needed to have experiential writing, content, form, language knowledge, and writing strategy as Hedge's (1988) suggestions.

In conclusion, most of the participants were pleased with the Dictogloss Approach, which led them to experiential writing from listening to the content and then reconstruct it to be a complete text. In changing the role from the writer as the reader to evaluate the peer's written texts, the learners could improve their writings as Kid (1992) comments that the Dictogloss Approach provides the learners the real language acquisition. The procedures treat learning as a matter of active involvement, and it promotes considerable communication and group interactions among students. The high preference and the high mean scores of the four posttests, which were positively correlated, indicated that the Dictogloss Approach, one of the many ways in teaching writing, was appropriate to teach university students in the course of basic writing.

Application

The Dictogloss Approach should be applied to teach students at many levels with different purposes.

In the primary school, the Dictogloss Approach should be applied to teach Thai writing because this approach generates the content to the learners. Writing with the content in minds will help the learners succeed in a writing task in a short time.

In the high school, the Dictogloss Approach can be applied to teach writing and evaluate the students in terms of grammatical structure they have just learned. Instead of testing the students in a multiple choice test, the Dictogloss Approach should be employed to test the students' in grammatical competence by allowing them to write a passage after listening to the content. It will help the students improve not only grammatical structures but also all the four language skills.

In the college, the Dictogloss Approach can be applied to teach note taking, for example, in to a business class because the procedures of listening and writing in note taking and the Dictogloss Approach are the same. Moreover, collaborative learning will decline the students' anxiety in note taking and writing.

In the university, the Dictogloss Approach should be applied to teach students in the writing or in a business class where the learners learn summary writing or note taking and writing.

In short, the Dictogloss Approach can be applied to teach Thai writing in the primary school, evaluate the students' competence in using grammar in a high school, teach note taking in a college, and teach writing and summarizing in a university.

Limitations of the Study

1. There were not many resources about the Dictogloss Approach in Thai libraries. Therefore, the review of related literature was rather limited.
2. The amount of time to prepare the participants for the listening skill before the experimental treatment was limited. The participants should be trained to listen and take note at least 2 times before the treatment.
3. The limitation of this study was the number of the participants. They were only 16 participants. The number of students should be 30 in order to gain more information about teaching writing based on this approach and the participants' attitudes toward this approach.

Suggestions for Further Studies

1. There should be a study of other majors' writing ability based on Dictogloss Approach instruction because the procedures help them improve not only writing skill but also note taking.
2. There should be a study of the bilingual students' writing ability based on the Dictogloss Approach.
3. There should be a comparative study in teaching writing based on the Dictogloss Approach to Thai students and other EFL student writers.

REFERENCES

REFERENCES

- Caudery, T. (1997). Process writing. In G. Fulcher (Eds.), *Writing in the English classroom* (pp.5-12). Hertfordshire: Redwoodbook.
- Clouse, B.F. (1993). *Progression*. New York: Macmillan Publishing.
- Freedman, S.W. (1979). How characteristics of student essay influence teachers' evaluations. *Journal of Educational Psychology*, 71, 328-381.
- Folse, K.S., Muchmore-Vokoun, A. & Solomon, E. (1999). *Great paragraph*. Boston: Houghton Mifflin.
- Flower, L. (1979). Writer-based prose: A cognitive basis for problems in writing. *College English*, 41, 19-37.
- Flower, L. & Hayes, J.R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32, 265-387.
- Friendlander, A. (1990). Composing in English: Effects of a first language on writing in English as a second language In B . Kroll, (Eds.), *Second language writing* (pp.109-125). New York: Cambridge University Press.
- Hairston, M. (1982). The winds of change: Thomas Kuhn and the revolution in the teaching of writing. *College Composition and Communication*, 33 (1), 76-88.
- Hatch, E. & Lazaraton, A. (1991). *The Research manual design and statistics for applied linguistics*. New York: Newbury House.
- Hedge, T. (1988) *Writing*. Hong Kong: Oxford University Press.
- Hendrickson, J. (1980). The treatment of errors in writing work. *Modern Language Journal*, 64 (2), 216-221.

- Hinds, J. (1990). Inductive, deductive, quasi-inductive: Expository writing in Japanese, Korean, Chinese, and Thai. In U. Connor & A. Johns (Eds.), *Coherence in writing research and pedagogical perspectives* (pp. 89-109). Alexandria, VA: Teachers of English to speakers of other languages.
- Hogue, A. (1996). *First step in academic writing*. New York: Addison-Wesley.
- Horowitz, T. (1986). Process, not product: Less than meets the eye. *TESOL Quarterly*, 20 (1), 141-144.
- Jacobs, H., Zinkgraf, S., Wormuth, D., Hartfiel, V., & Hughey, J. (1981). *Testing ESL composition: A practical approach*. Rowley, MA: Newbury House.
- Kidd, R. (1992). Teaching ESL grammar through dictation. *Canada Journal*, 10 (1), 49-59.
- Kroll, B. & Schafer, J. (1978). Error analysis and the teaching of composition. *College Composition and Communication*, 29 (3), 243-248.
- Lhundup, D. (1997). *Using the writing process model to teach writing at the junior high school level in Druk: An action research*. Unpublished master's thesis University of New Brunswick, Canada.
- Llewelyn, S. (1989). The dictogloss procedure and grammatical consciousness- raising: Classroom-based research. *Prospect* (Australia), 5 (1), 5-7.
- Murray, D. (1980). *Learning by teaching*. New Jersey: Cook Publishers.
- Murray, S. (2001). Dictogloss: A different kind of dictation. *Met*, 10 (1), 40
- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. New York: Prentice Hall.
- Stotsky, S. (1983). Research on reading/writing relationships: A synthesis and suggested directions. *Language Arts*, 60, 627-642.

- Perl, S (1980). Understanding composition. *College Composition and Communication*, 31 (4), 363-369.
- Raines, A. (1991). Out of the woods: Emerging traditions in teaching of writing. *TESOL Quarterly*, 25 (3), 407-423.
- Rooks, G.M. (1988). *Paragraph power: Communicating ideas through paragraphs*. New Jersey: Prentice-Hall.
- Smith, F. (1990). *Writing and the writer*. Englewood Cliff: Heinemann Educational Books.
- Urzua, C. (1987). You stopped too soon: Second language children composing and revising. *TESOL Quarterly*, 21, 279-304.
- Wajnryb, R. (1990). *Grammar dictation*. Hong Kong: Oxford University Press.
- Weigle, S.C. (2002). *Assessing writing*. London: Cambridge University Press.
- Weir, C.J. (1990). *Communicative language testing*. New Jersey: Prentice Hall.
- White, R., & Arndt, V. (1991). *Process writing*. London: Longman.
- White, R.V. (1995). *New ways in teaching writing*. New York: Paragraph Printing.
- Watson-Reekie, C (1982). The use and abuse of models in the ESL writing class. *TESOL Quarterly*, 16 (1), 5-14.
- Zamel, V. (1982). Writing: The process of discovery meaning. *TESOL Quarterly*, 16, 195-209.

Thai

ชูศรี วงศ์รัตนะ. (2537). *เทคนิคการใช้สถิติเพื่อการวิจัย*. พิมพ์ครั้งที่ 6. กรุงเทพมหานคร.

สำนักพิมพ์จุฬาลงกรณ์มหาวิทยาลัย.

สุภาณี ชินวงศ์. (2542). *ความสามารถในการเขียนงานเชิงวิชาการของนิสิตคณะวิทยาศาสตร์*

จุฬาลงกรณ์มหาวิทยาลัย ใน *วารสารภาษาปริทัศน์*. หน้า 22. กรุงเทพมหานคร.

สำนักพิมพ์จุฬาลงกรณ์มหาวิทยาลัย.

APPENDICES

APPENDIX A
TEEP WRITING SCALE

Test in English for Educational Purposes (TEEP)

Score	Criteria
-------	----------

A. Relevance and adequacy of content

- | | |
|---|--|
| 0 | The answer bears almost no relation to the task set. Totally inadequate answer |
| 1 | Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and / or pointless repetition |
| 2 | For the most part answers the tasks set, though there may be some gaps or redundant information. |
| 3 | Relevant and adequate answer to the task set. |

B. Compositional organization

- | | |
|---|--|
| 0 | No apparent organization of content. |
| 1 | Very little organization of content. Underlying structure not sufficiently controlled |
| 2 | Some organization skills evidence, but not adequately controlled. |
| 3 | Overall shape and internal pattern clear. Organizational skills adequately controlled. |

C. Cohesion

- | | |
|---|---|
| 0 | Cohesion almost totally absent. Writing so fragmentary that comprehension of the intended communication is virtually impossible. |
| 1 | Unsatisfactory cohesion may cause difficulty in comprehension of most of the intended communication. |
| 2 | For the most part satisfactory cohesion although occasional deficiencies may mean that certain parts of the communication are not always effective. |
| 3 | Satisfactory use of cohesion resulting in effective communication. |

D. Adequacy of vocabulary for purpose

- 0 Vocabulary inadequate even for the most basic parts of the intended communication.
- 1 Frequent inadequacies in vocabulary for the task. Perhaps frequent lexical inappropriacies and / or repetition
- 2 Some inadequacies in vocabulary for the task. Perhaps some lexical and / or circumlocution
- 3 Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and / or circumlocution.

E. Grammar

- 0 Almost all grammatical patterns inaccurate.
- 1 Frequent grammatical inaccuracies.
- 2 Some grammatical inaccuracies.
- 3 Almost no grammatical inaccuracies.

F. Mechanical accuracy I (punctuation)

- 0 Ignorance of conventions of punctuation.
- 1 Low standard of accuracy in punctuation.
- 2 Some inaccuracies in punctuation.
- 3 Almost no inaccuracies in punctuation.

G. Mechanical accuracy II (spelling)

- 0 Almost all spelling inaccurate.
- 1 Low standard of accuracy in spelling.
- 2 Some inaccuracies in spelling.
- 3 Almost no inaccuracies in spelling.

Weir, C.J. (1990). *Communicative language testing*. New Jersey: Prentice Hall.
pp. 69-70.

APPENDIX B

LESSON PLANS

Lesson Plan 1

Week 1

Objectives

Upon completing the unit, the students should complete writing a pretest essay.

Activities:

The students are assigned to write an essay of 300 words in the classroom on the topic “Why do you attend university?” The writing session lasts two hours.

The students are not allowed to use a dictionary.

Evaluation: the evaluation is made from the following:

1. the students’ written a paragraph on the topic “Why do you attend university?”

Note: The Dictogloss Approach is implemented in the classroom at the first time; therefore, the teacher has to introduce the students to the following:

1. The Dictogloss Approach and its objective

Dictogloss Approach is a task-based procedure which consists of a sequence of stages: Listening, text reconstruction, and analysis and correction: The objective of the Dictogloss Approach requires the students to create a semantic and coherent text with accurate use of English grammar.

2. Steps in teaching writing a paragraph based on Dictogloss Approach.

There are five steps.

Step 1. Lead in Dictogloss lesson: Some information dealing with the topic will be introduced to the students.

Step 2. Pre-text vocabulary: Some new vocabularies will be introduced to the students to ascertain that they will understand the

meaning and are able to write them correctly.

Step 3. Dictogloss procedures

3.1 Students sit in a group of four. The members of the group will work together through the experimental study.

3.2 The students will do the following activities:

3.2.1 Listening: A short paragraph is read twice. In the first reading, the students have to listen the paragraph for main idea. In the second reading, the students have to write down as many words or phrases as they can while they are listening.

3.2.2 Text reconstruction: A group of four students bring their notes to reconstruct a paragraph with the same theme as the original text, aiming at grammatical accuracy and textual cohesion.

3.2.3 Analysis and correction: Each group of students analyzes, corrects, and refines the paragraph and then compares it with other groups' writings and the original. During this stage, each group evaluates their work, and others' by using TEEP writing scale (Weir, 1990: 69-70).

Step 4. The students study the structure models of the paragraphs (text types).

Step 5. The students do exercises and practice writing a paragraph.

Lesson Plan 2

Expository Paragraph

Week 2

Objectives

Upon completing the unit, the students should be able to do the following:

1. write a paragraph on the topic 'Book Covers' through the English writing instruction based on the Dictogloss Approach.
2. identify the title, topic sentence, supporting sentence, conclusion sentence, and transition signal on the topic 'Book Covers' (Overhead projector 1 or OHP.1).
3. re-arrange the scrabbled sentences into the expository paragraphs and identify the title, topic sentence, supporting sentence, conclusion sentence, and transition signal.
4. define the meaning of a paragraph, topic sentence, supporting sentence, conclusion sentence, transition signal, and unity and its position in a paragraph (OHP. 2, 3, 4, 6, 7, 8, 9).
5. identify the writer's topic and the writer's view in the topic sentences (OHP. 5).

Lesson 1. The Book Covers

Content:

1. **Language points:** Modal verb: can may should

Present simple tense / Direct and indirect objects

2. **Pre-text: Vocabulary**

to vary (v) = to be different

personality (n) = the features or qualities that make up a person's individual
character

jolly (adj.) = happy and outgoing

to judge (v) = to evaluate from an opinion

appearance (n) = the way a person looks

3. Text

Book Covers

1. People vary greatly in the way they look and in their personality. 2. We often think we can tell someone's personality from the way they look. 3. For example, we may expect a thin person to be quiet or shy while we may expect a fat person to be jolly and friendly. 4. However, remember that we can't judge a book by its cover, and we can't judge a person by their appearance.

Adapted from: Wanjryb, R. (1990). *Grammar dictation*. Hong Kong: Oxford

University Press. pp. 42-43.

4. Materials: books and book covers, pictures to show appearances of a thin
and a fat person.

5. Activities: students are expected to do the following:

1. express the ideas of the saying, 'You can't judge a book by its cover.'
2. give the meanings of the new vocabulary in the pre-text vocabulary.
3. write an expository paragraph based on the Dictogloss procedures on the
topic Book Covers.
4. re-arrange the scrabbled sentences into an expository paragraph and
identify the title, the topic, the supporting sentences, concluding sentence,
and transition signal on pages 1-2 (Practice 1.).
5. study a paragraph structure, the definition of a paragraph, topic sentence,

supporting sentences, concluding sentence, transition signal, and unity and its position in a paragraph.

6. identify the writer's topic and the writer's view in the topic sentence.
7. do additional exercises on topic sentences on pages 3-4 (Practice 2.).

Procedures:

Step 1. Lead in Dictogloss Lesson

Warm-up

1. The teacher introduces some information about the topic 'Book Covers' by asking the students: Do you agree or disagree with the saying, 'You can't judge a book by its cover'?

Students express the ideas:
2. The teacher tells the students about the objective of the activities.

Step 2. Pre-text Vocabulary

1. The teacher writes some new words (from the text) on the board and elicits the meanings from the students if they cannot give the meanings, the teacher will explain them.
2. The students give the meanings of the new words. For example:

to vary (v) = to be different

personality (n) = the features or qualities that make up a person's individual character

jolly (adj.) = happy and outgoing

to judge (v) = to evaluate form an opinion

appearance (n) = the way a person looks

Step 3. Dictogloss Procedure

1. Set a group of students and give them instructions.

- 1.1 The teacher fixes students into a group of three. The members of the group will worktogether through the experimental study.
- 1.2 The teacher gives instructions of the Dictogloss procedures to students to do the following activities:

Listening: Students listen twice to a short text read by a native speaker. In the initial reading, the students listen to the text for main idea. In the latter reading, the students listen for details and jot down as many words, phrases, and sentences as they can on a piece of paper.

Reconstruction: A group of three students bring their sources to reconstruct a paragraph with the same theme of the original text, aiming at grammatical accuracy and textual cohesion.

Analysis and correction: Each group of students analyzes, corrects, and refines the paragraph and then compares it with other groups' work and the original text. During this stage, each group evaluates their work and others' by using the TEEP writing scale.

2. The students do the activities from stage 1 to stage 3.

Teacher	Students
Stage 1. The teacher lets students listen twice to the text from a cassette read by a native speaker at a normal speed.	Stage1. 1. Listen and try to remember the main idea (first listening). 2. Listen to the text and write down the details, words, phrases, or idioms on the their pieces of paper (second listening).
Book Covers People vary greatly in the way they look and in their personality. We often think we can tell someone's personality from the way they look. For example, we may expect a thin person to be quiet or shy while we may expect a fat person to be jolly and friendly. However, we should remember that we can't judge a book by its cover, and we can't judge a person by their appearance.	Stage 2. Each group of four students brings their sources from listening to reconstruct a paragraph with the same theme of the original text, aiming at grammatical accuracy and textual cohesion. Stage 3. 1. Each group of students analyzes, corrects, and refines their paragraph. 2. Each group of students writes their paragraph on a chart of paper (prepared by the teacher) with color pens that are easy to read and stick it on the board. 3. Each group of students reads other groups' writings.

- | | |
|--|--|
| Teacher and students: evaluate each group's writing by using TEEP writing scale (Weir, 1990) | 4. The students read the original text and compare it with their work.

5. All of the students evaluate each group's writing by using TEEP writing scale (Weir, 1990). |
|--|--|

Wajnryb, R. (1990). *Grammar dictation*. Hong Kong: Oxford University Press.
pp. 42-43.

Step 4. Students learn a structure of an expository paragraph (text).

1. The teacher shows the model text about "Book Covers" and asks the students to identify: title, topic sentence, supporting sentences, concluding sentence, and transition signal.
 - The students identify the title, topic sentence, supporting sentences, concluding sentence, and transition signal of the text of "Book Covers."

Step 5. Practice writing an expository paragraph

1. The teacher gives each group two sets of scrambled sentences to re-arrange into the expository paragraphs as exercises and asks them to identify the title, topic sentence, supporting sentences, concluding sentence, and transition signal.
 - The students re-arrange the first set of scrambled sentences "Driving in Winter" into a paragraph and identify the title, topic sentence, supporting sentences, concluding sentence, and transition signal.
2. The teacher checks each group's paragraph and gives more explanations how a paragraph is organized and how transition signals are used.
 - The students re-arrange the second set of scrambled sentences "American Indian Name" into a paragraph and again identify: the title, topic sentence, supporting sentences, concluding sentence, and transition signal.

3. The teacher checks each group's second paragraph and asks the students to write each set of scrambled sentences into a paragraph.
4. Define the meaning of a paragraph, topic sentence, supporting sentences, concluding sentence, transition signal, and unity and its position in a paragraph.
5. Identify the writer's topic and the writer's view in the topic sentences.
6. **Evaluation:** the evaluation is made from the following:
 1. the students' written paragraph on the title "Book Covers."
 2. the students' ordering scrambled sentences to form paragraphs (practices 1, 2, and 3.).

Lesson Plan 3

An Illustrative Paragraph

Week 3

Objectives

Upon completing the unit, the students should be able to do the following:

1. write an illustrative paragraph using examples on the topic “The Enemy, Man” through the English writing instruction based on the Dictogloss Approach.
2. identify the model text -The Enemy, Man: the title, topic sentence, supporting sentence, conclusion sentence, and transition signal (OHP.10).
3. evaluate each group’s paragraph by using TEEP writing scale (Weir,1990).
4. complete the outline: the title, topic sentences and give the supporting details by using examples in practices5-6 and OHP. 13, 14, and 15.
5. cross out the sentences that are not relevant to the topic sentence (OHP.17 and 18).
6. write an illustrative paragraph with examples on the topic: There are three major differences between men and women. The paragraph must be provided with clear examples in practice 3.

Lesson 2. The Enemy, Man

Content:

1. **Language points:** Present tense for general statements and regular activities
Passive voice for process focus

Zero article with plural nouns

Preposition: for

2. Pre-text vocabulary:

to club (v) = to hit with a heavy stick, to be clubbed (passive)

skin (n) = the outer covering of an animal or human

to track down (v) = to hunt or follow the course of an animal

to destroy (v) = to kill

ivory (n) = a type of bone, which forms most of the tusks of an elephant

to hunt (v) = to look for with the intention of killing

oil (n) = a fatty liquid made from animal fats

species (n) = a grouping of animals according to their characteristics

to endanger (v) = to put at risk, to be endangered (passive)

fashion (n) modern, up-to-date style of clothes

3. Text

The Enemy, Man

1. Man is an enemy to many animals. 2. For example, baby seals are clubbed to death for their skins. 3. Crocodiles are tracked down and their skins are used for handbags and shoes. 4. Elephants are destroyed for their ivory, which is used for jewelry. 5. Whales are hunted for their oil. 6. In conclusion, whole species are being endangered for fashion and man's needs.

Adapted from: Wajnryb, R. (1990). *Grammar dictation*. Hong Kong: Oxford

University Press. pp. 44-45.

4. Activities: students are expected to do the following:

1. do the warm-up activity and pre-text vocabulary in steps 1 and 2.

2. write an illustrative writing paragraph with examples on the topic “The Enemy, Man” through the English writing instruction based on the Dictogloss Approach.
 3. evaluate paragraph of each group by using the TEEP writing scale (Weir, 1990).
 4. study the model paragraph with the examples on the topic Costa Rica (OHP. 11, 12).
 5. complete the outline with title, topic sentences, supporting details and examples (OHP. 13).
 6. complete the outline with specific supporting examples and write it into a paragraph (OHP. 14, 15).
 7. study about the unity in a paragraph (OHP. 16) and cross out the sentences that are not relevant to the topic sentences in practice 4.
 8. write an expository paragraph with examples on the topic: There are three major differences between men and women. The paragraph must be provided with clear examples.
5. **Evaluation:** the evaluation is made from the following:
1. the students’ written paragraph on the title “The Enemy, Man.”
 2. the students’ written paragraphs on the given topic “There are three major differences between men and women.”

to prevent (v) = stop something happening or stop someone doing something

to decay (v) = to cause to become gradually damaged, worse or less

vigorously (adv.) = energetic, powerful

leftover (adj.) = that still has not been used, eaten

particle (n) = small piece

bristle (n) = a short stiff hair

1. Text

What is the Correct Way to Brush the Teeth?

1. Dentists recommend that to brush the teeth correctly, the brusher should put the best toothpaste on a good toothbrush, use proper brushing movements, and rinse the mouth afterward. 2. First, apply good fluoride toothpaste evenly to the nylon bristles of a good toothbrush; to prevent tooth decay best, use fluoride toothpaste. 3. Second, put the brush with toothpaste into the mouth and brush the teeth for three minutes concentrating on dirty hard-to reach spots. 4. Finally, rinse the mouth with warm water to remove any leftover toothpaste and food particles. 5. In summary, if the brusher follows these steps, she will be able to smile proudly and show all of her teeth.

Rooks, G.M. (1988). *Paragraph power: Communicating ideas through paragraphs*. New Jersey: Prentice-Hall p .54

4. **Materials:** a picture of a person brushing his teeth

5. **Activities:** students are expected to do the following:

1. do the warm-up activity and pre-text vocabulary in steps 1 and 2.
2. write a process paragraph on the topic “What is the Correct Way to Brush the Teeth?” through the English writing instruction based on the Dictogloss Approach.
3. identify the title, topic sentence, supporting sentence, concluding sentence,

and coherence.

4. evaluate a paragraph of each group by using TEEP writing scale (Weir, 1990).
5. study two model texts “Applying to an American University” and “How to make a Foul Shot,” complete the sentences, and answer the questions.
6. order the sentences to form a process analysis paragraph.
7. write a paragraph on the topic “Steps in Applying to a University in Thailand.”

6. **Evaluation:** the evaluation is made from the following:

1. the students’ written paragraph on the title “What is the Correct Way to Brush the Teeth?”
2. the students’ completing and answering questions on the two model paragraphs “Applying to an American University” and “How to make a Foul Shot.”
3. the students’ written paragraph under the given topic “Steps in Applying to a University in Thailand.”

Lesson Plan 5

Cause and Effect Paragraph

Week 4

Objectives

Upon completion of the unit, the students should be able to do the following:

1. write a cause and effect paragraph on the topic “The Declining Quality of Teaching” through the English writing instruction based on the Dictogloss Approach.
2. identify a paragraph structure, transition words, and coherence (OHP. 20).
3. evaluate each group’s paragraph by using TEEP writing scales (Weir, 1990).
4. complete the analysis from the model texts and answer the questions.
5. combine the cause and effect sentences.
6. write a cause and effect paragraph on the topic “Living with roommates attending university difficult.”

Lesson 3. The Declining Quality of Teaching

Content:

1. **Language points:** Present perfect —→ has declined

Passive voice —→ are not paid enough

2. **Pre-text vocabulary:**

to decline (v) = become less in quantity, quality, importance, or strength.

talented (adj.) = a natural ability to do something well, or gifted

profession (n) = career

a variety of (n) = several different things

to respect (v) = show admiration for it, treat it with kindness and care

morale (n) = spirit, confidence, assurance

salary (n) = the money that someone is paid each month by the employer

qualified(adj.) = an official record that he / she has completed the
necessary training.

to deserve (v) = gain, get

3. Text

The Declining Quality of Teaching

1. For several reasons, the quality of teaching has declined. 2. First, teachers are not paid enough money. 3. Therefore, the most talented teachers decide to enter other professions. 4. Second, the bright women, who in the past could only be teachers and nurses, have a variety of careers to choose from. 5. Consequently, the ones who can't succeed elsewhere have more chances to be teachers. 6. Finally, the quality of teaching has declined as a result of low morale. 7. Teachers are not well respected by the public. 8. This causes teachers to stop trying as hard as they can. 9. If we intend to solve the problem of poor teaching, we must pay teachers higher salary, select qualified and skilful teachers, and give them the respect they should deserve.

From: Clouse, B.F. (1993) *Progression*. New York: Macmillan Publishing.

p.136

4. Materials: pictures of various professions

5. Activities: students are expected to do the following:

1. do the warm-up activity and pre-text vocabulary in steps 1 and 2.

2. write a cause and effect paragraph on the topic “The Declining Quality of Teaching” through the English writing instruction based on the Dictogloss Approach.
 3. evaluate a paragraph of each group by using the TEEP writing scale (Weir, 1990).
 4. study the model text of cause and effect writing on the topic “The Declining Quality of Teaching” (OHP. 20), identify a paragraph structure, transition words, coherence, and answer the questions.
 5. read the two model paragraphs “How Human can benefit from taking Vitamin A” and “What causes bicycle accidents?” and complete the analysis and complete the sentences.
 6. study the pattern of cause and effect sentences and transition words.
 7. practice combining the cause and effect sentences and paragraphs.
 8. write a cause-effect paragraph on the topic, “Living with roommates attending university difficult.”
- 6. Evaluation:** the evaluation is made from the following:
1. the students’ written paragraph on the title “ The Declining Quality of Teaching.”
 2. the students’ completed the given texts.
 3. the students’ written paragraph on the given topic “Living with roommates attending university difficult.”

Lesson Plan 6

Definition Paragraph

Week 6

Objectives

Upon completion of the unit, the students should be able to do the following:

1. write a paragraph on the topic “Gossip” through the English writing instruction based on the Dictogloss Approach.
2. identify the title, topic sentence, supporting sentences, concluding sentence, and transition words (OHP. 22).
3. evaluate a paragraph of each group by using TEEP writing scale (Weir, 1990).
4. complete the sentences and answer the questions from the reading source texts.
5. order the sentences to form a paragraph.
6. write a definition paragraph on the topic “Jealousy.”

Lesson 5. Gossip

Content:

1. **Language points:** Present simple tense for general statements.

Using comma in complex sentences

Conjunction: As

2. **Pre-text vocabulary:**

trivial (adj.) = unimportant, insignificant

rumor (n) = information that is passed from person to person

nature (n) = kind, type or characteristics

and so on = etc. (et cetera)

to damage (v) = to harm

subject (n) = a topic or a person

to range (v) = to vary, differ

fact (n) = truth, reality

harmless (adj.) = not dangerous

The American Heritage Dictionary = a name of a dictionary

to sound (v) = seem

3. Text

Gossip

1. According to *The American Heritage Dictionary*, gossip is a “trivial rumor of a personal nature,” but this definition makes gossip sound harmless. 2. At first, gossip might not seem so bad. 3. One person tells a second person something about someone, and that second person tells a third, and so on. 4. The information passes from person to person. 5. However, gossip is much more than just information and rumor. 6. As the rumor continues, it grows and changes. 7. People do not know all the facts. 8. They add information and the damage continues. 9. The person who is the subject of the gossip can’t do anything to answer or protect himself. 10. In some cases, gossip may range from hurting feelings to losing a career. 11. Actually, gossip is much worse than a simply a “trivial rumor.”

From Folse, K.S. & Muchmore-Vokoun, A. & Solomon, E. (1999). *Great*

paragraph. Boston: Houghton Mifflin. p.83

4. **Materials:** a TV Pool magazine, newspapers (page-gossip)

5. **Activities:** students are expected to do the following:

1. do the warm-up activity and pre-text vocabulary in step 1 and 2.
2. write a definition paragraph on the topic ‘Gossip’ through the English writing instruction based on the Dictogloss Approach.

3. identify the title, topic sentence, supporting sentences, concluding sentence and transition words.
 4. evaluate a paragraph of each group by using the TEEP writing scale (Weir, 1990).
 5. study two model texts “Pretzels” and “Christmas Spirit” and complete the sentences and answer the questions.
 6. order the sentences to form a paragraph.
 7. write a paragraph on the topic “Jealousy.”
6. **Evaluation:** the evaluation is made from the following:
1. the students’ written paragraph on the title “Gossip.”
 2. the students’ completing and answering two model paragraphs “Pretzels” and “Christmas Spirit.”
 3. the students’ written paragraph under the given topic “Jealousy.”

Lesson Plan 7

An Opinion Paragraph

Week 7

Objectives

Upon completion of the unit, the students should be able to do the following:

1. write a paragraph on the topic 'Always Coca-Cola' through the English writing instruction based on the Dictogloss Approach.
2. identify the title, topic sentence, supporting sentences, concluding sentence, and transition words (OHP. 23).
3. evaluate a paragraph of each group by using the TEEP writing scale (Weir, 1990).
4. complete the sentences and answer the questions based on the paragraph.
5. order sentences to form a paragraph.
6. write an opinion paragraph on the topic "When is a person considered an adult?"

Lesson 6. Always Coca-Cola

Content:

1. **Language points:** Present simple tense for general statements.

Comparative degree

Using comma in complex sentences

2. **Pre-text vocabulary:**

no matter = not important, it doesn't matter to make a difference

carbonation (n) = the bubbly gas in a soft drink

packaging (n) = the way product looks on the outside

unique (adj.) = unusual or special in some way

amount (n) = quantity

to convince (v) = make someone certain

fizz (n, v) = a bubble drink, to produce gas bubbles

3. Text

Always Coca-Cola

1. No matter how much money Pepsi spends on advertising, Coke will always be better in my opinion. 2. Some people say that the two soft drinks are the same, but I think Coke is much better. 3. First of all, it is not as sweet as Pepsi. 4. It has just the right amount of carbonation, or fizz. 5. In addition, the packaging of the product is unique. 6. Even if Michael Jackson goes on television and tries to convince me about the greatness of Pepsi, it will not change my mind. 7. For me, it is always Coca Cola.

Folse, K.S. & Muchmore-Vokoun, A. & Solomon, E. (1999). *Great*

Paragraph. Boston: Houghton Mifflin. p.131.

4. **Materials:** bottles of Pepsi and Coca Cola

5. **Activities:** students are expected to do the following:

1. do the warm-up activity and pre-text vocabulary in step 1 and 2.
2. write an opinion paragraph on the topic 'Always Coca-Cola' through the English writing instruction based on the Dictogloss Approach.
3. identify the title, topic sentence, supporting sentences, concluding sentence, and transition words.
4. Evaluate a paragraph of each group by using the TEEP writing scale (Weir, 1990).

5. study two model texts “Dying with Dignity” and “School Uniforms Should Receive an A+.” Then complete the sentences and answer the questions based on the model texts.
 6. order sentences to form a paragraph.
 7. write an opinion paragraph on the topic “When is a person considered an adult?”
6. **Evaluation:** the evaluation is made from the following:
1. the students’ written paragraph on the title “ Always Coca Cola.”
 2. the students’ responses in the two model paragraphs.
 3. the students’ written paragraphs on the given topic “When is a person considered an adult?”
 4. the students’ written paragraphs to show agreement or disagreement on the issue of university students (male and female) renting a room and staying together as a couple while they are studying? Give your opinions.

APPENDIX C
CORRECTION SYMBOLS
DEMONSTRATING WRITING ASSESSMENT
AND GIVING FEEDBACK

Correction Symbols

p.	punctuation error	<i>p.</i> She lives in <u>Salem</u>,<u>and</u> works in Boston. This dessert is made with eggs <u>milk</u> and <u>sugar</u>.
agr.	faulty agreement	<i>agr.</i> My brother <u>study</u> engineering.
art.	article error	<i>art</i> <i>art</i> I don't have <u>a</u> time to do <u>a</u> homework. Give the money to robber, quickly!
cap.	capitalization error	<i>cap</i> <i>cap</i> My brother goes to <u>harvard</u> <u>university</u> and studies <u>Medicine</u>. He plans to become a <u>Doctor</u>.
	join to make a complex sentence	<i>cap</i> <i>cap</i> My best friend lives in <u>Norfolk</u>. <u>So</u> we don't see each other often.
pl.	plural	<i>pl.</i> He likes fast music, fast <u>car</u>, and fast women.
sp.	spelling mistake	<i>sp.</i> He <u>speeks</u> Spanish and Portuguese.
v.t.	wrong verb tense	<i>v.t.</i> He <u>is eating</u> the same thing for lunch every day.
w.f.	wrong word form	<i>w.f.</i> She is a very nice and <u>kindness</u> teacher.
w.w.	wrong word	<i>w.w.</i> She gave the wrong <u>factory</u>.
O	word missing	<i>O</i> He <u>working</u> at the <u>McDonal</u>'s now.
	unnecessary word	.
	wrong word order	You <u>(never are)</u> at home when I call
RO	run-on	<i>RO</i> We ate <u>dinner</u> <u>then</u> we went out.
Frag.	Fragment	<i>FRA</i>  The movie <u>that we saw last night</u>.
	(correction)	The movie that we saw last night was very entertaining.
	paragraph	This is the symbol for paragraph.

**Transition**

Add or change a transition signal. English has many silent letters. ^① The b in the word doubt is not pronounced.

(Correction: English has many silent letters. For example, the *b* in the word doubt is not pronounced)

From: Hogue, A. (1996). *First Step in Academic Writing*. New York: Addison-Wesley.

From: Hogue, A. (1996). *First Step in Academic Writing*. New York: Addison-Wesley. 202-203.

Additional correction symbols

1. Th.m = Thai meaning
2. w.c = word choice
3. sing.= singular
4. pron.= pronoun
5. adj.= adjective

Demonstrating writing assessment and giving feedback

In this study, the researcher gave feedback to the students' written paragraphs as follows:

1. read the whole text two times. In the first reading, evaluate only the content and ideas and then give the comments on the written paragraphs.

In the second reading, evaluate organization, cohesion, vocabulary, grammar, punctuation, and spelling.

2. provide feedback by using the correction symbols (Hogue, 1996: 202-203) and additional correction symbols. Then the students can correct their errors as suggested.
3. encourage the participants to revise, correct and rewrite the text again. explain and correct the errors that the participants frequently make to the whole class.
4. give extra exercises for the participants to practice.

1. Read the following text for main idea: what the writer wants to express.

Do you agree or disagree with the university students (male and female) who renting a room and staying together while they are studying in Bangkok? What happens if their parents know? What is the effect on his / her studies?

A written sample

I disagree with the university students (male and female) who rent a room and stay together while they are studying in Bangkok. I think, this causes many problems in our society and it also makes their parents disappoint and regret for their behaviors. The first problem is about an education. When they stay together, they may not interest and

concentrate in their lessons, so they get a bad grade. As a result, some students are expelled. The second problem is having sex before marriage. According to Cleo magazine, the statistics has shown that 62% of women age between 18-22 are not virgin, and 26% of them are students who stay together while they are studying in the university in Bangkok. These statistics shows the worse of our society because it againsts Thai culture. The following problem is pregnancy without plan. I think, they are too young to deal with this problem. Some of them choose to solve this problem by abortion and some choose to continue the pregnancy, so they have to quit the university. Some men don't have responsibility for their girlfriend and their child, therefore, they leave them. Generally, every parents love their children and hope that they will be good people. If their parents know these behaviors, they will disappoint_and regret. In my opinion, staying together with boyfriend or girlfriend has only disadvantage. I believe that everyone can determine what to do or not to do. It depends on themselves.

1.1 Rate the text and give scores. In this paper, the writer received 3 marks for her content and idea and she received positive comments as follows.

Teacher's comment: You put several good reasons in your writing. I absolutely agree with you. You organized the text very well.

Well done!!!

1.2 Read this text for the second time to evaluate: organization, cohesion, vocabulary, grammar, punctuation, and spelling. Also locate the errors by putting the correction symbols for the participants to see their errors.

I disagree with the university students (male and female) who rent a room and stay together while they are studying in Bangkok. I think, this causes many problems in our society and it also makes their parents disappoint and regret for their behaviors. The first

problem is about an education. When they stay together, they may not interest and concentrate in their lessons, so they get a bad grade. As a result, some students are expelled. The second problem is having sex before marriage. According to Cleo magazine, the statistics has shown that 62% of women age between 18-22 are not virgin, and 26% of them are students who stay together while they are studying in the university in Bangkok. These statistics shows the worse of our society because it againsts Thai culture. The following problem is pregnancy without plan. I think, they are too young to deal with this problem. Some of them choose to solve this problem by abortion and some choose to continue the pregnancy, so they have to quit the university. Some men don't have responsibility for their girlfriend and their child, therefore, they leave them. Generally, every parents love their children and hope that they will be good people. If their parents know these behaviors, they will disappoint and regret. In my opinion, staying together with boyfriend or girlfriend has only disadvantage. I believe that everyone can determine what to do or not to do. It depends on themselves.

1.3 Rate the text by using the TEEP writing scale according to the writing components as the example below.

TEEP scale	Cont	Organ.	Cohe.	Vocab.	Gram.	Punc.	Spel.	Total
No.1	3	3	2.5	2	2	2.5	3	18.0

2. Give the participant's written paragrapg back to her with the correction symbols to revise and rewrite it.

I disagree with the university students (male and female) who rent a room and stay together while they are studying in Bangkok. I ^{P.}think, ^{word choice}this causes many problems in our society and it also makes their parents ^{v.t.}disappoint and ^{pl.}regret for their ^{v.t.}behaviors. The first problem is about an education. When they stay together, they ^{preposition}may not ^{word choice}interest and ^{word choice}concentrate ⁱⁿ their lessons, so they get a bad grade. As a result, some students are ^{word choice}expelled. The second problem is having sex before marriage. According to Cleo ^{agr.}magazine, the statistics has shown that 62% of women ^{agr.}age between 18-22 are not virgin, and 26% of them are students who stay together while they are studying in the university in Bangkok. ^{agr.}These statistics shows the worse of our society because it againsts Thai culture. The following problem is pregnancy without plan. ^{P.}I think, ^{P.}they are too young to deal with this problem. Some of them choose to solve this problem by abortion and some choose to continue the pregnancy, so they have to quit the university. Some men don't have ^{sp.}responsibility for their girlfriend and their child, therefore, they leave them. Generally, [↓]every ^{pl.}parents love their children and hope that they will be good people. If their parents know these ^{pl.}behaviors, they will ^{v.t.}disappoint and ^{v.t.}regret. In my opinion, staying together with boyfriend or girlfriend has only disadvantage. I believe that everyone can determine what to do or not to do. It depends on ^{pronoun}themselves.

3. Explain all errors to the participant to make corrections. In this case, the researcher thought that confusing verbs and some word choice should be introduced to the whole class.

- Verbs: interest, disappoint, concentrate on
- Word choice: regret or upset, expel or dismiss

4. give explanations and extra exercises for the participant to correct and encourage her to revise and rewrite her writing again.

4.1 give explanations for the confusing verbs as follows.

-ing	-ed
Interesting	Interested
- The book is full of beautiful places for travelling. The book is very interesting.	- Malinee is very interested in the beautiful places for traveling.
- This computer has some very confusing instructions.	- Penpisut is confused trying to make sense of the instructions.
- It was very disappointing not to get a good grade in summary.	- Tawan was disappointed to get F in summary.
- The test result was surprising.	- Rattan was very surprised to get A.

4.2 give exercise for the participant to do.

4.2.1 Word choice.

Please find the meanings of these words in the English Dictionary and write the example of the sentences.

- a. regret / upset,
- b. expel / dismiss

4.2.2 Complete the conversation with the confusing verbs ending in -ing /-ed.

David: I'm surprised how warm it is in Bangkok in April.

Nancy: Yes, all this sunshine is quite.....(surprise).

Macha: I'm not very fit. I was pretty tired after walking around Siam Center.

1. Masha: I think I need to relax.

Nancy: Well, having some soft drink in that shop should be.....(relax).

2. David: It was annoying to lose my passport (annoy).

Masha: You were really.....when you had to inform the policeman.

3. Nancy: The cabaret was amusing.

David: Masha was certainly.....(amuse) She couldn't stop laughing.

4. Nancy: The museum was very interesting, wasn't it?

David: I was O.K. I was quite.....(interest) in the old temples.

5. Masha: I'm fascinated by those old ancient clothing.

Nancy: I always find it.....(fascinate) to see Thai ladies in
Thai old ancient clothing.

APPENDIX D

PARTICIPANTS' WRITTEN TESTS 1-8

High performer

Test 1.

Why do you attend university?

No.1

Nowadays, the education is very important which is not only in Thailand. Why do people attend college or university? There are many reasons. In my opinion, The education is a life preparation which include new experiences, career preparation, increased knowledge and changing status.

The first reason is new experiences. When your first step walk in university, the new experiences are coming you. You have new friends, have the occasions to know many people who are from many backgrounds which are different from you. You know some experiences that you have ever known, but you can learn from them. Anyway, new experiences don't mean only meeting new friends. While you are studying in university, you can learn yourself. You choose the faculty from the entrance because you think that faculty may be appropriate for you. When you study, you can know that faculty is really proper for you or not and this is the cause in selecting your job.

The general reason to study in college or university is career preparation. Everybody want a good job, high salary and high quality of life. Which way can you get them? The answer will be hear is the education. High knowledge gets a high job, high salary and high quality of life. You use the knowledge that you gain from university or college in your job.

The changing your status is the result from your working. It is the chain. You select the faculty and the university that you like. You get a job that you prefer. Your willing to work is full. It may use time, however you can develop in your career. That all make higher quality of your lives. The meaning is your status had been changed.

To conclude, I think people attend college or university is the chance to put the best thing to their lives. Poor people would like their sons and daughters to study in order to have better lives. Rich people study for the best lives and countries want their people to educated to be a power country. The good job, high salary and high quality of life are my answer.

No.2.

I think, the most important reason that people attend college or university is to prepare themselves for their living in the society.

College or university is a small society where students learn how to live their life in a bigger society. For example, The college or university have many faculties, so students can choose what they want to study. They have to control themselves when they are studying. They have to pay attention on the lesson and the class. They must have responsibility in the homework. So they will be get good knowledge. After they gradudted. They have to choose career. They have to use their knowledge for it. At the some time of studying, college or university offer many activities for their student. This will help student to be a good person. Because when they join the activities, they must do it with other person. They will learn how to live with other person in the society.

No. 3

In my opinion, when people attend college or university, most of them only expect that they have to get a degree in what fields they'd like to work in the future. Most

people hardly think about lots of new experiences that they can get from life in the university. However, it's true that people need to specialise and have specific knowledge for their future career, and the more they have a high education, the more they get a good opportunity in their life.

Anyway, I think the real reason that people 'd like to attend college or university is they need to have specific knowledge and and prepare themselves for their future career. Not only increased knowledge, but also career preparation. We can't deny that we don't want a degree that is like a visa for our future. We can see that people who graduated from the college or the university generally have better opportunity and have more choices than people who only finished primary school or secondary school. Most people hope to have a high education to get a good job and a good salary in order to improve their quality of life. Meanwhile, there are some people that only think about money as much as they can get from their jobs.

However, these all are the answers for the question that why people attend college or university. I think different people also have different purpose for their life. We cannot judge that which answer is right or wrong. We cannot blaim students who would like to be doctor because they want to get much money, because this is the stereotype in present society. A high education influences to our job and our our salary. Besides, the most important thing is a good quality of life in the future.

No. 4

I think that people attend college or university because they want to improve their thought. The university have a lot of good teachers to teach them to be successful person in society. It make them to know everything that they want to know and when they graduated, they can get many good jobs because now most of the company want to get the student who come from the famous university and they are accepted from society. They want to have a big society and good society. There are many different people in the university. They want to learn people's idea, thought and habbit that can improve their mind. The friendship is important for student. They decide to attend university because they want to have a lot friends that can help them and make them happy.

In university have a lot of subjects and equipment for student to learn. They can choose to study the favourite subject or study many subjects in the sometime. They will get so much knowledge in daring to show their opinion that is great preparation to work in team.

I think the most of student that want to attend university because they think the university is the best knowledge and the good reputation for their parents. They feel good if they can attend the famous university because they will be accepted to be clever person in their group.

In my opinion, When I was in high school, I thought the university is the best place in learning everything. I will get so much knowledge and have opportunity to get a good job. I think the university can improve my thought, characteristic and personality. In the university must have many good teachers and friends that can teach and help me to increase knowledge.

My parent will be proud of me if I can study in the famous university and I will be accepted to be a intelligent person in society. If I can attend university, I will get many new experiences that I can't find anywhere for example, the friendship between the

teacher and the student. The teacher will teach me to know everything that she or he has ever met

I feel happy with attending in this university.

Moderate performer

No. 1

Nowaday, there is a high competition in everything. Therefore so many people in this world have to do something to upgrade themselves for attend that. For example, the entrance examination is the one of competition for any high school students. And why they have to do that?

There are many different reasons that why people attend college or university. In my opinion, I think it is conformity that everybody have to do. They attend to university in order to prepare for future career, and I have two reasons. First, if they do not get a diploma, they will have a low-salary career. I think that diploma is very important, and now unemployment increases than former, so they have to do something. Second, I think not only diploma is essential, but also abilities and experiences. As a result of university is the source of knowledges and oppertunities. For instance, they will have society-friends, will get new experiences that never forget, and will learn more about people, coorperation, social adaptation. If they bring these to apply for a job, I think maybe they will get the job. Moreover I think that everybody want to get a good career because high-salary is the motive. And it is the one of successful in their life.

However, successful is not only come from the good job. But it comes from what you get from your job instead. So attend to the university does not always necessary in life. But if you attend to university to get new experience and you can bring it to apply in your life, it will be your success at present before they graduated.

No. 2

In developed countries in the world, almost people will study for knowledge and education. It is up to one reason. In Thai, I think that almost students will attend the college or university because of family's desire and working.

Every society, needs to have an educated-people to develop their country. The people that have more knowledge than others is needed. So every family always want to see the member have all good things in life. Good things in their opinion are to have and education, to have a good job, and can take care of self for the future. In general, parents desire to see their children growing up with education and they will try to give us all good things. They also teach and say to us about the future that they cannot stay and take care of us forever. They can only give us the education and knowledge. We should take advantage on studying and try to apply it to use in life. That is true for the real world. Especially, we are in the world of competition. If we have a little know ledge, we will not to have a good chance or have a little. And it will difficult to do it success if we have a little knowledge. Nowaday, every people believes that the lowest of education must be graduated the becharor degree from the university. Everyone also believes that the person who graduated from the university will have more good skills than the others, have a knowledge, create when they work, efficient for the assignment. For example, we

can see the almost company requires the bachelor degree at least for working with them because the companies believe that bachelor degree student will help their company to reach the goal.

So, we should have to attend the university for studying and finding knowledge for our stable life in the future. In addition, studying in the university will test and teach us to live with others in the society. It like a practice before we will go out to the society.

No.3

People who graduate from a high school usually attend to study in the college or university because I think it is a custom in Thailand. If we graduate from the university, it can upgrade our life such as a good employment, an excellent salary. The company can know our from a resume that shows a knowledge that we get, and it is suitable for his company. This resume also has an university that we graduated. At first, I think the entrance exam in Thailand is also involve in this topic, because the entrance exam is a way to study in the university. If we know what we want to learn, we can pass the exam to learn it. We can learn perfectly in our field. It can effect to our life. I think the everything of learning can improve our life better than the olden days.

Nowadays, almost of people think that the knowledge that we should have at least is the bachelor degree and especially from the government university. It is accept from our society. Many students who just graduated from a high school must have an attention for the entrance exam by learn more than in their school because if they don't learn more, they may have a knowledge less than the others who want to pass this exam, too.

All of these reasons just want to pass this exam to study in the university. It can support and guarantee the reason that the most of people need to graduate from the university. If we graduate from the university, it is an advantage for our to get a good career. The important thing that is it can make our father and mother proud of our. They must pay a lot of money for our education since a kindergarten school to the university. It also spend a lot of time about 19 years for this thing. It can prove our endurance, too. I think our father and mother also hope for this thing like our. If we make it accomplish, it is also make them happy too, so it is a good beginning for our work.

Why I tell you that is a good beginning because it can makes our believe in our ability and have a confidence to do it, and most of all that is proud of our selves. That is a root of everything for make a good thing happen in our life.

No.4

There are many ways to get knowledge and to attend university is on alternative. People may learn at their home by themselves, if they do not have time to go to university, or they have to work. People who attend university because they want to get good job and high salary, and they want to increase their knowledge.

People have reasons to attend university. First of all, you can improve knowledge. You can't understand everything just reading a book except you are genius. At the university, you can ask teachers whenever you have problems or you can share your opinion with your friends, if you are not sure your answers, and you improve you

knowledge from other opinions. You can't understand some subjects from reading, for example, science and engineering because you know to practice with equipment. You will get experiences and knowledge from practicing, but you get just an information from theory in your book. Are you sure that is a real knowledge? Next, you can get a good career. When you attend university, you have to study and exam with a lot of people, sometimes everybody in the university. Your grade shows your ability and your attemptation. If you get good grade, you might get a good job. But people who study at home, they do not have an examination, they just learn from books. They might not know their real ability because the examination shows your ability such as. Entrance examination. When you apply for a good job, the company will require people who educated Bachelor Degree, so people who do not attend university rarely get a good job. I didn't mean that who get good grade will get good job, but they have more opportunity than others. Last reason is you know how to live with other people in peace because you will meet a lot of people at university that make you know how to communicate with them, you can't live by yourselves. You can get best friend from activity in the university. The best reason to attend university is learn the interpersonal relationship. If you get good grade, you should know how to live with many people too.

No. 5

Now, I live on the Technology's World, and I know that everything on earth being from the brain of human. For example, at the being of age we started to cry when we hungry or missed our mother, and then we began to walk, to speak and to study in the school. I still remembered that I must go to school because it's a responsibility for good children, but at now I think out that I must go to the university for studying because I want to improve myself for being a good adult in the future. In my opinion, I think that the university is a source of a great experience not only in the textbook but also a great time that you'll meet the new thing from the new surrounding. It teaches to me something. For instance, I had a challenge to be a cheerleader, I knew it's hard, so I tried to be good. It's a big responsibility, so I would manage the time for two activities, and then I had a lot of friends from other majors and faculties, too. It's a good thing for me because if you have a good friend as a gift. I think that the friendship will still forever. Sometimes I argue with my friend but at last we'll compromise. My friend teaches me to calm down, not angry. I think that everybody go to the university because they want to catch the dream such as I want to be an air-hostress, so I decided to study at Major English. The university like an adventure, sometimes it's hard, sometimes it's relax. Everything that we learn from here, it's the base on the good or success future. At here it make to encounter the friendship, the responsibility, and a lot of good teachers, it's the good memory eternity.

No. 6

I think people attend college or university because they want to increase knowledge for they can find a good jobs in the future. When they graduated from school, the first thin that they want to do is attend college or university. They prepared themself for test for the reason that they want to be a student of university.

Anyone usually dream of they can do jobs or career that they like they have to have skill in that job. For example someone likes to be a docter, so they essential have

knowledge, understanding and practicing to be a doctor. University and college are important way to give these to students. In university have many thing to teach the students. The university usually teach about the lesson of major that the students're study in. For example if you are studing in English major, you will learn about grammar, writing, speaking or anything else that relate to this major. Nevertheless, I don't mean that school couldn't teach these thing for you. The school teach many basic of skill to you but it doesn't enough for you can find a god jobs or you can get a lot of salary. I think that knowledge relates to career. Is is ture that "no knowledge no job and no money"? I think that right. We can see that person who graduated from the university can find a job easier than person who don't have knowledge. Nowaday, when you walk to any company, they will ask you about resume and graduation. The need people who have enough knowledge and skill to join with them. If you don't pass practicing your skill before you finish the course, you will lost you chance to do job you like. About new experiences I think it is a last important thing that most of people think about. Although there are many activities in the university but it is a second thing when people thin of the university.

Though, the university is the important thing in student's life because it is the way that lead you to a good job. Never the less the successful of life don't messure form knowledge of each others. Someone don't have anything in their life, don't have knowledge, don't have money, but they can live the life they like. Someone become to millianare though they never study in the university. I would like to say that the university is just a one way to take you to be career you want but it is a whole of your life. Knowledge isn't just exit in the university but everywhere you want to find.

No. 7

Why do you think people attend college or university?

"Why does people attend college or university?" I often hear this question, but I have never think about it seriously. In my opinion, people have many different reason such as new experiences, career preparation or increased knowledge, but the answer is also depend on king of people you ask. If you ask parents, the answer will be a good future; good job, good money, good accommadation. If you ask teacher, the answer will be about education. And if you ask me, the answer will be career preparation. But the real answer is it's the thing I have to do.

I don't know it could be the reason or not. I remerber when somebody asked me this question, it is my first inner answer. But I'm not tell the truth because people could think I'm pretty not wise. In that time, I think studying in college or university is just one of Thai people's social valuses. It made you look smart, educated, and reliable. But now I'm a university student in third year. For three year in the university, made me understand that it is more social values. Exactly, I have more knowledge. But I have also many lesson out of book hear. I have know the real world. I have more life's experience. I have many friends so it made me know how to get along with new person in my life and it widen my mind too. The university teachers me how to deal with problem. Many experience for my future's life not only for career preparation.

However, no matter what you are a college or university or not. You just do your best. It's enough.

No. 8

“People attend college or university for many different reasons”

To get into the college or university excepts for the pride still has for many points. Each point has absolutely to be for a reason. I believe that everyone has dream, thinks differently and needs different things, and everyone wants to complete their dream themselves. That leads to how we attend college or university.

First, I think that for studing in interesting major. When we have knowledge and be confident of our sufficient abilities, we'll finally do our best in our favourite jobs anyway. It's important to get a job, but that's not the main point of our entire life. It's about happiness. How to be happy when you're with other people of course, people can't live alone. Sometime yes, but not for whole life. Therefore, the second reason is for the experiences. In this care, experiences might include anything. For example, joining with friends to share thoughts, enjoying doing activities or learning their minds to get along well. The fact that experiences can't be sold by money or something valuable is real. You must learn by yourself. The third reason in my point of view is to train ourselves. Being student in university is so old enough that we should know and reparate what we should do right now. Although we want to do something, we have to think bout or duties or tasks first. The last reason that I rather disagree when someone else that we attend university for only our duty, have no meaning or any inspiration at all. That sounds funny!!

However, I can't daresay that college or university is the place that changes our live to be better, but at leart it might transform you gradually, education has to be with morality. When you've knowledge, but your mind is just something concrete, it's still ureless somehow.

Low performer

No. 1

When we talk about education, I am sure everyone would like to study and learn at the great school. When you graduated from high school, Certainly everyone would like to study at University.

In my opinion, many people want to study at University because they want to get more knowledge and get high degree. The certificate is an importanting, because when you would like to apply the job that degree will support you. When you graduate from University, you will recive certificate paper by the king of Thailand and you will proud in your success. Therefore, the parents will happy with your successful and this is a good thing that you can make their happy. If you graduated from University, you can get a good job because you have high degree and choose the job follow your department. They will dicission you. You can look forward to new thing that you can adapt yourself to the new revolution.

for example, When I graduate from high school, my goal is want to study at University and the same many people that they would like to study at University. They tries to study hard, read a book and diligious to study. Then they will become apart of University. So I have to study hard and pay attention in class. The experience at University, you get more experience, you can use in daily life and your work as well. It make you get new idea and create the new thing for develop your work more than ever.

You can use the knowledge that you study at University and take it to your work. That is the benefit of your.

At the present, there are many career that support your study. So you have to interest in your study and more attention. At University, they can teach you. For example, If you would like to be tour guid, you can study Western language departmen.

The purpose of study at University is, can get more experience meeting new people, share opinion you get more responsibility and more knowledge. All reason, can make every one would like to study at University and attention to study well.

No. 2

In the present education is really important. Because education give us a lots of knowledges and experiences. It also make us have a better job and a good quality of life. Many people want to study as high as they can. Especially only high school graduate is not enough for our life nowadays. So we need more education to have our best life in the future. That's why many people attend college or university. There are many reasons why they attend college or university. Because of I used to attend university after I graduated high school, so the following reasons was happened from my own and my thought why people attend college or university.

The first reason is because they would like to get new experiences. In the university they would get to a bigger social. They might have new friends, new places, new stay, the most might be new for them especially their life style must be changed. The other reason is accordi to I wrote above that education can give us the knowledge. So they would like to get more knowledge that they have never known before this reason can link with the next reason, whey they have a lot of knowledges they could spend their knowledges for their own life and also their own country by working after they graduate. Bachelor Degree, Master Degree and Doctor. So people attend to college or university because they want to have an excellent working or a good job in the future. This reason is the most important reason I think. Because if they have a good job they could look after themselves, their parents and they could could develop they own country as well. some people from a small town need to go to university because they want to spend knowledges they've learnt to improve their small town to be bigger. Some stupid people attend to college or university because of fashion or because they want to follow their friends, their boyfriend or girlfriend. Some people want to go to college or university because after graduate they attend to go abroad.

However, some reasons above are just some of many many reasons why people attend college or university. Every reason reason they thought is not wrong. It depend on their own life. It's important that how do they spend their knowledges. It will be good if they use it is the right way.

No. 3

For college or university, when people finished high school they were looking for some places that increase knowladge because if you don't continue you knowladge you may not know what happened in your future. People want to get a good job and they may like their worke too. They will try to study in high education and they may have a good

chance to get more money from their work. Somebody want to get some work in abroad or another country. They have to know about how to get there or how to know about the culture in that country. They have to study in high education about that culture, language, work etc. Somebody went to college or university for get a new experiences because they may want to learning about how to living in college or university and they are students have a good life or happy to get there.

People who attend college or university almost want to increase their knowledge when they can get a good grade and finish it they hope to get a good worke in the future. They may can get some work that they like and happy to do it. They can't get saraly and can get more money. Money can make their life better and support everybody in the their family also. You will so prond in your knowladge and you will be skill worker. You may be have only qualities work from your thinking and it is your knowladge. This is "Why people attend college or university?"

No.4

College or university, they are very good words to hear. When the people hear these two words they feel so good with it, because these two words are kind of the proud feeling for everybody, especially for group of people who could get in the university or has a good job after finished. And more than that for people who live in the country-side that could get in a good university in the town or big city.

In the real if we want to talk about the reason why the people want to have study in the college or university. There are many reasons with many ideas with many people. For example experience, knowledge, money and well fare. But in actually everybody has the same reason that is a good job. After you have a good job you'll get everything follow up a good job. If you got a good job you'll see new people, get to learn the new things and many things else. As that every one knows in Thailand most of people are farmer, so if the children of them got in a good university that is their proud in their child and it also seem to be their children don't have to be a farmer like that they are.

At the moment Thailand's education is growing up everyday and also the students are increasing up everyday. The people who wants a job is more than the job position prefer, so we have to get a very good knowledge and very good experience for a job if not that we won't get a good job as it should be. It is not only in town that need a good knowledge people to work with it also be in the country-side that need too. Because now Thai farmer have technology comeing to the life for everyday. Finally I can tell that the people attend college or university for a good job is a main reason.

Test 2 (group work)

Book Covers

No.1, 9, 10

People vary in the way they look and their personalities. We often think that we can tell their personalities from their looks. For example, a thin person to be looked quiet or shy and a fat person to be looked jolly or friendly. However, we should remember that we can't judge books from their covers and the people from their appearances.

No.5, 8, 16

People vary in the way they look. We often think we can tell someone's personality from the way they look. For example, we may expect a thin person to be quiet and shy and a fat person to be jolly and friendly. However, we should remember that we can't judge a book by its cover and we can't judge a person by their appearances.

No.3, 6, 7, 11

People vary greatly in the way their look. We often think we can tell someone personality from the way their look. We may expect a thin person to be quiet and shy while a fat person to be jolly and friendly.

However, we should remember that we can't judge a person by their appearances.

No.13, 14, 15

People vary greatly in the way of look. We can't tell someone personality from the appearance. For example, we may expect the fat person to be jolly and friendly and we may expect the thin person to be shy and quiet. However, we should remember that we can't judge the person by their appearances.

No.2, 4, 12

People vary greatly in the way they look and their personalities. We may expect from their appearances. For example, we often think that thin person to be quiet and shy, and fat person to be jolly and friendly. However, we should remember that we can't judge a book by a cover, and we can't judge people from their appearances.

High performer

Test3

Differences between Men and Women

No.1

There are three major differences between men and women. First of all, the way to solve a problem between men and women is different. For instance, men always use their power to solve a problem, on the contrary, women always use their emotion. Second, the ability to do something is different. For example, men are strong, therefore, the work which they do use a lot of power rather than women's works. This cause women's works limited as far as their body allows to do. Finally, the behavior between men and women is different. For instance, men like to do riskful activities such as climbing a hill, bunjy jump, car-racing and x-treme games. And women are gentle than men and love to be beautiful all the time, so they waste a lot of time in choosing clothes including shopping and making up. In conclusion the differences between men and women are the way to solve a problem, the ability to do something and the behavior.

No. 2

There are three major differences between men and women. First of all, men's body are stronger than women's body. For example, men have more energy than women, so than can do hard work. Most of men play many kinds of sport better than women. The second, women's mind are gentle than men's mind. For instance, when they are in a bad situation, women cry easier than men. Most of women have more charity than men. Finally, It's about the gender role in Thai society. Thai society pays attention to men more than women. The role of men are leader of their family, but the role of women are housewife wives. In some careers men have more opportunities to work in a high position. Men are allowed to work in a high position that women are not allow to do it. In conclusion, body, mind and gender role are three major differences between men and women.

No. 3

There are three major differences between men and women. For the first reason, they have the difference of patience. Men are physically stronger than women. Men have strong muscles. Consequently, they can do hard work or risky jobs such as carpenter, electrician, and policemen. Meanwhile, women are mentally stronger. Since women are tolerant, they can stand pain in giving a birth. Moreover, they have the ability to spend a lot of time doing difficult jobs that need so much attention and effort such as accountant, teacher and housewife. Second, the legal position of social, men are given more power than women. Consequently, men become the leaders in society. Due to an unequal status, women were brought up to be gentle and feeble sex, whereas men are more powerful sex. Both sexes have different personalities. Men will perform to look dignified in social group, while women are respectful and humble. Finally, the difference of lifespan. Due to the fact that men are careless sex and have to do risky jobs, they have many fatal accidents. In oreaddition, they must face the pressure of mental problems from working hard which causes them to take drugs and eventually their health are weak, whereas women are gentle sex. They do things in careful way and avoid to deal with dangerous situations. Moreover, women concern their health. Since they

will diet carefully and do exercise often, women stay healthier than men. In deed, men and women are exactly differences in patience, status and lifespan.

No. 4

There are three major differences between men and women. For the first reason, men and women have differences in their body. They are very different in their physical constitution and capability. For example, women's figure is normally slimmer than men's. Meanwhile, men usually have more physical strength. Their bodies are able to put up with any difficulties better than women. Second, men and women are also different in their mind and emotion. Generally, women are more sensitive and they can be touched by other people's doings or words easier than men. Women always feel sorry for people's suffering or sorrowful event and they also show their feelings through their expressions or their eyes. On the other hand, men, who have stronger mind, often hide their feelings and their weakness. Besides, men are strong-minded that is an advantage in making a decision or doing something. For example, when they have to face a critical situation, men can make a better decision than women. Finally, men and women are interested in different things. For instance, men are interested in challenging or riskful activities such as computer games, car-racing or bungy-jumping and so on. In contrast, women usually pay attention to their appearances and personalities. They would like to have a good looking and they are more interested in fashion and beauty than men. In conclusion, men and women are different in their body, mind and emotion, and interest.

Moderate performer

No.1

There are three major differences between men and women. For the first reason, their physical structures are different. For example, their organs are unlike such as genitalia, breast, womb etc. Besides that men are bigger and stronger than women. Secondly, their characters are different. For instance, women are more sensitive than men, and men are more aggressive than women. Finally, they are different in some skills or abilities. For example, men are more decisive than women in making decision, but women are more delicate and careful than men. Therefore, men have more opportunities to be leader.

In conclusion, though those are the differences, but they can live with peace if they understand and sympathize each other.

No. 2

Human is a person rather than an animal or a machine. Both men and and women are human. However, men and women are born to be different in some way.

There are three major differences between men and women. First of all, men and women have a different physical appearance. For example, men normally, have a bigger muscle than women. So, it causes us to see men who have a large figure. In addition, men have much energy and stronger than women. Next, men and women are different in mind. For instance, women are more sensitive than men. Moreover, women are kind

while men are tough. We can see that women are very gentle both manner and touch for other human being. Finally, men and women are different in social value. For example, men are expected to be a breadwinner while women are expected to be a housekeeper. Besides, men are leader, but women are follower for family.

In conclusion, men and women have three major differences obviously. They are different in physical appearance, mind, and social value.

No. 3

Many people say “men are stronger than women” I’ve ever heard this sentence since I was young. There are three major differences between men and women. It is the body structure that we can see by their appearances. For example, almost men are taller and bigger than women, and men have beard that it’s so dark, it’s different from women. Next, both of us have variety of behaviour. For instance, the young boys like to climb up the tree and play the dangerous game but the girls like to play a doll. It shows that the boys are naughty but the girls are sweet, and men won’t cry face of other people like women. Finally, the bringing up style of the parents is different, it depends on value of social. For instance, men are taught to challenge to do everything but women are taught to be neat, and men are confident in themselves more than women. Even though, men and women have many differences that’s it’s too hard to understand. Both of us can’t live without another one because we were created for balancing in the world.

No. 4

There are three major differences between men and women. For the first reason, men and women have differences in their body. They are very different in their physical constitution and capability. For example, women’s figure is normally slimmer than men’s. Meanwhile, men usually have more physical strength. Their bodies are able to put up with any difficulties better than women. Second, men and women are also different in their mind and emotion. Generally, women are more sensitive and they can be touched by other people’s doings or words easier than men. Women always feel sorry for people’s suffering or sorrowful event and they also show their feelings through their expressions or their eyes. On the other hand, men, who have stronger mind, often hide their feelings and their weakness. Besides, men are strong-minded that is an advantage in making a decision or doing something. For example, when they have to face a critical situation, men can make a better decision than women. Finally, men and women are interested in different things. For instance, men are interested in challenging or riskful activities such as computer games, car-racing or bungy-jumping and so on. In contrast, women usually pay attention to their appearances and personalities. They would like to have a good looking and they are more interested in fashion and beauty than men. In conclusion, men and women are different in their body, mind and emotion, and interest.

No. 5

There are three major differences between men and women. For the first reason, they have the difference of patience. Men are physically stronger than women. Men have strong muscles. So they can do hard works or risky jobs such as carpenter, electrician, policeman, etc. Meanwhile, women are mentally stronger. Women are tolerant, they can stand pain in giving a birth. Moreover, they have the ability to spend a lot of time doing jobs difficult that need so much attention and effort such as accountant, teacher, housewife, etc. Second the legal position of social, men are given more power than women. Men become the leader in society. Because of an unequal status, women were brought up to be gentle and feeble sex and men are powerful sex. The both sexes have different personality. Men will perform to look dignified in social group and women are respectful and humble. Finally, the difference of life span. Due to men is careless sex and have to do risky works, so they have many fatal accidents. Moreover, they must face the pressure of mental problems from working hard which causes them to take drugs eventually their health are weak. But for women, they are gentle sex. They do things in careful way and avoid to deal with dangerous situations. Moreover, women concern their health. They will watch diet carefully and do exercise often so women stay healthier than men. In deed, men and women are exactly differences in patience, status and life span.

No. 6

There are three major differences between men and women. First, it is about physiology. Men have a stronger muscles which is a source of gigantic energy than women. Men usually spend their energy in work and use the energy to relieve some hard work from women. For example, most of them will do a jobs about engineering, architecture, or something that use a lot of energy. Besides, there is one difference that women could pregnant because they have an ovary, but men couldn't. Second, there are differences mind and emotion women usually have a positive idea and a sensitive temper. Women will do anything with a mentally calm, so they are appropriate to do a work which have to use an an elaboration such as needle work or vecame work. On the other hand, men have a strong emotion and directly show offensive action. They sometimes use force ago to solve a problem and can make a certainly decision. Finally, about their dress. Women usually like to dress. They will spend many times to dress their self as beautiful as they could. In contrast, men will use a little bit time to dress. In conclusion, there are three major differences between man and women.

No. 7

There are three major differences between men and women. The first reason, men and women have different physical structure. For instance, women can be pregnant because they have an uterus, but men cannot because they do not have the uterus. And men are stronger than women. Next reason, the characteristics are different such as women are more sensitive, and men are more dextrous. Finally, women are more healthier than men. For example, men drinks an alcohol and smokes more than women, so men's healths are destroyed than women's health. From the statistic show that women

have an average age longer than men. In conclusion, these are three major differences between men and women. However, they should adjust the differences become that similarly in order to live together in peace.

No. 8

There are three major differences between men and women. First of all, they have different physical figures. For example, men are normally bigger than women. There is less than 25 percent that women are bigger. Men are also stronger than women. Apparently, most statistics of anything reveal that men are better especially sports such as swimming or lifting weight. Next, their minds are quite different. For instance, women are more meticulous and careful than men, so they always take care of people better, just like motherhood. Another, women are more sensitive than men. In my opinion, I think women can control their mood well. Finally, their emotion level isn't equal. Men have more seriously bad temper, but women have more unstable emotion. In this case, maybe it's because of menstruation. In conclusion, even they have many differences, all of them are just human beings which have the same goal. That is to make them live peaceful and happy then.

Low performer

No. 1

There are three major differences between man and woman. The first different personality. For example the man looks strong and can protect everyone who is weaker. The woman looks tender. They like to help other people. The next reason differences appearance. For instance, The man is tall and always looks smart, The woman is thin and they like to get dressed because they want to attract other people. Especially they look beautiful. Finally, different psychology. For example, the man can suffer with everything that happens with them. They have to be vigorous and fight with any problem without tears. The woman likes a beautiful thing. The woman has weaker psychologies than the man, when they have a problem, they always cry.

In conclusion the man and the woman are the same species but they have differences about personality, appearance and psychology. One thing very important about man and woman, Nowadays, the man and the woman have the same rights.

No. 2

There are three major differences between men and women. First of all, their body structures are different. For example, men are always stronger and taller. They could look after everyone who relates with them. In the opposite way, women are smaller and usually weaker than men. They always need some protection from the men. Secondly, it's different because of sex hormone. For instance, Male's hormone makes men have an Adam's apple and also shiny hair. Female's hormone makes women have breasts and menstruation. These differences appear when they become adolescence. Lastly, their minds are different. For example, men are usually offensive but sometime they are more delicate than women. Women are always sensitive and they like to cry

whenever they get some problems. In conclusion, men and women are different because of their body structure, their sex Hormone and their minds. Eventhough men and women have a lots of differences. But they both are in the same species, they need to get married and have children. So they should adapt themselves to each others for a happiness in their life.

No.3

There are three major differences between men and women. The first thing is difference physical. For example women are small body and also impress to a men. Men are look stronger and also handsome when you look to a man you will see that they can look after to you. Second difference is living style. For instance women are love to go to shopping and go to market. Men are like to play football, go to drink and they may like to play boring. The last difference thing is cressing style, women are waring skirts with high hill shoes and they are make up so they look beautiful, men are waring trousers and sport clothes.

In conclusion these is just major difference between men and women but there are many difference and also something they are the same. Today woman are get jobs the same men and also quality working.

No. 4

There are three major differences between men and women. First, they have different minds. For example, women are more tender and more meek than men. Sometimes in the situation that people have to Wai (to respect other people) women are often do more than men do. The another example is men are more hot-tempered than women, when the problem comes men always say "O.K. I'll do this", but women always think first. Next, they have different body organs. For example, women can become pregnant that never happen in men. And men are nomally taller than women, it maybe because men have to be a gentleman and protect women from the bad things. Finally, they have different personality. For example, amen always put on the shirt and long pants. For women, always put on the tops and skirt. I conclusion there are three major differences between men and women, they are minds, body organs and personality.

High performer**Test 4****Why do you attend to the university?**

No. 1

“Education is necessary thing” nobody opposes this statement because education make their lives advance. I am the on of many people who want to move ahead. There are three reasons that why I attend to the university. Firstly, I want to get more knowledge and experiences. The university is a place where provide many kinds of knowledge. For example, I am an English major. I chose it because I am interested in and would like to use English correctly. English is a national language, anyway. Moreover, there are a lot of activities which give experiences I have never had before in the university to join. I know many people whom I can exchange experiences and some point of views with. I also learn how to adjust myself. Secondly, I attend to the university for preparing a career path. I can apply the knowledge to my job. And basically, most companies require graduated people at least. If I graduate from the university, it means I have a better chance to be selected more than a person who don't. Furthermore, the knowledge which I have may lead me to be in a high position and success in my career. Finally, I would like to have a good job and good salary which bring me to have a good quality of life.

Attending to the university is a good start in a life but the end is up to the way you and me decide to walk. I think only high education cannot make anyone to be a good person. It just guide the way to think. You can observe someone who has high education, but he/she does not be a good person and does not achieve in his/her life. We can choose the way you will be and do.

No. 2

I think everybody want to have a better life than they are. They want to have an excellent job and good relationship with other people in a society. I believe that the only one way to get a better life is an education. I am one of people who want to have a better life, so I attend the university for three reasons. First of all, I want to improve my knowledge. Knowledge is basic of developing self. The university is a place where I can achieve many fields of academic knowledge such as Humanities, Arts, and Business. For me, I get both knowledge and skill in using English language, from listening to speaking to reading and to writing. I can apply these knowledge and skill to use in my daily life, and I can keep it as a basic to improve myself in the future. The second, I want to experience student's life in the university. There are many things that I never known before I get in the university. For instance, The differences between learning style of the university and the secondary school. Even if the university has more independence, but if you don't know how to control yourself, you will fail the examination. Moreover, I can learn how to live with other people in the society. Furthermore, many activities teach me to be a patient and responsible person. The third, and perhaps it is the most important reason why I attend the university. It is because I want to get a good job. After I graduate, I will recieveth certificate from the university. Somebody thinks that it is only piece of paper, but in my opinion it is more than a piece of paper. It is an indication of my success. When we apply for a job, the company can't know the real you in a short time, so they will judge you from the outside and the certificate. If you have a good personality and an

excellent grade point average, you will get a good job. These are three reasons why I attend the university.

No. 3

There are four reasons why I attend to the university. First, everybody has a duty of each person since you born. When you are a baby, you should obey the parents because they try to find the best thing to their children. There is an effective education. The parents always tell that if you are diligent, you will get the reward. Now, I still recall this sentence. I think it's the good example for children that trying to be a good student. When you work hard or study hard, you should get the prize such as money, clothing, or games. The thing that we should practice, it's responsibility of each person. Attending to university it seems that you choosing the career path in the future. I always try to find something that I desire when I studied in the school, it's education from a professional instructor about English. I can give it, but it's not just only one thing that I took it. Second, I could find a new friends from another school at here. The first step that I went to the university, I think it's the strange place where I haven't seen before. Even the next person who sat beside me or the person who stood in front of me. Who is she or he? I didn't know her before, but if I don't walk to her, I'll stand alone and don't have a new friend. It's hard to adapt myself for a new thing, but I also tried to be in the strange society. Next, I've got a great experience from activities in the university. For instance, I was chosen to be a leader of Humanities Faculty in Sport Fair when I was a freshman. It's the special time for me because I could do the thing that I love, it's dancing. In those time I faced the problem that come from studying, dancing, and friends. It became a good lesson that taught me. It makes me stronger than before or I am being an adult. Finally, the most important thing that I go to university for improve myself in every way such as solve the problem about my friends, the time, and homework. Then I'll try to be a good adult follow by the lesson of teacher. I hope everybody has different reason to attend the university. Actually, that is learning your life.

No. 4

Nowadays, it is generally know that education is very important, and it has lots of influences on people's life, especially studying in the university. We cannot deny that an academic degree is very necessary for getting a good opportunity in the future. Accordingly, most people would like to graduate from the university with many different reasons.

There are four reasons that I attend the university. First of all, I would like to enrich my knowledge to be proficient in the field that I am interested in, and I would like to have a good preparation for my future career in order to get a good job in the future. In my opinion, to have a good education is a pass to many good things. It is the truth that the more we have a good education, the more we get a good opportunity in lives. Second, I think most of people who have a high education are likely to be more advantageous and have more choices than the people who finished the primary or secondary schools. Not only in choosing a career path, but also in spending their lives. Apparently, the people who graduated from the university are accepted and respected highly in the society. Third, I attend the university because I would like to have a good

quality of life. I think having an education can raise a standard of living. Besides, for I am an only child in my family, I would like to be educated in order to earn my life, take care of my parents and provide for the family.

Finally, the most important reason that I attend the university is I would like to improve myself in many ways. Studying in the university has broadened my view and opened up my mind. I have learnt to be mature and able to make a decision and solve any problems by myself, and I also get lots of experiences. Besides, I have learnt to adjust myself and live in the society with many different people. These are very important and beneficial as someone said that "Experience is the mother of wisdom".

Moderate performer

No. 1

The university is the best place for student to research knowledge. I attend the university for four seasons. First, it has much knowledge that I can gain through education and experience. For example, there are plenty of subjects and numerous instruments of teaching. I can decide which ones the best I like and also have many teachers who have professional skills and good morals that make me become a successful person. In addition, the university provides a wide variety of activities including sports, leisure, classroom activities and etc. Second, it is the wide choice of studying to gain in the higher level of education or study abroad. Next, I need social group which is high social class. I will become a professional person and gain people's respect. I want to make new friends and share opinions, ideas, feeling and experiences together with a group of friend. It also make me to accept opinions and work well with others. Moreover, I can improve my personality in positive ways. The good personality is the main of support to make someone else welcome me to be part of a group. I will learn the roles of society that I can behave properly. For instance, the way to deal with people in job which is the most important for communication. Finally, I will get a good job. I will have more the opportunity to choose job because nowadays most companies prefer to employ a person who graduated from a university rather than get no degree. However, anyone who has the opportunity to study in a university. You should pay attention to the lesson because it is a good chance of you and you should consider the university is the first step to wards success.

No. 2

Nowadays, most people believe that education is very important in their life. And it's also a part of progress and success. Therefore, attending to the university is the one of many choices that almost people have to choose. And they have many different reasons that depend on their own ideas, or it comes from social values. In my opinion, I attend to the university in major English for four reasons. First of all, I will get more knowledges, especially language. Because I think English is really important in my daily life. I use it to communicate. I can improve my pronunciation and every English skills. Second, I can have more experiences. As a result of university is a society that bigger than school. Therefore, I can know more people, make a lot of friends, adapt myself to new circumstance of place, and behave suitably in society. Besides that I have to have more responsibilities and have to cooperate with others. Third, I prepare for my future career. I think if I study hard, I will get a good job. Because the first important thing is certificate and secondly is ability. Finally, I will have more opportunities. I can select

the job that I'm really interested of pleasure, I maybe get a job easier than others, and it would be easy to go studying abroad if I graduated.

All of these are benefits for myself that I attend to the university. However, I can't exactly judge anyone who attend to the university is the successful persons. But I will judge from whatever they can get from the university instead.

No. 3

Everyone should have an education for making better life and know how to live one's life in the good way nowadays. I think people should have a knowledge at least from graduated the bachelor's degree. Thus, the reason why people attend the university is different. It depends on each person.

I attend the university for three reasons. First of all, I do need to have knowledge literally. I think life is learning. Truly, everybody must have knowledge and education. In my opinion, I should have a bachelor's degree at least because this level will give me more information to live in present society. In the some way, I think I can get many things about knowledge and have many experience when I am in the university. In addition, studying in the university is a big practice to control myself in my opinion. I will have many experiences because I have to deal with many people in daily life. It certainly helps me to know to behave myself and how to do a suitable action in each case. It also helps me to grow up and have a wide vision in thinking and creating good things. Second, I attend the university for career. Surely, I must do job after I have finished bachelor's degree. I think almost people have thought as same as me because the future of life will start at that time we work. Moreover, most of company generally require at least graduated person nowadays. I think I should attend the university in order to have a stable future therefore. It is a circle of life that no one can escape exactly. The final reason is an image of the society. In present, almost people believe that graduation is a basic guarantee of responsibility for those people. Furthermore, it encourage me to feel equal others in the society in the way of knowledge and thought.

Indeed, I believe that attendance the university is necessary for everyone. In my opinion, three reasons that I should attend it are a knowledge, career and image of the society.

No. 4

When I attend the university, I think I have got four crucial benefits from the university. Firstly, I get more knowledge in classroom. I am studying in major English. Study in classroom is very necessary because I must learn by writing, listening, reading, and speaking with the teachers who specialize in English. It controls me to use English, and I must improve and develop myself to be equal to my friends. Like the proverb that is "Much learning shows how little mortals know" In the university, study is practice because practice is the best of all instructions. It is very useful for me. If I don't use English, I won't know it really. Secondly, I get a fulfilling experience in the university. I must adapt to learn by myself more than I studied in high school. Teachers in the university don't supply everything to me. I should research something by myself with my friends. I think it is also good because it makes me more responsible. In the university, the nice experience is my friends. I have a lot of friends, and they are many different in each person. When we had activities, we learnt and helped our together. Next, I can upgrade my life because studying and learning make life better than the olden

days. It is an advantage for me to have a good occupation, and I will get an excellent salary. It also admits me from the society. Finally, I can attend the government university, so my parent is glad, and they proud of me. I think I make them happy. It is a good commencement for me. Like the proverb that is "All's well that ends well".

No. 5

University is a place where people go to learn a particular subject or skill, but there are other reasons why people attend the university. There are 4 reasons for me to attend the university. First of all, I want to improve my knowledge because I can not learn everything from a book by myself. I am major in English, so I have to learn accent, intonation, and pronunciation from foreigners. If I want to speak English fluently, I have to practice with my friends, teachers, and foreigners. When you study alone, you can hardly develop your English. I can ask teacher whenever I do not understand a lesson that I can not do it at home. Second, I can share my opinion and my thought with friends because everybody have their own opinions. Maybe my thought are different from them, but no one is wrong. Their good opinions that they are unlike mine can improve my mind and change my point of view. I can develop myself from applying their opinion to my life, and it makes me become a good listener. Next, I can apply for a good job. If I have a good grade and educated from nice university, I will have more opportunity than people do not attend the college or university because many big companies require an applicant who has certificate to guarantee their abilities. Good grade will shows their effort, potentiality, diligence, and responsibility. Finally, I know how to live with many kinds of people in peace. When I study at the university, I have new friends, and I meet a lot of people that they are different. It teaches me how to adjust myself to other people, and it is the first step to live with many people in the social where it has many kinds of them. However, people who educated from the university is not always successful. If you do not know how to live with many kinds of people, you can not be happy to spend your life, or people who do not attend the university can study by yourself and have a freedom of learning.

No. 6

I attend the university for 3 reasons. First of all, I would like to increase my knowlege. There are many good teachers who can teach me in a branch of knowlege which I would like to learn. Moreover there is a large library in the university too. I can find books for my report. I can read books to improve my knowlege and my idea. Second, the university is a way for preparation a career path. Students are practiced to be an expertness in a branch of knowlege that thay want to work in the future by teacher. For example, the student who study in Engineering faculty will learn about a machine or an engine. They have to have a good skill and know everything in their jobs. Beside these, the student will be trained to confront the problems that can happen in jobs. Finally, I attend the university for new experience. There are many activities and many people in the university. I will meet new friends and share my interesting, ideas, or knowlege with my new friends. I can join in activities of the university. I could be a member of club and help other people to do some club's work. I think, working with other people will give more experiences and teach me to have responsibility. In

conclusion, these are reasons that I attend the university. Although the university is a path for my future, but the university isn't a whole life. And knowledge will sit in front of your face, if you open your eyes and your mind to find it.

No. 7

Why people attend the university? I believe that each person their own reason. According to myself, I have four reasons for attention the university.

First of all, the university gives me much more knowledge especially the knowledge of language. Because now I'm studying at the faculty of Humanities in English major, third year. Besides of English, I have studied many languages such as Chinese, Japanese, and German. I have also learned their culture, opinion, attitude, and lifestyle. I have known many aspects of language more than past. I know it deeper not just their structure, grammar, or how to speak. My knowledge is devoloped for many levels after I became a university student. Second, I can get a lot of life experiences in the university. For example, I have known many kinds of people and have a lot of new friends. It make me know how to get along well with others people in society. It teaches me that I should adjust myself sometimes and I should not only be a reciever but should be a giver, too. I have more responsibility because I have to do everything with myself ; study, to register, contact with government organization. They are no anyone to control me. I have to manage my time between study and activity. I think the university has opened and widen my view. Next, study in the university is a good career preparation. In my opinion, graduation give me a better chance to get a better job. It can give me a good welfare and salary. I can apply the experiences in the university to my future career. For instance, if I am boss, I will know how to organize the system of organization, or if I am an employee, I will know how to treat my boss and my colleague as I had treated to my teachers and my friends in the university. Finally, study in the university can raise my social status. I think most people believe that person who graduated from university is smart, honourable, and reliable. For example, If I were in a labour class family, I would can be in a higher class after I graduated from the university because I would be a teacher or something like that. To study in the university seems to be a social valuse.

In conclusion, these are my four reasons to attend the university ; get knowledge, get experience, career preparation, and raise social status. Although, the university is a source of in numberable benefit, but It isn't a thing can judge people. One thing can judge is a behaviour of them.

No. 8

I think people attend university for three reasons. Fist of all is the education. Basic rule of the student is to study. When I was a child, I wondered why I had to study. I disagreed that people with high degree of education always had got happiness. Now, I realize that, education protects we many ways if I'm uneducated person, except looking down on me by others, I'm also taken advantages by others. Education teaches me to live my life judgely, and we can earn money by working. Briefly, education can help us maintain our life well. Second reason is point of view. Each step of time is commonly different, but period of childhood to adolescence is probably similar. That means when you were in school, kindergarten to high school, there must be the rules which you had to follow them seriourly. Each morning, you had to stand still for respecting the national

anthem, moreover, also followed with praying. After that you had to go to your class in line as much quiet as you could. In the evening, you would do same activities as in the morning. It's like school drawing just a little square to control us. They have power to make us do what they want us to do, but everything will change when you're in the university. It doesn't mean that everything there will free, but mostly it is. There is more freedom and less rules here. Comparing with school, it is also a square but larger. It will enhance your point of view to everything. The final is to prepare for developing society. After your point of view is completely enhanced. Then university is the place you prepare for mature society. You can develop yourself well anyway here, or it can be said that here is the place let you be yourself, individuality, let you create your own thoughts, but they have to be nice. This advanced education is quite different from school that hold us with conformity which keeps our thoughts narrowly. Another thing might be the role. No one can exactly say what we should do best in several situations, you have to learn them with experiences. However, people doesn't attend university for such these reasons above. There are many different reasons why people attend there, but no matter what they are, people will be good not depending on the circumstances. It's up to themselves as well.

Low performer

No. 1

University is the goal of everyone who graduated from high school or the college. Many people would like to study in University because they would like to get high degree and more opportunity to choose their job. Therefore, they can get more experience in University.

I attend to the University for 4 reason. The first, I would like to get more knowledge. This thing is very important for me because it will make me intelligent and can make me know about the news thing that happen in the current. Everyone has knowledge, but it depend on your diligent. The second, I would like to get new experience. I really like to challenge with other thing that I can do before. I would like to get new experience because I can use this experience for my daily life. Such as, I used to work in a Computure room and I can use this skill for my job. In this way, I also have more skills and I have a lot of information then I can adapt or created the new thing for my job. The next, I would like to get a good cereer. Certainly, everyone want to get a good cereer and I also. This reason are caused that make want to study in University. I want to get high degree, when I go to apply a new job this degree can took me to the new job and the employer will consider me first. Such as, I study in Western Language Department because I want to work about communicate and contact with other people who come from other country. Expecially, I enjoined with my job because I like to do. When I looking for a new job, I can apply a job follow my faculty and if I have a qualification that suitable on their job, I was choosen.

Finally, I look forward to meeting new people. When I study in College I met may people. When I study in University, there are lot of people at University. I should adapt myself. Other reason, that I would like to meeting new people because I can share the opinion and do lot of work together. I can learn many thing from them and we also help each other.

All of, this is my reason that I attend to study at University. Everyone can entrance to University, if you pay attention in class and to be diligious.

No. 2

In the present education is really important, graduate only high school is not enough to find a good job. So university is my aim when I graduated a high school. At that time I really wanted to entrance to the university. For my own opinion, I attended the university for 4 reasons.

First of all, I attended to go to the university because I would like to continue my education. According to above, I wrote that high-school degree is not enough for my education. I thought I should learn more as high as I could because education is very important. It could make me catch a goal of my life.

The second reason is because I would like to get new experiences. In the university I had to live in a bigger social than the high school. I had to be for from my family, I couldn't live with them any more during I studied at the university. I might live with my friends at the dormitory so I need to learn to help myself in everything. It could make me stronger. In the university I might have new friends, new teachers, new places, new stay, and new life style. I might adapt myself be older and stronger than when I stay with my family.

Thirdly, I would like to have more knowledge. Education in the university could give me more knowledges that I haven't known before. That knowledges could come from my classes and also my daily life. Both knowledges were important I thought, I should get as much as I could. If I have more education and if I have much knowledges many good things would come into my life.

The lastly is because I would like to prepare for my career in the future. Like I said that education and knowledge could give me a good life so if I graduate a university I could find a good job. When I have a good job, another good things will follow into my life. I will enjoy working, I will get a good salary and I can look after my parents in the future. I have a lot of dreams and I can't reach my dreams without an education. That's why I attended.

No. 3

Everybody wants to have a good future, when people born and they were child until now they have been studying a lot. Educate is the most important for everybody may have several reason for entrance the university. For me I attend the university for four reasons.

First reasons because I want to increase my knowledge. When I graduate my high school. I looking for university to continue education. In the university can give me more skills about my major that I aim to study.

Second reason because I want to get a good jobs or get some career. The university can teach me a lot of knowledge and some skills on that work. I can get my skills work and able to do a good jobs with qualities result. In my job, if I obing well. I also get money from that job. This is the most important reason for people and me too. If I have enough money I will have better living.

Next reason because. I want to cacth a new socially. When I could entrance to the university it new places, new building, new enviroment and also new friends. I could know how differences in high school and the university. I could adapt for being the university. I may find some new lovely friends in university.

The last reason because I want to have an experiences, when I study with other students in class and teachers are teach in class. I could know how to do with a work of

group. The university can make me be more confident to do things. I may helping a teacher doing something or I can learning from outside not only in class room.

There four reasons that I attend the university and I think other people may have more than four aim to university. Anyway every reason attending were hope to get a good living after the university and also mot university can give you a beautiful things, but this just one of the way to get brighter future.

No. 4

I attend the university for four reasons, that they are knowledge, career, experience and money. I first of all, knowledge is the most important thing for everybody who still alive. It is a thing that comes with me in everyday life and it also comes with me. If I am 12 years old and I know what that who had learn grade six should know and if I am 20 years old, but did not come to university I still know in what the student grade six should know. So knowledge is the most important thing that I attend the university.

Secondly, career also be the one important that I attend the university. After get knowledge as that I told you, if I have get a very good knowledge I will also get a good job. Sometimes that someone already knows how to work with that job, but in Thailand you need to have your certificate that can confirm you with your knowledge degree.

Next, for my experience. Experience is also be the one important thing to do anything I come to university also to get a new experiences apart from just get knowledge and meet new people and new society. I want to get an experience how to live with the others people who comes from the different places with me. I also need to get an experience to meet the others people to prepare for my future life, cause I have to work with the others people, so I have to get an experience since when I was in university.

The very last reason of "Why do I attend the university?" is for money. Since the ancient money is seem to be the very important thing for every life to live in everyday. You may not agree with me that I said "in the ancient", yes you right. But if you try to see how money important to your life in everyday you will not say you are not agree with me. Because nowadays if you want something you need money to buy them, me either. So one reason that I attend the university is also for money.

For university, everybody hope to come, but not all people can come. The things that I have got from university, even bad or good, but everything can be a very good teacher of my. And all achievement can not be able with out my try and train.

High performer**Test 5****Why You Attend the University?**

No.1

There are three reasons why I attend the university. Firstly, get more knowledge and experiences. For example, I interest in English language. I therefore, attend the university and select English major. When I study my English skills are better. Moreover during the studying in the university I get a lot of experiences which I never have known or done them. For instance, I do the university' activities which help me to know many people and to do work as a teamwork. In addition studying in the university helps me to think and walk in a good way. Secondly, preparation my career path I can apply the knowledge and experiences from educating in the university to use in my career. Futher more, I have more chance to be recruited from companies. I can select the work which I like the most and I can use the knowledge which I had learnt in it. The result is that I am happy with my work and I have the willing to do it. Finally, get high quality of life. I come from the middle class, so attending the university is very important. How it helps me to get high quality of life? I think it is a chain which has the attending the university to be the start and it is also the good start. I graduate from the university and I have a stable work which the both lead me to get high quality of life. I have the salary which I can bring to use for my life and my family to be happy and healthy. In conclusion, I attend the university because get more knowledge, preparation my career path and get high quality of life.

No. 2

I attend the university for three reasons. First, I want to get more knowledge to improve myself in the present and in the future. In present time, I want to get more knowledge to improve my English skills including listening, speaking, reading, and writing. If I have good skills, I will get a good grade. There fore, I can study in a Master degree. Second, I want to learn how to live with other people in a society. In my opinion, living in the society, only knowledge is not enough for me because I have to live with other people. Each person is different, so I have to learn now to live with them. For example, when I was a freshman, I had to adapt myself for a new society and new friends. I learn that friendship and kindness were the important things when we lived together. Third, I want to get a good job. Nowadays, a certificate and an institute are the important things when we apply for a job. The companies usually use them to consider us because the certificate and the institute can indicate us at first. I think, if I graduate from a famous university and I get a good grade point average, the company will has me as an employee. On the other hand, if I graduate from unwell-known university and I get a bad grade point average, the company will not has me as an employee. Getting more knowledge to improve myself, learning how to live with other people in the society and getting a good job are three reasons why I attend the university.

No. 3

I attend the university for several reasons. First of all, I attend the university because I would like to enrich my knowledge and broaden my view. Life in the university has given me many useful things. I get lots of knowledges and experiences that I had never got before. In addition, studying in the university is a primary step of life in the bigger society that is not only the campus. It helps me to prepare myself to be ready for my future life and my future carreer. Second, We cannot deny that educated

people usually have good opportunities and have more choices than uneducated people. Educated people can get a good job, a good salary and they also have more chances to choose a better job than uneducated people. Therefore, I attend the university because I would like to get a good job and a good salary in order to earning my life and providing for my parents at my best. Finally, I attend the university because I would like to have a good quality of life. As I have said that educated people usually have good opportunities in life more than uneducated people, so I would like to have a good job and a good salary to improve standard of living of my family. Besides, it is a truth in our society that most people. In conclusion, I attend the university due to the fact that I would like to enrich my knowledge and broaden my view, I would like to be able to providing for my parents at my best, and I would like to improve my standard of living.

No. 4

The university is the highest step of education. It offers the advantage of both education and experiences for my future life, so I want to attend the university as a result of three reasons. Firstly, university is well-known as the best knowledge resources. It consists of many best things to improve my skills. For example, there are tremendous professional teachers from reputable universities or abroad and it provides qualified equipment for teaching. Moreover, university provides a lot of subjects for me to select such as business, political science, law and foreign language, especially English which is useful for all students to deal with other people around the world. Since these are nearly the same quality as overseas universities, I can save my parent money from going to study abroad. Secondly, it helps me to improve my personality and characteristic in good ways. As it is organized group of advanced people which is the main of large society. I can learn the rule of society in communicating each other correctly. It enables me to know working in group and accept other ideas which are important for a required job. Finally, I have much more choices of my good life path. I can continue my study in higher level or get the opportunity of a good job. Since nowadays most companies demand for much skill full people which gradual from a famous university, I can use my bachelor degree to compete with others for good job. In summary, the university is the best knowledge resources, improves my personality and characteristic in good ways and it offers much more choices of my good life path. Therefore, I attend the university.

Moderate performer

No. 1

There are several important things that relate to my life. Regarding, education is the one of my concern. I attend university for three reasons. First of all, I want to have more knowledge as a result of university is the main source of knowledge and effective professor that both of them can help me to improve my skills – speaking, reading, listening and writing. Besides that I can apply the former knowledge also. Due to the fact that there is the serious competition almost in everything nowadays, I have to fight with my knowledge to become the winner. Secondly, I want to get more experiences such as learning the new role – adulthood, adaptation in society, learning myself – having more responsibilities, doing some activities that whoever dislike. Moreover, I will learn the senior and junior rules that I have to respect for the senior people. If I treat them well, my feedback will be good and we can help each other in further. These can use in my daily life because in school society is not as wide as university or real life. Finally, I want to prepare for my future career ; business woman. Consequently, I will bring all of

my skills to apply for a job. In addition, in Thai social most people accept people from graduated. Thus, the certificate is represented to success that is from diligent and paying attention to study. The certificate can lift up my status that make other people accept and be pride myself. However, attending university is important for my life and I think this can help me have more confidence because it is the hard thing to pass the entrance examination and if I pass the difficult thing once, I will pass and dare to confront with more difficult or the most difficult thing with the infinity.

No. 2

If everyone notices an education system of Thai students, you will find that nothing is important than attending the university. Everybody must compete in order to study in the university. We often see that everyone tries to do everything such as having an extra class. I am also a person who want to attend the university. There are three reasons in my opinion. First, attending the university gives me a knowledge literally. Not only getting a knowledge in class, but I get an extra information from the university's society which provides me to adapt myself for living in daily life also. Moreover, it causes me to have a wide vision in thought. I often think of myself in the past, but I usually think of others what they feel or think, nowadays. It also causes me to understand many things more than the past. I feel I am growing up to be an adult. Next, I attend the university for career. I believe that everyone must do job somehow in the future. I think that graduated the bachelor's degree can guarantee a qualities of that person at least a responsibility. In addition, graduation bachelor's degree will give me more chance to get a good job in my point of view. According to the good job, it can cause me to be happy to do and to have a stable future. For example, I am happy when I work. Then I go home with pleasure and see my happy family. I think this is the most happiness in my life. The final reason is a social status. Attending the university encourages me to feel equal the other in the society in the way of knowledge and thought. Furthermore, it is another step to be a social successful person with a plenty of knowledge. In summary, Three reasons that I attend the university are knowledge, career and social status. I believe that life is learning. Attending the university is a step to reach the life's goal more easily which is a success both job and family.

No. 3

Nowadays in Thai society a great deal of students who finished from the post - secondary school attempt to pass the entrance examination because of attending the university. I am also the same as those students. In my opinion, attending to the university has four crucial reasons for me. Firstly, I am studying in the field that I am interested in. I can gain much knowledge. Knowledge that I enrich from the university is very important for me to learn and improve my English skill. Next, I would like to adapt and prepare myself in the new society before I have to work in a real situation. In the university I must have a responsibility of studying and myself. I also have to plan a schedule per a term by myself, so I should arrange the time correctly. It rather like a working. Then Nowadays the society has many competitors in the business world. So it is very necessary for pushing myself in the high education and high standard. If I attend the university and graduate from the university, I will be accepted from the society, and I will have an advantage than other people in the world of competition. Finally, my parent were appreciate and proud to me when I passed the entrance examination. I can be a

good example to my younger sister. The several reasons that I receive from attending the university can make you clearly see that it is many benefits when you attend the university such as knowledge, preparing, accepting, and appreciation.

No. 4

The university is a place where people go to for getting new knowledge. For me, I attend the university for three reasons. First, I attend the university because I would like to develop my knowledge and ability. Attending the university is a good way to get the knowledge. At the university, there are many skillful professors who have potentiality to teach students so I can improve myself. For example, I want to develop my English, and I want to speak English fluently so I decide to attend the university because there are many foreign teachers who are native speakers. In my opinion, the best way to improve English is practicing with native speakers, and I cannot speak English by reading a book. If I can communicate with them and understand what they say, I can communicate with foreigners. Next, I can improve my mind. When I study in the university, I meet many people and many friends more than in the school, therefore I have to know how to conform and keep relation with my friends because I cannot study alone. I must have responsibility in group work too. For example, when I have different opinion with my friends, I have to respect and accept other opinion. That makes me have a skill to communicate with many people. If I study at home, I will not know how to cope with variety people that I have never seen. I also get new experience from the university. When I know how to cope with many friends and people, I will have a social skill in living with people in peace. Finally, I have an opportunity to get a good job. If I graduated from the university, it shows that I have ability, especially my grades will show how effective I am. I passed the Entrance Examination. This can show my ability too. In conclusion, because I want to improve my ability, improve my mind, and have an opportunity to get a good job so I decide to attend the university.

No. 5

I attend to the university for three reasons. The first reason that I attend to the university because I am a child and I have a duty to study and then I must do it the best. The most important thing that the knowledge is a quality's thing and we need it for using in daily life. For instance, I'm studying in English Major and I can use English in the several things. Especially, now the information and the textbook often write in English. If I do not have a knowledge of this language, I won't understand it. Therefore, if you try to study hard and find the success of student life, you will be a person that good at in some ability. It's certainly that you will get the knowledge from the good teachers in the university and I can also get the wonderful experience, too. The next reason, I think I attend to find a way to get a good job in the future. When you decided to go to the university, it seems that you are walking into the line of job that you will be in the future. For example, I decided to study in Humanity faculty because I want to be an air-stewardness. It's see that I am walking along my dream and this way will take me to the successful in my life. Otherwise, if you pay attention and get the good grade, you will get the good result. Due to the fact that the grade can indicate the personality and ability of each person, and the teachers teach the tradition for living in the work society, too.

The last reason, in my opinion I believe that the university is a place for studying, so I will get the new experience such as new friends new teachers and etc. When I go to the university, I have to adapt myself and try to understand the other people because everybody is all different. It's not easy to do it in the first time since each person come from different backgrounds. Consequently, adapting for new friends in the university like be a base of the future society, so I would prepare myself to be adult. However, when you attend to the university and graduated the bachelor degree. Not only get the knowledge but also proud in myself because you can get more knowledge, get a good job, and get the new experiences.

No. 6

I attend the university for 3 reasons. Firstly, for knowlege, students who graduated from high-school usually attend the university to improve their knowlege and study in a branch of knowlege that they like because the university is a great source of education. There is a big library in the university that contains an imformation of education for students to use this to improve ideas and knowlege. Secondly, for career path, they will have a chance to join in the company more than people who do not have education. Person who graduated from the university will have an idea, understanding, and experience in work, because they were teached to know anything about job that they want to do in the future. For example, person who would like to be a docter have to study about diseases, physical, or medicine. Moreover, they will have to work in hospital before they finish their course. Finally, for new experience, there are a lot of activities in the university. People who attend the university will get a nex experiences from there. When you join in the university's activity, you will receive an experience to work with other people. It will teach you to recognize your responsibilities and listening other ideas. These are an important thing that you have to have when you work. Nevertheless, an educaton is not stay at the university. There are a lot of knowlege in many places you can learn. If you open your mind, you will see knowlege surrounding you.

No.7

There are three reasons for attention the university. First of all, I get a lot of experiential knowledge in the university. For example, I am studying in English major. I can improve my linguistic ability I learn much more aspects of English. It is not only a grammar structure. But I learn western culture, opinion, attitude, valuse, and life style. Moreover, I get new life experience. Due to I have many new friends who come from the different background. Thus I learn how to get along well with other people and adjust myself. I have more responsibity because there are not anyone controling me. I have to manage my own time. These make me have more adulthood. The university increases my knowledge and widen my view. The next reason, It is a career preparation. Study in the university is the way to make my dream come true. Since I can adapt all of experiences to my future job. For instance, I want to be a flight attendant. As a result, I must graduate in bachelor degree. I have to study languages in the university first. It makes me have more chance. Finally, study in the university increases my social status. If I study in the university, besides, my parents proud of me. It is also a honour of my family. Other people think that graduated people are honour and reliable. For example, I am in a poor family. But I will be in a higher social class after I graduate and I will be a doctor. However, It may have other reasons. But these are three outstanding reasons for attention the university.

No. 8

Several reasons persuade me to attend the university. Firstly, university gives me the knowledge. I daresay everybody attends university due to they want to increase knowledge in order to get an ideal job which they like in the future. As a matter of fact, everyone does not want to be a fool. Then being smart and clever could help you not to be a victim of any crime. Furthermore, they could help others by logical thinking also. Knowledge still has them to do in appropriate and reasonable ways as well. Secondly, university is like an institute teaching how to be good people when they take part in their social. Except the certificate they normally want, it is still not enough for being in social. Nowadays, they should know about their roles too. Due to the fact that being only the cleverest and most diligent but selfish or talk about others behind their backs is generally not accepted by the other people. No one likes these people for sure. As a consequent, they will be left behind among lively social. Finally, attending university as preparation for the future. Due to they are not children anymore, in age nearly twenty should be really responsible. Not only being responsible for the education, but they should also have responsibilities for all things. Therefore, university have them prepare themselves to be adulthood and for getting ready for a job as they like. Briefly, there might be other reasons why people attend university. For me, these are such outstanding reasons which suggest me to attend the university.

Low perform

No. 1

There are several reason that make me attend the University, because of University is the better way to approach achivement. First, I would like to challege myself. For example this is very interested when I would like to apply the University. It not easy to apply the University. I have to study hard, to be deligent, pay attention in class and read more book. Second, I would like to get more skills. For example, I studies in University there are a lot of new knowledge that I get from teacher. Third, I would like to get new experience. For instance, If I study in high degree, it make me get more experience and also get new experience and I can adapt myself to other local and I can catch with everything that happen. Next, I would like to get a good career. For example, Acually everyone need to get a good career when they graduated from University as sam as me, I would like to get a good career. If I get a good career, I will get a lot of money for raise the family. Especially I can use my skill have a benefit and also make a profit with myself. Finally, I would like to meet new people. For instance, it seem to be the case that I need a lot of friends. That is right, because if I meet new people, I can share the opinion and learn more new thing with them. Such as I dare to show my opinion and self-confident when I work in group. Especially I also have more responsibility. In Conclusion, because of there are several reason that make me attend the University. I would like to challege myself, I would like to get more skills, I would like to get new experience, I would like to get a good career and I would like to meet new people.

No. 2

There are four reasons why I attend the university. I would like to increase my knowledge, gain new experiences, prepare for my career, and spend what I have gained in the university to develop my own town. Firstly, I agree with the slogan of Srinakharinwirot University saying that "Education is growth". I thought the knowledge I have got from high school was not enough education. So, I attend the university because I would like to increase my knowledge. Secondly, I want to gain new experiences. In my opinion, life style in the university and in the high school are completely different. In the university, I have to associate with new people, new society. So, my life style must be charged. I have to face with some bigger problem. As a result, these make me have a powerful to cope with any problem I will face in the future. Thirdly, I would like to prepare for my good career in the future. Eventhough, lot of medias reported that many students in Bangkok live without work after they graduated university. But if I do well and have appropriate behaviours while I study in the university, I am absolutely sure that I will have an excellent job when I graduate university. Finally, I love to spend what I have gained in the university to develop my own town. This is the most important reason. My hometown is not a big city and has not much development. So, I would like to make my hometown has more develope by my availability. In conclusion, I attend the university because I want to increase my knowledge, to gain new experiences, to prepare for my career in the future, and to develope my own hometown as much as I can.

No. 3

There are several reasons "Why I attend the university" Firstly, I want continueing my study when I finish my high school. I want the college and otdied there for 2 years. I think, it likes the university because of the university study for 4 years and then the students can gredate. For example, the college in Nong Khai, The First Global Community College, after I finished there I cannot greduate. I have to continue my education by being transfer students to the university and study 2 more years. Secondly, I want to increase my knowladge because of everywhere that I finished such as high school or the college, I got learning and knowladge from there. In the other hand, I do not study enough. For example, I studied the college in Nong Khai and there are English courses that I took. After I finished the college, I continue studying English by study in Humanity of English. Because of I want learning more English. In accition, when I study the university, ther are the university students. I study in new place, new environment and new classroom. I have new experiences in the new institution with my new friends. Finally, I want to get a good job. I think the experience and knowledge that I get from the university com bring me to take a good job. A good job for me, it means some career that relative with the knowladge or my major that I study from the university. It's aviablelity to my job. After I get a good job, my life will be better than the pash. In conclusion, these are my reasons that Why I attend the university, because I want to continue my study, I want increasing my knowledge, I have study in new institution and I can get a good job when I greduate the university and I also have a better life.

No. 4

There are several reasons for “Why I attend the university?” Firstly, I want to increase my knowledge. There are many levels for knowledge, it depends on which level you do study in. For example in primary school, in high school, in the college or in the university. For me I already done in the college, that I can communicate with foreigners by talking but my weak point is how to write in the right way. So I need to increase the part of my lack knowledge, which is the writing. Well in writing I have to be sure in grammar and vocabulary, then I can do a good writing. If I am very well in both of writing and speaking it must be great. In this case just because I am taking in English major, so I have to talk in this way. Secondly, I want to improve the standard of my life. Actually my parents are farmers, they do not want me to be a farmer and they want to support me in everything to have a better life than they are. And I know how hard to live for farmers, so I have to improve the standard of my life. If I have at least an undergraduate degree, I do not have to be a farmer like the parents. Finally, I want to make my parents to be proud in me. As that I said in the second reason, that the parents do not want me to be a farmer. Especially for me, I am a first child of them, they must be watching the way I do and the way I go. I cannot say “Well mother I am just too lazy to go to school”, if I say that they must be very upset in me. I only have to do my best, then they must be proud in me. In conclusion, there are several reasons for “why I attend the university”. I want to increase my knowledge, I want to improve the standard of my life and I want to make my parents to be proud in me.

Test 6 (group work) **The Declining Quality of Teaching**
 No.1, 9,10

For several reasons, the quality of teaching has declined. First, teachers are not paid enough because teachers are paid so poor lives. The most talented teachers decide to enter other professions. Next the quality of teaching has also declined because the bright women could only be teachers and nurses. Therefore, the one who can't succeed elsewhere often teach the students. Finally, the quality of teaching has declined as result of low morale. These causes the teacher to stop trying as hard as they can. If you attend to solve the poor of teaching. We must paid teacher high salary,select qualified and skillful teachers and give them the respect they should deserve

No. 5, 8, 16

For several reasons, the quality of teaching has declined. First, teachers are not paid enough because teachers are paid so poor. The most talented teachers decide to enter other professions. Next, the quality of teaching has also declined because the right women who is in the past. Therefore, the ones who can't succeed elsewhere often teach the students. Finally, the quality of teaching has declined as a result of low morale. Teachers are not real respected by the public. This causes teachers to stop trying as hard as they can. If we intend to solve the problem of poor teaching, we must pay teachers higher salary,select qualified and skillful teachers and give them the respect they could deserve.

No.3, 6, 7, 11

The quality of teaching has declined for several reasons. First, teachers are not paid enough. Because teachers are paid poorly, the most talented teachers decided to enter other professions. Next, the quality of teaching has also declined because the bright weman who in the past could only be teachers and nurses have a variety of careers. Therefore, the ones who can't succeed elsewhere often teach the students. Finally, the quality of teaching has declined. As a result of low morale, teachers are not well respected by the public. This causes teacher to stop trying as hard as they can. If we intend to solve the problem of poor teacher, we must pay teacher higher salary, select qualified and skillful teacher, and give them the respect they should deserve.

No. 13, 14, 15

For several reason, the quality of teaching has declined. First, teachers are not paid enough because teachers are paid so poor salary. The most talented teachers decid to enter other professions. Next, the quality of teaching has also declined because the bright women who in the past had a quality of careers. Therefore, the ones who can't succeed elsewhere often teach the students. Finally, the quality of teaching has declined as a result of low morale. This causes teachers as hard as they can to solve the problem of teaching. If we intend to solve the problem of poor teaching, we must pay teacher higher salary, and give them the respect they should deserve.

No. 2, 4, 12

For several reasons, the quality of teaching has declined. First, teachers are not paid enough because teachers are paid poor. The most talented teachers decid to enter other professions. Next, the quality of teaching has also declined because the bright women who in the past could only be teachers and nurses have a variety of careers to choose from. Therefore, the one who can't succeed elsewhere often teach the students. Finally, the quality of teaching has declined as a result of low morale. Teachers are not well respected by the public. This causes teachers stop trying as hard as they can. If we intend to solve the problem, we must pay teacher higher salary, select qualified and skillful teacher, and give them the respect they should deserve.

High Performer**Test 7****Why English is Important for Thai Students?**

No.1

There are three reasons that why English is important for Thai students even me. First of all, English is the standard language of the world and most people in countries use it to communicate each other. English is like the passport of education. For example, if you know and understand English, you have a chance to study at abroad and international universities. I do not mean that the universities of Thailand or universities which use Thai language in teaching and studying is not good, but it is better that you have many ways to choose. Second, English opens Thai students experience. When you have the skills of English, listening, speaking, reading and writing, you can study abroad. You can exchange your experience with foreigners and you can select the good things from them to apply in your life. In addition, as Thai people, you can give the information of Thailand. Third, you can find jobs easily and can get a high position in a company because nowadays, most companies in Thailand is foreigner's or always contact with the customers who are foreigners, so English is very important. You can observe in the classified page of any newspapers. The companies, almost all, require English skills. In conclusion, English is very important for Thai students even me because we have a chance to study at abroad and international university, English opens Thai students' experience and English makes us find jobs easily and get a high position in a company. However, we are Thai students and Thai people, and Thai language is our language, therefore, we have to use it correctly before, we will use other languages.

No. 2

English is important for Thai students for several reasons. First of all, English is important for an education. For example, if Thai students have skills in English, listening, speaking, reading, and writing, they can improve their skills when they study English subjects. When they have good skills, they will have a chance to get a scholarship to study abroad. Second, After they graduated, English is important for their works. Nowadays, the good skills in English language is one of an important qualifications for applying for a job. If they have the good skills, they will have an opportunity to get a good job. And they will have a chance to advance in their job too. Finally, English is important for daily life. It is not important only for students but it is important for everyone. For instance, most of goods that we consume are from foreign countries right. They usually, use English for their brands or labels on their products. If we have skill in reading English, we will know the information about the products. We can help foreign tourists when they lost the way, or when they need some information. In conclusion, English is an international language that people in a society use it to communicate with others. Therefore, everybody should to have the skills in English not especially for students.

No. 3

English is important for Thai students for three reasons. First, English is an international language. We can say that it is an official language for people all over the world. Nowadays, English is the most important thing for world's communication. We need to use English in communicating with people from other countries. Especially, there are many foreigners such as investors and travelers come to Thailand every year. Therefore, it is very necessary for Thai students to have an English skill in order to communicate with the foreigners. Second, English is also important for economic development. Thailand's income is mainly from foreigner's investment. We need to use English in trading with foreigner investors. Besides, it also relates to an advantage and disadvantage in trading with other countries. Finally, English is important for Thai students because it is the most requirement for any jobs. The students who have an English skill are likely to have better opportunities than the students who have less English skill. They will have more opportunities to get a good job and good salary. Besides, the students who have English skill are likely to have an opportunity to study abroad. In conclusion, English is important for Thai students due to the fact that it is an international language, it is important for economic development and it is the most requirement for any jobs.

No. 4

English is the best important language all over the world. Therefore, it has a lot of clauses to learn. First of all, English is considered a central language that used for communicating with the difference of languages throughout the world. Consequently, Thai students need to learn it as much as we can for contacting with foreigners well. Furthermore, we will gain variety of ideas, cultures and lifestyles. Second, due to the fact that it is classified as the first important language from most countries as well as Thailand the government of Thailand set up the law for all students must learn English and the students eventually love it very much. In addition, we will find English at anyplace around Thailand such as many programmes on television, advertisement and Department Stores. Next, English language is accepted for an advanced language. One can use it in speaking, listening, reading and writing well. They are given a name of an advanced person. Thailand, therefore, has a lot of the English Institutions. For example, we can choose to study it from Siam, Silom or in Department Stores. Finally, since many foreigners have come into Thailand for investing company, Thai students have to learn English for offering a good job and a good salary. Otherwise, we will fight against with foreigner companies to become a powerful Thai company in our country. In summary, English is considered a central language which used for communicating with other people, the first important language and an advanced language throughout the world. All Thai students need to learn it very much for our successful lives in future, therefore.

Moderate performer

No. 1

There are several reasons or opinions that why English is very important for Thai students even me. In opinion, I think English is really important in my life up to now. For the first reason, I want to improve in my English skills for having more advance. So, I decide to study in English major. It is not only important in education, but in business

is also. Secondly, English spread all over the world. Therefore, English is more acceptable than others. Although Chinese is more wide than English, and almost people in Thailand are the blood-mix of Chinese. But it is not important as much as English. In contrast, English has an influence in Chinese language. English is the one of the important alphabet is called "Pin-in" that help people to pronounce Chinese easier. The Third reason, English is the universal language. As a result people use English frequently when they want to communicate with someone. Even in business or any international trades, people have to know more than two languages at least English is the one. Consequently, it is necessary that schools or universities have to hire foreign teachers to improve students' skills. Otherwise students cannot equal as well as others due to the serious competition. Finally, I can see from the signs or any direction on the goods that are written with English. Therefore, I can refer that English is related in almost everything in life. In deed, every languages are important. It depends on the users that what the ways they use even English. Even though it is important, but people should use approximately and do not let it has much influence to us.

No. 2

English is an international language of the world. It is also important to everybody to know and have ability to use it especially, students. There are three major importances for student to know English. Firstly, English is important due to an education. In learning, we should find out the outside reading for more information to understand the lessons more especially, foreign's text. Because the foreigners always have a new experiment and study for new things, we should find it to get more knowledges. In addition, almost languages of the world always translate their own knowledges into English because it will have more chance to spread to other nations widely. Next, English is important for communicate with others. According to be number one of international language, it is necessary to know English if we want to have more chance to deal with others. Furthermore, our country is now an open-land and there are many foreigners, therefore we should know English to communicate with them. For the last reason, English is important for our future. We cannot know the future exactly but people who know and can use English will have more opportunity than the other. We will have more chance to get a good job if we have an ability of English well. For example, we may get a job in foreign's companies which give us high salary because they see and be confident that we can bring them to reach their goal. In summary, English is important for everyone especially, students. If the students want to have more knowledge, have an ability to communicate with foreigners, and have a good future, they should pay attention to study English well.

No. 3

Why is English important for Thai students? In my opinion, English is very interesting and important because of business, learning, it, and studying. I will give you for those reasons to clear the question. First of all, English is an international language that is communicated in business. Almost industrial countries are located in Europe that use English for a major language, so nowadays it is important to learn English for our working. We can see that Thaksin Shinawatt who is an excellent leader in Thailand can speak English as well as a native language, so it is useful for developing in Thailand. He can communicate with the English clearly, and it can support our relationship, politic

and economic. Then all of the world use English in major language, so many text books are also written by English. We should know and understand English for gaining our knowledge such as engineering, computer, and psychology, etc. Next, nowadays English effects our in every ways like it. It is very popular in Thai students. All of them surf internet in their house for learning and entertaining. We should learn English because internet usually uses English. We also can improve and develop our English skill by chatting with foreigners. Finally, the purpose of Thai students is studying in abroad, so English is very necessary for a test of TOEFL, TOEIC, GMAT, GRE or SAT that are used in testing for studying abroad. We can see that Thai students like studying in language school such as British Council for improving English. Almost governors would like to send their children study in International School for learning English as well as a native language. All of those reasons, we can clear that why is English important for Thai students? English is very crucial for Thai students for their knowledge, working, and life.

No.4

English is an international language and important for Thai students and everybody for 3 reasons. First, English is an international language for communication. Many people around the world can speak English fluently. Thai Government is promoting Thai people and foreigners to travel in Thailand, and Thailand was voted to be the most beautiful country in Asia from travel magazine in USA. So English is very important for Thai students and Thai people. For example, when foreigners want to ask an information about Thailand or lost, we can communicate with them in English if we cannot speak their languages. Next, we can improve our knowledges because students can search many informations and knowledges, which the most of them are in English, for their education from Internet. Now a day, Internet has important role in education. For example, when student got an assignment from professor, we could get many information by surfing an Internet at their homes if we could not go to a library. And we can improve our attitudes because we can exchange our opinions with penpals from other countrys in English. Finally, there are many foreign companys in Thailand, and foreign employers require employees who have ability to communicate with them. If we can speak English fluently, we will have more opportunities than other people who cannot speak English, and we could get high salary than Thai companys' employees. In summary, English is important for Thai students and everybody because English is an international language, we can find an information for education from surfing an Internet, and we have opportunities for finding a good job.

No.5

For several reasons, the importance of English for Thai students. First, In the present time we are live in The information would that we can find the new research from another sources, it is not only in the books. We are the student and we have a important duty that is studying. The habit of each student is do a lot of homework and read textbooks. Because of many textbooks in every subject that are always English information and we must to read it. If we can't read English, we won't understand in the important theory. Especially in the Medicine books or in the textbooks for engineer students are always English. When we want to find the new information, we are often search in Internet that it is English, too. Next, at now a number of foreigners that come

to Thailand for sightseeing is increasing more and more because Thailand is so wonderful. From recently research that Thailand is the highest rank in East Asia that foreigners want to come the most. It's show that our country is interesting. Due to the fact that we are Thai students, we must prepare the skill of English to be the good host. When the foreigners come to Thailand, they are often lost the way and then they will ask the right way to go. The language for communication is English. Finally, in the future when we grow up, we are working in several lines of job. Sometimes I might be a secretary and I have a duty to commute with foreigners because the most business in Thailand are concerning about developed countries such as USA and Europe, it is the big market of business. In conclusion, I think English is so important for Thai students because of for studying, for our country and for working in the future.

No. 6

English is important for Thai students for many reason. First of all, English is important language in the world. We use English to communicate with other people who are from another country. Everyone usually know that English is use in many official. When you go abroad which nation language is not English and you cannot speak their language, you can use English to communicate with those people. You can see that many students would like to study in country which English is nation language when they have long summer holiday such as U.S.A., England, or New Zealand to improve their English. Second, there are many subject which teach by English books. For example, students who would like to be a doctor. They will use English in their study because books that they will learn are English books. They have to have basic skill in English such as listening, speaking, reading, and writing because these are important things that will use when they study in College or University. If you cannot read, you cannot learn. Then, English is path for career. When you apply for jobs, most of companies will ask you about your English. They want person who can communicate with foreigner. They want person who can present reports or processes in English to join in. If you can use English, you will have consideration. Finally, English is important for Thai students when you want to study in foreign country. There are many students who would like to study in foreign country when they graduate from the university in Thailand. They will study in a strange branch of knowledge that they like but they will face of same problem when they study in foreign country that they can't understand in English. These will make them cannot understand in lesson, if they don't have enough basic in English. You can see that today English is very important language in the world and these are conclusion that why English is important for Thai students.

No. 7

Due to the fact that English is almost used throughout the world. Thus there are three reasons for the importance of English for Thai students. First of all, English is an international language. As a result, if Thailand wants to deal business with other country, Thai student have to study English first because the foreigners cannot understand our language. Moreover, we can get the other thing from study English, It is not only a grammar structure such as western culture, opinion, attitude, and life style. These things make doing business with other country smoothly. The next reason, study English can support Thailand's touristic. Since There are many foreign tourist in Thailand. For example, if there are some foreign tourists ask us about the direction, we will answer

them correctly and suggest the other beautiful place in Thailand. It can also improve the vision of Thailand in foreigner's view too. Finally, study English widen Thai student's view. According to the first reason, we can get the other thing besides of English grammar structure. All of English knowledge ; western culture, opinion, attitude, life style, it open our mind and thought. It makes us have a new insight. And this is a marvelous benefit for developing Thailand in the future. In summary, there are three reasons for the importance of English for Thai students ; English is an international language, English can support Thailand's touristic, and English riden the vision of Thai students.

No. 8

There are three reasons why English is very important for Thai students. First of all, English is the international language. In Thailand, nowadays, there has been many foreigner's compantes. They need the potential employees that have skills of speaking fluently and listening English very well. As a result, the employees can cooperate them as well as they can do. When you go abroad, you will be confident that you are not left behind if you can contact people in that country due to English is worldwide. Secondly, English is for education. Due to the fact that English is the global language, the informations which are easily searched, from internet, seems to be English. Moreover, many things now turn to be English even entertainments. Therefore, we can also learn from them such as watching movies with original soundtrack or listening English songs in order to improve our skills. When we are in class such as Chinese or Japanese, we can't remember or understand well enough, the teacher will explain more clearly by using English also. Thirdly, English is for modern world. We use English as a bridge to connect the modern world. To know information to prepare ourselves is another thing that we deserve. At least, we prevent taking advantages of us from others or can help someone judgely. In summary, English is very important for their students because English is the international language, English is for education and English is for modern world.

Low performer

No. 1

English is an important for several reason because, the first reason, they would like to get more knowledges. For example, English is a second language that everyone in the world can communicate of each other and this is a special course that Thai students should study. The second reason, they would like to get a good career. For instance, If Thai students have a qualification that suitable in a company needs such as, you can speak English well and also listening. This is an advantage, then you can apply to be an employee. The third reasons, they would like to communicate with other country. For example, when they do business, certainly they have to contact with other companies or other countries. So English language is on important in this point. Especially they can communicate with foreign easier. The next reason, they con goes to work or study in aboard easier than other people. For instance, they have an advantage then other people who do not have English skill, because employer will consider person who can speak and listening English first, and they were considered. Finally, they would like to be an expert of English language. For example English is an important but some of people in

Thailand can speak, write and listening well. If they study English more and appreciate in English. They will be an expert, then they can teach other people to understand correctly

In conclusion, there are several reason that English is an important for Thai students because, they would like to get more knowledges, they would like to get a good career, they like to communicate with other people and they would like to be an expert of

English language all of reason, the important of English for Thai students would make their pay attention to study English.

No. 2

English is an international language that is very important for everyone around the world. We can use it to contact the others. So, it is important for Thai students as well. There are four reasons why English is important for Thai students. To gain more knowledge, to communicate with all over the world, for your career in the future, and to develop our country. First of all, most of Thai students do not like to study English because they think this subject is difficult and hard to understand. So, they do not know a lot about English. As a result, they cannot gain knowledge which is in English version. For example, they cannot read English newspaper and magazine. It might make them miss some important information. Secondly, the important of English for Thai students is we can use English to communicate with all around the world. For instant, if visitors come to Thailand and ask us the direction. Then we can explain them how to go to anywhere and they will be impressed. Thirdly, in the future we may have an opportunity to work in abroad or work in a foreign company. English must be useful for our job. If we do not know English, we will not enjoy working. Therefore, we cannot work there for a long time. lastly, Thailand need to trade with another countries. So, English is important for Thai students because we can use English to work for our country. We can talk to those countries and we can find new trading country as much as we want. Is a result, Thailand will be a developed country. In summary, English is very important for Thai students because it can make us gain more knowledge, to communicate with all over the world, for the career in the future and for Thailand development. Therefore, Thai students should intend in English and try to practice English as much as you can.

No. 3

Every languages are important especially English in Thailand . English is important for Thai students because Thai students can get a good job, Thai students increase knowledge and students could understand and communicate with the foreigner. First reason, when the student are have study English they can use it when they get a job English is important for many career such as airhostess, tourism, tour guide, etc . So when they get a good job, they also receive high salary. Second reason, Thai students can increase their knowledge. If the student can understand English not only in the classroom, outside with their life. For example they can understand English movies, English song. Therefore the student can get information from everywhere. They will be proudly themself. Finally, Thai students could understand when they talk with the foreigner. They will communicate with other people who come from abroad. They can helpe the tourist, for instance if the foreigner lost their way or they want to know about Thailand, Thai culture. If some students is very good at English, they can be the student in four guide by inviting of bring the tourists to travel in Thailad. Now English can helps Thai students and also develop Thailand by Thai students who can speck English. In summary, the important of English for Thai students because Thai students can get a

good job. Thai students increase their knowledge and Thai students could understand and communicate with the foriegever.

No.4

Actually English is very important for everyone and they are three reasons for the important of English for Thai Students. First of ell, need for studying. Nowadays almost all of subjects are using English in the class like doctor, nurse, science, or mathmatics, That they called “technical vocabulary”. About ten years ago children started to learn English when they were 11 years old, but now theystart when they are very baby about 2-3 years old. It suppose to be a second language, but now it seems to be almost be the first language for Thai. Secondly, to communicate with other language, as that we know English is the world’s language and most of people in the world are speak English. This is why Thai Students need to know English to communicate with foreigners. Especially for people who work for tourists or work with foreigners in Thailand must know English quite well. Anyway people in Bangkok, and who in any tour places are now speak English very well, but many of them cannot read or write. Finally, for a good job. As that we see there are alots of foreigners who are working in Thailand and many of them are the owner of business. This mean Thai students are supposed to know English, even if the subject that they take not in English, but they still should know for their own job and for a good salary. It often happen that when the companies require the new employees to work with, they always say “if you have a skill in English we will especially think about you”

In conclusion, they are three reasons for “The Important of English for Thai Students”. They are need for studying, to communicate with other languages and for a good job.

Test 8 Do you agree or disagree about university students rent a room and stay together as a couple why they are studying in Bangkok?

High performer

No.1

I have three reasons that why I disagree with university students, male and female, rent a room and stay together while they are studying in Bangkok. Firstly, they are in school age, so their duty is the study. Education is the first start of their good life in the future, but being together would interrupt their intention. They should wait until they are both ready. If a woman pregnant while they are staying together, she will lose many good things for their lives such as education, she has to drop or be suspended from the university. Secondly, staying together before getting married is not suitable for Thai tradition. Most of the university students like to immitate the Western culture, but it is not always appropriate for Thai people. Thus parents should teach and give advice for their children since they are young that what is suitable for them and our society. Finally, they should think f their parents who work hard for them. Their parents try to make a lot of money in order to support the education. They also devote all their time, energy and love to bring their children up. If they know that their children do not only concentrate on their education, they will be very sorry and upset. Their behavior does not merely make them lost their reputation but also discourage their parents. Before they will do anything they should think carefully about it. In conclusion, I disagree with them because their duty is the study, their action is not suitable for Thai tradition and they make their parents be sorry and upset.

No. 2

Do you agree or disagree about the university students (male and female) rent a room and stay together while they are studying in Bangkok? What happens if their parents know?

I disagree with the university students (male and female) who rent a room and stay together while they are studying in Bangkok. I think, this causes many problems in our society and it also makes their parents disappoint and regret for their behaviors. The first problem is about an education. When they stay together, they may not interest and concentrate in their lessons, so they get a bad grade. As a result, some students are expelled. The second problem is having sex before marriage. According to Cleo magazine, the statistics has shown that 62% of women age between 18-22 are not virgin, and 26% of them are students who stay together while they are studying in the university in Bangkok. These statistics shows the worse of our society because it againsts Thai culture. The following problem is pregnancy without plan. I think, they are too young to deal with this problem. Some of them choose to solve this problem by abortion and some choose to continue the pregnancy, so they have to quit the university. Some men don't have responsibility for their girlfriend and their child, there fore they leave them. Generally, every parents love their children and hope that they will be good people. If their parents know these behaviors, they will disappoint and regret. In my opinion, staying together with boyfriend or girlfriend has only disadvantage. I believe that everyone can determine what to do or not to do. It depends on themselves.

No. 3

Do you agree or disagree about the university students (male and female) rent a room and stay together while they are studying in Bangkok? What happens if their parents know?

As for Thai society, it is very uncommon that a man and a woman live together as husband and wife before they get married, especially if they are teenagers or still the students. I absolutely disagree with male and female university students that rent a room and stay together while they are studying in Bangkok. It is very improper and unacceptable in my opinion. The university students are seen as educated people. They should not behave as thoughtless people that adopt and follow the western too much. They should know the way of the world and think carefully before they decide to do anything. However, most of the university students often think that they have attained adulthood and they can take care of themselves. In fact, the university students are in a turning point between adolescence and adulthood. They might happen in the future. Besides, they are not mature enough to be responsible for serious problems that are caused by their mistakes. These also cause negative results to themselves. The university students who live together as husband and wife while they are studying tend to fail in study and lose opportunities in their lives. Especially, the female students who live together with their boyfriends tend to be pregnant, and most of them have to drop out of school or have an abortion. These lead into social problems in many ways. In addition, an affect on their parents is one of the most important thin that they should think about. Parents always place high hopes on their children. They must be very sad and disappointed if they know that their children behave in degenerate way. In my opinion, those students not only go against Thai tradition, lessen value of themselves and hurt their parents, but they also deteriorate an image of Thai university students.

No. 4

According to news on broadcast, the male and female university students rent a room and stay together while they are studying in Bangkok. I disagree with this behavior because it is not the right thing to do for all students. Furthurmore, it is the cause of many social problems. Both male and female students are still not fully mature to think considerately of a young couple. Consequently, they decide on living together in a room without their parents permission. They spend all money which come from allowances in making a living. Eventually they have no money to pay for fee and they have to leave a university. Similarly, the adolescent years are careless to use birth control measure, therefore, women get a unwanted pregnancy without getting married and this unplanned pregnancy is also a cause of aborting a child which is both immoral and illegal behavior or perhaps they may allow to give a birth and leave a baby in the moment. This will become the serious problem of society to manage with all orphan children and the society these days has the increase in leaved children which the authorities must spend a mount of money to handle it instead of developing country. In addition, with a sexual behaviour in teenager which is vigorous age in trying everything rather than doing seriously. Finally, they have to end a young couple because they cannot afford their lives any longer and feel bored each other. If their parents know about this situation, it make parents so sad. The families have to work hard for their children to study in Bangkok, while children spend money for lovers. These examples show that the male and female

university students stay together in a room is a major cause of many serious problems in society which the government should find out the best way to prevent it.

Moderate performer

No. 1

Nowadays, children have more independent from their parents. Particularly, when they have to move to study in another place, they stay far away from their parents. Therefore they have to live with their cousins or live in the apartment. This causes the problem that the university students (male or female) stay together while they are studying. In my opinion, I disagree with it. For the first reason, they are students and it is not appropriate both duty and behavior. Consequently, they should take their roles correctly-pay attention to their studies. Secondly, if their parents know, all of them will lose their reputation. According to the Thai culture, if male and female live together despite they are not married, it will against the tradition. In addition, this problem might cause many effects. For example, it might cause the unplanned pregnancy or they might perform abortion, they will not graduate, they will lose their opportunities, and they might commit the crimes that they are unaware. Due to the fact that they are so young either ages or experiences, they know misunderstanding. Besides that they always think and insist their own decisions making are right. Because they are adults and maturational teenagers. On the other hand, if they fail, who will help them unless their parents. Indeed, they should have more deep thinking, have more consciousness when they do, and parents should pay more attention to their children.

No. 2

Do you agree or disagree about the university students (male and female) rent a room and stay together while they are studying in Bangkok? What happens if their parents know?

It is not easy for the university students who have much distant hometown from their university. This problem is not too much difficulty to solve because their parents always permit their child to rent a room in order to be comfortable for their child to go to the university. That is not a problem nowadays but sharing a room with a different gender is a serious problem. Many university students rent a room and stay together while they are studying. For me, I do disagree with this case for two reason. Firstly, we are living in Thailand and respect That culture, so we should follow and do in Thai tradition. Thai culture cannot accept to live as men and wife before getting married. In addition, it is not a suitable time to stay together. I believe that if he is a true lover with a sincere heart, he will wait for a married day. Moreover, the most important duty of the students is to study for keeping knowledge to improve them. Therefore, they should do their best. Another reason that I disagree is the result of the problem. If some mistakes happen unexpected, it will cause them lost their future. From the Ministry of Heath's report, many problems would possibly happen if the students were pregnant such as abortion, robbery, or many kind of crime. The trend of crime can be approximate 50 to 62% of the pregnant student. Besides, their parents must be very sorry because they trust and have confidence in their child. As a result, the students should respect their parent in making decision for rent a room by doing a right and suitable things. Nevertheless, everything depends on us. I believe that everyone know what they should do.

No. 3

Nowadays almost Thai university students (male and female) rent a room and stay together while they are studying in Bangkok. In my view, I think this problem is not proper for them in Thai society for a number of reasons. For the first reason, they will not concentrate their attention on study, so they may get a bad grade absolutely. Perhaps they will not graduate from the university. Furthermore, if they live in a private dormitory, it will be easy for anybody can come in and come out there. Nobody in the private dormitory does not care what they are doing. It causes an unlawful congested area for the university students. They will have many bad activities that are addicted to opium, heroin, smoke, glue, and another addicting drug and having sex for their pleasure. It is easier than they live with their parent. The most important reason is pregnancy. They do not think very carefully about something that they are doing because they are not an adult. They are not ready to have a child. It leads to have a bad behaviour that is abortion in their teenage pregnancies about 1-3 months. This method is very dangerous for a child and a mother. These few reasons, we can see that the university students (male and female) rent a room and stay together while they are studying causes the serious problems in every way.

No. 4

The statistics show that there are many couple students live together in an apartment while they are studying without permission from their parents. They often think that they have rights to live together and do what they want because they love each other, and they can help each other to improve their education. But I disagree with them. Their parents send them to study at Bangkok because they want them to have opportunity to learn at a good university. If they know that their children don't pay attention to a lesson. In my opinion, student's duty is study, and student should concentrate in class and do their best. Students should not live together while they are studying for many reasons. First reason, they are tempted to do other things such as shopping, wandering, and drink that they may not be graduated because they might be absent and lazy to go to class. In addition, women risk of unplanned pregnancy. If they are pregnant, they must drop or quit from school. They will lose many chances in their life. Finally, staying together before wedding is a bad example for youth and children, and it makes social problems. In conclusion, Thai young people get western culture without realizing what is suitable or unsuitable for Thai people. They should aware of it. Students have rights to have a lover, but they should pay attention in class and help each other to study.

No. 5

From the research recently show that at now there has been an increase in the number of students who rent a room and stay together while they are studying in Bangkok. I have known this information for a long time. Because of the performance of my neighbour, he stayed with his girlfriend despite they are students. It seems to be a couple. The students should not practise like this for a number of reasons. In my opinion, I still believe in the old Thai's tradition that the adults always teach us about the good manner especially the girls. We should be neat and should not show the expression to other people because it is not suitable for Thai custom. Actually, the most important of women is virgin so we should keep it until you are ready. After you graduated from

the university and get a good job, it is the suitable's time. If you are concerning about love of teenage more than your education, you will get the bad result such as fail the exam and get the low scores so we should pay attention in the class, it will as well as for yours future. Some teenagers might think that they stay together, it is shows about the real love. Thai teenagers got the new value from the Western Culture and it influences to children such as sex problem and drug. For example, the boys and girls in the movies often show the sexual of teenagers such as kiss and they adopted and conformed this action since they think that it is cool. Most important, this research indicates that the family state is falling because the relation in each family is not as chose as same before. Because children must get away from their house for studying, teens will turn to very chose to special friends. If the parents know this information, they will sad because they worked hard for the happiness's children. The aim that you will get the bachelor degree. Never the less, only one person that always cares your, they are your parents. Then you will do something, you should think over about the feeling of your parents.

No. 6

Do you agree or disagree about the university students (male and female) rent a room and stay together while they are studying in Bangkok? What happens if their parents know?

I disagree with male and female university students that stay together as a couple. this behavior might lead to many problems because the university students are not in a condition that can deal with the problems that might happen in the future. It might cause being pregnant in female students. Therefore, most of them risk to having an abortion. It is not only immoral, but it is also dangerous to themselves. Meanwhile, some female students might let their babies to be born, and they cannot bring up their children, they often leave their children to be prphan. These cause increasingly homeless children problems that will lead many social problems to our society. Moreover, these students tend to fail in studying. They often use most of time for staying together more than studying their lessons. They might have to drop out the universities, and they might be unsuccessful in their lives. In addition, staying together as a couple in this age is not a real love that will be last long. Finally, most of them will go separate ways. It could become a lesson of life. Finally, the last ones that will be suffered from their behavior are their parents. Therefore, these students should consider that what they should do or not because not only themselves that will be hurt from their behaviors, but also their parents that will be very sad and disappointed.

No.7

Do you agree or disagree about the university students (male and female) rent a room and stay together while they are studying in Bangkok? What happens if their parents know?

The university students should not rent a room and stay together while they are studying in Bangkok for a number of reasons. First, they are not pay attention to their studies as much as they should do. Because they obsess with their daily lifes which it is called family in their opinions. They only care what they should do to make their lovers be satisfied or where they should go after finish the class, these make they do not review the lesson. They spend much times to look after each other, inspite of interest their

studies, second, it is not appropriate for Thai culture. Living together before marriage is unacceptable in Thai society. The former tradition taught that woman should preserve ownself. There fore, staying together while they are studying defame Thai culture, in addition, the parents will disappointed if they know about it. Due to it is not good in the adult's sigh. It is dishonored their family. Other people can gossip that the parents does not take a good care of their children. This decrease the parents' courage. They work hard in order to provide a good education for their children, but their children behave in the unagreeable way. It ruin their expects and it is disappointed them. Finally, there are several ensuing problems. The both are just students, they don not have enough maturity to live like a couple. They do not have a family-planing. As a result, there are an unprepared pregnant, abortion, or foundling problem. Although they keep a child, they cannot raise their children as well as they should do. The child will have a trouble in the future because of the unproper care. All of this are not just a privy problem, but are also a social problem that everyone have to solve together. We can see that there is not any benefit of it. It hurt both of themself and other people. I disagree about the university students rent a room and stay together while they are studying.

No.8

Do you agree or disagree about the university students (male and female) rent a room and stay together while they are studying in Bangkok? What happens if their parents know?

I quite disagree about this subject matter. There is no reason at all to approve this deportment. Two main reasons below will reveal intensive unsuitabilities why university students shouldn't rent a room and stay together. Firstly, we are buddhist. Our cultures and traditions that transmit from generation to generation are very vigorous. To study together means a legal couple in the past. No matter how much the world has changed, to rent a room and stay together is still not appropriate somehow. Although they are open-hearted, no one knows that. Another, due to the fact that we keep on going buddhist way, this behavior as an illegal couple is not acceptable from society as well. It is an offensive behavior, too. As a result, it because the bad image to public anyway. Secondly, this action causes many problems. About concubinary problem, he /she could have someone else freely without any obligations. His /her lover might not satisfy with it, but he/she can do nothing. As a consequence, it ultimately leads to crime passionel. Another problem is unplanned pregnancy. Nowadays, this problem has increased more and more. It steals their chances of education. Besides, it also supports unlawful abortion as well. This decision is very immoral in our tradition. Actually, parents always want their children to be successful. They wish their children would get a good job. when such an unexpected event takes place, however, parents will absolutely be disappointed and lose their minds. I think no one wants to drive their parents insane and nervous about that. Am I right?

Low performer

No. 1

Do you agree or disagree about the university students (male and female) rent a room and stay together while they are studying in Bangkok? What happens if their parents know?

The students in University rent a room and stay together while they are studying in Bangkok, I disagree because there are several reasons. The first reason, they should think of their parents who give money for them. For example, if the students rent the room and stay together, they have to spent more money for several thing. Such as spent money for rent the room, register, clothes and miscellaneous. Therefore, they have to spent money for their boyfriend or girlfriend. The second reasons, they probably pregrant before their get married. For instance, If they have a child, they have to leave from University and the person who responsibility their child is their parent. The next reasons, parents will regret when they know what is going on with you?. For example, the propose of parents, they would like to see their child successful. It their know that you stay with a man, they will unpleasure and disappoint. Finally, the grade will be low down. For instance, they do not have much time to pay attention in class because they think of their boyfriend or girlfriend and they always anxiously. In summary, I disagree with the students in University are rent a room and stay together while they are studying in Bangkok for several reasons, they should think of their parents, they probably pregrant before their get married, parents will regret when they know the true and the grade will be low down.

No. 2

Do you agree or disagree about the university students (male and female) rent a room and stay together while they are studying in Bangkok? What happens if their parents know?

In the present, there are many students come to study at the university in Bangkok. Some of these university students (male and female) rent a room and stay together as a couple while they are studying in Bangkok. In my opinion, I absolutely disagree with this case. I think it is an inappropriate behaviour, and the students who do that will gain only disadvantages. Firstly, they might decrease their attention to study because they have the other activities to do. For example, go shopping or go to see the movie. They would like to spend most of the time for their couple during the day time and night time. as a result, they might not be punctual to graduate the university. Secondly, the women may become pregnant. So, they have to quit the university early. Or if they want to continue studying, they will miscarry a child. It is really sin and against Buddhism. Thirdly, this inappropriate behaviour obviously against Thai culture. A TV. Program named "Daily Woman" on Channel 3 had a poll and reported that about 62 percent of Thai women get married without virginity and 57 percent of them are the women who used to study at the university. This statistic shows that Thai culture is now destroyed. Finally, if their parents know that they will be disappointed a lot. They endeavour to work hare and expect to their children's success. In summary, if we want to be a good child and good student we should not do that. As I have written above, you will gain only disadvantages if you do that inappropriate behaviour.

No.3

Do you agree or disagree about the university students (male and female) rent a room and stay together while they are studying in Bangkok? What happens if their parents know?

I disagree about the university students rent a room and stay together. It's good between male and female, who loving and live together. On the other hand, if there are the university students it's wrong way in my opinion. Especially the students that move from other areas to continue study in Bangkok. Bangkok is new place for them to stay and they do not know anything about Bangkok. There are new friends, new people to talk with. I think this way not good for the university students living together. First of all the university students have to get money from their parents. If they are living together, they will need more money spent for the university, their life and their boyfriend/girlfriend. So their parents take work hard or they may borrow from somewhere and sent to their sons/girls. Second, Although the university students study at their university, but not good enough for study. They cannot get a good grade because they study by without reading book or do not care anything about study. In addition, responsibility students should be study, when they graduate they will proudly. In the opposite if they stay together, it's very difficult to finish the university. They cannot success in their life. and have not opportunity to get a good job in their future. Finally, if their parents know, what happens. This is a big problem because every parents want to see a day that their children successful life, graduate the university. In my opinion their parents will depress with them and something their son/girl have done without thinking. Their parents will disappoint with their son/girl very much. So if the university students want to success in life, they should be thoughtful people.

No. 4

Do you agree or disagree about the university students (male and female) rent a room and stay together while they are studying in Bangkok? What happens if their parents know?

I do not agree about the university students rent a room and stay together while they are studying in Bangkok. There are many reasons for why I disagree with them. Firstly, Thai social and culture do not accept women who are not virgin until marriage, even if some lovers are accept with each other. But, it happens so many times that the parents of men do not accept the girls that not virgin anymore before get married. In this case women are the handicap side, on the other hand men are advantage side, because Thai social men can do many things more than that women can. Secondly, the lovers are waste of time for studying. When people have girlfriend/boyfriend they normally talk about love more than anything. When they are together it is many interesting things to do more than talk about the lessons like go to cinema, have dinner together, go shopping and so on. They use the time for these things and waste of their money instead of doing homework. Finally, they harm their parents by unintention. Many of lovers that need more money to spend than when they are alone. Especially for girls that many of them that become pregnant, when her parents know this, this is the most most pain for them. So all students should keep in mind that they can do everything, anyhow they should have a thought of their parents. In conclusion, there are many reasons for I disagree about the university students rent a room and stay together while they are studying in Bangkok are Thai social and culture don not accept women who are not virgin until marriage, the lovers are waste for studying and they harm they parents by unintention.

Essays' Mean Scores of Tests 1-8 by Two Rates

No	Two Rates				Four- Pretest Mean Scores	Two Rates				Four- Posttest Mean Scores
	Test 1	Test 2	Test 3	Test 4		Test 5	Test 6	Test 7	Test 8	
1	15	16.5	17.5	16	16.25	18.5	19	17	19.5	18.5
2	15.5	16	16.5	17	16.25	19.5	19.5	17.5	19.5	19
3	13.5	14	18	12.5	14.5	18	19	16	18.5	17.88
4	13.5	16	17.5	14	15.25	16	19.5	16	19	17.5
5	11	17.5	13.5	13	13.75	17.5	19.5	14	17.5	17.13
6	14.5	14	14.5	16.5	14.88	16	19	15	16.5	16.63
7	11	14	13.5	12.5	12.75	15	19	14.5	16	16.12
8	15.5	17.5	19	18	17.5	19.5	19.5	20	19.5	19.63
9	14	16.5	14	13.5	14.75	18.5	19	15.5	16.5	17.38
10	12.5	16.5	14	13.5	14.38	17	19	16.5	19	17.88
11	13	14	13.5	11.5	13.13	15.5	19	15	18	16.88
12	15	16	14	13.5	14.63	15.5	19.5	16.5	17	17.23
13	11	14	13.5	11	11.5	14	18	13	15.5	15.23
14	12.5	14	14.5	17	14.63	14.5	18	15	16	15.88
15	9.5	14	12	9.5	11.5	12	18	13.5	14.5	14.5
16	11.5	17.5	13	12.5	13.88	13	19.5	13.5	13	14.75
$\bar{X}$	13.09	15.44	13.79	14.88	14.30	16.22	19.00	15.63	17.19	17.01

Essays' Mean Scores of Test 5 by Two Rates

No	Rank	Mean Score	Remark
1	1	19.5	High perform
2	2	19.5	
3	3	18.5	
4	4	18.5	
5	5	18	Moderate performer
6	6	17.5	
7	7	17	
8	8	16	
9	9	16	Low performer
10	10	15.5	
11	11	15.5	
12	12	15	
13	13	14.5	Low performer
14	14	14	
15	15	13	
16	16	12	

APPENDIX E

SURVEY

SURVEY

The aim of this survey is to examine the students' attitude toward English writing instruction based on the Dictogloss Approach of second-year students, Faculty of Humanities, Srinakharinwirot University

Part 1. Directions: Please read each statement carefully, and then put a tick (/) in the column that best described how you feel and give a rating from 1 to 5.

For example: Item 1: Writing skill is useful for second-year students.

Very much = 5 Much = 4 fair = 3 less = 2 least = 1

No	Items	Criteria				
		Very much 5	Much 4	Fair 3	Less 2	Least 1
1	I. Dictogloss procedures Vocabulary introduced in the Dictogloss Approach was useful for me to write paragraphs.					
2	Grammar points introduced in the Dictogloss Approach helped me use verb tenses correctly and write paragraphs more easily.					
3	The model text read by the native speaker in the listening stage in the Dictogloss Approach, led me to write the whole text successfully.					
4	In text analysis and correction stages, group members used their linguistic knowledge (grammar and vocabulary) to complete the task					
5	After evaluating other groups' writings, I was more careful to write my work than before.					

No	Items	Criteria				
		Very much 5	Much 4	Fair 3	Less 2	Least 1
6	In text analysis and correction stages, I understood the role of the topic sentence, supporting, concluding sentence, coherence, and unity, which helped me to produce complete paragraphs.					
7	In model text analysis, I understood rhetorical modes (cause and effect, giving opinion, process writing), which enable me to write paragraphs appropriately.					
	II. Learning and teaching writing based on the Dictogloss Approach					
8	Through the Dictogloss Approach, I am more interested in learning writing than I was in the past..					
9	The Dictogloss Approach required me to highly concentrate on listening to the model text for the main idea.					
10	To complete the reconstruct of a text, group members were involved in all activities.					
11	I saw my weak and strong points when I got the feedback from the teacher. These helped me improve my writing skill.					
12	Before I started writing, I planned to write by using outlining or brainstorming.					
13	The Dictogloss Approach led to experiential learning and helped me improve my writing ability.					
14	After listening to the model text, I obtained ideas how to write a paragraph..					

No	Items	Criteria				
		Very much 5	Much 4	Fair 3	Less 2	Least 1
15	Learning writing based on the Dictogloss Approach, I improve my writing ability.					
16	My ability in writing increases after I have practice writing in this course.					
17	I like learning writing paragraphs based on the Dictogloss Approach.					
18	I liked the atmosphere of doing writing activities based on the Dictogloss Approach.					
19	III. Materials The source texts and writing exercises provided were helpful and useful for me to write unified paragraphs later.					
20	Reading models provided in the practice stage gave me ideas to create my own Total.					

Part 2. Direction: Please write the answers to questions no.1-3 briefly in Thai

1. What are the strong points of the Dictogloss Approach?

.....

.....

.....

.....

.....

.....

.....

2. What are the weak points of the Dictogloss Approach?

.....

.....

.....

.....

.....

.....

.....

3. Do you think the Dictogloss Approach should be brought to teach in other class?
Why or Why not?

[illegible]

VITAE

Name: Miss Suchitra Arayaphan

Date of birth: April 3, 1953

Address: 25/ 869 Phuket Villa California
Wichit District, Amphur Muang Phuket,
Phuket, Thailand. 83000

Present Position: An instructor of English at Muangthaalang School,
Phuket 83110

Educational Background

2004 Master of Arts (Teaching English as a Foreign Language)
Srinakharinwirot University, Bangkok.

1996 Graduate Diploma in TESOL
Deakin University, Melbourne, Australia.

428.0711
SU942D
C.3

**THE DICTOGLOSS APPROACH: AN APPLICATION
TO SRINAKHARINWIROT UNIVERSITY ENGLISH MAJORS**

AN ABSTRACT

BY

SUCHITRA ARAYAPHAN

23 N.B. 2547

**presented in partial fulfillment of the requirements
for the Master of Arts degree in Teaching English as a Foreign Language
at Srinakharinwirot University
April 2004**

Suchitra Arayaphan. (2003). *The Dictogloss Approach: An Application to Srinakharinwirot University English Majors*. A Master's Thesis, M.A. (Teaching English as a Foreign Language). Bangkok: Graduate School, Srinakharinwirot University. Advisor Committee: Assistant Professor Doctor Tipa Thep-Ackrapong, Mrs. Tuenjai Chalermkit, Mr Robert Rees.

The purposes of the research were to study the effectiveness of the Dictogloss Approach on writing instruction and the participants' attitudes toward it. In the quasi time-series design, 16 participants, second-year English majors at Srinakharinwirot University, enrolled in the course En. 231: Basic Writing. The participants were assigned to write eight essay tests-- the first four before the treatment and the rest after. Two raters rated all the essay tests by applying Weir's (1990) writing scale. The t-test was applied to find the difference between the mean score of the first test before the treatment and that of the fifth test, immediately after the treatment. Moreover, the mean score of all the four pretests (tests 1-4) and that of the four post-tests (tests 5-8) were compared. The results revealed that there were significant differences at the .01 level. The posttest score was higher than that of the pretest. Regarding the attitudes, the survey results showed that all the 16 participants were highly pleased with the Dictogloss Approach.

การใช้กระบวนการ Dictogloss Approach กับนิสิตชั้นปีที่ 2 วิชาเอกภาษาอังกฤษ

มหาวิทยาลัยศรีนครินทรวิโรฒ

บทคัดย่อ

ของ

นางสาวสุจิตรา อารยาพันธ์

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ

เพื่อเป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต

สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

เมษายน 2547

สุจิตรา อารยาพันธ์. (2547). การใช้กระบวนการ Dictogloss Approach กับนิสิตชั้นปีที่ 2 วิชาเอกภาษาอังกฤษ มหาวิทยาลัยศรีนครินทรวิโรฒ. ปรินซ์นิพนธ์ ศศ.ม. (สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ). กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ.
คณะกรรมการควบคุม: ผศ.ดร.ทิพา เทพจักรพงศ์ อาจารย์เตือนใจ เฉลิมกิจ Mr. Robert Rees

งานวิจัยครั้งนี้ มีจุดมุ่งหมายเพื่อศึกษาผลการใช้กระบวนการ Dictogloss Approach ในการเขียนเรียงความภาษาอังกฤษ ของนิสิตปริญญาตรีชั้นปีที่ 2 วิชาเอกภาษาอังกฤษ และเจตคติของนิสิตที่ได้รับการสอนดังกล่าว นิสิตกลุ่มทดลอง จำนวน 16 คน เลือกเรียนวิชาการเขียนเบื้องต้น (EN. 231) ในภาคเรียนที่ 2 ปีการศึกษา 2546 ในการทดลองแบบ quasi time series นิสิต ได้รับการทดสอบการเขียนเรียงความภาษาอังกฤษ ก่อนการทดลองจำนวน 4 ครั้ง และหลังการทดลอง จำนวน 4 ครั้ง ผู้เชี่ยวชาญทางการสอนเขียนเรียงความภาษาอังกฤษ จำนวน 2 ท่าน เป็นผู้ตรวจและให้คะแนน โดยใช้เกณฑ์การประเมินผลการเขียนเรียงความของ Weir (1990) หลังจากนั้น นำคะแนนมาหาค่าเฉลี่ยและวิจัยข้อมูลทางสถิติ โดยใช้ t-test ในการวิเคราะห์เพื่อหาค่าความแตกต่างระหว่างคะแนนการสอบก่อนการทดลอง และหลังการทดลอง ผลการวิจัยพบว่า คะแนนการเขียนเรียงความก่อนและหลังได้รับการสอนเขียนโดยใช้กระบวนการ Dictogloss Approach มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ.01 โดยนิสิตกลุ่มทดลอง สามารถพัฒนาการเขียนเรียงความได้ดีขึ้น และมีคุณภาพสูงขึ้นอย่างชัดเจน และผลการสำรวจ ความพึงพอใจของนิสิตกลุ่มทดลองต่อการสอนเขียนโดยใช้กระบวนการ Dictogloss Approach นิสิตมีความพึงพอใจในระดับสูงมาก