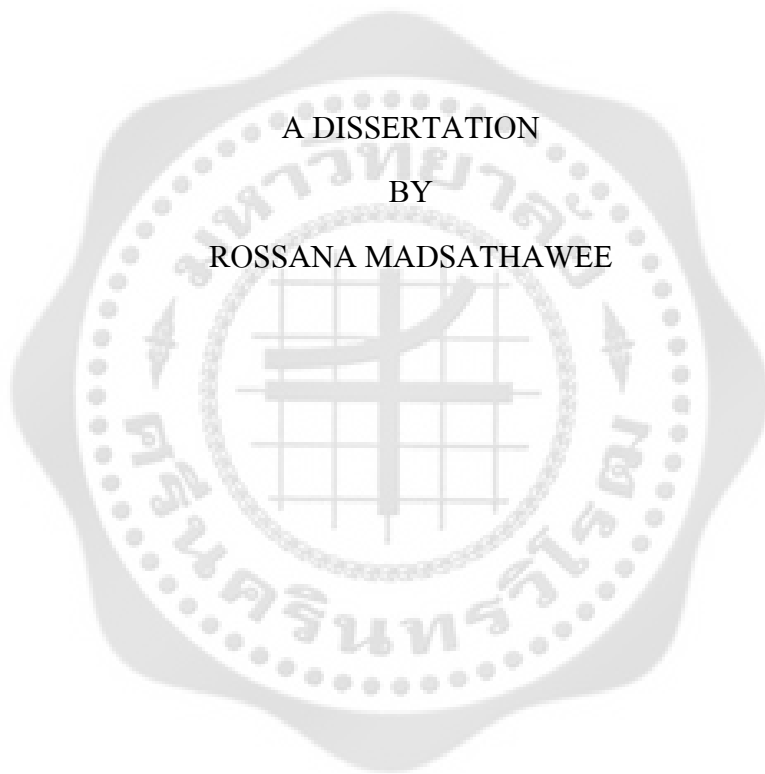


THE DEVELOPMENT OF THAI STUDENTS' ETHOS ON ENGLISH BLOGS

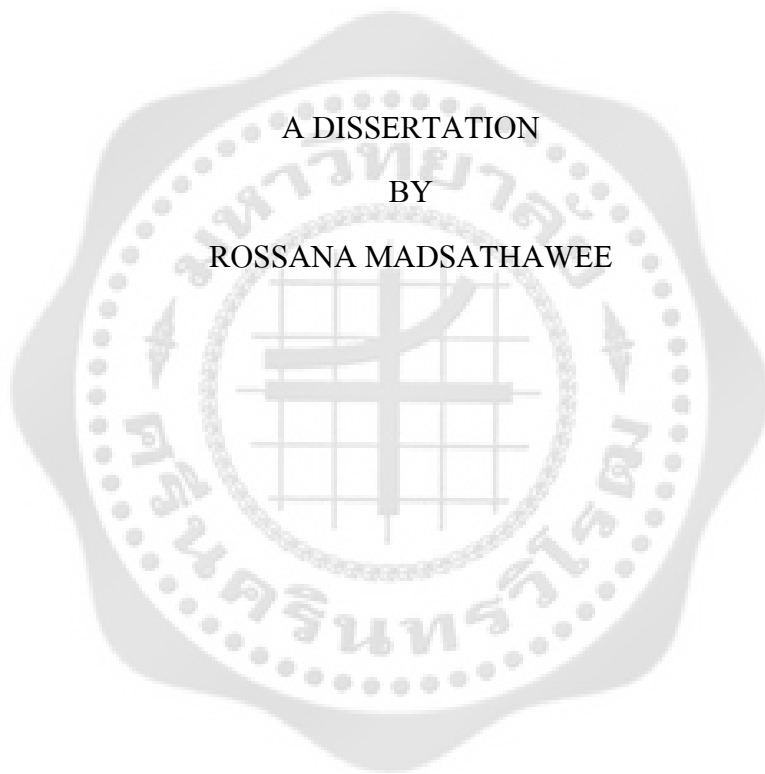
A DISSERTATION
BY
ROSSANA MADSAHAWEE



Presented in Partial Fulfillment of the Requirements for the
Doctor of Philosophy Degree in English
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การพัฒนาความน่าเชื่อถือในงานเขียนบล็อกภาษาอังกฤษของนักเรียนไทย



เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
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งานวิจัยชิ้นนี้เป็นการศึกษาแบบผสมวิธี ประกอบด้วย การเก็บข้อมูลและการวิเคราะห์
ข้อมูลเชิงปริมาณและเชิงคุณภาพ โดยมีจุดประสงค์เพื่อศึกษาผลการใช้บล็อกภาษาอังกฤษเพื่อ
พัฒนาการได้รับความเชื่อถือ (ethos) ของนักเรียนไทย โดยศึกษาองค์ประกอบ 3 ประการของการ
ได้รับความเชื่อถือได้แก่ การอ้างอิง, ความถูกต้องทางไวยากรณ์และระดับภาษา, และความเป็น
เอกภาพ กลุ่มตัวอย่างการศึกษาคั้งนี้มาจากการสุ่มแบบเจาะจงคือนักเรียนชั้นมัธยมศึกษาปีที่ 6
จำนวน 14 คน จากโรงเรียนสาธิตมหาวิทยาลัยศรีนครินทรวิโรฒ ประสานมิตร (ฝ่ายมัธยม) ภาค
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2) แผนการสอนจำนวน 5 แผนเกี่ยวกับการสร้างความน่าเชื่อถือ การประเมินความน่าเชื่อถือ, การ
เขียนเพื่อจูงใจ, และบล็อก, 3) บล็อกสำหรับงานเขียนเพื่อแสดงความเชื่อถือของนักเรียนไทย, 4)
มาตรวัดประเมินค่า (rubric) สำหรับประเมินงานเขียนเพื่อจูงใจ, 5) มาตรวัดประเมินค่า (rubric)
สำหรับประเมินความน่าเชื่อถือ และ 6) แบบสัมภาษณ์กลุ่มตัวอย่าง วิเคราะห์ข้อมูลเชิงปริมาณจาก
ค่าสถิติคือ ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน และค่า t-test วิเคราะห์ข้อมูลเชิงคุณภาพจากคำตอบใน
การสัมภาษณ์ และงานเขียนในบล็อก

ผลการวิจัยพบว่ากลุ่มตัวอย่างมีระดับความน่าเชื่อถือหลังเรียนเพิ่มขึ้นอย่างมีนัยสำคัญทาง
สถิติที่ระดับ 0.05 โดยพบว่าความน่าเชื่อถือของกลุ่มตัวอย่างเกิดจากการใช้รูปแบบภาษา 9 รูปแบบ
ได้แก่ การอ้างอิง, การให้ตัวอย่าง, การให้เหตุผล, การกำหนดกลุ่มผู้อ่าน, การสร้างสมมุติฐาน, การ
อธิบายอย่างละเอียด, การใช้คำสั่ง, การยืนยัน, และการแนะนำ และความน่าเชื่อถือของกลุ่ม
ตัวอย่างยังเกิดจากการตระหนักรู้ 3 ประเภทได้แก่ ผู้รับสาร, ความน่าเชื่อถือของสาร, และการ
ตรวจสอบงานเขียน นอกจากนี้ผลการวิจัยยังชี้ให้เห็นว่ากลุ่มตัวอย่างเลือกใช้รูปแบบภาษา 4
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การใช้กลวิธีการสร้างความน่าเชื่อถือ 3 กลวิธี ได้แก่ รูปลักษณ์, ภาษา, และการตรวจสอบงานเขียน
เพื่อเสริมสร้างความน่าเชื่อถือในงานเขียนของตนที่แสดงถึงการอ้างอิง, ความถูกต้องทางไวยากรณ์
และระดับภาษา, และความเป็นเอกภาพ

THE DEVELOPMENT OF THAI STUDENTS' ETHOS ON ENGLISH BLOGS



AN ABSTRACT
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ROSSANA MADSAHAWEE

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The present study, a mixed methods research integrating a quantitative and qualitative data collection and analysis, aimed at studying the effects of blogs on ethos development. The study was primarily focused on three qualities of ethos: trustworthiness, reliability, and credibility. The participants were 14 grade 12 Thai students in Srinakharinwirot University Prasarnmit Demonstration School, selected via a purposive sampling method, in the first semester of 2014. The instruments included 1) a pre- and post-test, which was a writing assignment, 2) five lesson plans on ethos construction, ethos evaluation, persuasive writing, and blogs, 3) three writing assignments on three blogs, 4) a rubric for evaluating persuasive writing, 5) a rubric for evaluating ethos, and 6) an interview form. The data were analyzed quantitatively using mean, S.D., and t-test scores. In addition, the participants' answers from the interviews and writing on blogs were coded and analyzed qualitatively.

The findings showed that the level of ethos perception in the participants' writing increased significantly from the pretest to the posttest at the level of 0.05. Nine linguistic patterns (*Reference, Example, Reason, Reader engagement, Supposition, Illustration, Imperative, Assertion, and Suggestion*) and three types of awareness (reader awareness, ethos awareness, and proofreading awareness) were found to express ethos. It was found that the participants used four of nine language patterns, *Reference, Example, Reason, and Assertion*, and three major strategies to build up their ethos: appearance strategies, linguistic strategies, and proofreading strategies, all of which could strengthen the trustworthiness, reliability, and credibility of the writing, which in turn improved the participants' ethos.

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Rossana Madsathawee

TABLE OF CONTENTS

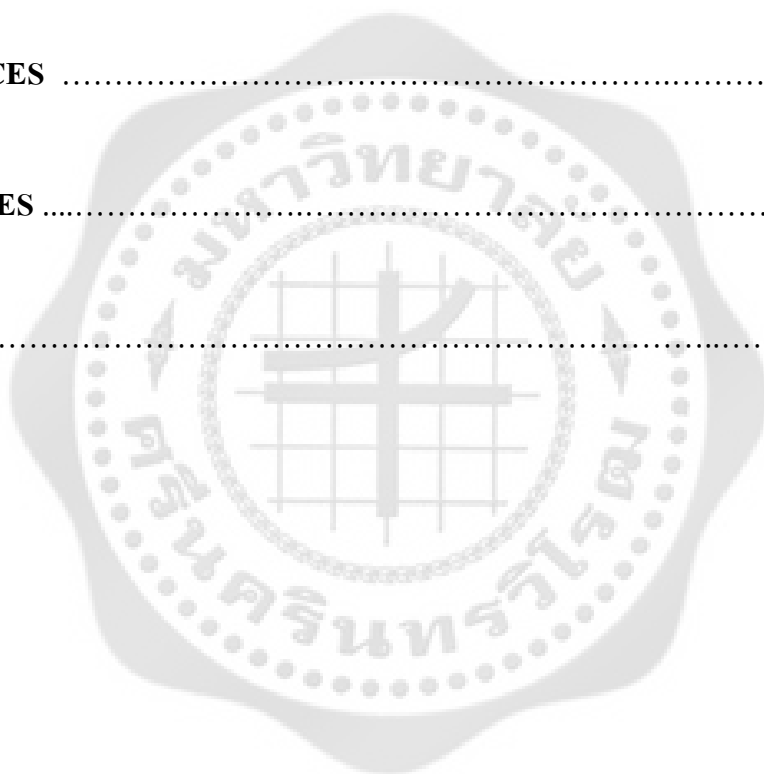
CHAPTERS	Page
1 THAI EFL STUDENTS' ETHOS CONSTRUCTION	1
Background and Rationale.....	1
Objectives.....	8
Research Questions.....	9
Hypotheses.....	9
Significance of the study.....	9
Definition of Terms.....	10
Scope of the study.....	10
Contents	10
Participants.....	12
Time.....	12
2 CONSTRUCTING ETHOS ON BLOGS.....	13
Post-process writing.....	13
Social constructivism	19
Ethos.....	21
Blogs and EFL writing classrooms	27
Related research.....	34
3 METHODOLOGY.....	37
Research design.....	37
Context and Participants.....	38
The School.....	38

TABLE OF CONTENTS (CONTINUED)

CHAPTERS	Page
3 METHODOLOGY (CONTINUED)	38
The Participants.....	38
The Course.....	39
Raters.....	40
Research Instruments.....	41
Pre-test and post-test.....	41
Assignments and lesson plans.....	41
Rubric for students' persuasive writing.....	45
Rubric for students' ethos.....	45
The interview form.....	46
Research Procedure.....	47
Data Collection.....	47
Data Analysis.....	48
4 RESULTS.....	49
Research Question 1.....	49
Research Question 2.....	53
Research Question 3.....	75
5 CONCLUSIONS AND DISCUSSIONS.....	88
Summary of the Research.....	88
Discussion.....	90
Additional observations.....	99

TABLE OF CONTENTS (CONTINUED)

CHAPTERS	Page
5 CONCLUSIONS AND DISCUSSIONS (CONTINUED)	103
Recommendations for Further Research.....	103
Limitations of the Research.....	104
REFERENCES	105
APPENDICES	118
VITAE	170



LIST OF TABLES

Table	Page
1 ‘Product’ Writing Instruction & ‘Processs’ Writing Instruction.....	16
2 ‘Process’ Writing Instruction & ‘Post-process’ Writing Instruction.....	18
3 The Outline for Advanced English Reading and Writing 5.....	44
4 Average Scores in Pre-test and Post-test.....	50
5 Scores of Each Participant’s Ethos in Pre-test and Post-test.....	51
6 Scores of Each Student’s Ethos from Three Blogs.....	53



LIST OF FIGURES

Figure	Page
1 The Framework of the Study	11
2 Ethos in three Composition Approaches.....	101



CHAPTER 1
THAI EFL STUDENTS' ETHOS CONSTRUCTION
BACKGROUND AND RATIONALE

The purpose of studying English as a foreign language (EFL) at all levels of education in Thailand is to communicate effectively (Ministry of Education, 2002); however, most English classrooms still give more importance to grammar and sentence structure than to how students communicate their ideas to audiences in real situations (Dueraman, 2013). The emphasis on grammar is, in fact, widely felt although there has been a trend for change. Communicative Language Teaching (CLT), known in this country as the Communicative Approach (CA), has arrived to make the teaching of language meet its functional goal, that is, communication. CA, however, has many practical problems (see Ahmad & Rao, 2013) involving linguistic competence and relating to inability to communicate (Agnew, 1994; Camps, Villalobos & Shea, 2012; Prabparn & Opanonaummata, 2003; Watcharapunyawong & Usaha, 2013)

One likely reason for such problems is that the emphases on grammar and form, distract teachers from helping students to see that tasks are also important components of writing. In addition, the traditional way of teaching writing does not give enough opportunities for students to write in real-life situations. In reality, the demand for language skills is much stronger in EFL writing classrooms than the demand for the skills needed for real-life communication. Words and grammar are the primary tools for communication, and as a result, teachers try to develop them. The teaching of the functions and rhetorical situations of writing, hence, gets far less attention. If this

situation continues, it is unlikely that students will develop the communicative ability expected by the curriculum.

A big problem of teaching English writing in an EFL context is that there is not enough teaching of communicative skills. This claim can be supported by the fact that there are many more writing books in Thailand that follow the current-traditional approach (Chandavimol, 1998; James, 2009). This is true because in all contexts, books focusing on ideas and purposes are less known by teachers (Zemach & Carlos, 2011). The use of books focusing on grammar and form, in reality, responds to students' needs. Students still have difficulty related to the content, organization, word choice, and writing mechanics (Kaewcha, 2010; Kaewlee, 2000). It is inevitable that teaching revolves around those matters, and thus the teaching of EFL writing seems to get trapped in an emphasis on grammar and form.

There are three main different writing approaches, product, process, and post-process (Atkinson, 2003; Matsuda, 2003; McComiskey, 2000). The first approach, which is commonly referred to as current-traditional or product, mostly focused on sentence structure and writing mechanics, so written papers are graded on their grammatical and organizational accuracies rather than on the expression of ideas (Atkinson, 2003; McComiskey, 2000). The researcher finds that instruction mostly uses this first approach, the current-traditional rhetoric (Kaewnuch, 2013). The second approach believes that writing should focus on the process of writing rather than on the product of writing (Bruner, 1966; Pullman, 1999; Tobin, 1997). This approach sees writing as a complex and individualized task emerging from many recursive stages, and it aims to help students understand what writers actually do when they write. The last approach is the post-process approach, which focuses on communicative acts, not just on writing forms (Kent,

1999; McComiskey, 2000; Trimbur, 1994). Writing is thought by theorists of this approach to be a social activity, so this approach proposes that students work together. Collaboration allows students to produce a strong finished product of writing because each member in the students' group can contribute his or her own strengths to the assignment. This final approach teaches students how writing is used in the public sphere (McComiskey, 2010).

What is implied in the paragraph above is that EFL writing instruction in the Thai context, which is heavily devoted to academic writing, does not give much freedom for students to discover by themselves a full variety of ways to write, nor does it sufficiently teach them how writing works outside the classroom. Additionally, students do not feel that the writing is theirs. They still feel that they develop a draft to meet the teacher's expectation, and that their teacher is always looming over them. The writing produced in the process approach, especially the last draft, still takes the academic form; it still follows the guidelines in the description of the assignment, and students still do not feel that their writing is theirs.

It seems, as a result, that teachers need to encourage Thai students to fully express their voice and also that the instruction of writing needs to expand to the outside world. Teachers need to adopt the post-process approach, which respects students' decisions about their own writing and which allows students to notice how writing really works in the public sphere. The teaching of the post-process approach responds very well to the conditions of the postmodern world, where a large variety of writing is demanded by the outside world. The current, globalized world is chaotic and random (Faigley, 1992), and students need to be able to produce varied styles of writing as demanded by the public.

To promote students' communicative skills, ethos is an important quality teachers should develop in their students. Ethos refers to the writer's credibility and ethos construction in EFL writing classrooms will help develop the students' awareness of their audience and think about their writing more carefully. In addition, ethos should be taught as it is a quality strongly supported in the field of Composition (Broad, 2003). When students can express their ethos, they simultaneously develop their writing skills related to spelling, capitalizing, and punctuating, and crediting sources of information. In addition, it will follow that they will write more logically and coherently in their desire to help their readers understand their ideas. Therefore, teaching the students to construct ethos in writing will help students improve their overall writing skills.

To support why teachers should foster students' ethos, further research and understanding about how it contributes to effective writing is part of the rationale of this research. Ethos has been defined by theorists differently (Campbell, 1995; Condon & Butler, 1998; Dlugan, 2010; Prette, 2010; Kies, 2012). Simply defined, ethos refers to the ability to express his or her ideas by using correct word choices and spelling. If the writer proofreads his or her writing, he or she will understand what he or she has written and feel confident with it. If the writing is full of ungrammatical structures, spelling or punctuation errors, or if the writing is illogical, the readers will not rely on the writer or his or her knowledge. Writing jammed with incorrect capitalizations or misspellings shows lack of respect for readers, resulting in minimized ethos.

Finally, the credibility of a message can be evaluated in terms of the writers' voice consistency by stating a conclusion which is the same as the message in the topic sentence (Campbell, 1995; Condon & Butler, 1998; Kies, 2012; Prette, 2010). If a writer writes a concluding sentence which is not related to the topic or topic sentence, or a writer

provides many different ideas in his or her writing, the reader is less likely to give credit to the writer. If a writer's ideas are not related to the topic, the writing can become confusing. In conclusion, we can observe students' ethos in their persuasive writing from the trustworthiness, reliability and credibility of a message.

From the above explanation about the three approaches and the three criteria that contribute to the writer's character or the writer's ethos, the question, then, is how we should design a course to teach and assess ethos. As for teaching, the explanation about the three major approaches implies that we need to respect their students and to let them decide by themselves how to tailor their writing in a way they think they can best communicate their ideas. The teacher should reduce his or her power so that that the student feels that he or she can complete his or her own writing. One possible way is to make the student feel that he or she is not really studying in the classroom. The teaching should adopt both the process approach and the post-process approach. That is, the student has chances to consider the rhetorical situation of the writing, to consider how his or her writing gradually develops through the demands of his or her readers, and to make changes to make the writing fit the rhetorical situation (process approach). In addition, the student gradually learns how writing works in real-life situations (post-process approach).

In considering how to assess and teach ethos, where students learn how to write in real-life situations, this research chose a blog to use, as it is one of many modern social media forms which teenagers are familiar with. Hence, students of this generation can aptly use blogs and many online tools such as Facebook, Line, and general websites. These social media are appropriate for various kinds of writing. Some are suitable for short messages, some for long writings, and others for attracting readers through pictures

and text. In any case, these social media are purposely designed to be channels for sharing ideas and thoughts, and are generally called social networks. As each tool has its own purpose, students of the present age can be provided with an opportunity to choose the right space and right group for their writing activity, making it a communicative writing activity.

Blogs support the post-process writing approach more than the process approach in that they provide students in a class an opportunity to publish their writing to a social network, inviting social comment and collaboration, as many researchers have noted (Bloch & Crosby, 2006; Ferdig & Trammell, 2004). The ability of blogs for publishing and sharing, as Bloch and Crosby (2006) claim, is necessary for the post process writing classroom. Through blogs, students have a chance to exchange opinions and improve their writing which is one of many steps in process and post process writing before sharing their messages with friends and other people who have the same interest. This final activity promotes writing in real life, and it is viewed as the last step in the post-process approach. Moreover, using blogs in writing classrooms can help students to construct ethos more easily than writing on paper because they feel more confident to publicize their writing.

To assess ethos, a rubric can be created that focuses on particular qualities related to ethos. This present study chose to focus on reliability, credibility, and trustworthiness. One of the reasons why these were chosen was because the participants of the research had already learned to achieve them. For example, as explained above, they had learned to write clear, specific topic sentences to gain reliability, and they had learned to conclude their writing to obtain trustworthiness, e.g., by restating the main points in the topic

sentence. The rubric for assessing ethos used in this study was based on many studies researching ethos and persuasive writing and speaking.

Finally, it is worth mentioning the theory and philosophy that fueled the present study. The researcher would like not only to follow the latest trend in Composition, post-process pedagogy, but also to adopt social constructivism, that is, to make use of collaborative learning. The researcher equates blogs with post-process theory because it encourages students to write in real situations. Many theorists in Composition remind us that writing is a social activity and that teachers in writing classrooms should focus on goals and strategies such as using the writing process, which consists of pre-writing, writing, and post-writing (Mackenzie, 2002; McComiskey, 2010). The writing process influences teachers to give importance to giving feedback, rewriting, and editing in writing classrooms in Thailand (Homjan, 1995; Kaewlee, 2000). However, this writing process does not produce real-life communication because students just write for the readers in class. Post-process theorists point out the writing process is no longer adequate because writing is sometimes also for a wider readership or even the public not only for the classroom. Post-process theorists believe that writing is public, interpretive, and situated (Breuch, 2003; Kent, 1999; Matsuda, 2003; McComiskey, 2010; Trimbур, 1994; Weisser, 2002). In this approach, students are expected to write credibly, reliably and trustworthily. Students learn to be aware of their real readers.

Blogging allows the two theories, post-process and social constructivism, to come together to construct ethos. Anyone can visit a blog and leave some comments. If students want their writing to be accepted, they need to adapt their writing based on the comments. Therefore, the use of language on blogs is public, interpretive, and situated as post-process theorist state (Breuch, 2003; Kent, 1999; Matsuda, 2003; McComiskey,

2010; Trimbur, 1994; Weisser, 2002), and it is close to that in real-life communication. Many theorists in second language (L2) socialization claim that when learners give and get comments from each other, they use language naturally, giving them more opportunities to express their ethos (Seloni, 2008; Stahl, Koschmann, & Suthers, 2006).

Another important point to mention in this present study is its attempt to relate instruction with technology, which, in this study, is blogging. The world these days is said to be affected by technology, so instruction that provides students with skills to follow and use this technology should be considered positively. Post-process pedagogy holds this notion because it, as said a few times above, tries to relate the teaching of writing with writing in the real world. Therefore, relating post-process pedagogy with technology is appropriate and is what EFL teachers today should do.

This study aimed to measure ethos of the secondary school students who have high competence in English. Students whose English knowledge in writing is adequate will understand the purpose of writing, and they will not struggle with writing due to the problems of English structure and vocabulary. Since the secondary school curriculum's goal of English is to communicate with other people, ethos should be taught in EFL writing class to convince students to gain awareness of the importance of communicative writing. Blogs were used for writing practice because of their ease of use and its look which is similar to a notebook. This way of teaching provokes students to write willingly on a purpose, which fulfills the goal of English learning.

Objectives

1. To investigate the effects of blogs on the development of the students' ethos.
2. To describe how ethos is constructed on the students' blogs.

3. To study the development of students' ethos on blogs in sequential tasks in one semester.

Research Questions

1. What are the effects of blogs on the development of the students' ethos?
2. How do Thai students construct ethos on blogs?
3. What differences are there in the students' ethos construction on blogs over 14 weeks?

Hypotheses

1. There are different effects of using blogs on the development of the students' ethos in relation to the trustworthiness, reliability, and credibility of their writing and we can describe such effects.
2. On the first blog, the students perform their ethos ineffectively, but on the last blog, the students can exhibit their ethos more effectively.
3. The students who are taught ethos construction will exhibit different signs or degrees of ethos on each blog post.

Significance of the study

The present study reveals the effects of applying blogs as a social activity in the writing classroom, and the findings show the outcome of students who were taught ethos and encouraged to be a real writer. There has never been a study about students' ethos in EFL students in schools, so the findings also provide a body of knowledge about teaching ethos in persuasive writing and the application of post process pedagogy in Thai EFL writing classrooms. This knowledge may be useful in the field of teaching EFL writing. As previously stated, Thai EFL writing instruction mostly adopts current-traditional pedagogy, the product approach which emphasizes grammar and form, due to factors

such as the demand for competent users of the language. While there is a growing number of teachers who are changing from the product approach to the process approach, research in process instruction is still rare. What is more limited in this country, however, is study into post-process instruction. Teaching ethos using blogs is one of many teaching methods using the post-process approach. The present study, therefore, provides a clearer picture of Thai EFL writing instruction. It will be useful knowledge for future research.

Definition of Terms

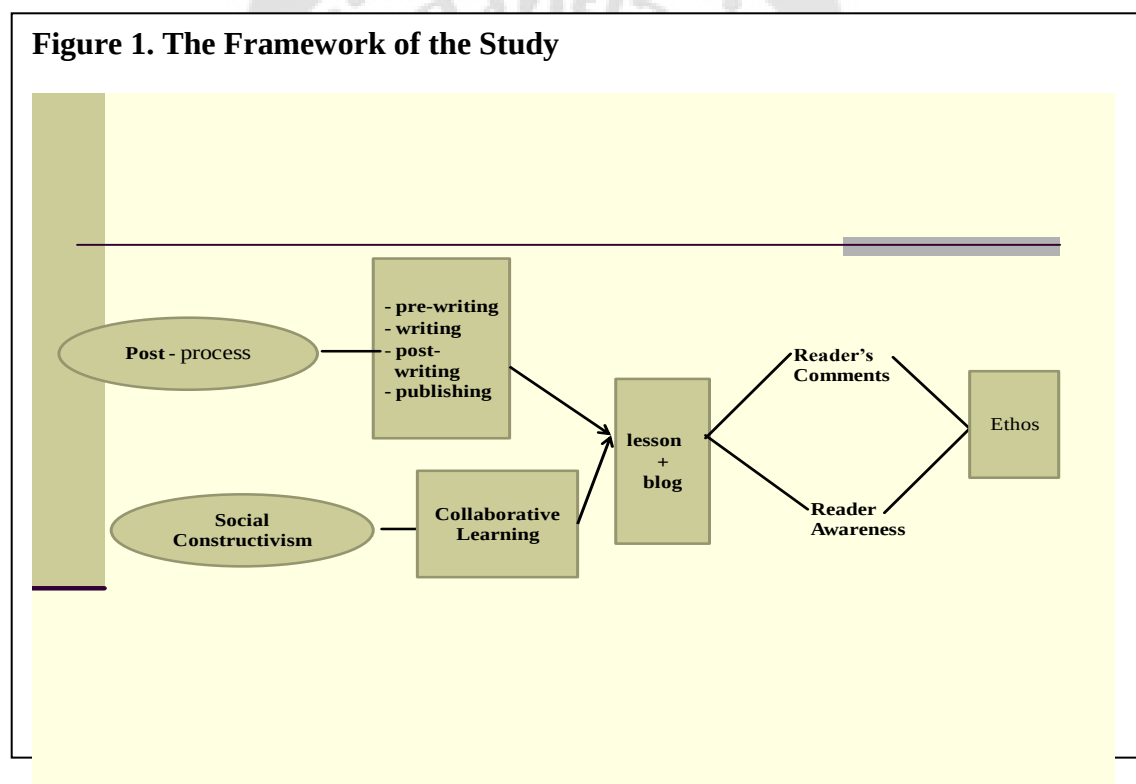
Ethos	is the credible self-representation through which writers present their personalities. In this study, ethos is limited to only three key words: Trustworthiness, Reliability, and Credibility.
Blog	is the short form of weblog which refer to an online space where writers can post or write to express their ideas and receive comments from their friends or social network.
Trustworthiness	is the expression of a writer's idea by using enough examples or references to support the writer's message.
Reliability	is the expression of a writer's idea by using correct word choices and spelling.
Credibility	is a writer's voice consistency by stating a conclusion which is related to the message in a topic sentence.

Scope of the study

Contents

The present study connected ethos development with post-process instruction, social constructivism, and blogging. Post-process instruction applies some teaching

techniques of process instruction. Social constructivism encourages learning collaboratively, responding to the belief of post-process pedagogy that writing instruction should adopt real-life situations to promote real-life communication. Similarly, blogs support the tenets of post-process pedagogy and social constructivism because they promote writing in the public sphere and encourage learning writing together to improve communicative skills. In the present study, the researcher assigned the participants to write three blogs on different topics to initiate peer comments and audience awareness that would result in increased ethos. The framework of the study is shown in Figure 1.



In addition, the present study focused on three textual qualities that contribute to ethos: trustworthiness, reliability, and credibility. It did not look into other related qualities such as logos and pathos, or agency and power. Since the study focused on ethos, blogs and persuasive writing were chosen to encourage the students to express their ethos easily.

Participants

The participants were 14 grade 12 students from Srinakharinwirot University Prasarnmit Demonstration School of the first semester in the year 2014. All 14 participants were 17-18 years old and studying in a writing course, in which the research took place. These participants were selected because they were the researcher's class, and the grade 12 students were considered to have an intermediate level of English language skills and had acquired enough sentence structure and vocabulary.

Time

A rubric and lesson plans were created between 2012 and 2013, and then piloted with the class of grade 12 students in the first semester of 2013. The data were collected in the first semester of 2014 from a 14-week writing classroom of grade 12 students.

CHAPTER 2

CONSTRUCTING ETHOS ON BLOGS

This study investigated the effects of blogs on student ethos construction and development. To prepare readers for the analysis and discussion of the findings, this chapter elaborates on post-process writing, social constructivism, the terms ethos, situations in Thai EFL writing classrooms and explains how to construct and develop ethos on blogs in EFL writing classrooms, and reviews research related to ethos construction on blogs. The sections are presented as follows:

1. Post-process writing
2. Social constructivism
3. Ethos
4. Blogs and EFL writing classrooms
5. Related research

1. Post-process writing

Post-process writing approach has become a new trend in the writing classroom because of social changes, including changes in the philosophy of education. The philosophical change in the field of Composition has brought about new methods of teaching writing. There have been many approaches to teaching composition, but the major ones are the product approach, the process approach, and the post-process approach. In the product approach, widely known as the current-traditional approach, teachers use a traditional way of teaching composition that emphasizes grammar and form (Crowley, 1998). The process approach is far different from the product approach, for it does not initially want to instruct grammar. Rather, it focuses on goals and strategies and

respects students' autonomy (McComiskey, 2010; Murray, 1997). Students are encouraged to plan their writing before writing drafts and getting feedback from their peers. Teachers focus more on how their students can use language and develop their drafts through the stages of the writing process; in addition, this model focuses more on public input and feedback (Matsuda, 2003; McComiskey, 2010; Weisser, 2002). Finally, the post-process approach was extended from the process approach due to the belief in social power. In general, the post-process approach is similar to the process approach, except that it focuses on the publish stage (Matsuda, 2003; McComiskey, 2010; Weisser, 2002).

Learning writing based on the post-process approach, which gives importance to the public, shows that the role of a learner's society is important in the writing process. Today students not only learn from schools but from many other sources, including social networks. Frith (2010) points out that socio-cultural theory has become more important in the age of social and digital technology. Frith also states that individuals can create knowledge via interaction in social networks. Moreover, many studies present the need to focus on holistic learning in the present time. This phenomenon illustrates that today's learning supports an integration of intellectual, social and emotional aspects, and this perspective has been widely employed in America and Europe in the last half century (Brown, 1972; Love & Love, 2010; Williamson, 1957). Traditional instruction and teaching pedagogy, which focus on the content in only one subject, should be reformed to adopt the integration of intellectual and social aspects. Post-process theory is based on this idea that writing is for a public, not only for teachers in classrooms.

Since people's way of life and social activities have changed, people's ways of learning are different from those in the past too. Social changes cause teachers to rethink

their teaching approach and their students' learning. In the field of Composition, teaching has changed from 'product' to 'process.' That is, traditional instruction, which is heavily grammar-based, has changed to a new method, which does not focus on grammar. The product approach sees writing as a demonstration of linguistic knowledge, so teachers focus on the appropriate use of vocabulary, syntax and cohesive devices. The learning techniques for this approach are imitating, copying, and transforming information (Yang, 2005). Sometimes, models are set by the teachers in order to let their students imitate linguistic knowledge and write more easily. The teachers' roles in product writing classrooms are like examiners who grade each student's writing based on the number of errors in syntax, cohesive devices, or vocabulary (Zamel, 1987). That focus may show teachers are neglecting students' ideas when they write, and ignoring the way students arrange their ideas.

According to McComiskey (2010), the writing process movement which emphasizes goals and strategies has emerged in response to the current-traditional rhetoric focus on product. As a result, teachers have started to focus more on how their students learn than on their students' achievement. The writing focus changed from the correctness of writing to the writer's thought. In addition, teachers in the process writing classrooms view writing as a recursive process (Yang, 2005). In summary, the movement from 'traditional' to 'process' and the focuses of the two approaches are demonstrated in Table 1.

Table 1

'Product' Writing Instruction & 'Process' Writing Instruction

Product Writing Instruction	Process Writing Instruction
- Traditional composition instruction. - Focus on grammar error. - Focus on structure and writing format. - Focus on writing task.	- Focus on a writer's strategies in writing. - Do not focus on grammar and writing format.

However, just as a society and culture change all the time, so writing instruction has not stopped at process writing instruction. Students are not expected to write only for their teachers anymore. In fact, students' work is for everyone. Weisser (2002, p. 116) describes the current composition course in this way:

“The composition course has emerged as both a microcosm of the public sphere— a point of contact with the ‘real world’ out there somewhere – as a place for students to prepare for immersion public life – a point of departure to social and political spheres in society.”

Due to this new trend, the number of writing courses such as creative writing and public discourse which promote the writer's ideas and creativity has increased in English departments. The social turn in education of the modern world greatly affects people's ways of learning, and this leads to the change of the writing class; it now pays more attention to social networks and real-life situations than in the past.

As people's activities and lifestyles are related more to social media and the real world, people's way of learning becomes more interrelated among individuals and organizations. Students become more interested in what they can really use in their real lives. As a result, pedagogies need to accommodate the changing world. This situation leads to the emergence of pedagogies that are aware of the social turn. Trimbur (1994) explains that the social turn is a response throughout the humanities and social sciences to the simple sociality of structuralism. Process writing instruction, the strongest movement for the last part of 20th century, views learners as individuals and writing as an internal process. Therefore, a writing task in process pedagogy is just a type of activity in the class.

There are similarities and differences between the process and post-process approaches. McComiskey (2010) claims that the post-process approach, which focuses on learner's goals, strategies, and social activities, is the latest trend in composition studies. Moreover, Matsuda (2003) believes that the term 'post-process' is not a complete rejection of process. Instead, it recognizes the multiplicity of L2 writing theories and pedagogies. Gee (1990) insists that the language teacher in the modern world should integrate social and political issues in his teaching. Atkinson (2003) also agrees that 'post-process' is an expanding movement from 'process.' He does not view the concept of 'post-process' in terms of a basic 'paradigm shift,' but he views it as the expanding and broadening of the concept of 'process.' To clearly understand these two movements, look at Table 2.

Table 2

'Process' Writing Instruction & 'Post-process' Writing Instruction

Process Writing Instruction	Post-process Writing Instruction
- Focus on the goals of writing. - Focus on a writer's strategies in his writing. - Do not focus on grammar and writing's format.	- Focus on the goals of writing. - Focus on a writer's strategies in his/ her writing. - Focus on a writer's intention. - Focus on audience. - Ignore grammar. - Focus on the writer's image.

Table 2 shows that the two approaches are similar in that they do not stress grammar but strategies and goals. However, the post-process approach gives more weight to audience and purpose, and also to creating the writer as a self. In the post-process approach, teachers need to focus on audiences and situations outside the academy. Moreover, the writer is important because in post-process writing, the writer's ideas must be reliable, moral, and attractive.

Atkinson (2003) points out that post-process writing is the current trend of writing instruction. The writing focuses more on the writer's needs than on his or her writing skills. This shows that asking students to write many drafts for their writing is not enough for the present writing classroom because the 'social turn' requires that the classroom be more connected to the public and to the 'social uses' of language. Thus, social aspects should be included in writing instruction in order to make students think more critically and relate more to social processes.

2. Social constructivism

Social constructivism is a theory which has been developed from the theories of Vygotsky and Bruner, and Bandura's social cognitive theory (Shunk, 2000). This theory gives importance to culture and context in understanding what occurs in society, and it assists learners in constructing knowledge based on this understanding (Derry, 1999; Kim, 2001; McMahon, 1997). As social constructivism is based on assumptions about reality, knowledge, and learning, writing based on this perspective is viewed as a social act that takes place within a social context for a specific purpose. Thus, that the construction of knowledge is the result of social interaction (Dueraman, 2013).

Because social constructivism was developed from constructivism, which holds that knowledge is actively constructed, it is important to know the main idea of constructivism. Constructivists focus on the learning process and the stages of children development (Kim, 2001). In constructivism, learning is viewed as an active and constructive process. Learners access and generate knowledge from their experience and ideas through interaction. Both constructivists and social constructivists believe that learning exists when learners come to a certain stage, but social constructivists apply the idea of social setting and culture to the belief that learners access and construct knowledge themselves (Kim, 2001).

However, there is an overlap between the constructivist Piaget and the social constructivist Vygotsky. The main activity in a constructivist classroom is solving problems. Students use inquiry methods to ask questions, investigate a topic, and use a variety of resources to find solutions and answers. An exploration of questions leads to more questions. A teacher who is a constructivist helps students seek knowledge through interactions within the classroom. However, a teacher who is a social constructivist

expands the learning to contexts outside the classroom. Social constructivists place learning on social and cultural interactions. For Vygotsky, culture gives the child the cognitive tools needed for development. Adults in the learner's environment are conduits for the tools of culture, which include language, cultural history, social context, and more recently, electronic forms of information access.

According to Vygotsky (1978), the writing process, which is considered to be a high mental development, lies beyond both cognitive and individual levels. Writing comes from internalization and transformation of social interaction. For L2 students, interactional activities with any people, including peers, teachers, and native speakers, will increase their writing knowledge. Vygotsky's constructivism is based on the notion that social interaction can develop learners' cognition and on the concepts of More Knowledgeable Others (MKO) and Zone of Proximal Development (ZPD) which help students learn at the right stage of development. In other words, learners can learn first with MKO concepts, then have more knowledge, and then can give some useful suggestions, until they no longer need MKO or any help because they can work through ZPD levels instead. ZPD refers to the development, or the absorption of knowledge, in a larger community.

Viewing reading and writing in terms of cultural practices means that we must understand the political, social, and cognitive dimensions of literacy (Collins, 1995). When the classroom is viewed as a culture, we must be concerned with teachers' and students' beliefs about reading, writing, and the patterns of interactions occurring among students and between teachers and students rather than discrete activities. The social perspective holds that learning to think, read, and write are not individual, independent activities. Instead, the acquisition of such functions begins with the interactions of

parents and children, among siblings, or between teachers and students. The role of language and dialogue is critical since it is through speech and social interaction that the learner acquires abilities such as reading and writing (Vygotsky 1986).

Constructivism places learning on social and cultural interactions which corresponds to progressivism. After the mid-1800s, John Dewey, whose work is based on progressive philosophy, promoted cooperation and group work in the classroom to encourage a free exchange of ideas and saw schools as learning communities (Hendley 1986; Applebee 1974; Russell 1991). Dewey's progressivism was part of the 'social turn,' which later made a big change in studying reading and writing (Geertz 1983). Theorists of this perspective consider reading and writing as coming together, not separately. They maintain that social and cultural contexts shape language and thought.

There are many ways for learning constructions based on social constructivism. Watson (2001) claims that the constructivist principle lets teachers encourage and accept students' autonomy by using raw data and primary sources, along with manipulative, interactive and physical material. She also suggested that social constructivist teachers should allow student response to drive lessons, shift instructional strategies, and alter content according to their readiness. Moreover, teachers should encourage students to construct knowledge through engaging in dialogue both with them and other people.

3. Ethos

Real communicative writing, which is the belief of the post-process approach, and collaborative learning according to Constructivism promote EFL students learning to write in a communicative ways for real readers. When the writing classroom is conducted with real-life situations, students can express their ethos very well.

Ethos was first mentioned in ancient Greek writing by Aristotle, as one of three major elements of persuasion, especially in speech. The other two are pathos and logos. Pathos refers to the use of emotion to attract an audience, while logos means the use of logic to keep an audience. Ethos was originally meant in Greek times as “character.” Aristotle explains that the speaker’s character can influence an audience. In other words, whether the audience believes or disbelieves the speaker or not depends on his or her character, on how they perceive him or her (Campbell, 1995). In the past, ethos was mostly thought to be a key element in speech, and usually confined the speaker’s character presented and perceived within a single speaking situation.

Ethos is related to several qualities. Theorists have defined or discussed ethos differently (Campbell, 1995; Cherry, 1998; Pickering, 2009; McCroskey & Young, 1981; Ramages & Bean, 1998; Switzer, 2010; Willbers, 2012), but all are about the author’s credibility, character, and authority. For example, Campbell (1995) refers to ethos as the root of ethics. Therefore, people seen with high ethos are those who hold acceptable values, which in turn make them recognized as well as respected. Ramages and Bean (1998) also define ethos as credibility or ethical appeal. They state that the author’s credibility depends on his or her ethical appeal and that ethos is one of the three elements of argumentation (ethos, logos, and pathos). In argumentation, ethos is inseparable from the other two, and all three of them contribute to each other and the success of the argument. For example, without logos, the speaker or writer may not sound to be a careful or knowledgeable person. How a person is perceived emotionally (pathos) can lead to the perception about the character of the person (ethos).

At present, ethos is not restricted to speaking only; it is applied in writing as well as in online communication (Pickering, 2009). The speaker’s or writer’s ethos is

perceivable in both text and speech (Fahnestock, 2012). As mentioned in the above paragraph, it is an element in argumentation; thus, it is an element in argumentative writing. In persuasive writing, too, ethos is a major component. Ethos in writing refers mostly to the awareness of the relationship between the objective or goal of the writing and its audience; the terms used to describe ethos often include “objective” and “audience-orientated” (Campbell, 1995). The meaning of ethos in writing, therefore, is similar to that in speech, but it may convey a stronger sense of purpose and audience. In writing, thus, discussion about ethos usually includes explicit strategies to achieve it.

However, the terms ethos has rarely or never been used in the EFL context as a criterion in writing assessment, partly because the terms ‘purpose’ and ‘audience’ have been used instead. Traditional assessment of student writing never uses ethos as a criterion. As said in Chapter 1, current-traditional rhetoric, which has firmly clung to writing classrooms (Crowley, 1998), focuses on grammar and form, and although the process approach liberates students and highly values their autonomy, which should facilitate the development of ethos, it does not use ethos as a criterion for assessment. The process approach focuses on the rhetorical situation and circles around such elements as purpose, audience, place, and occasion. In other words, the writer himself, his character or ethos, is not a focus.

Thus, to assess ethos in writing, the word needs to be highlighted. It is important to know what signs show ethos in writing. As mentioned above, ethos refers to the speaker’s or writer’s credibility, character, and authority. These, depending on the width and depth of the assessment, can expand to cover many sub-qualities. For example, ethos can be related to the terms agency (self) and power (Broad, 2003). Increased ethos results in increased agency and power. The use of some words shows the writer’s character, the

reference to a source or a person affects his credibility, and knowledge of the topic of the writing helps the reader to believe the writer. The knowledge the writer shows about each topic and the attitude the writer conveys towards his subject affects his ethos. Thus, the writer's credibility, character, and authority are directly related to his agency and power.

The most important contribution of ethos in writing is its persuasion, and this is why ethos is a key element in persuasive or argumentative writing (Cooper, 1932). This contribution, however, does not rely only on the use of words, the reference to a source or person, or the knowledge presented; it also depends on some other existing qualities of the writer, such as his reputation (as a scientist), his sincerity (noticed by a friend), and his ability in language usage. For an EFL student, grammar and sentence structure are considered to create his or her character.

Writing, in addition, is viewed as a representation of a writer; what a writer writes shows his or her character. Thus, if writers want to persuade their readers, they need to write their message in a way that they will be seen as credible. For this reason, ethos is important for persuasive writing. When the writers' character is accepted as trustworthy, knowledgeable, and concerned for the audience, the audience is more likely to accept what the writer says as true and credible.

Since ethos deals with people's perception of a writer's character, the character might be judged by nature or by invented words. Many scholars insist that ethos can be situated and invented (Burton 1998; Dlugan, 2010). The *situated* ethos is presented in the writer's reputation, career, and social status while the *invented* ethos is in the strategies the writer uses to persuade readers. When people are persuaded by a speaker's credible and trustworthy personality, they are persuaded by situated ethos. Sometimes, speakers' credibility comes from their reputation or career. Even if they do not use any references

in their speech or writing, their words are trusted by their audience. For example, a doctor is seen to have has higher ethos than a teacher when his or her message is about health whereas a teacher shows higher ethos if he or she talks about teaching experiences.

The other kind of ethos is invented ethos. People trust the writer from his or her words used in speech or writing. The writer can use language which persuades their audience such as giving examples, presenting precise ideas, and using language suited to the content.

As ethos is important to a writer's credibility and deals with the writer's character, ethos is studied and invented by people in some careers such as speakers, bloggers, and politicians (Dlugan, 2010). The study of ethos invention in speech and in writing started around the 1960s and was about developing the instruments to measure ethos or credibility. Although the study about invention of ethos or the credibility in speech and writing developed a long time ago, the development of the instruments to measure ethos or credibility took place mostly from the mid-1960s to the early 1980s, as found in the works by Applebaum and Anatol (1973), Bandhuim and Davis (1972), and Berlo, Lemert and Mertz (1969). An example of the development is the work by McCrosky conducted with Young (1981) and with Teven (1999).

An important study about ethos development was conducted by McCrosky (McCrosky & Young, 1981) who researched the dimensions of ethos and credibility. They studied how to measure ethos and how to analyze ethos' dimensions. The participants in their study were students enrolled in a course called Communication Studies, and they were given a questionnaire to indicate their impression of a participant in the study. The data from many sources were combined and analyzed for the dimensions. McCrosky and Young (1981) studied the history of ethos and credibility

construction over the last two thousand four hundred years. They divided the construction and measurement of ethos and credibility over three eras: the early history of the construction, the recent history of the construction, and the distortion of the construction. More than ten years later, McCrosky and Teven (1999) found that Aristotle's dimension of "goodwill" should be measured for ethos and credibility, so a reexamination of ethos construction and measurement happened. However, McCrosky confirmed that ethos is still important for persuasive effectiveness of any communicator like Cooper (1932) and Hovland, Jenis, and Kelly (1953).

One point that should be mentioned is that ethos can be classified as both individual and pluralistic; that is, an individual can present his or her ethos and a group can present its ethos. A person's ethos can be analyzed from what he or she writes, though it is abstract. A group's ethos is the way or ways of thinking which all or most of the members in a community support. Writing on a topic, for example, twenty out of twenty-five students may agree with something. In this case, a group's ethos represents twenty students. This kind of ethos can be constructed by the process of communication within a group (Hürber & Bell, 2003). Individual ethos may be changed due to interactions among the members in a community, and it can reflect the ethos of the group as well. Individual ethos can be shaped in a community, and if many individuals share the same ethos, group ethos emerges (Hürber & Bell, 2003).

Finally, it should be noted that the teaching of ethos in writing responds to new trends in the field of Composition. As seen in the process and post-process approaches, there is increased awareness of rhetorical situation. With that awareness, a writer's attention is directed more to the writing situation than to language register (Johns, 2011). A rhetorical situation consists of the audience, purpose, occasion, and exigency of the

writing (Bitzer, 1968). By thinking about these and relating them in an appropriate way, the writer, as one can assume, will sound credible, reliable, and trustworthy, resulting in his or her increased ethos. However, the thinking and the activities that writer does while trying to satisfy the writing situation are complex.

4. Blogs and English as a Foreign Language writing classrooms

Up to the present time, school curriculums for English subjects in Thailand have tried to apply a learner-centered approach; English education has been reformed to adopt student-centeredness (Ministry of Education, 2002), but actual EFL writing classrooms are still taught with a product approach (Kaewnuch, 2009; Dueraman, 2013). In other words, teachers still focus on improving students' linguistic competencies than on helping them to express ideas or develop individual voices. Unfortunately, such an emphasis on linguistic competence does not sound right now. The world has changed, and so should writing instruction. Teaching needs to meet the demands of the world. Teachers of the present era should develop pedagogy based not only on general principles but also on their understanding of specific situations and learners (Littlewood, 2010). They should be aware of the public, and for those reasons, EFL writing classrooms should accommodate the post-process approach.

As Benson (2005) points out, language teaching has moved from teaching forms and structures to understanding the learners. Moreover, Lee (2010) insists that in studies of second language writing, much more attention has been paid to the needs of students learning to write than to teachers learning to teach. As a result, many studies have tried to study how to help learners cope with the challenges of writing in a foreign language (Casanave, 2009; Reichelt, 2009). Lee (2010)'s study in a Hong Kong context aimed to investigate the teachers' perspectives on their own development as teachers of writing at

the end of a writing teacher education course. The results showed that the Hong Kong education system is changing to post-process writing, but there are still some problems in schools. In fact, teachers in Hong Kong still use traditional instructions or the product approach although the curriculum is not the same as it was in the past.

Similar to the situation in Hong Kong, the post process movement does not affect Thai educational system much because most teachers still use the product approach to teach. The situation in Thailand is the same as in other countries in Asia (Lee, 2004). Mackenzie (2002) stated that in discussion with Thai teachers, one of Thai learners' characteristics is "having an over-emphasis on accuracy" (Mackenzie, 2002). Moreover, the data from ESL or EFL English writing instruction show that student assessment in specific-purpose courses focused mainly on the form of written texts rather than the development of individual students within a limited range of criteria and expectations for student achievement (Cumming, 2001). This shows that EFL writing classrooms were still employing the traditional approach although the world and curriculum changes.

Changes in the EFL writing classroom have arisen from globalization. Benefits of social networks mentioned in Lee (2004)'s study is a factor resulting in the changes in EFL writing classroom. Lee, who studied feedback given in writing classrooms, claimed that much feedback teachers used indicated that writing classrooms have changed from product to process (Lee, 2008). He explained that the reform of Hong Kong education causes the change in their EFL students. In Hong Kong, grade 10 to 12 students are required to write texts using a range of vocabulary, linguistic devices, and language patterns, appropriately and accurately when writing for different contexts, audiences, and purposes, and they must use relevant content and adequate supporting details. This

means that students were expected to learn English writing based on the process approach.

Thai EFL classrooms still use the product approach more than the process approach or the post-process approach, as shown in many studies in EFL writing classrooms. The findings in many studies reflect that teaching writing in Thai EFL classes focuses more on grammatical errors than on the students' writing process, students' writing purpose, and reader awareness. For example, Kaewcha (2010) studied problems with coherence in Thai students' writing. Thai teachers often mark the task according to grammatical knowledge, and evaluate students in EFL classroom from the task. Some studies (Kaewcha, 2010; Kaewpet, 2009; Lee, 2010; Tangsajjanuraks, 2007; Yousuk, 2004) have been suggested that teachers change their teaching method. This shows that although there have been many studies which promote classrooms based on process and post-process approaches, some teachers still prefer the traditional method which focuses on grammatical knowledge.

The post-process approach focuses on the process of writing in real situations, and feedback is an important factor in EFL writing classrooms based on this approach. Some previous studies show that teaching should focus on the stage of editing and revision. Although Kaewcha (2010)'s study presents Thai students' problems in writing only in grammatical knowledge, she agrees that feedback is needed when students write. She suggests that in order for students to improve their writing, teachers should add feedback in the process of students' writing.

In addition, the post-process approach, which is based on the 'social turn', focuses on how students can communicate in a foreign language in daily life. The publishing stage is important for this approach, along with the editing and revision stages. Previous

findings show that teaching methods in a modern world should employ the post-process approach. For example, the findings from Kaewpet's study show that the idea is important when students write and it should consist of material that the learner can authentically use outside the class because learning English means the learner's ability to communicate in English (Kaewpet, 2009). Lee claims that when teachers lack knowledge of composition, rhetorical devices, and writing theories, there will be a problem for their writing class (Lee, 2010). Yousuk (2004) found that one problem for Thai EFL students in writing was that they did not know how to generate their ideas. Tangsajjanuraks, (2007), James (2009), and Chandavimol (1998) believe that some limitations of Thai EFL writing classrooms such as the large number of students and improper teaching instruction cause ineffective learning in the writing classrooms. As a result, the EFL writing classroom should focus on authentic ways of using English besides the grammatical knowledge.

At present, technology plays an important role in our daily lives, and technological developments allow people more accessibility to the Internet. As a result, people's lifestyles have changed. More and more people nowadays communicate all the time in the written form with new technological tools. We can see that people use e-mails, web-boards, MSNs and blogs instead of letters, notes, diaries, and journals because those tools are faster. The increase use of computers and networks interest educators as well as teachers and lead them to use the Internet, web boards, and blogs as teaching tools in their classrooms (Tseng, 2008; Kim, 2008).

The use of electronic texts such as e-mails, web-boards, MSNs and blogs requires the knowledge of technology, but that is not the problem for young learners, who Robertson (2009) refers to as "Gen 2.0." According to Robertson, Gen 2.0, or generation

2.0, refers to young people who have emerged recently. He said that Gen 2.0 is more appropriate for these young people than a label such as Gen Y, as they are related to the emergence of web 2.0 and business 2.0, terms referring to tools that allow people to get involved in networks. Examples of web 2.0 are web boards, e-mails, and blogs. The general website (web 1.0) is not included because, as Robertson claims, it does not enable two-way instant communication. Now that web 2.0 is popular and widespread, blogs especially have been widely introduced as tools in business and education.

Electronic tools have become an important and valued part of the young generation, Gen 2.0. Today's students think and process information fundamentally differently from their predecessors (Prensky, 2007). Fast new ways of communication encourage Gen 2.0 students to start their writing more easily. Learning through technologies and the Internet is a new environment for a new generation of students. Blogs respond to Gen 2.0 students' needs because they are fast and individual. They are good for students to start writing freely and confidently. Writing through blogs allows students to feel free to write and express their individual voices in their writing. A survey of more than 2,000 incoming first year Australian university students in 2006 shows that there is a high level of support for the use of computers for general study, creating documents and multimedia presentations (Kennedy, Judd, Churchward, Gray, & Krause, 2008). Blogs can be tools that facilitate students doing their writing assignments.

The word "blog" is the short form of "weblog," and was firstly used by Peter Merholz in his personal blog (Tseng, 2008). The term "weblog" was coined by Jorn Barger in the mid 1990s, and it was broken into "we" and "blog" by Merholz in 1999. Tseng (2008) explained that blogs are one of the innovations of the Internet and can be used for different purposes in various fields. Wiki Encyclopedia explains that a blog is a

website where texts from people are written in chronological order and displayed in reverse chronological order (Downes, 2004; Tseng, 2008; Blood, 2013). People can write on a blog with images and can link their blogs with other blogs or other websites or media. Blogs also have a function or icon that allows readers to leave comments; thus, blogs are interactive. According to the definitions of blog from many sources, a blog is an interactive two-way communication where comments, links and software can be included and shared among members in a community created through online networking.

While people get benefits from technology and social media, in the classroom students can benefit from blogs. Blogs motivate students to learn and encourage more writing practices. Stewart (1996) found that notebook and email journals with secret partners “allowed students to learn about peers, build up English writing fluency and have fun doing it” (abstract). Moreover, he notes that a blog is a good way to motivate students to do writing activities. According to Hann (2007), a blog is a writing motivator. Blogging is not face-to-face communication; rather, it is communication among people who may or may not know each other. Thus, blogging lessens the anxiety caused by face-to-face communication. Using blogs in class, therefore, can encourage students to start their writing more happily and more confidently. Hann’s study shows that after university, students were assigned to write weekly on blogs on various topics, they were willing to have their partners read their blogs and they were less reluctant to share their journals with peers. They also feel that writing was more enjoyable (Hann, 2007). When people enjoy writing and they are aware of their readers, they can construct ethos and write more purposively.

Blogs which are widely used in education are roughly classified into two types. The first one is finished blogs written by scholars and educators, and used by students to

study. The other one is personal blogs which learners use to practice their skills or share ideas. Tseng (2008) found two kinds of blogs in his study, *The Use of Blogs in English Classes for Medicine-Related Majors*. Those blogs were tutor blogs and learner blogs. Tutor blogs display teacher's handouts and syllabuses or provided websites related to lectures for students to read, while learner blogs were for writing practice, as journals. Students can gain the experience of exchanging comments with their teacher or their classmates in learner blogs. Therefore, class blogs help students get more practice and improve their writing from comments.

WordPress which was first introduced people in 2003, is a blog publishing application and content management system. It is used by 62.8 million websites in the United States and 202 million websites worldwide, and now there is a Thai version which most Thai websites use (WordPress, 2009). WordPress can be applied in English subjects as well as in other language subjects. These weblogs are usually used in class as discussion forums. Many syllabuses can be found on WordPress blogs and students have been using WordPress to write articles as assignments for classes.

According to the benefits of teaching ethos and writing on blogs as previously stated, there are two main reasons why learning to improve a student's ethos with blogs, needs lessons based on the post-process approach in class. First, ethos is taught in writing classrooms in order to help learners become aware of their readers, and write purposively and communicatively. Becoming aware of readers is promoted with the post-process writing approach. Second, blogs are used in writing classrooms to help learners enjoy writing and also helps students write communicatively in an authentic way. Using the post-process approach and blogs promotes ethos development in EFL writing classrooms.

5. Related research

There has been much research related to writing, ethos, and blogs which show that learning writing based on a post process approach is a learning method that promotes students' ethos, cognition and writing skills.

Many studies have investigated ethos in writing. McCrosky and Young (1981) describe the background of ethos, which is considered an important quality in persuasion. In addition to McCrosky and Young (1981), McCrosky and Teven (1999) investigate the dimension of ethos and examined how to measure credibility concretely. Their study showed how ethos could be analyzed and measured. Later, Splice (2008) suggest ways for writers to apply ethos. The character of the writer or speaker is the basis for agreeing or disagreeing with what he or she is arguing. With that in mind, the writer should be able to show that he or she is a credible person whom his or her readers could believe. Splice also suggests several ways to construct ethos such as showing that the author has wide knowledge on the topic and has close association with the topic. A year later, Pickering (2009) investigates her students' ethos in the classroom, and finds that ethos in an online technical communication class can be developed by the class. In her study, a newcomer to the online environment was forceful in his written expression from the beginning, but then faded at the end, and could express his views to an audience generally unified in opposing views.

Learning writing through blogs has been studied all over the world (Divitini, Haugalokken & Morken, 2005; Glogoff, 2007; Hann, 2007; Huffaker, 2005; Kim, 2008; Magg, 2005; Mishne & Glance, 2006). For example, after some studies of using blogs in education were presented in 2005, Hann (2007) studied the benefit of using blogs in English and Japanese writing, and found that blogs created the benefit of enjoyment in

writing and could be a writing motivator for EFL writing classrooms. Blogs were studied and found that they are a benefit to use in educational context. Kim (2008) proposed the phenomenon of blogs and a theoretical model of blog use in educational contexts. He showed the results that blogs promoted students' learning motives and suggested the model of using blogs in education. In the same year, Tseng (2008) investigated how blogs and students' collaborative features helped students improve their writing. The study which investigated the effect of blogs and students' interactive and collaborative features on students' writing was done repeatedly in 2012 by Sun and Chang (2012). Sun and Chang's research found that writing knowledge and their identity could improve in EFL Taiwanese language learners. His findings showed that the students were positive towards blogs and gained experience from exchanging comments with their teacher and classmates. The results of his study suggest that blogs help students get more practice and improve their writing.

There have been studies which have researched process and post-process since the late twentieth century, although more were studies based on process writing in writing classrooms than based on post-process writing. Myles (2002) studied the writing process classroom. She proposed that EFL writing teachers should focus on writing strategy development and language skill development. Her study showed that students who get sufficient and effective feedback with regard to their errors in writing, was based on a process approach. Yang (2005) also studied the writing process and post-process. He discussed the strengths and weaknesses of product, process and post-process approaches in his study. Three years later, Mirhosseini (2009) applied the process writing approach in his classroom. He suggested dialogue journal writing as a practice which gives students the opportunity to experience writing both in writing mechanics and ideas. In

addition, dialogue journal writing helps students involve themselves in a more process writing practice. He claimed that dialogue journal writing integrates the idea of product, process and post-process approaches.

Some studies are about the writing classroom, investigating the direction of teaching writing for EFL students. Many writing classroom studies explore the online context (Hann, 2007; Jin, 2007; Kim, 2008; Mackiewicz, 2010; Palungtepin, 2010; Sun & Chang, 2012; Tseng, 2008). For example, Jin (2007) investigated ESL students' participation in a computer-mediated peer response task that used instant messaging. The response was viewed as feedback in the edition and revision stage. The findings show that the participants, students who were involved in this activity, developed their writing skills. Mackiewicz's study (2010) showed the language which writers used for their expertise. His study conducted online product reviews and presented that assertions of product specific experience, familiarity with relevant products and relevant roles were used to show expertise. Palungtepin (2010) explored how online learning facilitated students' learning. She found that there were some useful implications for selecting, using, or designing electronic discussion boards to facilitate students' language learning. In 2012, Dueraman reviewed and investigated theories of EFL writing to ensure that the teaching of EFL writing is going in the right direction. Dueraman (2012) claimed that the social constructionist approach focuses on social interaction as a key to learn besides the writer's state of mind. As a result, a study of students' ethos based on the latest trend, the post-process approach, in writing classrooms, is worth studying.

CHAPTER 3

METHODOLOGY

This research study was designed to investigate the effect of writing blogs on Thai students' ethos. It planned to investigate how the participants constructed ethos on blogs, and how the participants' blogs changed over 14 weeks.

This chapter explains the design of the study, the context and participants, the course where the research took place, the raters, the research instruments, the data collection, and the data analysis.

Research design

The researcher adopted a mix-methods design combining quantitative and qualitative methodologies. To answer the first research question, two rubrics were used to present quantitative findings. The first rubric, adopted from Foster (2004), was used to evaluate participants' persuasive writing in the pre-test and post-test. The second rubric was used to evaluate the participants' ethos in the pre-test and post-test and also in all participants' final drafts of all three blogs. Three experienced raters were invited to evaluate the participants' persuasive writing and ethos. All of the raters were trained to assess ethos and to identify it in students' writing on blogs.

To answer the second research question, a qualitative method was used to investigate the expressions expressing ethos and how they used them. The data to analyze came from the second part of the second rubric and the interviews. All the expressions from the three raters were listed, categorized, and discussed while the data from all the interviews were coded, categorized, and discussed using Strauss and Corbin (1988)'s framework.

Finally, the answer to the third research question was from the pre-test, the post-test, the three final drafts of the blogs, the expressions listed by the three raters in the second rubric, and the data coded from the interview. The data from the pre-test, post-test, and the three blogs were tabulated while the three blogs from some participants were discussed. Moreover, the data obtained from the second part of the second rubric and the interview were coded, categorized, subcategorized, and discussed using Strauss and Corbin (1988)'s framework.

Context and Participants

The School

The research took place at Srinakharinwirot University Prasarnmit Demonstration School. This school provides education for students of grade 7 to 12. It offers fourteen majors, including English. The students of the English major are offered three special courses, one of them being a reading and writing course. As an English teacher in this school, the researcher had accessibility to the participants and to the facilities at the school. Therefore, this school was chosen for conducting the research.

The Participants

The participants were fourteen grade 12 students in the first semester of 2014. The selection of the participants was a purposive sampling method. The participants consisted of four males and ten females of the same age, around seventeen to eighteen years old. All fourteen participants took a writing course, Advanced English Reading and Writing 5, which the researcher taught and where she conducted the research. These participants were considered to have an intermediate level of English language skills and to have mastered enough sentence structure and vocabulary. All the participants had passed some English writing courses in grade 10 and 11, so they had experience in

paragraph writing and giving feedback to their friends' writing assignments. However, all the participants have no experience of living in English native speaking countries.

The Course

The course, Advanced English Reading and Writing 5, was intentionally selected from the English major curriculum for conducting the research. All the participants registered for this course in the first academic semester of 2014 at Srinakharinwirot University Prasarnmit Demonstration School, and they had passed four English writing courses. In these courses, the participants had learned to master writing paragraphs before learning to write essays. The writing practice in the research classroom was based on the post-process approach, which focuses on public writing. Students started from brainstorming, producing a draft, getting feedback, editing, and finally publishing. All these stages of writing were discussed in the classroom and on blogs.

Although the participants had learned how to write paragraphs, they had never learned how to write for the public. The course took place in a computer room so that the environment of the classroom became more public-like and the participants could use blogs. The participants were taught how to express ethos as much as they could.

Ethos was taught to the participants in the classroom in terms of credibility. They were taught to construct and develop the level of their ethos through the activities in class. Consequently, the participants could develop ethos even though they have never heard the terms, ethos.

At first the participants learned about persuasive writing and how to achieve it. They were then taught how to evaluate the credibility of internet sources, and to be aware of the importance of this factor in their writing before they started writing on blogs. The kind of blog which the teacher used in this class was not the same type of blog some

participants had used, so the teacher introduced the type of blog which they would use in this study. After that, the participants learned how to make their writing persuasive on blogs, writing on three different topics: activities, places, and movies. Before starting to write each blog, the participants and the teacher discussed the topic, searched information, and made an outline for the writing. The teacher let the participants do their work both in class and at home, but gave a deadline for each assignment.

Raters

Three raters, English teachers in Srinakharinwirot Prasarnmit Demonstration School, participated in the study. One was the researcher herself and the others were two native English teachers. All of the raters had taught English writing courses for more than two years, and were educated about ethos and the rubrics in this study to analyze and rate ethos using the rubric. They practiced rating some students' assignments before they really rated students' blogs. To ensure that the rating was reliable, the three raters were asked to rate the pretest, posttest, and three blogs of a pilot group in the year 2013. The pilot group consisted of eighteen students from the same school and studied in the same grade and course as the participants. The scores from this group were statistically analyzed employing Pearson product-moment correlation coefficient to investigate inter-rater reliability. A benchmark for Pearson value (Fleiss, 1981) to show inter-rater reliability of the three raters were used to measure the correlation between the raters scoring of the participants' writing assignments was.

The tables in Appendix G and Appendix H show the inter-rater reliability of the three raters when they rated writing tests and on blogs. The data set in Appendix G showed the excellent inter-rater reliability, which was between 0.79-0.90, when the raters rated the writing test. The data set in Appendix H showed the fair to good inter-rater

reliability, which was between 0.49-0.69 when the raters rated the writing on blogs. This statistical data indicated that there was a correlation between the three raters for ethos assessment. As a result, it was reliable for the three raters to use the two rubrics in this study.

Research Instruments

Pre-test and post-test

The pre-test and post-test were writing assignments on the same topic—Should students get paid for their grades? Both of them were evaluated using two rubrics: one for assessing persuasive writing and the other for assessing ethos (*Appendix A and Appendix B*).

Assignments and lesson plans

In this study, the participants were given three assignments, all of which were writing on blogs on three different topics. These assignments were for them to express ethos. Three writing topics were chosen after the researcher had one group of students in the previous academic year write a reflection on what topics they wanted to write about. The topics most of the students would like to write about were about themselves and activities related to their lives. It was believed that it would be easier for the participants to express their ethos if they wrote about what they really knew or what they were familiar with. The three topics were 1) School Activities, 2) Places, and 3) Movies.

The participants were taught to create their own blogs, to write a piece of persuasive writing, and to write blogs on three different topics, as part of the five lessons. Five lesson plans were designed to teach ethos and persuasive writing, and they were checked by three English teachers for validity. One of the teachers was the head of the

English department of the school, and the others were English teachers from the same school.

In the five lessons, the participants learned to analyze the persuasiveness of writing in different kinds of writing, and they also learned to analyze whether electronic data in places such as websites and blogs were credible or non-credible. These activities taught them how to express ethos on blogs. Later, the website *www.wordpress.com* was introduced to the participants so that they would be in the same online community after they subscribed to the blog. Even though one participant already had his own blog, he was asked to create a new blog here because the researcher preferred to look at all participants' interactions in the same community. The researcher was also a member of this community in order to give feedback to the participants' blogs. The participants practiced decorating blogs in their computer room and at home. Sometimes, the participants shared their experiences about creating blogs and decorating them with their friends and teacher in and outside the class.

Before the participants started each blog on a topic, the researcher began with introducing different websites with content similar to the topic and discussed the topic with the participants so that they had clearer ideas or more details about it. The participants explored and read information from websites and blogs related to the topic, used their previous experiences, and expressed and shared their opinions with their peers. The participants asked their readers to comment on their writing. Meanwhile, they were repeatedly taught about how to make their writing credible. After the participants finished each writing topic, they gave feedback to other blogs and so did the researcher, the teacher of their class. The participants were given criteria in order for them to give feedback easily, and at the same time the criteria made students aware of writing with

ethos. The participants had two weeks to rewrite their drafts after they read all of the feedback. After that, all blogs were analyzed for signs and expressions of ethos by the invited raters.

All of the lesson plans were checked for validity by three teachers of SWU Prasarnmit Demonstration School. Index of Item-Objective Congruence (IOC) values were used for the lesson plans' validity of content. All the plans were piloted with a group of students who were not the participants. The pilot group was eighteen grade 12 students of SWU Prasarnmit Demonstration School in the first semester of the year 2013. Then the lesson plans were revised and used with the participants in the following year. The table in Appendix F shows that all the lesson plans were deemed valid to use in this study. The content of the Advanced English Reading and Writing 5 course in the first semester in the year 2014 were as follows:

Table 3

The Outline for Advanced English Reading and Writing 5

Topic	Content	Periods
Paragraph writing	Review paragraph writing. Pre-test: Should students get paid for their grades?	1-4
Writing on blogs	How to write on blog persuasively. A credible blog or a non-credible blog? Write a credible blog with guidelines.	5-8
Unit 1 School activities	Read about the school activities in schools overseas.	9-14

Table 3 (continued)

The Outline for Advanced English Reading and Writing 5

Topic	Content	Periods
Unit 2 Interesting Movies	Discuss what students learn from those activities	15-20
	Explore activities in the students' school.	
	Choose the activity to invite people to participate school activities.	
	Write a blog to persuade people to visit the school activity.	
	Give feedback and comments to your friends' blogs.	
	Read about the movie and movie review.	
	Explore the movies which are showing on.	
	Read movie reviews about the movie students want people to see.	
	Choose a movie students want people to see.	
	Write a blog to persuade people to see the movie.	
Unit 3 Interesting Places	Give feedback and comments to your friends' blogs.	22-26
	Read about some beautiful places and interesting places around the world.	
	Choose a place where students have visited and were impressed with that place.	
	Write a blog to persuade people to visit your interesting place.	
	Give feedback and comments to your friends' blogs	

Table 3 (continued)

The Outline for Advanced English Reading and Writing 5

Topic	Content	Periods
Wrap-up	Students review all the activities they did in class. Post-test: Should students get paid for their grades?	27-28

Rubric for students' persuasive writing

A rubric to evaluate the participants' persuasive writing was adopted from Foster (2004) in Appendix A. Foster's criteria for evaluating persuasive writing are similar to those used to assess ethos in this study; the levels of ethos in the participants' writing should correspond to their ability in persuasive writing. The criteria were used to grade the participants' writing in the pretest and posttest (*Appendix D*) by the three raters.

Rubric for students' ethos

An analytic rubric to evaluate the participants' ethos was adapted from Moskal (2000)'s steps of rubric construction, and was based on the work by McCrosky and Young (1981), which involved evaluating ethos. This rubric comprises of two parts 1) the rubric scores and 2) the part for the raters to list the expressions displaying ethos. The rubric was checked for validity by five teachers at Srinakharinwirot Prasarnmit Demonstration School, using a form for evaluating Index of Item-Objective Congruence (IOC) values (*Appendix F*). These five teachers included one native speaker of English and four Thais. Finally, the rubric was used with the pilot group for pre-test and blogs to find out the inter-rater reliability. The data were analyzed with Pearson product moment

correlation coefficient and the result indicated a correspondence among the raters. The tables in Appendix F shows that the rubric was valid and reliable for this study.

The interview form

An interview was create to obtain in-depth information about how the participants constructed their ethos. The researcher analyzed the participants' perspectives about how blogs facilitated the development of ethos. The interview was a semi-structured one (*Appendix C*) chosen because it allowed the participants to express their ideas freely while the researcher could control the interview.

The questions for investigating how the participants constructed ethos in their writing were based on the definitions of ethos and the purposes of this study. Since ethos could be witnessed through the use of references and pictures, correct spelling, punctuation and capitalization, or through the use of topic sentences, consistent voice, and logic, the questions were related to these topics. The evaluation of ethos could revolve around these topics, and even though the participants did not hear the term ethos in class, they were taught how to write reliably, trustworthily, and credibly. Therefore, the researcher did not use the word "ethos" directly in the interview questions. As a result, the questions and follow-up questions used to elicit the qualities of ethos were, for example, "Did you use any pictures, web links, citations or examples to support your points in this blog?" and "Did you put your sentences in good logical order?"

There were ten questions in the interview form for the study. The interview form was revised and piloted with the students who were not the participants. After writing each blog, the participants were interviewed by the researcher in Thai, their own language, before they started the next lesson and the next blog. The Thai language was

used in the interview so that the participants could easily understand the questions and thus express their thoughts clearly.

Research Procedure

In the present study, a one-group pretest-posttest design, the researcher used the following steps. First, the researcher familiarized herself with the term “ethos” by reading many articles, documents, and research (e.g, Campbell, 1995; Condon & Butler, 1998; Dlugan, 2010; Kies, 2012; Prette, 2010). Second, the researcher prepared the necessary instruments such as two kinds of rubric, lesson plans, and the interview form. Third, the researcher gave out the pre-test to the participants. Fourth, the researcher taught ethos as well as collected the data in three phases: after completing the first blog, the second blog and the third blog. After that, the researcher interviewed the participants about how they had constructed ethos in the pre-test, final drafts of the three blogs and the post-test. Finally, the researcher analyzed the findings by the raters and the findings in the interview, and wrote the research report.

Data Collection

The data were collected in the first semester of 2014. Each weekly lesson lasted for 100 minutes. The pre-test was given in the first week of the course. During the first week and fourth week, the participants studied about writing strategies such as how to organize a paragraph, to write a topic sentence, to conclude a paragraph, produce persuasive writing, and to decorate blogs. The first blog was written in the fifth week, and the participants learned how to express ethos in their writing from feedback received. The final drafts of the first blogs were collected. Then the participants started the second lesson that emphasized expressing ethos: meanwhile, they discussed how they had displayed ethos on the first blogs. They then wrote on a new topic on their second blogs

in the eight week. The final drafts of the second blogs were collected. Finally, they started the last lesson in the eleventh week. They discussed their development of ethos from the first blogs to the last blogs. The researcher interviewed the participants at the end of each blog; that is, each participant was interviewed three times throughout the semester.

Data Analysis

To answer the first research question about the development of teaching ethos, the researcher assessed ethos using the rubric in Appendix B to compare two sets of scores obtained from the pre-test and the post-test to see the development of ethos and writing ability. The means of the scores from the pre-test, the post-test and the three blogs showed the development of ethos as a class. The findings in this section were presented and discussed mostly quantitatively. The statistics used were means, percentages, standard deviations, and two tailed dependent t-test.

To answer the second research question about how Thai students constructed their ethos, the researcher classified the participants' answers given in the second part of the second rubric and also the data from the interviews. The discussion of the findings in this section was mostly qualitative.

For the third research question, the researcher relied on the findings from three sources, that is, 1) the scores from the pre-test, the first blog, the second blog, the third blog, and the post-test, 2) the interviews, and 3) the students' writing on blogs displaying ethos over 14 weeks. The discussion of the findings was mostly qualitative.

CHAPTER 4

RESULTS

This chapter reports on the results of the study in the order of the research objectives in Chapter 1. The results are as follows:

Objective 1

To investigate the effects of blogs on the development of the students' ethos.

The effects of blogs on the participants' ethos were shown in the pre-test scores, the post-test scores, and the scores each student from the last drafts of three blogs. There were two sets of scores of the pre-test and the post-test; the first set came from ethos evaluation, and the other from persuasive writing evaluation. The average score of ethos in the pre-test was compared to the average score of ethos in the post-test to see the participants' ethos development, and the average score of persuasive writing in the pre-test was also compared to the average score of persuasive writing in the post-test to see the participants' improvement in writing ability. The two sets of scores in Table 4 show that there was a development of ethos and their ability in persuasive writing.

Table 4

Average Scores in Pre-test and Post-test

Writing Analysis	N	Pre -test	S. D.	Post -test	S.D.	t	df	Sig
Ethos (12)	14	7.2 (60%)	1.3	8.3 (69.2%)	1.2	2.6	13	.02*
Persuasive Writing (20)	14	9.9 (49.5%)	1.8	12.9 (64.5%)	2.7	4.4	13	.00**

* $p < .05$, ** $p < .01$

The findings show that the participants' ethos as well as their ability in persuasive writing developed. Shapiro-Wilk was used to test normality of the data because the number of participants in this study was less than fifty. The result of the test was significant at 0.05 which indicated that this data set was well-modeled by a normal distribution, so t-test could be used in this study. The participants' ethos in the post-test increased significantly at the statistical level of 0.05 after they took the lessons over 14 weeks. Similarly, the participants' ability in persuasive writing increased significantly at the statistical level of 0.01. In addition, Table 5 shows that 10 participants or more than 70% of participants acquired higher scores on ethos in the post-test.

Table 5

Scores of Each Participant's Ethos in Pre-test and Post-test

Student Name	Pre-test		Post-test	
S1	7.7	(64.1%)	8	(66.7%)
S2	9	(75%)	8.7	(72.5%)
S3	7.5	(62.5%)	8.5	(70.8%)
S4	4	(33.3%)	8.2	(68.3%)
S5	5.8	(48.3%)	9.7	(80.8%)
S6	8	(66.7%)	8.8	(73.3%)
S7	6.3	(52.5%)	7.7	(64.2%)
S8	8.2	(68.3%)	8.7	(72.5%)
S9	6.3	(52.5%)	9.8	(81.7%)
S10	8	(66.7%)	9.8	(81.7%)
S11	9	(75%)	8.8	(73.3%)

Table 5 (continued)

Scores of Each Participant's Ethos in Pre-test and Post-test

Student Name	Pre-test		Post-test	
S12	7.3	(60.8%)	5.8	(48.3%)
S13	6.7	(55.8%)	6.5	(54.2%)
S14	6.3	(52.5%)	7.7	(64.2%)
Average	7.2	(60%)	8.3	(69.2%)

The average score of ethos in the pre-test and post-test in Table 5 shows that the participants had rather high ethos before they were taught the lesson plans in this study. However, the higher average score in the post-test shows that the average score increased by 9.2% which was a slight improvement of their ethos. In fact, the scores of all participant in Table 5 show that not all participants' ethos increased after taking the lessons over 14 weeks. Table 5 shows that 10 out of the 14 participants or 71.4% exhibited higher scores of ethos in the post-test. It also shows that 4 out of the 14 students or 28.6% expressed less ethos in the post-test. This indicates that ethos development might not have directly resulted from the instruction. Based on the interpretation of the scores in the rubric for assessing ethos, the participants' average scores were rather high both in the pre-test and the post-test. This shows that the participants could achieve rather high ethos before receiving the instructions. However, the scores of their ethos slightly increased in the post-test. Table 6 shows the development of participants' ethos when they wrote on blogs during the semester.

Table 6

Scores of Each Student's Ethos from Three Blogs

Student Name	blog 1		blog 2		blog 3	
S1	8	(66.7%)	7.3	(60.8%)	10.3	(85.8%)
S2	7	(58.3%)	10.3	(85.8%)	10.3	(85.8%)
S3	9	(75%)	9	(75%)	9	(75%)
S4	7	(58.3%)	8.3	(69.2%)	10	(83.3%)
S5	8.3	(69.2%)	10.7	(89.2%)	10	(83.3%)
S6	9	(75%)	9.3	(77.5%)	10	(83.3%)
S7	7.3	(60.8%)	8	(66.7%)	10	(83.3%)
S8	8.3	(69.2%)	10.3	(85.8%)	11.3	(94.2%)
S9	6.7	(55.8%)	9	(75%)	10.3	(85.8%)
S10	9.3	(77.5%)	7.3	(60.8%)	10.3	(85.8%)
S11	7.7	(64.2%)	8.3	(69.2%)	9	(75%)
S12	8	(66.7%)	8	(66.7%)	9.7	(80.8%)
S13	7.3	(60.8%)	9	(75%)	10.3	(85.8%)
S14	6.7	(55.8%)	7.7	(64.2%)	9.7	(80.8%)
Average	7.8	(65%)	8.7	(72.5%)	10	(83.3%)

The participants' development of ethos was reflected in their scores from their final drafts of all three blogs. Table 6 shows that 72.14% of the participants increased their ethos through writing three blogs over fourteen weeks. Thirteen out of 14 participants, or 92.9%, exhibited a high level of ethos in their third blogs. Table 6 also shows that seven participants, or 53.8% of them, received higher scores in later blogs.

However, three participants did not show steady improvement. One of them received the same scores in the first two blogs. One of them obtained the same score in the last two blogs, and another one of them received the same score in all three blogs.

Objective 2

To describe how ethos is constructed on the students' blogs.

Two main sources of the result for this were the expressions thought to exhibit ethos listed by the raters in the second part of the rubric for assessing ethos and the data collected from the interviews. The findings show that the number of ethos expressions, categorized in different nine patterns from blog 1 to blog 3, increased over the three blogs. In addition, the data from the interviews showed a growing awareness of expressing ethos over the fourteen weeks. The findings from two sources are explained in detail below.

1. Linguistic Patterns

The findings from the rubric for evaluating ethos showed nine linguistic patterns in all the three blogs that were thought to show ethos. The participants used nine linguistic patterns to express their ethos reflecting their trustworthiness, reliability, and credibility. While the nine linguistic patterns were found from blog 1 to blog 3, the number of each linguistic patterns in each blog was varied.

The total numbers of ethos expressions, listed by the three raters, increased from blog 1 to blog 3, that is, 35, 58, and 59 respectively. The nine linguistic patterns were grouped by the researcher under the headings of the second rubric—trustworthiness, reliability and credibility. The linguistic patterns showing trustworthiness were *Reference*, *Example*, and *Reason*. The linguistic patterns showing reliability were *Reason*, *Reader engagement*, *Supposition*, *Illustration*, and *Imperative*. *Reason* was

thought to show both trustworthiness and reliability because this linguistic pattern could be used to give enough examples, or to clarify some points. This linguistic pattern helps readers understand the purpose of the blog more easily. Finally, the linguistic patterns showing credibility were *Assertions* and *Suggestions*. The linguistic patterns which the participants used on blogs showed their reliability the most because five out of the nine linguistic patterns exhibited reliability.

In summary, the finding of the second objective in this study is that the participants used nine different linguistic patterns to express their ethos, classified into categories of trustworthiness, reliability, and credibility. To make readers understand how and why the researcher categorized expressions into each type of the linguistic patterns, read the explanations below.

1.1 Reference

The participants used the linguistic pattern *Reference* by, for example, referring to the place and the time the participants used to go to or do activities. Using *Reference* is giving a fact to readers, making them feel that the writer is trustful. If you refer to a particular book or a writer, you make a precise reference to them in what you are saying or writing (*Merriam-Webster's collegiate dictionary*, 1993). By using *Reference*, the participants made their readers aware of the sources of information they used and thus building trust for their readers. *Reference* creates a feeling that the writer is experienced or knows the topic well. Expressions categorized as *Reference* are exemplified below:

For people who are searching for a romantic-comedy movie to watch, I suggest that you watch *Warm bodies*, a love story between corpse and human.

Warm bodies is based on a novel written by Isaac Marion.
The main characters are Nicholas Hoult as "R" and Teresa Palmer as "Julie". The story is about the future world. There are two living things, one is corpse, a creature that eats human,

and the other is human. People who survives have to live together in a little town inside the large wall. For the volunteers, they have to go outside to find foods for everyone. One of the volunteer is Julie. Unluckily, the volunteers met the corpse and most of them were killed. However, R, the corpse, helped Julie and let her stay with him. When they spend their times together, they certainly fall in love.

This is one of my beloved movie. In my opinion, the plot is interesting. It shows the corpse's life in the different way from other movies; they can think and know how to love someone. This makes the character "R" looks more charming. Also, the performance is fantastic. We can easily see the difference between corpse and human. Moreover, the soundtrack of this movie is melodious. The one I like is Hungry Heart, an old song during 1980. I think it helps you to understand more about R's feeling. Eventually, the movie has taught us many things. The main idea of this movie is that love never dies. It also tells us that if we learn how to live with each other, the world will be peaceful.

So don't forget to spend time this weekend and watch it!

Based on the rubric for assessing ethos, references include pictures and citations, or giving credits to the writers of the sources that the writer mentions. However, verbal expressions can sound like references; readers feel that the writer has the knowledge about what he or she is writing about. In the above example, the blogger used "...*is based on...*" or "...*written by...*" to ensure that what he or she is writing about is true. Those expressions give readers facts about the actors, characters, and novelists. Moreover, some expressions such as "*an old song during 1980...*" could be used as a time reference to make sure that the writer is knowledgeable and thus trustable. The reliable sources which the participant used to support her point made her readers see that the message was truthful.

1.2 Example

The participants gave some examples to support their points. Some participants used the phrase "*like me*" to show that he or she was the one involved in that event. In fact, a person can be used as an example to guarantee that the message is true. Because

an example of something means “a particular situation, object, or person which shows that what is being claimed is true” (*Merriam-Webster’s collegiate dictionary*, 1993, p. 403), the use of pronouns such as “*I*” and “*You*” that the participants of this study used helps readers believe that the details of the movie is true.

Common expressions categorized as *Example* started with phrases such as “*such as*,” “*for example*,” and “*like*.” The underlined phrases and sentences in the sample below signify *Example*:

...He obviously wrote many best selling novel such as The Note Book, The Last Song, Dear John and etc. The second reason, Dear John is a romance movie, you can see there are many love scenes and many sweet words. The last reason is this movie can change your attitude about love. For example, in this movie John (actor) have to far away from Savannah (actress) but he still love she as the same because they send a letter to each other every month.

In the above writing sample, the participant used some expressions such as “*such as*” and “*for example*,” to give examples which supported her ideas. The examples not only helped the writer convey her point easily but also created trust and reliability. By using “*such as*,” the participant reminded her readers of bestselling novels which were written by Nicholas Sparks, making her readers realize how knowledgeable she was in the content she published. Moreover, she used “*For example*” to pick out a moment in the movie to support the reason why this movie was worth watching. The blog, with the examples, made the writer sound trustworthy and reliable because it clearly showed what happened in the movie with examples. Aristotle, as cited in Cooper (1932) points out that text viewed as trustable and reliable shows ethos. Using *Example* in writing can reflect the writer’s ethos.

1.3 Reason

Giving reasons as support, constructs trust and reliability. Reasons strengthen the logic of the writing and thus make readers feel that the writer is trustable and reliable. When the participants gave reasons, it could be viewed either that they gave examples, which were facts to support their main idea or that they tried to be logical. The word “reason” refers to “the process of thinking about something in a logical way in order to form a conclusion or judgment” (*Merriam-Webster’s collegiate dictionary*, 1993, p. 974). The expressions categorized as *Reason* are exemplified and explained below:

If you have nothing to do on this weekend. I recommend you to watch this movie, Dear John. I have third reasons why I like and recommend you to watch this movie. The first reason, Nicholas Sparks (who wrote this plot) is a famous novelist. He obviously wrote many best selling novel such as The Note Book, The Last Song, Dear John and etc. The second reason, Dear John is a romance movie, you can see there are many love scenes and many sweet words. The last reason is this movie can change your attitude about love.

The above blog, which was used to explain why *Example*, one of the nine language pattern in this study, could be seen as showing ethos, contains another one of the nine language pattern, *Reason*, which also showed the participants’ ethos. One reason why we think that the above passage contains ethos is that we see the writer’s manageability, that is, her ability to organize the text. The transitions “*The first reason,*” “*The second reason,*” and “*The last reason*” clearly shows the ability. Many theorists (Campbell, 1995; Condon & Butler, 1998; Kies, 2012; Prette, 2010) claim that ethos is reflected in the order of the details in a message, in reasons used as steps or points in the writing which make readers read easily. Next, since the purpose of this blog was to persuade their readers to watch the movie, the participants tried to convince their readers with good reasons why they should not miss *Dear John*. Using *Reason* was a way this

participant employed, and finally her reasons made her readers find the conclusion—watch this movie.

Giving reasons not only gives the sense that the writer exists, but it also sends a message that the writer is a logical person. The order of the appropriate details in writing helps reading blogs easy. In this case, using *Reason* was viewed as the writer's reliability which shows ethos.

However, this linguistic pattern is considered both to boost trustworthiness and reliability because *Reason* was used to clarify the main idea of writing and to show a logical way of writing in order for readers to follow the message easily. Since these linguistic pattern was analyzed according to the second rubric, writing with enough examples and information reflects the writer's trustworthiness and reliability.

1.4 Reader Engagement

The participants used some expressions to engage their readers, and those expressions were categorized as a linguistic pattern, *Reader Engagement*. This linguistic pattern showed that the writer expected who their readers were. A meaning of the word “engagement” from a dictionary is “emotional involvement of the writer's readers” (*Merriam-Webster's collegiate dictionary*, 1993, p. 383). When writers engage their readers with this linguistic pattern, they try to make their readers believe in what they were saying. Thus, the expressions they use made their readers feel that they and the writer belong to the same community or that they share the same feeling or opinion. The underlined sentences in the blog post below were in this pattern.

How many superhero movies have you watched? Are you a superhero movies watcher? If yes, you should read my review. This is a review of a superhero movie that I'm sure almost everyone know. It is a 2012 movie by Marvel Studios based on a comic book of the same name and directed by Joss

Whedon. “Marvel’s The Avengers” is the movie that everyone should watch.

The two questions at the beginning of this blog, “*How many superhero movies have you watched?*” and “*Are you a superhero movies watcher?*” show that the writer intends to write for specific readers. The opening questions about the “*superhero movie*” did not really need answers, but they functioned to induce readers who were interested in this movie type to read the movie review. This shows that the participant tried to make topic or the purpose of the message clear. If a writer writes a clear topic sentence in order for readers to get his or her purpose immediately, the writing shows reliability (Campbell, 1995; Condon & Butler, 1998; Kies, 2012; Prette, 2010). Clear topic sentence can draw in or engage readers. Other examples of this linguistic pattern written in a question form include “*Hey guys, are you bored with...*” and “*Do you have anything to do this weekend?*” These questions did not need answers. Instead, they tried to engage readers.

1.5 Supposition

The participants wrote their blogs using conditional structures to show possible events in the future. This is the linguistic pattern *Supposition*. Expected events or simulations with a lot of details can convince readers that they will possibly happen. The meaning of a supposition is “an idea or theory that you believe is true even though you do not have proof” (*Merriam-Webster’s collegiate dictionary*, 1993, p. 1184). Readers can expect what will happen to them in the situation clearly from the writing that contains this language pattern. Thus, using *Supposition* makes readers trust the writer even though they have never been involved with the situation. The examples from the blogs below show why the expressions were categorized as *Suppositions*.

For people who like to read, Kinokuniya Book Store is the best place to go. There are three branches in Bangkok; one at Paragon, Empuriem and Central World. There are many different

types of books to choose adventure, romance, mystery, biography, cartoon and comics, languages, science-fiction, fantasy, cook books, children books and so much more. The book store also has books in many different languages. There are English, Japanese, Chinese, French, German, Russian and Thai. The book store can also just be a quiet place for you to read. You can walk into the book store, choose a book, find a nice corner and just read. After a while or when you're finished reading that book, you can go and pick another one. So if you want a book or a quiet place to read, just go to Kinokuniya Book Store. I promise you won't be disappointed.

In the example above, the underlined “if clause” structure is used as a supposition. When writers use “*if*”, they intend to predict a future event. Using an “if clause” shows that the writer imagine something being true. The underlined sentence helps convince readers that people could find Kinokuniya Book Store a good choice when they need a quiet place to read books. The writer used this language pattern to suggest their readers to do something, in this case, to go to Kinokuniya Book Store. If a writer can make his or her readers see his or her purpose immediately, the chance that readers see him or her as reliable is high. Using this language pattern is similar to the use of a topic sentence or a concluding sentence of a paragraph. Below are two more examples of *Supposition* expressing the writer's ethos.

If you're looking for somewhere to hang out with friends or to spend time with your lovely family, go pick up a car key and go to Mega Bangna!

Mega Bangna is a huge and modern shopping mall which located out in the Samutprakan area. It's look so far from your house ,right? But It's very convenient, to reach the Mega Bangna , there are many free shuttle buses that are prepared for Mega's clients ,all you have to do is just go to the BTS Udomsuk station and catch these free buses. If you want to go there by your car, just go by an express way.

The blog above shows that the linguistic pattern, *Supposition*, can express the writer's ethos. The underlined clause was posted by one of the participants on her blog to

suggest a possible future event. At the beginning of the blog, the writer started with mentioning a possible future event that her readers might be interested in. Readers were recommended to go to Mega Bangna, as she wrote “*go pick up a car key and go to Mega Bangna!*” Similarly, at the end of her blog, she offered with, “*If you want to go there by your car,*” which shows that the readers might have used public transportation in the old days, but next time, in the future, they can go by car using an express way as she wrote “*just go by an express way*” on her blog. Similar to the previous writing sample, this participant used *Supposition* as a topic sentence and a concluding sentence of a paragraph. It may be concluded that writers should start with a clear topic sentence in order for the readers to get their purposes immediately, and that will show the writer’s reliability (Campbell, 1995; Condon & Butler, 1998; Kies, 2012; Prette, 2010).

1.6 Illustration

The word “illustration” means “an example or instance that helps make something clear” (*Merriam-Webster’s collegiate dictionary*, 1993, p. 578). In addition, illustration also means “A picture, diagram, or map used to explain or decorate something, especially the written part of a printed work such as a book” (*The World Book Dictionary*, 1980, p.1053). As a result, the words or phrases which are used to explain something can be called “illustration.” In this study, a lot of adjectives and some descriptions were used by the participants to illustrate events, places, and scenes of movies in order to enhance clarity. Sometimes an exclamation mark was used to emphasize a word or a phrase. This linguistic pattern helps readers imagine what happened or feel like they were also in the situation. *Illustration* is exemplified below:

At satit prasanmit where is called a very hiso school at asok! we have many events in a year. For example, art fair , music festival , language day, cooking contest and etc. However, the biggest one is called “saisumpan”. This fair is very interesting because there

are many things in the fair. It usually starts at 10 in the morning and there are shops and games that students from every grades make. In the evening, there are different shows from grade 7 to 11. Then the best comes last, the musical from senior year. This fair is very useful for old students who want to do like reunion. So that day, our school will full of people! Not only the shows that will be held at night but also food. There will be much delicious food and drinks with a low price. This fair usually held on the end of year but now they change to the end of january... so don't miss it! we really don't want you to miss a great thing like this! and we also work very hard for this fair, students that perform at night prepare their shows for a month! HOPE TO SEE U THERE , THANK YOU <3

The example above shows that the participant used a lot of details to create the picture of the event with which she was involved. The participant used “*Then the best comes last*” for illustrating the event. The readers would understand that the best event was in the next sentence. This expression was considered an illustration because it helped readers to understand the event, *Saisumpan*, clearly. Moreover, using ‘!’ after the imperative “...*don't miss it!*” could emphasize the importance of this event, and thus could convince readers. When readers see an expression with “!”, they realize that a writer is trying to convince them to believe using their language. In fact, using an exclamation mark in writing is similar to using an image to convince readers to believe in a writer’s message. *Illustration*, or using good and clear details, helps readers to visualize the scene, situation, or event and as a result the writer achieves the purpose of the writing. The success signifies the writer’s reliability (Campbell, 1995; Condon & Butler, 1998; Kies, 2012; Prette, 2010).

1.7 Imperative

The participants used the linguistic pattern, *Imperative*, to ask their readers to follow their instructions. “Imperative” means “expressing a command in a forceful and confident way” (*Merriam-Webster’s collegiate dictionary*, 1993, p. 582). *Imperative*

suggests readers that the writer is there, although he or she may sometimes sound unkind. The writer's ethos becomes clear when the writer uses *Imperative* because imperatives exert power or suggestions and thus what kind of person the writer is becomes clear. The expressions categorized as *Imperative* are exemplified and explained below:

If you're looking for somewhere to hang out with friends or to spend time with your lovely family, go pick up a car key and go to Mega Bangna!

Mega Bangna is a huge and modern shopping mall which located out in the Samutprakan area. It's look so far from your house ,right? But It's very convenient, to reach the Mega Bangna , there are many free shuttle buses that are prepared for Mega's clients ,all you have to do is just go to the BTS Udomsuk station and catch these free buses. If you want to go there by your car, just go by an express way.

While *Imperative*, starting with an infinitive, are mostly commands, the two sentences underlined above sound like suggestions. Using this linguistic pattern, the writer asks the reader to do something. If the reader can follow what she asks, it means she succeeds in her purpose, and this shows the writer's reliability. The clear message and purpose as shown in the examples above reflects the writer's ethos construction. The underlined sentences in the above examples show that the writer expressed how to go to the place, Mega Bangna, and this way of writing persuaded her readers to follow easily.

1.8 Assertion

The participants used some expressions to guarantee what they have said was true. That was when they used *Assertion*, one of the nine linguistic patterns. When readers read this linguistic pattern, they feel that the writer is credible, and thus they believe the writer. Merriam Webster Dictionary defines "assert" as to state something in a strong and definite way (*Merriam-Webster's collegiate dictionary*, 1993). Therefore, *Assertion*

shows that the writer was making a promise to their readers. The linguistic pattern categorized as an assertion is shown below:

For the first time I heard the movie's name ,saw its poster at the theatre and its trailer on the TV, I admitted that I don't even know the meaning of its name since I have never heard it before. Accordingly, many questions started up , what was a wallflower? was that a kind of flower which has to be cultivated on the wall? So,I decided to watch the movie rather than looking up the meaning in a dictionary. After that, I completely know everything and the movie was so engrossing. I bet you are going to love this movie like me !

According to the writing sample above, "*I bet you are ...*" was used to ascertain the writer's message. It confirmed their readers that they would like the movie as the participant did. Other *Assertions* used to ascertain the message were "*It is inevitable that...*," "*I promise you won't be disappointed,*" and "*...was approved to...*" As in the writing sample above, the underlined sentence which is the concluding sentence shows that the participant was sure of the message she wrote and gave the promise to her readers that they would like this movie as she did. The use of this linguistic pattern reflects that the participant was constructing her ethos.

1.9 Suggestion

The participants used some phrases and sentences to suggest their readers to try what they offered. Writing with this linguistic pattern was considered using *Suggestion*, the last pattern of the linguistic pattern found in this study. The word "suggestion" means "an idea about what someone should do or how someone should behave" (*Merriam-Webster's collegiate dictionary*, 1993, p. 1177). Readers read this language pattern and feel that the writer is suggesting something to them. Sometimes, the imperative form in this study was used to give a suggestion. *Suggestion* was found in the form of "*I recommend...*" as in the writing sample below:

If you're looking for the place to shopping or hanging out with your friends. I recommend you guys to go to Siam Paragon. It is a shopping mall in Bangkok and it is one of the biggest shopping centres in Asia.

One of the participants used "*I recommend you guys to go to Siam Paragon*" as her opening message on the blog to invite readers to go to Siam Paragon. A *Suggestion* was used to tell the purpose of this blog before she explained why this place was 'a must' to visit. This language pattern is considered to be the writer's ethos because suggestions provide the credibility of the writer. Using *Suggestion*, this participant was telling the purpose of the writing and made him or her sound an expert in what he or she wrote.

However, Titanic is the old movie but it still famous until now. All you guys shouldn't miss it. I recommend you to watch it again !!!

Another participant used the same form of *Suggestion*, but she put the suggestion as a closing message. She explained as well as persuaded readers to watch the movie before she finally ended with the suggestion expression. This expression wrapped up all the information in the paragraph. Based on the criteria of ethos in the second rubric, voice consistency in a topic sentence and a concluding sentence provides credibility.

Hey guys! Are you bored in staying at home? Then, why don't you go to Central Rama 9! It's a great place to hang out with your friends. Just take the MRT to Param 9 station. It's very convenient because it helps you to avoid traffic jam. There are many activities to do, for example, ice skating, playing games at Fun Planet, singing at the karaoke room, etc.

Sometimes the participants used the *Suggestion* in the form of "*Why don't,*" as in the writing sample above. "*Why don't you go to Central Rama 9!*" was used to persuade readers to go to Central Rama 9.

2. Awareness

The results from the three interviews were collected after each blog was finished. The data from the semi-interviews were collected, coded, and grouped for analysis. The

findings show the participants changed in three aspects: reader awareness, ethos awareness, proof-reading awareness.

2.1 Reader awareness

The participants' reader awareness was found to increase in their answers to questions 1 and 2 in the interview form. Questions 1 and 2 in the interview form (*Appendix C*) were about whether the participants were interested in the readers and how much they cared to tailor their writing to satisfy the readers. The answers were analyzed and presented in following paragraphs.

Thirteen participants believed that their readers were friends and teachers. Only one participant believed that she had written for “*no one*” in the first blog. However, all participants realized that their readers varied in later blogs. Some participants' answers from the interviews showed that more than a half of the participants believed that their friends and the teacher in class were the only readers because they did not receive comments from any people on their blogs. This implied that the participants learned to write for readers, and started to express ethos after they experienced using blogs for public.

The sample answers from each interview below showed that the participants might not have been sure who their readers were although they realized that their friends looked forward to reading their blogs. The majority of participants stated that their readers were their teacher and friends, and some of them did not know who the readers were. In the interviews after blog 2 and blog 3, their understanding about their readers changed.

Sample Answers

blog 1

“My friends and the teacher.”

“My major friends and you.”

“I don’t know”

blog 2

“Maybe any people”

“...because I found some from the number of ‘like’ and ‘view’

“My friends”

blog 3

“My friends in class and the teacher”

“...and yes, maybe any readers.”

Furthermore, the participants at the end of the course asserted they wrote differently when they became more aware of their readers. Their answers in question 2 show that the awareness of the difference in their writing increased from blog 1 to blog 3, as the numbers of participants who indicated they noticed the difference were 10, 12, and 14 respectively. When the course ended, all the participants viewed that writing for their readers was different from writing for themselves. For example, when they wrote for their readers, they knew they needed to focus on readers’ interest. The tasks the participants did while writing, in order to incorporate their readers, were to focus on the readers’ understanding, by using formal language, trying to make the blog attractive, and to consider the readers’ interest.

In addition, the tasks the participants did while writing in order to incorporate their readers varied in each blog. The participants focused most on the readers’

understanding to capture their readers' attention. Some used formal language or tried to make their blogs attractive. Some sample answers below from the three interviews support that the participants viewed that writing for readers was different from writing for themselves. Twenty-one answers from the three interviews show that focusing on the readers' understanding, which means trying to write understandably for the readers, helped the participants understand the difference between the two types of writing.

Sample answers

Interview 1

"If I write for others, I have to be careful because I fear of the comment."

"If I write for others, I must use the formal language."

"If I write for others, I must write for them to understand."

Interview 2

"If I write for others, I must write for them to understand."

"If I write for others, my writing must be focused."

"If I write for others, I try to make the writing interesting."

Interview 3

"If I write for others, I must write for them to understand."

"If I write for others, I must write it sounds interesting."

"If I write for others, I must think of their interests first."

2.2 Ethos awareness

Increased ethos awareness was found in the participants at the end of the writing course. Questions 3 to 9 in the interview form (*Appendix C*) indicated that there was an increase of ethos awareness during the fourteen-week lessons. Questions 3 to 9 in the interview form were about whether the participants realized the importance of ethos and

whether they tried to increase their ethos by using references, placing a topic sentence and a concluding sentence, using logical order, trying to be coherent, and using correct punctuation. The participants believed that their writing on blogs showed a higher level of ethos in later blogs. The findings show that all the participants believed that they showed high ethos on their blogs at the end of this course. This was because the participants got feedback from their first blog, took the second lesson and became familiar with the criteria for evaluating their blogs during this course. The main reasons why the participants thought they expressed more ethos in their writing is in their use of personal experience, references or enough information and appropriate language.

The participants' answers from the three interviews were coded and explained that the participants believed they had expressed ethos through the use of personal experience, references, enough details, and suitable language. Their answers reflect that the participants believed that writing based on their experience expressed their ethos the most. Providing related references or enough information, and writing with understandable language ranked numbers 2 and 3 respectively.

When the researcher focused on the references the participants used in the three blogs, five types of references were found in this study. The five types found in blog 1 to blog 3 which were using pictures, examples, references, weblinks, and VDOLinks. The numbers of using pictures, examples, references, weblinks, and VDOLinks were 33, 29, 4, 3, and 1 respectively. Some theorists (Campbell, 1995; Condon & Butler, 1998; Kies, 2012; Prette, 2010) claimed that using reliable sources to support the main idea reflects ethos. Some sample answers below from the interviews revealed the reasons why the participants increased reference use on their blogs.

Sample answers

“My friends taught me to add pictures on blog.”

“I learned from my friends.”

“I copy the way my friends post on blog.”

The sample answers above indicate that the participants learned to put references on their blogs from their peers. It may be concluded that blogs initiate creativity, which in turn increases ethos. This idea corresponds to Weisser (2002) who claims that post-process classroom promotes writers' ideas and their creativity. In this case, however, the participants only imitated other bloggers in their society who improved their blogs with different types of references to express trustworthiness. The participants got feedback both in class and on the social network while writing their first blogs. After they took the second lesson and became familiar with the criteria for blogs evaluation, they started to learn how to employ a variety of references such as pictures, web links, citations, examples to express ethos on their blogs to support the main idea. The participants learned from their social community which referred to their blog readers and other bloggers they followed. Discussion with their friends in the classroom also helped them to construct knowledge as they learned to add pictures and decorate their blogs. The development occurred if people whom the participants asked had more knowledge than them. Vygotsky's MKO (More Knowledgeable Other)'s explains this learning behavior. As Vygotsky claims, students can learn from an interaction, and the better students in their community can develop the ones who are weaker (Vygotsky, 1978).

The data show that four participants or 28.6% of them did not use any references on their first blog. The main reason was that they did not know how to put references on their blogs. One participant thought that references were unnecessary to use in blogs,

another participant was unaware of putting references to persuade readers, and another participant forgot his purpose of writing. The one who forgot his purpose of writing informed that he forgot to do his assignment, so he ignored the purpose of writing when he wrote in a hurry. This indicates that time for writing affects the participants' ethos awareness. The limit of time for writing made the writer feel that the writing was not his, but for the teacher. The data indicated that not all participants realized the importance of expressing ethos.

After that, the participants compared their blogs with their friends' blogs and improved upon their mistakes because of the feedback and the discussion in class. During the revision process of writing, all of the participants used the different types of references to support their ideas on their next blogs. This indicates that the participants realized that ethos was essential in a persuasive writing. The participants who put references in their blogs gave their reasons differently. However, the most frequent answer was to help readers understand the message. The number of the reasons, which were to help readers understand the story, to attract readers, to support and clarify the main idea, and was asked by the teacher to add reference were 12, 11, 3, and 1 respectively.

The participants' answers present that the participants believed that their readers could understand the story when they used the reliable references. The other reasons were to attract readers, to support and clarify the main idea, and that they were asked by their teacher to add references. All the reasons except being asked, indicates that the students paid attention to help their readers to understand. When the readers understand the idea of persuasive writing, it means the writer expresses their ethos and makes the readers trust him or her.

When the lesson focused on the development of using references on blogs, the participants' answers from the three interviews show that they wrote their second blog using references because of the teacher's requests and they were more aware of their readers. As a result, all the participants used references in their second blogs to persuade readers. However, the answers from the second interviews indicate that the participants also started to focus on their readers both to interest their readers and to make them understand, besides doing as the teacher asked. Finally, the last interview showed that the participants were aware of their readers' understanding because the most frequent answer was to help readers understand the story. This indicates that students viewed references as a tool to create their ethos.

Besides using the references to increase ethos, the participants also wrote sentences in a logical order because they thought that this could help their readers understand their writing more easily as shown in some answers from the interviews below:

Sample answers

“It will be read easily.”

“It's easy for readers to follow my story.”

In fact, the reasons why the participants used logical order in their sentences in all blogs were the same. They wrote logically because they believed that this writing strategy helped readers understand their writing. This belief shows that the writers were aware of their readers. It was clear that the message with the reasonable order of details can show reliability of the message (Campbell, 1995; Condon & Butler, 1998; Kies, 2012; Prette, 2010). Thus, ethos was evident when they realized the importance of writing in a logical order.

Moreover, both a topic sentence and a concluding sentence were also used by the participants on blogs to help readers grasp their purpose immediately. The participants wrote both a topic sentence and a concluding sentence in all blogs because of the reasons below:

Sample answers

“As I learn”

“Because it will tell readers what I am going to tell, and the concluding sentence will sum up the story at the end.”

“It will firstly give my purpose of writing to readers”

The answers above show that the participants wrote a topic sentence and a concluding sentence on blogs for their readers’ understanding, and they were aware of ethos when they wrote blogs.

Furthermore, the participants believed that their readers would understand more easily when they wrote with voice consistency. Some answers below show that the participants believed that their blogs showed the writer’s voice consistency.

Sample answers

“It talks about the same topic”

“I draft an outline before I write and post.”

“I didn’t talk about other topics on the blog.”

The participants thought that they wrote with voice consistency in the first blog because they thought all their sentences after the topic sentence supported the main idea of writing. They wrote their blogs after they finished a topic sentence and gave three examples to support the main idea on paper in a process of brainstorming. Their answers show that voice consistency was important for them to write on blogs. Since the criteria

in the second rubric showed that ethos could be evaluated from voice consistency, this finding means that the participants realized the importance of ethos before they wrote.

2.3 Proof-reading awareness

The data from the interviews show the increased awareness in proof-reading of the participants. The numbers refers to the times the participants edited their blogs. In blog 1, up to four participants did not edit their writing. In blog 3, only one participant did not edit it. Most of the participants, however, edited their blogs in blog 2 and blog 3. The participants' answers from the interview inform that the participants started to become more aware of the importance of proof-reading. In the first blog, students corrected their writing after getting feedback from the teacher or friends, but they started to self-correct in later blogs. Interestingly, some participants started to proof read their writing before they published their blog, and they might not have corrected their blog even though they got feedback as they explained "*I checked it carefully.*" However, mistakes were still found on blogs. Some of the students believed that they checked misspelling and errors, but they still needed feedback from their friends after they published the blogs because mistakes were found.

The answers to question 10 shows that the mistakes the participants corrected were about punctuation and word choice in the first blog, but were about grammatical errors and decoration in blog 2. When the participants started their third blog, they started to check many aspects such as grammar, decoration, reference use, spelling, and information selection. Two participants updated the information which showed that they were interested in their readers, and indicated that they developed their proof-reading behavior in writing. According to the criteria of the second rubric, writing with correct

word choices, spelling, and capitalization shows that the writer's reliability and that reflects the writer's ethos.

However, the reasons for students who did not edit the blog after they published in blog 1 and 2 were about the time, but the reason for blog 3 was that the participants were satisfied with their writing before they published at the end of the class. The answers imply that the students might have developed proof-reading skills, and they proofed their writing themselves before they published it.

Objective 3

To study the development of students' ethos on blogs in sequential tasks in one semester.

The findings of this objective were the scores from the pre-test, the post-test, and the three blogs. In addition, some part of this findings also came from the interviews and the ethos expressions listed by the raters in the second part of the second rubric. Ethos development was found after the participants had completed the lessons, received feedback and experienced their friends' blogs. The development was due to three strategies including appearance and reference strategies, linguistic strategies, and proof-reading strategies. These are discussed below:

1. Appearance and reference strategies

Appearance and reference strategies were the actions which students used to increase their trustworthiness by adding related pictures, decorating blogs with some fonts and backgrounds, placing the citations, quotes or web links after the message. These can be called the strategies to express a writer's ethos.

The participants' ethos developed after they learned how to use and decorate blogs. Before they started writing blog 2, the criteria for giving feedback based on the

second rubric were distributed to the participants in order to review about writing with ethos. This process enhanced students' ability to construct more ethos in later blogs. The number of students using appearances and references increased in later blogs. Moreover, the average scores of ethos that the participants developed from 6.8 in blog 1 to 9.6 in blog 3. The average scores of the participants' ethos developed after the end of the writing course.

The participants' answers from the interviews also show that they applied some references to increase their ethos in blog 2 and blog 3. Eight of the fourteen students or 57.14% did not use any references in blog 1 because they were not aware of the importance of using references on blogs. However, the data from the interviews in the sample answers from the three interviews below indicated that all participants added more pictures in their later blogs after they had learned from their community to add pictures and to decorate their blogs with pictures, images, and fonts of the letters as shown in their answers in the interviews.

Sample answers

Interview 1

"I don't know how to do it."

"I can't do it."

"I forgot about using pictures."

"I think using references on blog is unnecessary."

Interview 2

"I use picture as the teacher asked but I can't add any references because I don't know how to do."

"I used some references, but I did wrong."

“My friend taught me to add picture on blog.”

Interview 3

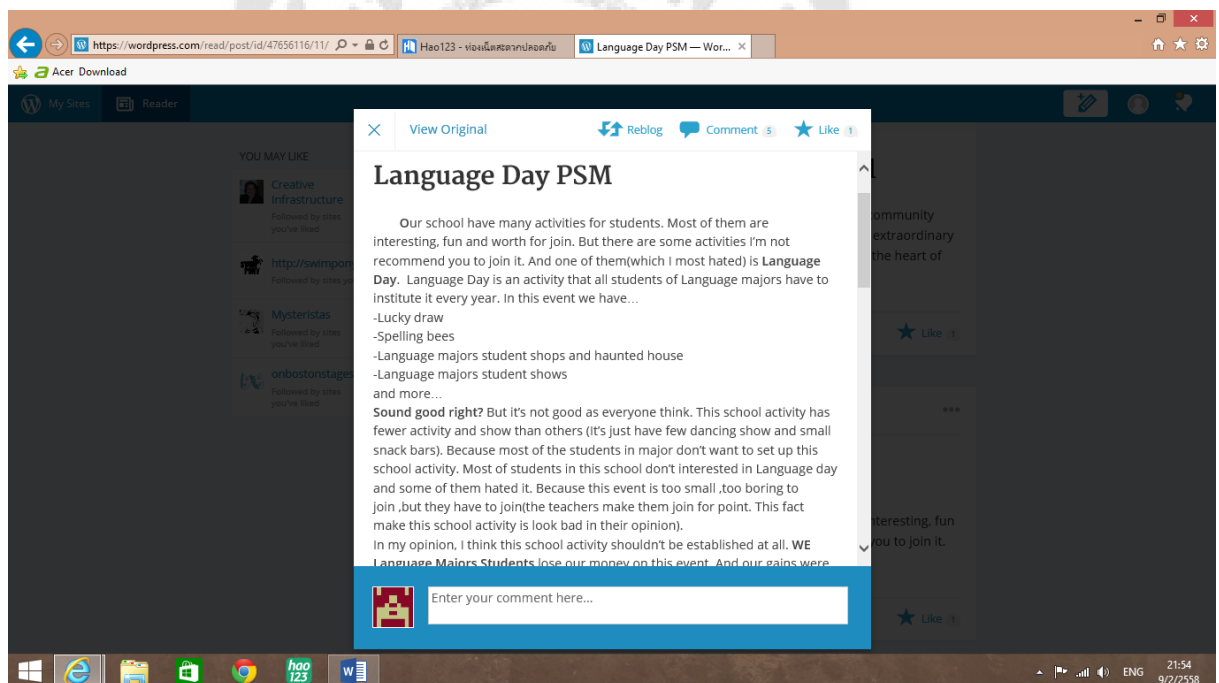
“I learned from my friend.”

“I copy the way my friend post on blog.”

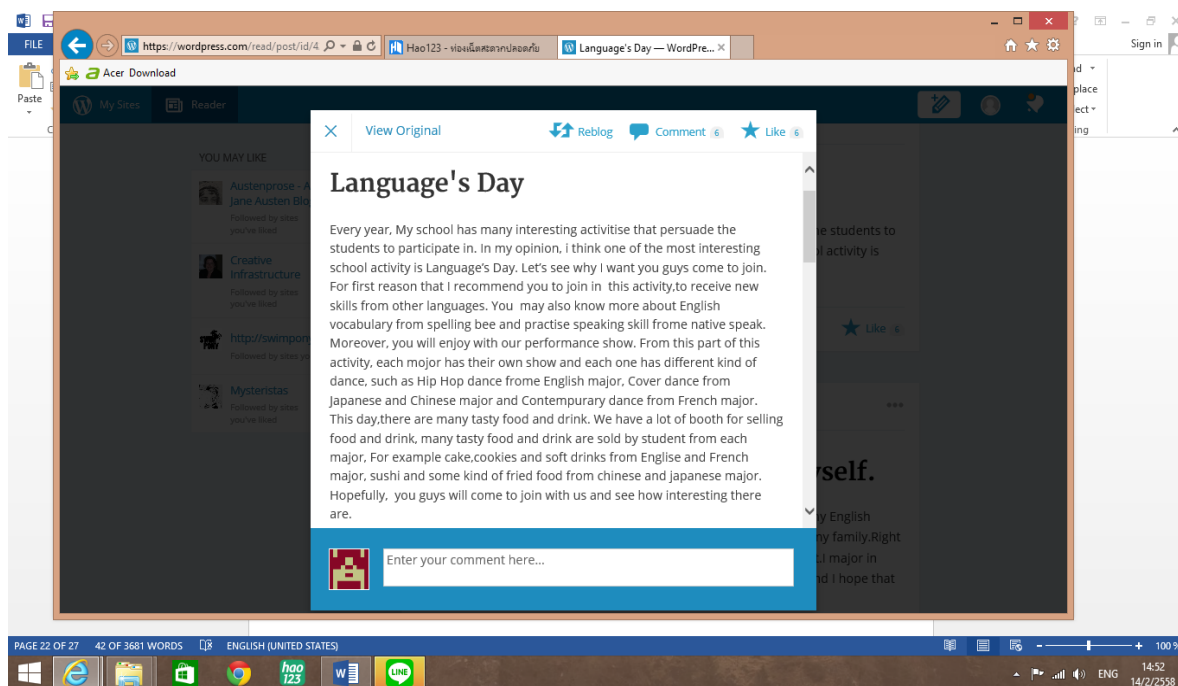
“I used picture and VDO to support my writing.”

Moreover, the blogs from the two participants below show the development of using references and decorations. The two participants increased related pictures to support their writing in blog 2 and 3.

Participant A's blog1

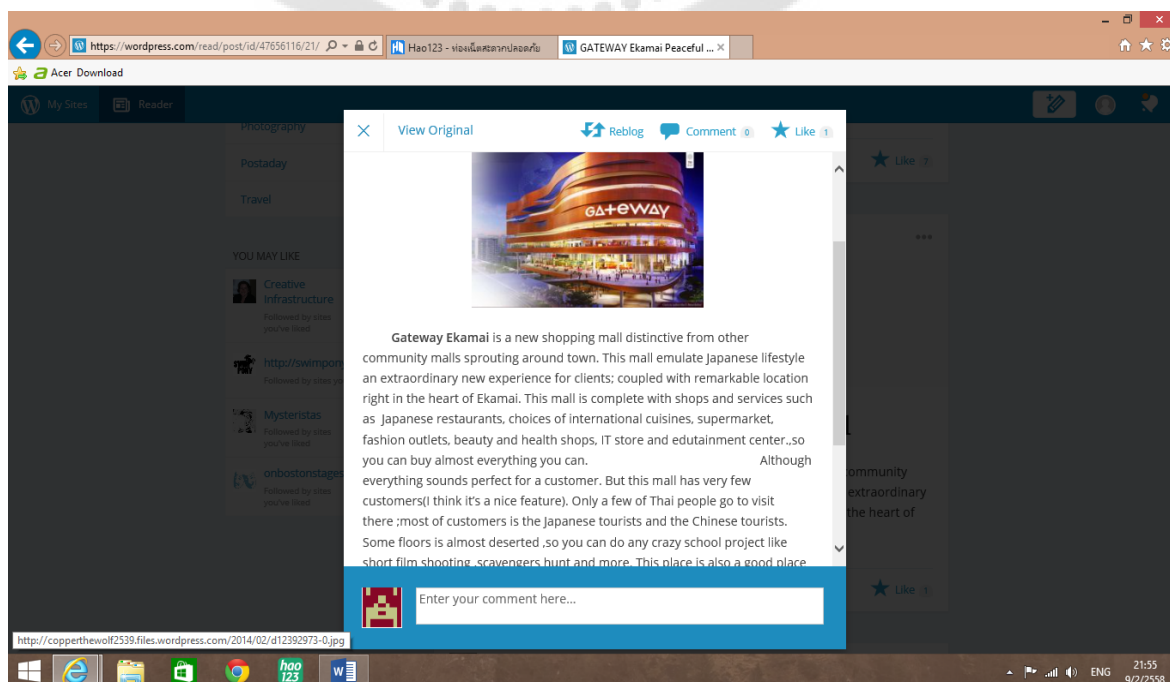


Participant B's blog 1

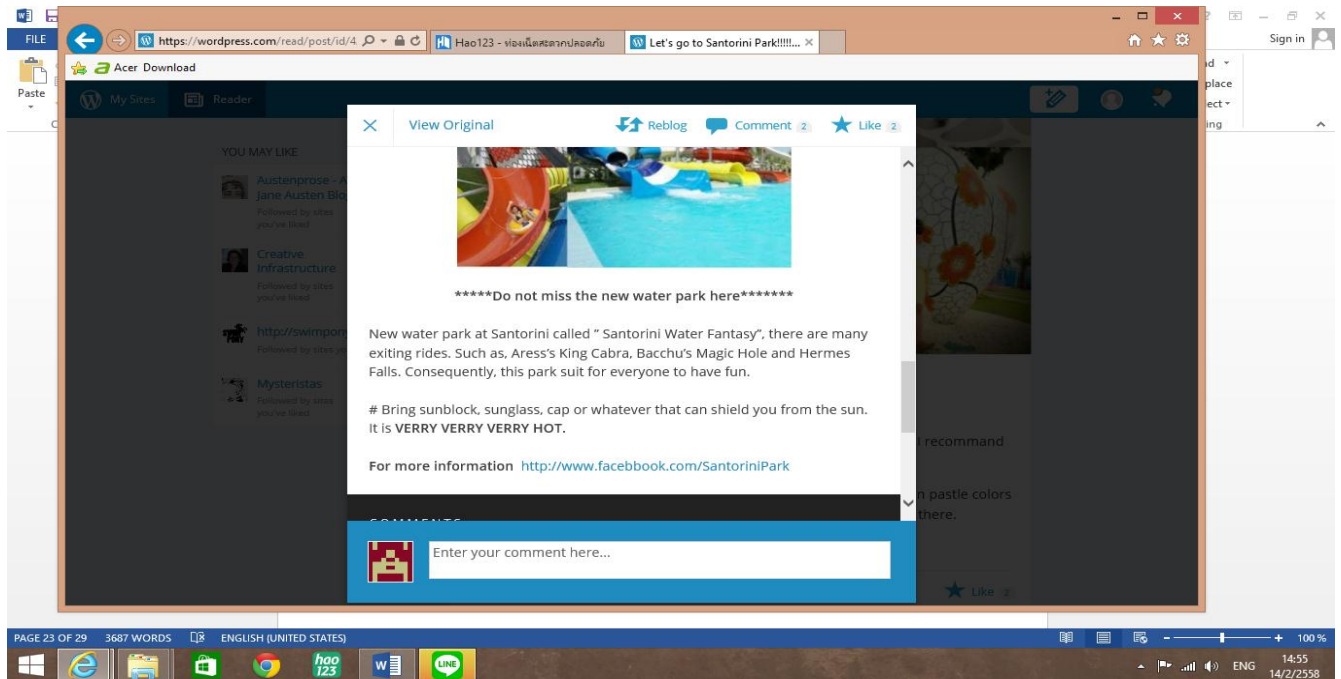


When the participants started their first blog, they did not put any pictures on their blogs as seen in the sample blog above. After they received some comments, they learned to write blogs for readers, and saw some of their friends' blogs, pictures were used in their blog 2.

Participant A's blog 2

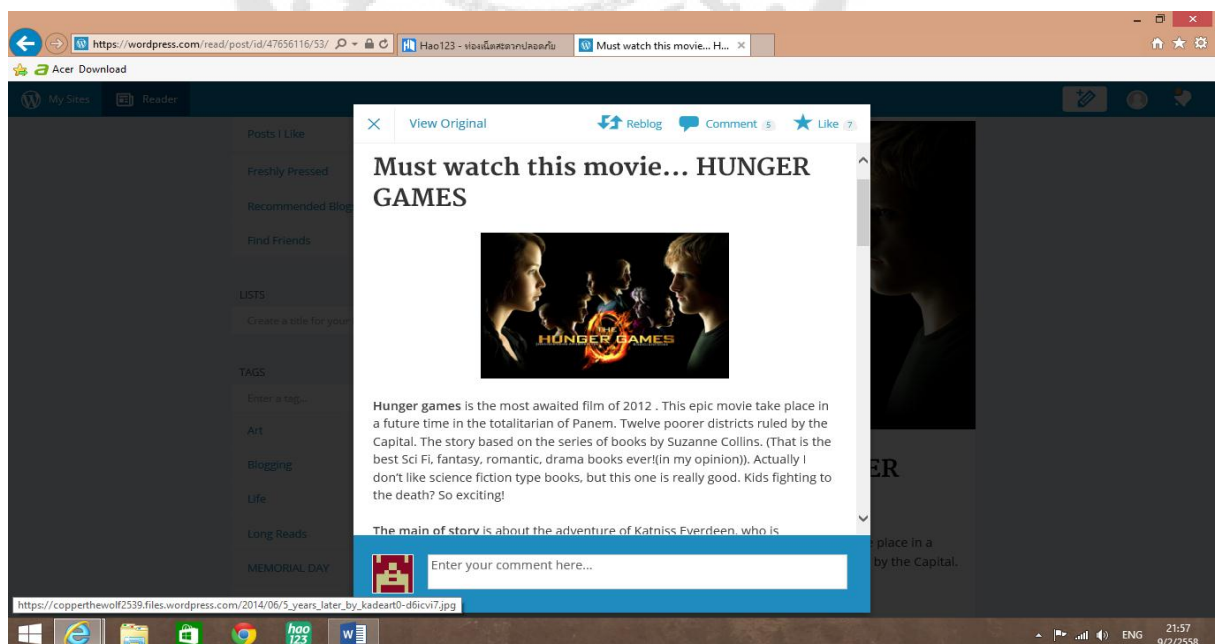


Participant B's blog 2

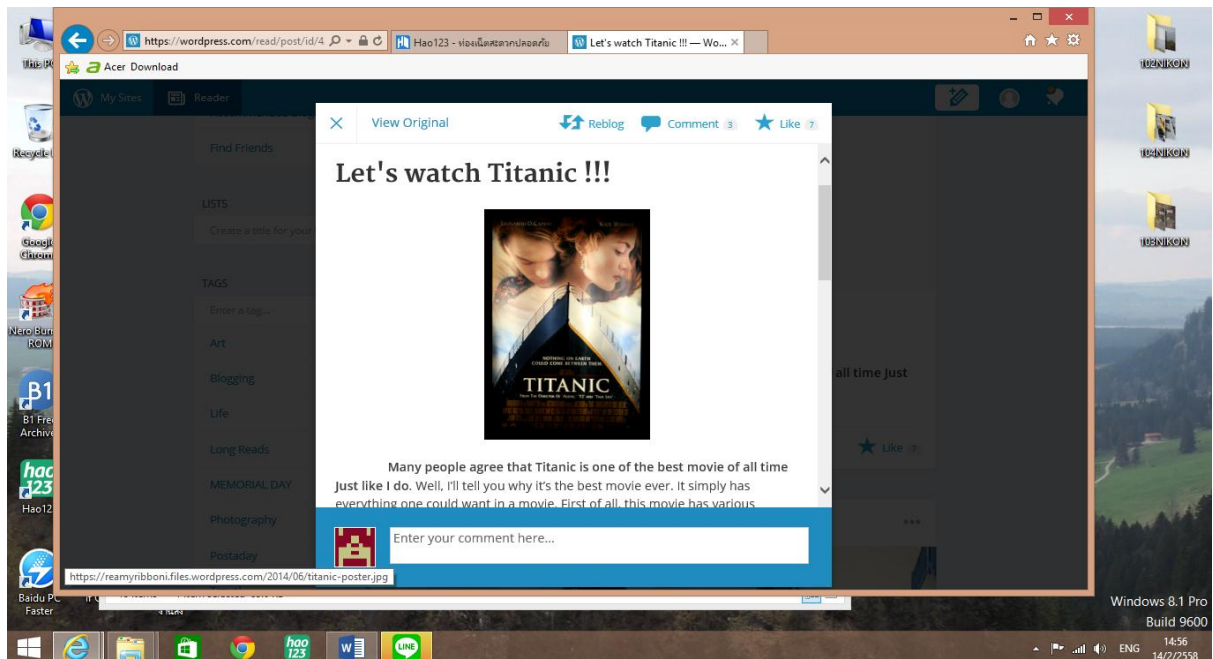


The sample blogs above show that the participants started adding pictures related to the message and the purpose of writing in blog 2. However, each of them added only one picture and the text was found difficult to read because of unorganized layout.

Participant A's blog 3



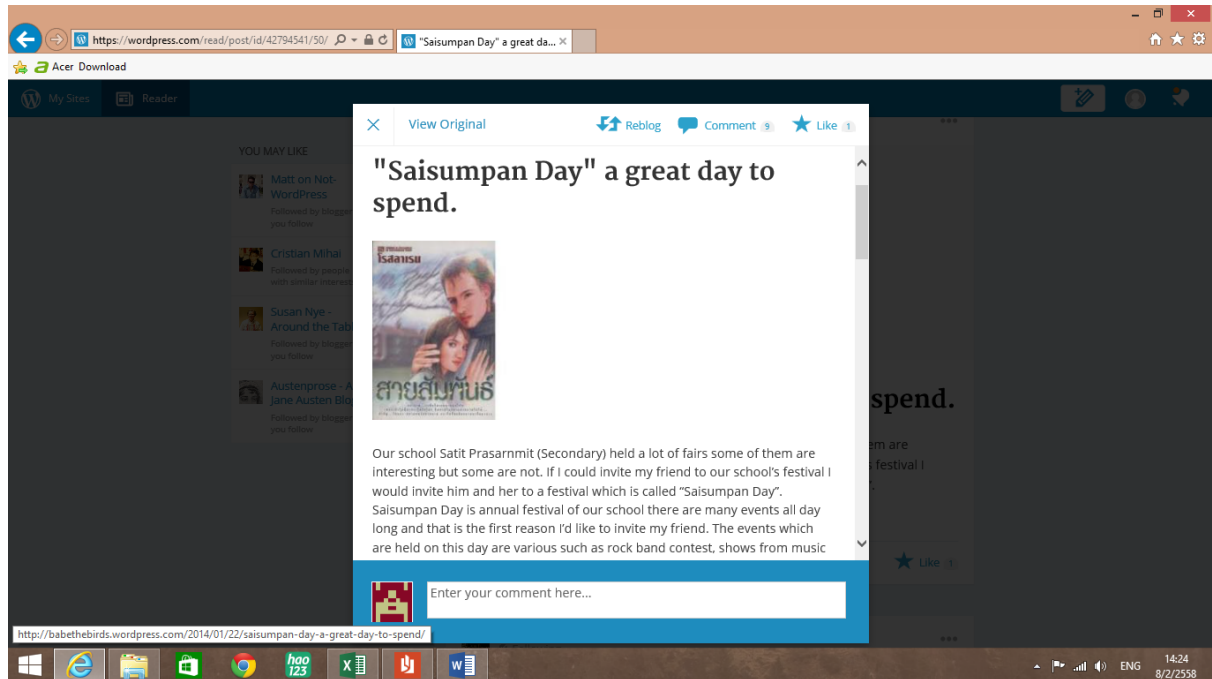
Participant B's blog 3



The sample blogs above show that the participants developed decorating their blogs in blog 3 by adding interesting related pictures and set out the text more clearly. This helped the readers read the text more easily. In addition, they used different fonts to write the title. This is because they tried to attract the readers.

Blogs of the participants also showed that they tried to increase ethos by using correct references. This happened after the participants received feedback from their friends. Three blogs from one of the participants and the feedback on his blogs below showed that he edited his later blogs after he received the comments.

Blog1



According to the sample blog above, the participant was asked to write about the school activity, *Sai Sam Pan*, but he used the picture of a book's cover with the same name instead of using the pictures of the activity. This made his friends and the teacher confused. Moreover, his blog's title was written with the wrong structure and incorrect capitalization. His writing showed that he had less ethos because of these errors. After his friends read this blog, feedback below showed that he needed to improve his blog because they were confused about his writing purpose.

Feedback on blog 1

[phonekungja](#) Reply

You use the picture that is not match with your writing .
Please change it

[bsaibrea](#) Reply

Thanks for your comment ,I will change my picture.

[copperthewolf2539](#)

At the first time I saw the picture ,I think you want to review the book.
Please use the picture that is match with your writing

[bsaibrea](#) Reply

Your comment is very helpful, I will change the picture.

[nnnoyy](#) Reply

you told everyone that you will change the picture but why I still see the wrong picture hahaha ไม่ชอบเจ๊ยยย.... !!!

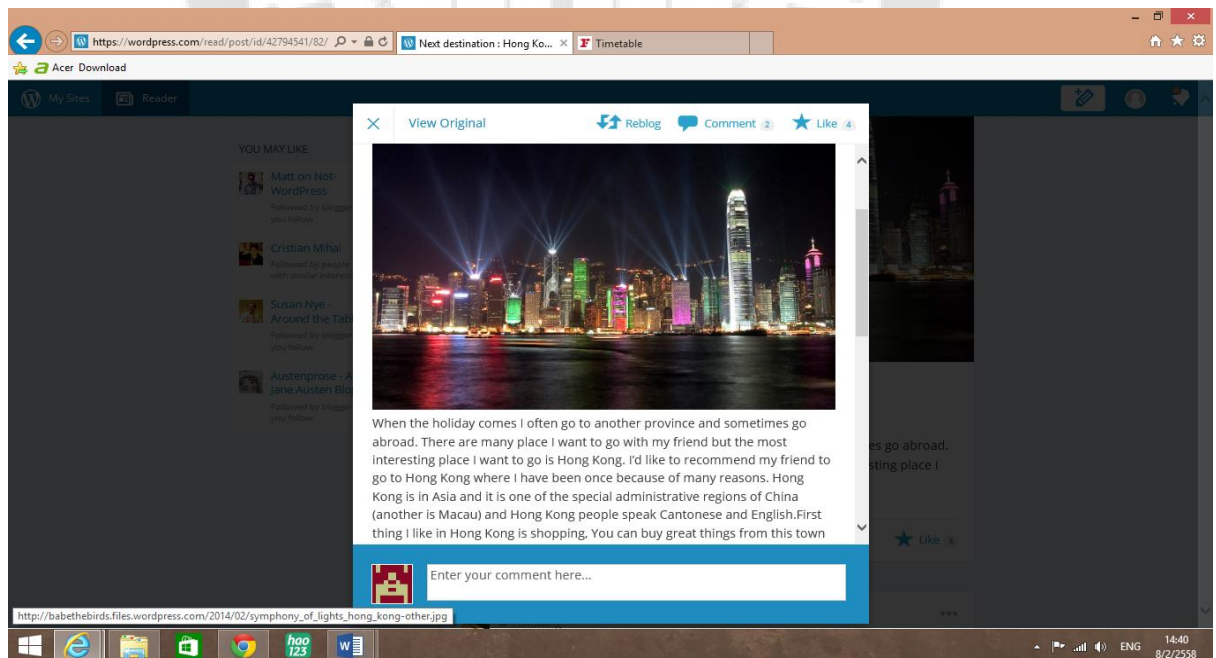
[bsaibrea](#) Reply

That's because I don't know how to change hahaha.

When feedback was given to him both in a class discussion and on his blogs.

Later, he learned to use related pictures in his blog 2 and blog 3.

Blog 2



The screenshot shows a web browser window displaying a WordPress blog post. The address bar shows the URL: <https://wordpress.com/read/post/id/42794541/82/>. The browser tabs include "Next destination : Hong Ko..." and "Timetable". The page features a sidebar with "YOU MAY LIKE" recommendations, a main content area with a large image of the Hong Kong skyline at night, and a text block below it. The text describes the author's experience in Hong Kong, mentioning its location in Asia and its status as a special administrative region of China. A comment section at the bottom prompts the user to "Enter your comment here...". The Windows taskbar at the bottom shows the date and time as 8/2/2558.

YOU MAY LIKE

- Matt on Not-WordPress
- Cristian Mihal
- Susan Hye - Around the T
- Austenprose - Jane Austen Blo

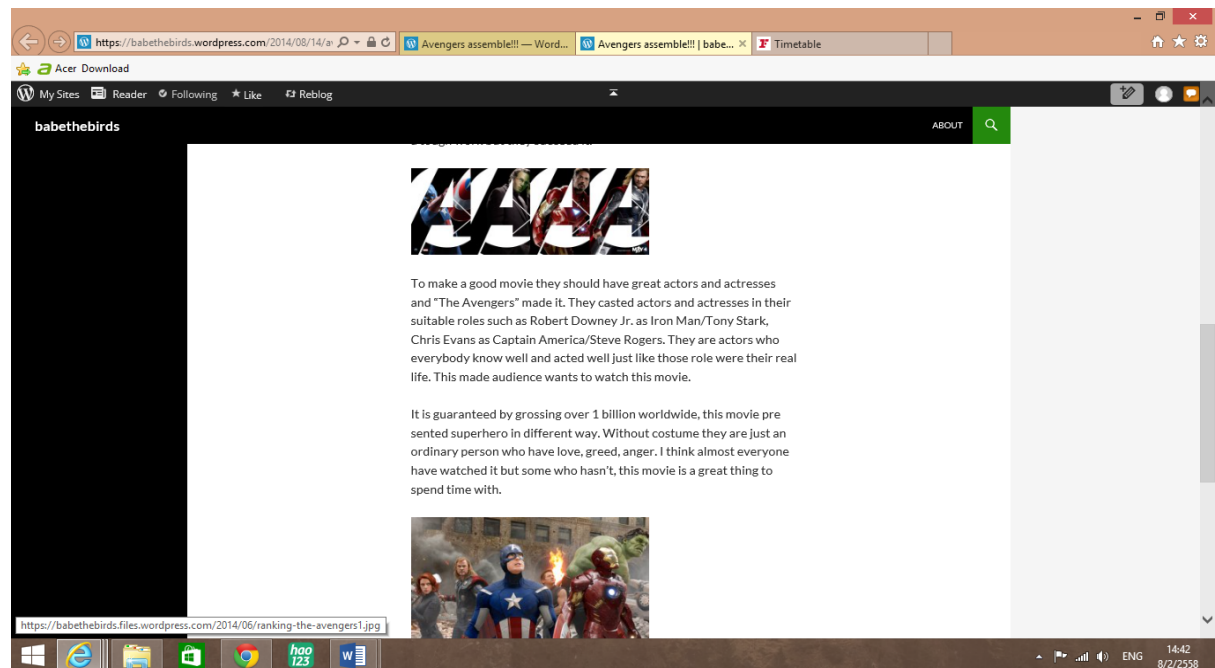
When the holiday comes I often go to another province and sometimes go abroad. There are many place I want to go with my friend but the most interesting place I want to go is Hong Kong. I'd like to recommend my friend to go to Hong Kong where I have been once because of many reasons. Hong Kong is in Asia and it is one of the special administrative regions of China (another is Macau) and Hong Kong people speak Cantonese and English. First thing I like in Hong Kong is shopping. You can buy great things from this town

Enter your comment here...

http://babethebirds.files.wordpress.com/2014/02/symphony_of_lights_hong_kong-other.jpg

As shown in blog 3, the participant used the picture of Hong Kong's beautiful views to support his writing to persuade readers to visit Hong Kong in blog 2. He started to put the right picture to the right message.

Blog 3



For blog 3, he used a lot of pictures related to the movie he encouraged his readers to watch. Trying to use more credible references in his later blogs indicated that he developed ethos.

The data from the 3 interviews indicated that the participants could learn to improve their decorations on blogs and to place related references to make their blogs look credible. When the participants read and shared their blogs in their community, they exchanged their feedback and then learned to improve their own blogs later. This learning process was shown in the sample blogs above and the number of participants using references in each blog also increased.

The data from the interviews also showed that the participants' ethos developed after they received feedback and experienced their friends' blogs. Some participants'

answers from the interviews, as shown below, were that they learned how to use the blog from the websites and friends.

Sample answers

“My friend taught me to add pictures on blog.”

“I learned from my friends.”

“I copy the way my friends post on blogs.”

“I used pictures and VDOs to support my writing.”

Sample feedback on blogs

[madsathawee](#) Reply

There are lots information and examples. However the poster u used in the blog makes me wonder if you are asking me to go.

[wrnswern](#) Reply

Sorry ka. It's hard to find a proper photo. :(

[milermie](#) Reply

Because of the picture above the text, your writing look more interesting and outstanding. Also, i'm really agree with you that this charity is a wasted of time.

[madsathawee](#) Reply

Are all the pictures related to the content of her blog?

[milermie](#) Reply

Not at all, but it still catches my eyes.

2. Linguistics strategies

Linguistics strategies were the linguistic patterns which were used by the participants. All linguistic patterns showed the writer's ethos. Nine linguistic patterns, found in all final drafts of the three blogs, were categorized into three qualities: trustworthiness, reliability, and credibility. The participants used the nine linguistic

patterns to build up ethos, but the ones that increased through all three blogs included *Reference, Example, Reason, and Assertion*.

The findings showed that the participants developed their ethos by using linguistic patterns for trustworthiness, reliability, and credibility which are the criteria from the second rubric in this study. The number of linguistic patterns which built up ethos increased from blog 1 to blog 3 in all criteria. In addition, the number of linguistic patterns the participants used were 35 in blog 1, 58 in blog 2, and 59 in blog 3. The ratings for reliability increased the most from 26 in blog 1 to 31 in blog 3 while trustworthiness increased from 12 in blog 1 to 27 in blog 2 and credibility increased only from 3 in blog 1 to 11 in blog 3.

3. Proof-reading strategies

Proof-reading strategies were identified as the behaviors the participants used to check their drafts before they shared. Proof-reading strategies were found in blog 2 and blog 3 when they learned to give feedback to their peers.

The participants did not realize the benefits of feedback until they learned in class and practiced giving comments on their classmates' blogs. Increased strategies was noticeable from the participants' answers from the interviews below:

Sample answers

Interview 1

"I wrote it and then post my writing immediately."

"There were some mistakes but I didn't know. I need feedbacks from friends."

Interview 2

"I used dictionary because I felt ashamed."

“I checked it carefully.”

“I try my best to check spellings and grammar.”

Interview 3

“I checked spellings carefully.”

“I’m careful of using capital I.”

The sample answers above indicated that the participants edited their blogs whenever they got feedback about a mistake on spellings and punctuation. Some participants shared that they needed feedback to help them improve their writing because they couldn’t do it by themselves. The sample answers from the interviews and some feedback below showed that feedback affected the participants’ error correction and writing improvement.

Sample answers

“I had tried to, but there were some mistakes when I posted.”

“I didn’t know that was the mistakes.”

“I corrected spelling and some capital letters.”

“I wrote the draft on paper, and my mom checked it before I blogged.”

Sample feedback on blogs

[naiveunix](#) Reply

I think you have to check the grammar and spelling twice before publishing your text.

[copperthewolf2539](#) Reply

FINE

[copperthewolf2539](#) Reply

THanKs!

your comment is mercy than Unix =_ =;;;

[cutetyrabbitt](#) Reply

There are some little mistakes in your blog. However, your review is marvelous that I want to watch the movie again!

[madsathawee](#) Reply

Please check your format of your blog. Some words jump over and that make your blog messy.

[naiveunix](#) Reply

I think you missed “s” in the second sentence (This epic movie ‘takes’ place in a future time in the totalitarian of Panem. Twelve poorer districts ruled by the Capital)

Also “Please watch Hunger Games, you won’t be disappointed, I guarantee” I think you should change your comma to “.”. Unless they are run-on sentence.

Some participants informed that they ignored blog edits even though they received feedback. The reasons were from their answers which were “*I didn’t know how to correct them,*” “*I had no time to correct,*” and “*I believed that I wrote correctly.*”

The participants started to become aware of the importance of proof-reading. In the first blogs, they corrected their writing after getting feedback from the teachers and friends, but they started to correct their errors by themselves in later blogs. In fact, the number of participants doing this rose from none in blog 1 to 8 in blog 3. In brief, self-correction became a strategy they employed to enhance their ethos.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter presents a summary of the research. It discusses the findings, provides some additional observations about the students' writing, and relates ethos with the three writing approaches: current-traditional, process, and post-process. Finally, it mentions limitations and offers suggestions for teaching and further research related to ethos construction.

Summary of the Research

This research investigated the development of the participants' ethos through the practice of writing blogs. The purposes of the study were to investigate the effects of writing on blogs on Thai students' ethos, to describe how ethos was constructed on the students' blogs, and to study the development of students' ethos on blogs in sequential tasks over one semester. The participants of the study were fourteen grade twelve students of Srinakharinwirot University Prasarnmit Demonstration School in the first semester of 2014. All the participants who were registered in the writing class had passed English writing courses in grades ten and eleven, so they were experienced in paragraph writing and giving feedback to their peers' writing. The study took place in a writing course called Advanced English Reading and Writing 5.

As for the steps of the research, the researcher studied the term "ethos" in many articles, documents, and books. The researcher's instruments were a rubric, adopted from Foster's (2004) writing for assessing persuasive writing (*Appendix A*), a rubric for assessing ethos (*Appendix B*), an interview form aimed to elicit details about how the participants constructed or developed ethos (*Appendix C*), a pre-and post-test for

evaluating ethos (*Appendix H*), and five lesson plans designed to facilitate ethos development (*Appendix G*). The participants were given the pre-test, writing a persuasive paragraph entitled “Should students be paid for their grades?” After that, the researcher taught ethos using the lesson plans as well as collected the data over three phases: after completing the first blog, the second blog, and the third blog. In addition, the researcher interviewed students about how they had constructed ethos after completing each blog. Then, the researcher gave out the post-test, writing a persuasive paragraph on the same topic as that of the pre-test. Finally, three raters, including the researcher, evaluated the ethos in the pre-test, the three final drafts of the three blogs, and the post-test. They used the two rubrics. Both ethos and persuasive writing qualities were graded in the pre-test and post-test. The findings from the tests, the final drafts and the interviews were analyzed. The data from the two rubrics were analyzed using means, percentages, standard deviations, and two tailed t-test dependents. The data from the second part in the second rubric where the three raters listed the expressions expressing ethos were listed, categorized, and discussed while the data from all the interviews were coded, categorized, and discussed using Strauss and Corbin’s framework.

The findings from the rubrics showed that there was a significant difference at the level of 0.05 between the scores of ethos in the pre-test and the post-test, and the participants’ mean scores of ethos increased slightly from blog 1 to blog 3 over 14 weeks. The findings from the second part in the second rubric indicated that nine types of linguistic patterns signifying ethos increased over the three blogs. The findings from the interviews also indicate that the participants’ ethos was constructed through the participants’ reader awareness, ethos awareness and proof-reading awareness which they gained after completing the lessons, experiencing peers’ work, and receiving and giving

feedback. The findings from the second part of the second rubric, the interviews, and the participants' final blogs indicated that the participants developed their ethos using appearance and reference strategies; linguistic strategies especially using references, examples, reasons and assertions; and proof-reading strategies.

Discussion

This part discusses the findings from the rubric for ethos assessment, the linguistic expressions which the three raters listed, the interviews, and the participants' blogs in the order of the objectives and research questions.

Research question 1

What are the effects of blogs on the development of the participants' ethos?

The instruction which was based on the post-process approach affected the participants' ethos and their increased ethos affected their writing ability. The improved ethos and writing quality probably resulted from practicing and learning in a real community. However, writing on blogs, which is open to the public, can increase ethos. Such a manner of real writing corresponds to the philosophy or methodology of the post-process approach, which sees as well as encourages writing as a real, public activity (Kent, 1999; McCommiskey, 2000; Trimbur, 1994). The real community in this study was a community of peers or visitors to their blogs. The visitors made the students aware of the importance of their readers, and as a result, they revised their blogs, meanwhile developing their ethos. Blogs could be a place where students feel that their writing is real because it allows them to see the immediate effect of their writing. Coming to this point, an assumption that all teachers of writing should hold true, is that students can learn to write effectively and that students' ethos can increase if the environment of the teaching is made as authentic as possible.

The notion that the real environment positively affects the quality of writing is also supported by Bruning and Horn (2000). In the present study, blogs increased not only the level of ethos but also the quality of writing. In this study, blogs, which imitate real-life situations, increased motivation, which in turn urged ethos construction, as Bruning and Horn (2000) believe that real-life situations are one of six factors that helps increase motivation. It is motivation, as this study has shown, that improves writing quality. Newby (1991) asserts, the more motivated the writer is, the higher the quality of writing is produced.

In the milieu of the post-process approach, ethos, blogs, quality of writing, and concept of real-life writing, we may conclude that ethos as a result the writing quality can be effectively enhanced only through making the teaching real. One important point from the findings is that although we use blogs to promote real-life writing, the instructor can still choose an area to focus on. The present study focused on three textual qualities: trustworthiness, reliability, and credibility. Although these qualities are the main criteria of the product or current-traditional approach, they also contribute to ethos.

As this study has shown, most qualities in persuasive writing which contribute to ethos are related to sentence structure, spelling, capitalization, punctuation, and writing organization. In other words, writing complete sentences, correct punctuation, correct spelling, and effective organization are all needed for presenting a writer's ethos. This fact shows that the post-process approach, which focuses on readers, ideas and the process, overlaps the product approach which focuses on structure and language correctness. Although teaching ethos in the EFL writing class reflects the attempt of employing the latest writing approach, the post-process approach, the product approach is still needed because non-native language learners continue to need instruction in

vocabulary and grammar. Because the present study focused on the effect of blogs on the development of ethos related to trustworthiness, reliability, and credibility, we should consider how blogs might affect these. This result should be reflected in widespread writing approaches in EFL writing classrooms in Thailand.

Research Question 2

How do the participants construct ethos on blogs?

The participants' ethos was constructed by using nine linguistic patterns which were *Reference, Example, Reason, Reader engagement, Supposition, Illustration, Imperative, Assertion* and *Suggestion*. In addition, their ethos was constructed with three kinds of awareness: reader awareness, ethos awareness, and proof-reading awareness. The data presents that the level of the participants' ethos increased in later blogs as did the number of the nine language patterns the participants used did. The nine linguistic patterns helped the participants to develop their ethos. At the same time, the participants became more aware of their readers in later blogs. The participants' three kinds of awareness gradually increased or became more perceivable in later interviews. This indicates that ethos construction is a gradual process and is mostly achieved through social interactions.

As Burton (1998) and Dlugan (2010) claim that ethos can be classified as situated ethos and invented ethos, both kinds of ethos were found in the participants' writing in this study. Situated ethos, referring to the writer's qualities such as career and educational background, in this study was manifested in the participants' student status and experience. Alongside the participants' status and background conveying ethos, the nine linguistic patterns were used to increase the level of their ethos on blogs. As the theorists claimed, the participants' situated ethos is reflected or noticeable in the

experiences related to the events, while their invented ethos is witnessed in the use of the pictures, citations, and language patterns they used. This study shows that persuasive writing might be a good choice for teachers to help their students develop invented ethos since writers need signs to help them write persuasively. Thus, the nine types of linguistic patterns related to ethos as shown in the findings can be their language model to write persuasively and also to construct ethos.

Although the nine linguistic patterns were found in all of the blogs the participants posted, some of them were used more often than others to increase their ethos. The number of these expressions increased after they had learned to be aware of ethos in class and reading their friends' blogs. The number of certain language patterns used in the participants' writing such as *Reference*, *Example*, *Reason*, and *Assertion* all increased from blog 1 to blog 3. This shows that the participants thought that their ethos resulted from these four language patterns only. One reason might be that using some of references obviously shows that a message is credible. Moreover, learning from their society helps the participants develop their ethos in this way, similar to the benefits of collaborative learning on blogs (Sun & Chang, 2012; Tseng, 2008).

Next, the participants constructed ethos through three kinds of awareness: ethos awareness, reader awareness, and proof-reading awareness. This was the result of learning through classroom activities and lessons aimed to elicit ethos and also the result of practicing writing on blogs. These activities and lessons made the participants realize the importance of their writing being regarded as trustworthy, reliable and credible. These lessons helped writers to be aware of writing with ethos. In other words, they constructed not only ethos but also ethos awareness.

During the time that the participants were made aware of ethos, they also realized the importance of their readers as well as learned to pay more attention to proof-reading before sharing their writing. The participants understood that writing jammed with wrong capitalizations or misspelling shows a lack of respect for readers, resulting in a minimized ethos (Kies, 2012; Prette, 2010). In fact, the three kinds of awareness found in this study show that the writers were concerned about their readers and as a result they tailored their writing to meet their readers' expectations, strengthening their ethos. This corresponds to what Campbell (1995) states, that ethos in writing refers to it being "audience oriented." When a writer focuses on his or her readers, he or she tries to make the message understandable. To write understandably, a writer requires ethos.

In addition, although reader awareness and ethos awareness appear because of persuasive writing practice used in a real community, proof-reading awareness might also appear as the result of embarrassment. Feedback in previous blogs made the participants feel embarrassed and alert because they realized that unknown readers existed, so they tried to avoid mistakes or errors on their next blogs. The participants' answers such as "*I used a dictionary because I felt ashamed,*" and "*I checked it carefully*" support that embarrassment made the participants aware of the importance of proof-reading. Thus, secret readers play an important role in proof-reading. Stewart (1996) supports this in his claim that secret peers allow students to build up English writing fluency, so secret or unknown readers can make students become real writers through avoiding errors or mistakes by employing proofreading skills and thus writing with high ethos.

Research Question 3

How does the participants' ethos change over the three blogs in 14 weeks?

The participants' ethos developed after they took the lessons and experienced their friends' blogs and feedback. The development was due to three strategies: appearance and reference strategies, linguistic strategies, and proof-reading strategies.

1. Appearance and reference strategies

The participants used visuals or reference information to earn credibility or to support their writing, which in turn helped increase their ethos in the second and third blogs. Eight of the fourteen students (57.14%) did not use any visuals or references in the first blogs because they were not aware of its importance on blogging. After they learned more about ethos and knew the criteria for assessing ethos from the rubric for evaluating ethos, all participants used references in the second and third blogs.

Testimonies from the interviews coincided with this result. The participants indicated increased awareness of the importance of references from the first blogs to the third blogs. In blog 1, some participants said, for example, *"I don't know how to do it," "I forgot about using pictures,"* and *"I think using references on blog is unnecessary."* In blog 2, some said, *"I used pictures just as the teacher advised but I couldn't add any references because I didn't know how to do it," "I used some references, but I did it,"* and *"My friend taught me to add pictures."* In blog 3, some said *"I learned from my friends," "I copied the way my friend posted pictures on blogs,"* and *"I used pictures and VDOs to support my writing."* The data from the interviews showed that all participants added more pictures in their last blogs after they had learned from their peers to add pictures and to decorate their blogs with pictures, images, and various letter fonts.

2. Linguistic strategies

The participants used nine linguistic patterns as their linguistic strategies to build up ethos. However, the ones that increased through all three blogs included *References*,

Examples, Reasons and Assertions. *Reference, Example, and Reason* were in the category of trustworthiness, probably because they were easy to use. Therefore, it may be concluded that the participants, and certainly their ethos, became more trustworthy.

It is clear that some linguistic patterns create more ethos than others. Teachers, therefore, can choose to focus on just some linguistic patterns when helping students to construct ethos. The participants also constructed *Reference*, by mentioning reliable persons or sources besides using references such as official websites and related pictures. In addition, the linguistic patterns such as *Example* and *Reason* were also used frequently because the participants needed to elaborate upon their ideas for their readers. The detailed content showed that they were experts on their topics. *Assertion* was the linguistic pattern increasingly found in all three blogs more often because this linguistic pattern was used to guarantee how knowledgeable the writer is. Finally, it should be noted that most of the linguistic patterns the participants used to express their ethos are about trustworthiness. This is because trustworthiness according to the ethos rubric is using references and using enough examples.

3. Proof-reading strategies.

The participants did not realize the importance of feedback until they learned and practiced leaving comments on their classmates' blogs. Increased awareness of the importance is noticeable from what the participants said. In interview 1, some participants said, *"I wrote it and then posted my writing immediately,"* and *"There were some mistakes but I didn't know about them. I need feedback from friends."* In interview 2, some indicated, *"I used a dictionary because I felt ashamed,"* *"I checked it carefully,"* and *"I try my best to check spelling and grammar."* In Interview 3, some said, *"I checked spelling carefully,"* and *"I'm careful of using capital I."*

The participants also started to be aware of the importance of proofreading. In the first blogs, they corrected their writing after getting feedback from the teacher and their friends, but they started to correct their errors by themselves in the second and third blogs. The number of participants doing this rose from none in blog 1 to 9 in blog 2 and 8 in blog 3. In brief, self-correction became a strategy they employed to enhance their ethos.

The assessment of ethos, on the other hand, depended for the most part on subjectivity, on the opinion of the rater. Although in this study the counts of expressions showing ethos might not have been as accurate as counts of the right or wrong use of grammatical rules due to raters' disagreements, the use of the two rubrics by three raters has shown the growth of ethos from one time to another. Rubrics objectify abstractness into points for the ease of evaluation or counts, which can in turn constitute a picture of a quality in focus. We may say, thus, the assessment of an abstract textual quality is no different from that of grammatical rules.

However, there are two points to think about when assessing such an abstract textual quality as ethos. First, our assessment cannot be as reliable and just as the assessment of, say, grammar. The assessment of a subjective quality could be viewed unreliable. This study, for example, made use of three raters to look for signs of ethos in the participants' writing based on a rubric. It is yet doubtful if such an evaluation is reliable because raters vary in opinion and a sign usually has a different meaning in a different context. The best way to reduce this potential problem of reliability is to ensure the raters are trained. In addition, teachers who assess writing this way must be experienced, and they must be creative. For example, the teacher may feel that a supposition such as *If you do this, you will...* signifies that the writer is experienced, so

what he or she says is reliable. Second, it takes time and careful consideration to assess an abstract textual quality. The use of imperatives, for instance, can give a feeling to some that the writer has authority or knowledge about something, and as a result the writer sounds reliable. What should be added to this point is that our assessment of such an abstract quality as ethos considers data from more than one source. For example, the testimonies collected after each blog completion help make sure that the participants' ethos gradually increased from blog 1 to blog 3.

Teaching ethos is more appropriate using the post-process approach than with other approaches. Post-process instruction focuses on learners' goals and treats a community as the main source of learning (McComiskey, 2010), so students learn to write with their readers and the public in mind. They are automatically careful about their public as they realize the difference between writing for teachers and writing for people they do not know. The other approaches, on the other hand, do not effectively realize the existence of audience. The current-traditional approach is obviously inadequate in helping the writer to see that the audience exists. The process approach does not allow for two-way communication or correspondence.

Moreover, blogs are writing tools suitable for post-process writing because they can create a real community for students. Learning to write on blogs brings about joy among peers, and it can increase writing fluency (Hann, 2007; Stewart, 1996). Using blogs is a post-process approach based on the belief that we cannot learn lessons only in school because learning is viewed as a whole, not parts.

Strengthening students' ethos fits well with the philosophy of constructivism. Social constructivism emphasizes the importance of culture and context in understanding what occurs in the society and constructs knowledge based on this understanding (Derry,

1999; McMahon, 1977). Vygotsky (1978) argues that writing comes from the internalization and transformation of social interactions between people, peers, and teachers. In this study, the participants had a chance to exchange their ideas with their friends on blogs and in the classroom. They not only improved their writing from feedback from two social communities, blogs and classrooms, but also gained more knowledge about the world. The knowledge was evidenced in the use and selection of vocabulary they may not have otherwise used if they were asked to write only from their heads. The pictures also showed that their knowledge about the world had expanded. In addition, they became more careful about their readers, about the rhetorical situation, because the instant exchange of information may have helped them see how the rhetorical situation develops more clearly.

However, a problem for Thai EFL learners is that their language competency and their skills for giving comments are limited. The participants had two-years of experience in paragraph writing, so they were not skillful in post-process writing steps especially when they were asked to comment on their friends' writing. Vygotsky's constructivism values what he calls MKO or More Knowledgeable Other (Vygotsky, 1978).

Unfortunately, the participants' friends and peers in this study had similar levels of language ability, making it difficult for them to develop each other's writing skills. It may be noted that further research should be conducted with a group containing varied writing skills to see if the more skillful can help those poorer in their language ability.

Additional observations

The relationship between ethos and major approaches in Composition

As the research gradually grew and the literature related to ethos and the major approaches in the field of Composition gradually expanded in this study, the researcher

noticed the relationship between ethos and the major approaches (product or current-traditional rhetoric, process, and post-process). See Figure 2 below to see the relationship between the three composition approaches.

Figure 2. Ethos in three Composition Approaches

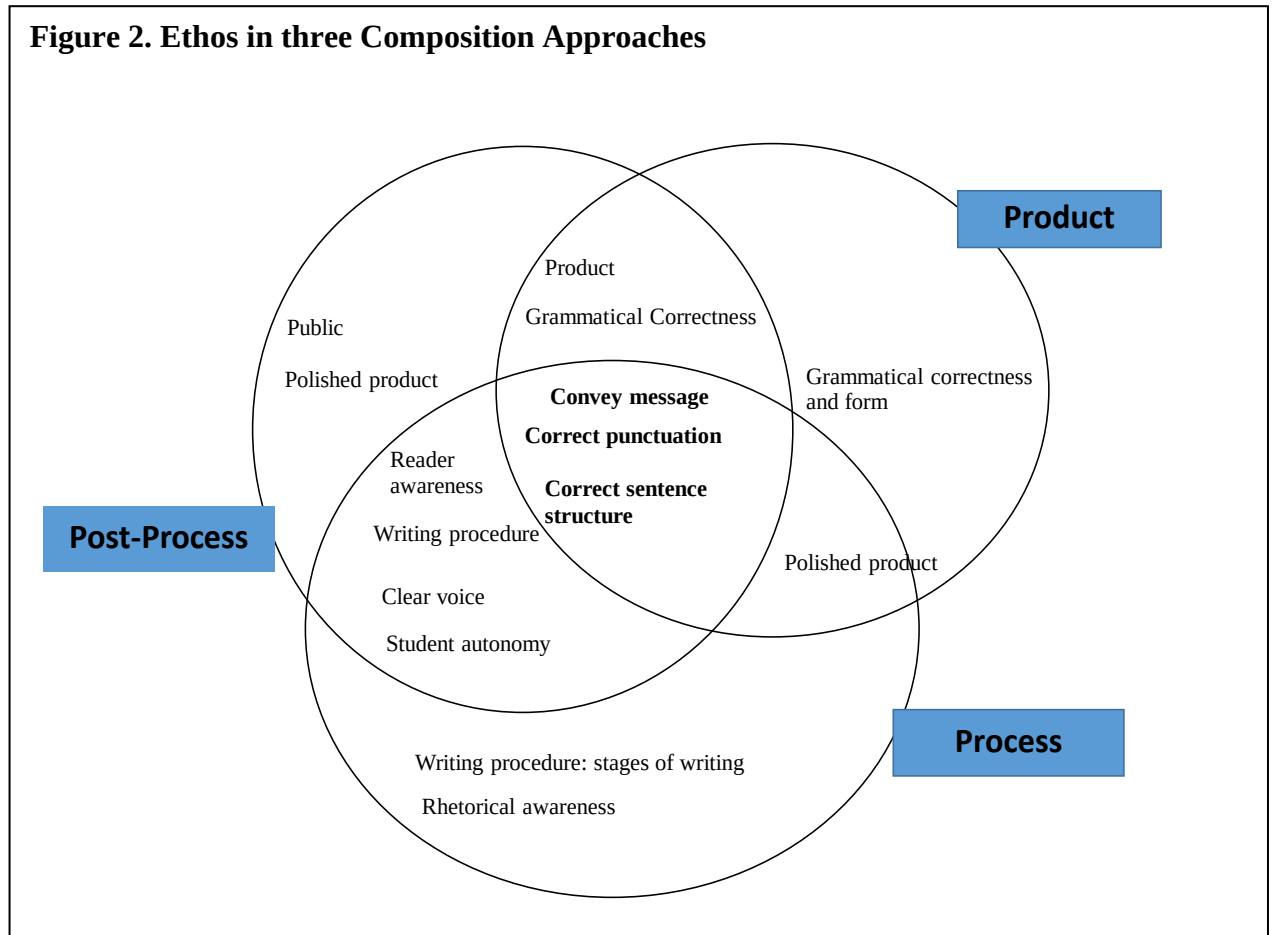


Figure 2 clearly shows that all approaches give much importance to correctness in spelling, punctuation, and sentence structure, all of which are characteristics of ethos. These characteristics are among many other qualities of ethos, and they contribute to reliability, credibility, and trustworthiness, in the rubric to evaluate ethos in this study. Thus, it could be concluded that ethos is already taught indirectly in all three approaches. However, how much of it that is encouraged in these approaches depends on the teaching method. For example, in the product or current-traditional rhetoric, which emphasizes correctness and organization, ethos may be thought to be suppressed, due to the need to

follow conventional rules and sanctioned forms. However, ethos is much more liberated in the process approach where student autonomy is the priority. The student, however, cannot express ultimate ethos as he or she is later required to tailor his or her writing to satisfy the reader's expectation. The student needs to consider the reader as well as maintain the ideas that he or she wants to convey. Thus, it may be said that ethos is not completely liberated in this approach. This is because in the end the student still needs to make his or her writing appropriate for the rhetorical situation, and more importantly the student still has to maintain correctness and follow the genre required.

Finally, in the post-process approach, the student could be viewed as having high ethos, for he or she is, like in the process approach, given much freedom to organize his or her writing. The student is also looked upon as being more mature, more independent, and more knowledgeable. These are reflected in his or her freedom to include or exclude, to keep or discard information as the writing goes on. However, with more opportunities to make changes and more sources available for making changes, the student is more exposed. Being more social, the writer, therefore, exposes more of his or her ethos. However, the conclusion about the relationship between ethos and the three approaches, as Figure 2 shows, is that ethos cannot be completely freed, for writing is social and people usually have expectations about it. That is why the three approaches go back to the conventional emphases on correctness and form, though at different times, creating what we may call "suppressed ethos."

As all the approaches also related to expressing ethos, EFL writing teaching methodologies should not be designed based on only one approach. In the case of Thai EFL writing classrooms in this study, students still needed to learn according to the

product approach because a lack of knowledge of language structures lessened their ethos and their writing's trustworthiness.

Additionally, to think about how we should teach writing based on the findings of this study, it is interesting first of all to consider how ethos has been assessed, or might be assessed, in the major approaches in the field of Composition. In current-traditional rhetoric, the product approach which focuses on grammar and form, ethos can be evaluated based on the directness, straightforwardness, and correctness of the writing. As Kies (2012) and Prette (2010) indicated, reliability, which constitutes ethos, is manifested, among other things, through the order of ideas, the placing of a topic sentence, and correct word choice and spelling. In the process approach, instruction liberates the student and encourages strategies that help the writer to meet reader's expectations (McComisky, 2010; Murray, 1997). In other words, in the process approach the writer is the real owner of the writing and is not influenced in any way by the teacher. The findings in the present study show that when the environment is made appropriate, students can develop their ethos. In the post-process approach, the purpose of teaching is mainly to understand how writing works in the public sphere, that is, how writing affects readers. The present study has shown that the participants, though having had just a little practice, began to understand how their writing affected others and started to use different strategies to shape their writing in a way they wanted.

The teaching of ethos, however, is unlike the teaching of grammar and guidelines to organize paragraphs and essays that is common in the product, current-traditional approach, wherein the teacher can rightly identify and count errors and mistakes. The present study shows that we need to objectify an abstract textual quality before assessing it. For instance, the present study used three qualities (trustworthiness, credibility,

reliability) to grasp ethos, which can be viewed as following current-traditional assessment. The only difference is that it does not focus on form and grammar any longer. In the process approach, ethos is developed through the steps involved in the writing process, and also through increased awareness of how the writing gradually shapes and affects readers. In the post-process approach, ethos is expressed in the decoration and use of sources and the writer's own expertise in order to achieve the three criteria. In addition, in the present study the use of blogs helps fulfill the demand of the post-process approach by making the participants feel that they are writing for a real purpose involving two-way communication (Prensky, 2007).

In summary, the teaching and assessing of post-process criteria, such as voice, power, and rhetorical understanding is plausible, but they should be exemplified by the teaching and assessing of ethos as identified in this study. The present study shows a combination of all of the three major approaches. It could be an ideal method because it does not depart from the traditional approach, which is strong in its grammar and academic emphases, but still includes the true nature of writing for an audience. The teaching and assessing of ethos should, therefore, be adopted by all three approaches.

Recommendations for Further Research

The findings of the present study, however, have raised an important question, "Can ethos be investigated through qualities other than credibility, reliability, and trustworthiness?" The dynamic map by Broad (2003, p. 39) shows that a textual quality can be viewed as subsuming or overlapping other textual qualities. The diagram shows there are many qualities housed in the ethos constellation, which yet overlap the power/agency constellation. In brief, we do not have to look at ethos only through the three terms credibility, reliability, and trustworthiness. Willbers (1995) informed that

ethos is the writer's credibility and reputation as a qualified, experienced, well informed, and knowledgeable person, so we can focus on these qualities. It, thus, may be concluded that a subjective assessment is plausible, but that the content of the assessment must be valid, truly related to the target.

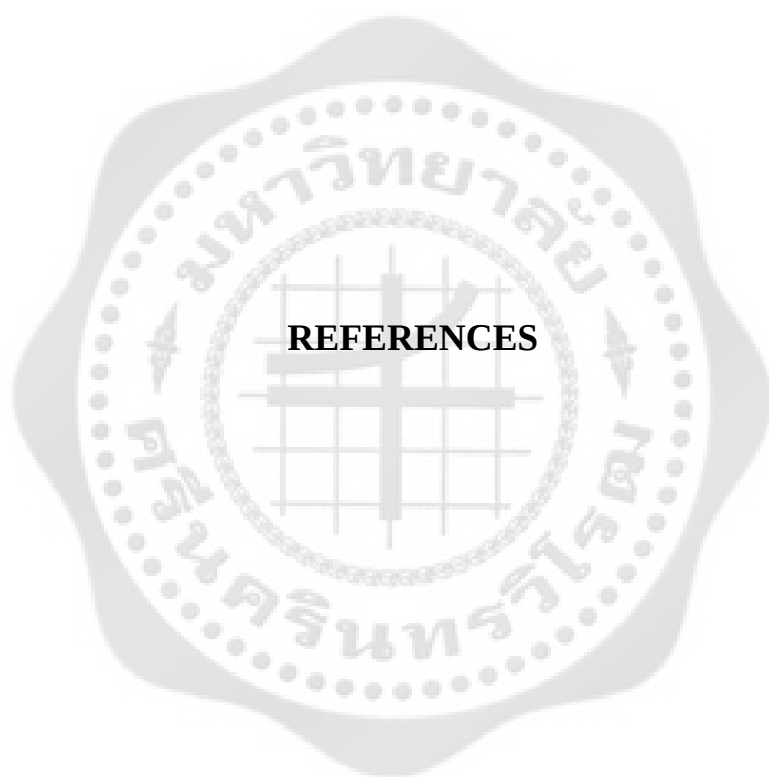
Besides, the awareness which promotes expressing ethos should be investigated when it exists in the process of writing. Since the post-process approach in writing promotes writing for public, the lessons based on post-process writing consist of five steps which are 1) pre-writing, 2) draft, 3) revision, 4) edition, and 5) publishing. Although the results show that awareness existed before they published their writing, it would be interesting to know when the awareness began to exist during the process from step 1 to step 4.

Limitations of the Research

Regarding the participants, the number of the participants was small (14 students). Thus, the statistical findings in this study may be thought to be unreliable. A similar study to be conducted in the future should be done with a larger number of students.

Regarding the time length of this research, the study was conducted over one academic semester. A study over a longer period of time may give more reliable and different results because language learning requires time and language ability needs time to develop (Musumeci; 1997).

Regarding the rubric for ethos in this study, the terms of ethos from many theorists were studied and some qualities of ethos were selected for use in the rubric. Ethos in this study might be viewed differently from the previous theorists.



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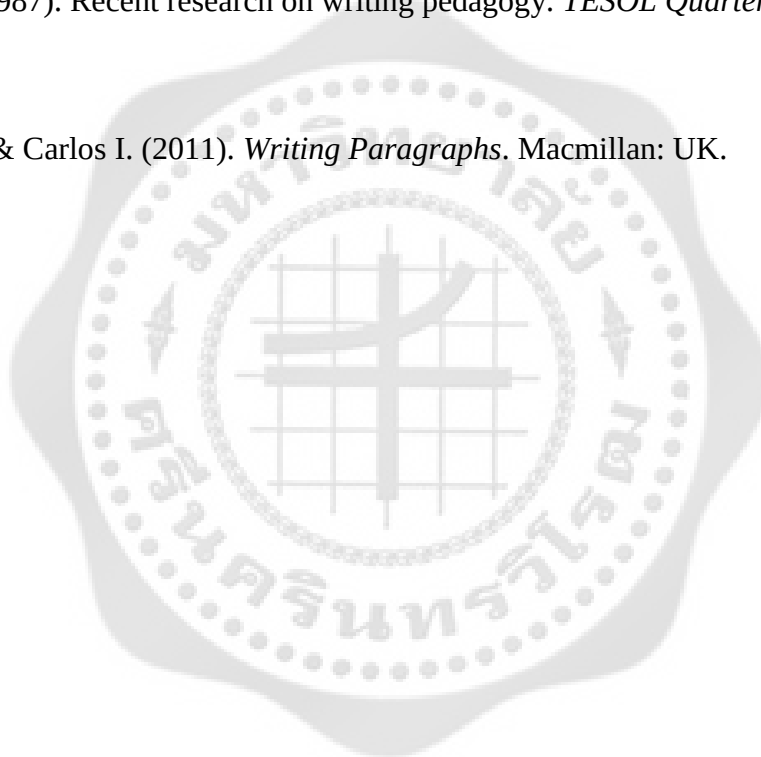
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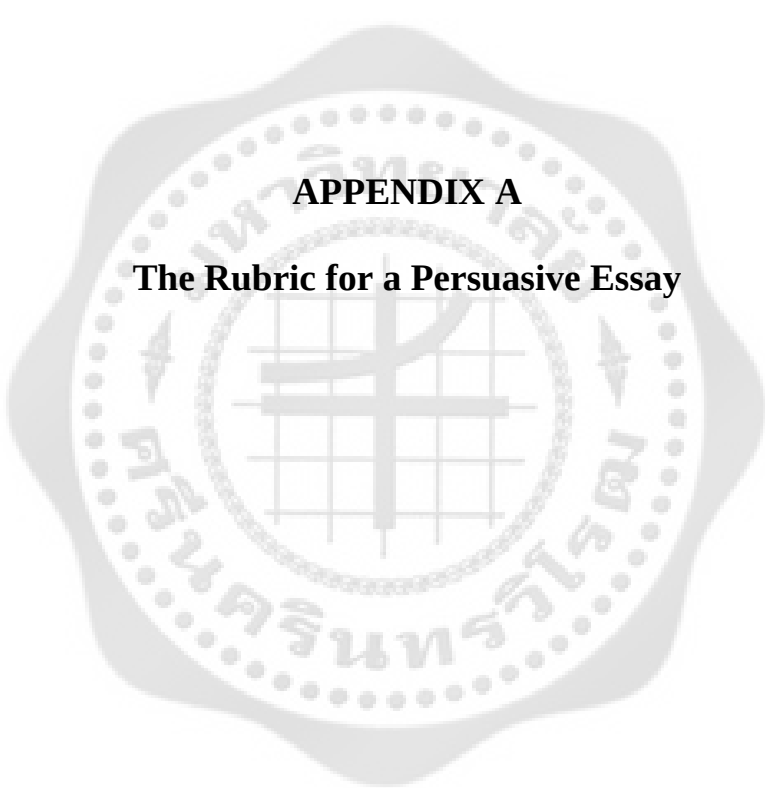
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APPENDICES





APPENDIX A

The Rubric for a Persuasive Essay

The Rubric for a Persuasive Essay

Student _____ Teacher _____ Score _____

SCORE	TRAITS	COMMENTS
_____4 (EXCELLENT) _____3 (ACCEPTABLE) _____2 (BELOW AVERAGE) _____1 (UNACCEPTABLE)	CLEAR, WELL ORGANIZED, WELL DEVELOPED IDEAS ○ Main idea (thesis) is clear; main idea is an arguable opinion. ○ Topic sentences in body paragraphs strongly support main idea (thesis). Concluding sentences are used. ○ Factual support (details, reasons, examples, anecdotes) contains appropriate content; irrelevant support is excluded. ○ Reader concerns and counter arguments (cons) are anticipated and addressed if appropriate. ○ Transitions are used to create smooth flow of ideas. ○ Introduction, body, conclusion provide logical sequencing of ideas, leading to understandable opinion that convinces, inspires, or persuades reader. Attention to audience is evident.	
_____4 (EXCELLENT) _____3 (ACCEPTABLE) _____2 (BELOW AVERAGE) _____1 (UNACCEPTABLE)	SENTENCE VARIATION IN PARAGRAPHS ○ Lead sentence captures the reader's attention. ○ Intro. Participial ph. (Gripping the bat, Serena swung...) ○ Gerund phrase (Playing the game of chess taught him...) ○ 2 independent clause separated by semicolon ○ Compound sent. (They won the battle, but we won the war.) ○ Appositive ph. (Serena, our award-winning catcher, ran...) ○ Intro. Prepositional ph. (From the top of the pile, Sam...) ○ Intro. Adverb cl. (When Sam finished his speech, he ...)	
_____4 (EXCELLENT) _____3 (ACCEPTABLE) _____2 (BELOW AVERAGE) _____1 (UNACCEPTABLE)	WORD CHOICE ○ Vivid, lively verbs are used: passive voice and be verbs are not overused. ○ Imaginative, unusual adjectives are used. ○ No vague, overused, repetitive language is used (a lot, great, very, really, there is, there are, super, like...) ○ Vocabulary choices are thoughtful and show evidence of the revision stage of the writing process.	

____4 (EXCELLENT) ____3 (ACCEPTABLE) ____2 (BELOW AVERAGE) ____1 (UNACCEPTABLE)	FIGURATIVE LANGUAGE ○ Metaphor (The First Lady is the President's guiding star.) ○ Simile (His conscience was like a mosquito bite that never quit itching.) ○ Personification (The Lincoln Memorial calls out to visitors, encouraging them to cherish freedom.) ○ Word choice invites the reader to visualize a mental image or picture.	
____4 (EXCELLENT) ____3 (ACCEPTABLE) ____2 (BELOW AVERAGE) ____1 (UNACCEPTABLE)	GRAMMAR, USAGE, MECHANICS ○ No run-on sentences; no sentence fragments ○ No use of contractions ○ No use of I, you, me, my, your, myself, yourself ○ Subject/ verb agreement; correct verb tense usage ○ Punctuation is correct. ○ Capitalization is correct. ○ Spelling is error free.	

APPENDIX B

The Rubric for a Student's Ethos

The Rubric for a Student's Ethos

Score	Excellent	Good	Fair	Poor
Expressions	4	3	2	1
Trustworthiness				
Reliability				
Credibility				

Expressions which show ethos

.....

.....

.....

.....

.....

The Criteria for the Evaluation

Topic \ Score	Excellent	Good	Fair	Poor
	4	3	2	1
Trustworthiness - Use references such as web links, pictures and citation to support the writer's idea. - Use enough examples to clarify the writer's idea.	There are more than two web links, pictures, or citations to support the writer's idea. There are more than two examples to clarify the writer's ideas.	There are two web links or pictures or citations to support the writer's idea. There are two examples to clarify the writer's ideas.	There is one web link or one picture or one citation to support the writer's idea. There is one example to clarify the writer's ideas.	There is no use of references. There is no example to clarify the writer's ideas.
Reliability - Put sentences together in a logical sequence.	Ideas flow in the paragraph and clearly support the main idea.	Ideas are in a correct order. All of them support the main idea, but can be connected more smoothly.	Some ideas within the paragraph are not organized logically. The sentences might not support the main idea and might confuse readers.	Ideas are arranged randomly and do not support the main idea. Moreover, The sentences apparently confuse readers.

Score Expressions	Excellent 4	Good 3	Fair 2	Poor 1
- Write a clear topic sentence.	Main topic is clearly stated in a complete opening sentence in a correct sentence structure. Readers can clearly understand the writer's idea.	Main topic is stated in the opening sentence although it is not written in a correct sentence structure. Readers can understand the writer's idea.	Main topic is not clearly stated but readers can perceive the writer's idea.	Main topic is not clearly stated and readers can be confused of the writer's idea.
- Use correct word choices for readers to understand the main idea of the paragraph.	There are 0-4 word choices that may cause confusion in the paragraph.	There are 5-8 word choices that may cause confusion in the paragraph.	There are 9-12 word choices that may cause confusion in the paragraph.	More than 12 word choices that may cause confusion in the paragraph.
- Use correct spellings, capitalizations, full stops, commas, and question marks.	There is no error in spelling, capitalization, full stop, comma, and question mark.	There are 1-2 errors in spelling, capitalization, full stop, comma, and question mark.	There are 3-5 errors in spelling, capitalization, full stop, comma, and question mark.	There are more than 5 errors in spelling, capitalization, full stop, comma, and question mark.

Score Expressions	Excellent 4	Good 3	Fair 2	Poor 1
Credibility - Topic sentence and concluding sentence show writer's voice consistency	There is a topic sentence and a concluding sentence which show the writer's voice consistency.	There is a topic sentence and a concluding sentence, but the message may not show writer's voice consistency.	There is either a topic sentence or a concluding sentence. Writer's voice is vague.	There is no topic sentence or concluding sentence. Writer's voice is not expressed.



APPENDIX C

The Interview Form

แบบสัมภาษณ์การสร้างตัวตนที่ได้รับความนิยมเชื่อถือของนักเรียน

(Questions for the interview)

หลังจากที่นักเรียนที่ตัดสินใจโพสต์บล็อกเรื่อง.....

(After you post your blog about)

1. ใครคือกลุ่มคนอ่านงานเขียนของคุณ

(Who are your readers?)

2. การเขียนงานที่คุณรับรู้ว่ามีคนอ่านกับไม่มีคนอ่านต่างกันไหม

(Is there any difference between writing for yourself and writing for readers?)

3. จากผลงานเขียนชิ้นนี้สะท้อนถึงความน่าเชื่อถือของคุณหรือไม่ ทำไม

(Does this blog reflect your ethos? Why?)

4. คุณมีการเลือกใช้ภาพ เว็บลิงค์ การบอกที่มาข้อมูล หรือการให้ตัวอย่าง ใส่ไว้ในบล็อกหรือไม่ ทำไม

(Did you use any pictures, web links, citations or examples to support your points in this blog? Why?)

5. คุณมีการเรียบเรียงความคิดตามลำดับก่อนหลัง หรือตามเหตุและผลที่ถูกต้องหรือไม่ ทำไม

(Did you put your sentences in good logical order? Why ?)

6. คุณเขียน topic sentence และ concluding sentence ไว้ในบล็อกหรือไม่ ตรงไหน ทำไม

(Did you write a topic sentence and concluding sentence in your blog? Where are they and why did you decide to write them?)

7. คุณคิดว่างานเขียนของคุณเป็นงานที่อ่านง่ายหรือไม่ ทำไม

(Do you think your blog is easy to read for your readers? Why?)

8. คุณได้ระวังการสะกดคำ การใช้ตัวอักษรตัวใหญ่ขึ้นต้นคำ และเครื่องหมายวรรคตอนตามหลักไวยากรณ์ ระหว่างการเขียนบล็อกหรือไม่ ทำไม

(Were you convince of using correct spellings, capitalizations, and punctuations in your

blog? Why?)

9. ข้อมูลที่เขียนมีความสอดคล้องเป็นเรื่องเดียวกันหรือไม่ ทำไม

(Does your writing show your voice consistency? How?)

10. คุณแก้งานเขียนในบล็อกทั้งหมดกี่ครั้ง ส่วนไหนบ้าง ทำไม

(How many times did you edit your blog? Which part did you edit and why?)





Course Syllabus

Course: E 33213 Advanced Reading and Writing English 5

Credit: 1.0

Semester: 1

Year: Grade 12

School: Srinakharinwirot Prasarnmit Demonstration School (Secondary)

Course Outline:

Topic	Content	Periods
Paragraph writing	Review paragraph writing Pre-test: Should students get paid for their grades?	1-4
Writing on blogs	How to write on blog persuasively. A credible blog or a non-credible blog? Write a credible blog with guidelines.	5-8
Unit 1 School activities	Read about the school activities in schools overseas. Discuss what students get from those activities. Explore activities in the students' school. Choose the activity to invite people to participate school activities. Write a blog to persuade people to visit the school activity. Give feedback and comments on your friends' blogs.	9-14

Topic	Content	Periods
Unit 2 Interesting Place	Read about some beautiful places and interesting places around the world. Choose a place where students have visited and they are impressed with that place. Write a blog to persuade people to visit your interesting place. Give feedback and comment of your friends' blogs.	15-20
Unit 3 Interesting Movie	Read about the movie and movie review. Explore the movies which are showing on. Read movie reviews about the movie you want to see. Choose a movie which you want people to see. Write a blog to persuade people to see the movie. Give feedback and comments on your friends' blogs.	21-26
Wrap-up	Students review all the activity they did in class. Post-test: Should students get paid for their grades?	27-28

Lesson Plan Unit 1 Introduction to blog**Grade** 12**Estimated Time** 100 minutes**Content area**

Blog is a type of website which teenagers love to read and visit. They can post their comments and share their ideas on blogs. It is also easy to update information and has links to other websites. Thus, blog can be used as students' diary or journal to practice their writing skill. Using blog in writing classroom is related to the concept of post-process writing because students can write in a process and share their ideas in their real social network.

Objectives

1. Students will explore and learn to present their thoughts on blogs.
2. Students will create their own personal blogs.

Teaching procedure

1. The teacher asks students about blogs or websites they visit and their favourite bloggers.
2. The teacher suggests students go to the website www.wordpress.com, and let students explore the content from many bloggers.
3. Students are asked to compare the general websites and blogs. Then students define what a blog is.
4. Each pair of students is asked to tell the class what they get from the blogs they explore and the reason they choose to read those blogs. (see worksheet1)
5. The teacher and students conclude what are the good blogs for readers.
6. The teacher asks students to create their own blogs. Remind students that the blog's name should be related to their interesting character or to the content of a blog so that many readers will easily make decision to visit the students' blogs.
7. After the activity of writing blog, the teacher briefly explains students how they can share their ideas to others and how they feel when their writing will be read by other people.

Worksheet 1

Instruction: Explore blogs from internet and write down what you get from that blog and the reason why you chose that blog.

Is there a name for that blog? What is it?	What have you learned from this blog?	Why did you choose this blog to read?

Lesson Plan Unit 2 Persuasive Writing**Grade** 12**Estimated Time** 100 minutes**Content area**

There are many kinds of persuasive writing in our daily life such as advertisements in magazine, articles in newspaper, advice blogs, political cartoons etc. The goal of this kind of writing is to convince people to agree with your opinions or to do something. Persuasive writing must use evidence to support the writer's viewpoint as well as use credible, reliable and trustworthy language.

Objectives

1. Students will categorize persuasive writing from other types of writing.
2. Students will tell the purpose of persuasive writing.
3. Students will list the techniques to persuade people in written form.
4. Students will write persuasive writing as a profile.

Teaching procedure*Pre-writing*

1. Students read some examples of persuasive writing and discuss with some questions (worksheet 1).
 - What is the purpose of the writing?
 - Whom does the writer write for?
 - Do you agree with this writing?
2. Students can categorize persuasive writing from other types of writing (worksheet 2).
3. Students list techniques for writing persuasive writing such as good evidence to support viewpoint, enough clear explanation

Writing

4. Students are asked to write about themselves as bloggers. They answer some questions and do writing outline before writing their blogs (worksheet3) in class.
5. Teacher gives an individual work to write a profile which students give a short background as a blogger on their own blogs at home.

Post-writing

6. Students in the class share their profiles and leave comment.
7. Teacher let students to correct their profiles

Publishing

8. Students finally publicize their profiles on blog again.

Instruction: Read these texts and discuss about their purpose?

Some parents worry that accepting a school uniform policy will be too expensive. However, there are ways to lessen the cost. For example, in Seattle, Washington, local businesses help pay for uniforms at South Shore Middle School. In Long Beach, California, graduating students donate or sell their uniforms....

Cats are easy to look after.

They are very independent.

*Cats are very clean and
hygienic.*

Cats are very intelligent.

*Cats is a good friend in our
apartment*

No homework

We shouldn't have homework. It takes away from family time. You have to do your homework instead of playing a family board game or playing catch. You can't go outside to play so you will get fat. If you bring it home you will rush through it so you can play video games. We should do our work at school because we have better equipment there. We should also do it at school because we can't ask our teacher questions when we do it at home. It's hard to concentrate when you could be outside playing on a sunny day. I hope you agree with me.

School Uniforms Should Not Be Required

Should school uniforms be required? Some parents and educators say that uniforms help students focus on academics instead of fashion. Others believe that kids should have the freedom to choose what they wear to school. After considering both sides of the issue, I strongly believe that uniforms should not be required in school.

Some parents and teachers think that letting kids wear what they want is a recipe for trouble. Without uniforms, they say, kids will focus on clothes instead of schoolwork. There will be pressure to buy expensive clothes, which many families cannot afford. For these reasons, some people insist that uniforms are necessary.

I disagree. There will always be distractions. Kids should be encouraged and trusted to focus on their schoolwork, or they will never learn to be responsible. Uniforms are not free. If families are spending money, they should be able to choose the clothes they buy. Also, uniforms interfere with self-expression. Requiring uniforms sends a message that all kids are the same. If schools want kids to be themselves, they should not force all students to dress alike.

For all of these reasons, school uniforms should not be required. If teachers and principals want to have a say about students' clothes, they should consider a school dress code. That way, kids would have an opportunity to choose what to wear while adults would have an opportunity to set limits.

Worksheet 2

Instruction: Which one is persuasive writing?

A

Today I got up at 6 o'clock. I ate breakfast in my car because I got up late. I went to school. I went up to my classroom. I read my school books. I went down to assembly. I sang the national anthem. I chanted. I went back up to my classroom. I learnt English, Math and Computer. I went back home by bus. I did my homework. I had a lot of homework. I took a bath. I brushed my teeth. I went to bed.

B

This research was research and development, comprised of 3 phases; the exploratory research, the curriculum and methods development, and the quasi-experiment. The subjects of the exploratory research were 419 primary school teachers, and the research tool was the test of the classroom action research report writing. In the quasi-experiment, the subjects included teachers from 9 primary schools in the Phetchaburi Primary Education Service Office Area 1. These teachers were selected by using purposive sampling, and then divided into three groups. The research tools were the test of the classroom action research report knowledge and the evaluation of classroom action research report writing skills. The pretest and posttest score of classroom action research were comparatively analyzed by using t-test dependent and one-way analysis of variance.

C

Helmet laws are meant to save kids from the head injuries caused by bike accidents. Unlike a bruise or a scrape, a head injury can take many years to heal. A serious head injury can kill you. Simon Crider, 11, knows how important a helmet can be. Two years ago, he was riding his bike near his house in Gainesville, Florida, when he hit a rock and fell. His helmet cracked when he hit the ground, but it protected his head.

D

Dear Mr. Prince

I am writing to say that I think it is a bad idea to ban play times.

How do you possible think that children will work hard with out break , children need somewhere to play and socialize ? Children will feel isolated and tired as results have proved , to stop this children need to run about and shout .

Do you think that children would be happier with out a break? They would be lazy and unhealthy, consequently their work would get un neat and awful they would doze off in lessons because they have had no fresh air.

Could you consider coping with children losing grades due to low concentration because there is lesson after and children will nit take it in. They will only learn about 25 % of the lessons a day.

When children are older they will suffer from; high cholesterol, low blood pressure, obesity and a lot more, to prevent this from happing children need exercise.

E

Americans are hooked on swordfish! But last month 27 top restaurant chefs took them off the menu. Why? The number of swordfish is shrinking fast, and chefs want to save the tasty fish. During the 1960s, fishermen switched from using harpoons to using long lines with hundreds of hooks. Result: many more small swordfish are caught. The small fish never get a chance to grow and produce more fish. Lisa Speer, an environmentalist, says it's time to give swordfish a break "so future generations can enjoy them."

Worksheet 3

Instruction: Answer these questions before you write a text in an advertisement to invite people to know you as a blogger.

1. Who are your audience or who are you trying to convince?

2. What points will you talk about or what are you going to focus on?

3. Choose the point from question number 2 which you care about?

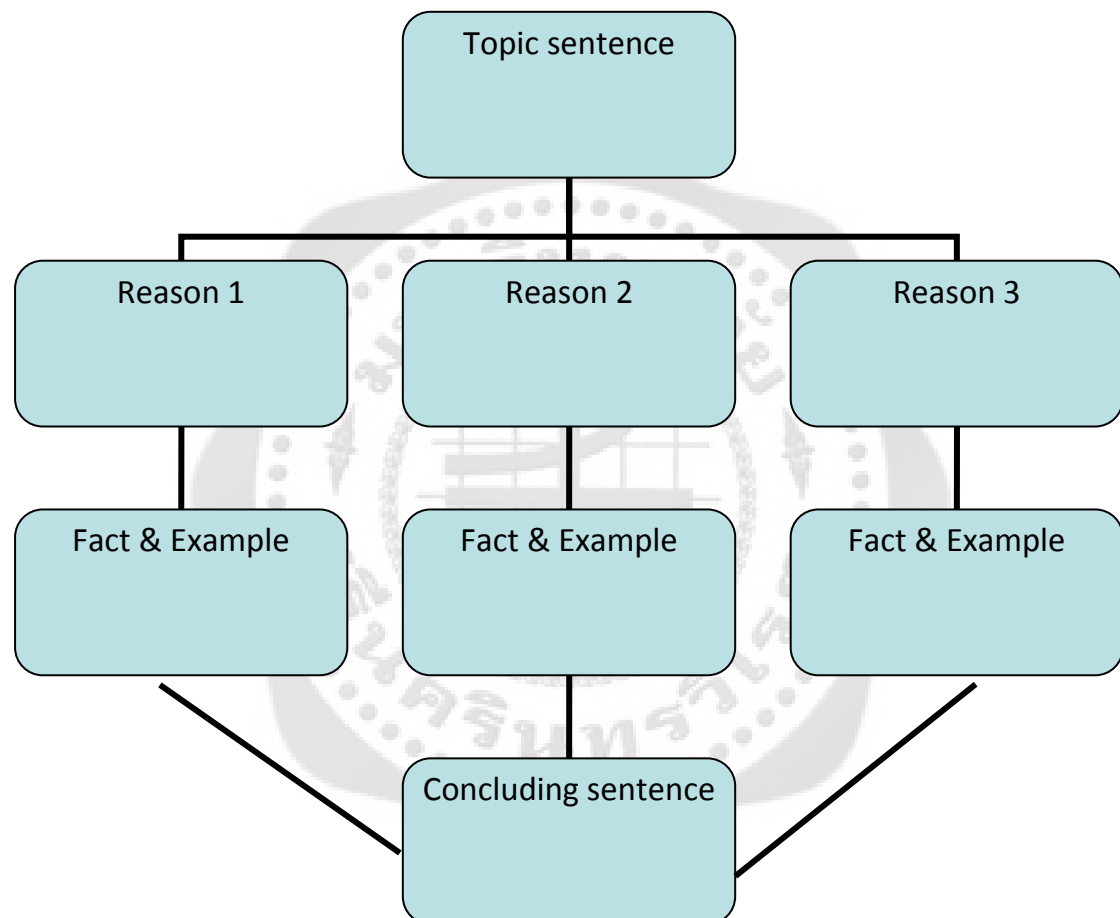
4. What is the purpose of your writing?

5. What information can support the point in number 3?

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Persuasion Map

Write your goal in the first box. Write three reasons in the next boxes. List facts and examples in the branching boxes.



Lesson Plan Unit 3 School activities**Grade** 12**Estimated Time** 300 minutes**Content area**

Many activities in school such as festivals, exhibitions, field-trips, sports clubs and activities means that you get to explore your physical, creative, social, political, and career interests with like-minded people. This unit is about how to tell readers information and how to invite readers to the school activity. Students needed to learn how to search information from internet and how to evaluate that information. Finally, students will learn how to write the blog in a persuasive way as well as aware of writing with ethos.

Objectives

1. Students will exhibit their ethos in persuasive writing about school activities on blogs.

Teaching procedure*Pre-writing*

1. The teacher lets students explore some websites and blogs about school activities both in Thailand and other countries.
2. Students share ideas about interesting activities and good activities for Thai in school.
3. Students do group work to list the reasons why students should do more activities in school.
4. Each student answers some questions in worksheet 1 before writing about the school activity which they would like to present.
5. Students were reminded to write credibly, trustworthily, and reliable with the criteria in worksheet 2

Writing

6. A student lists fact and examples to support the reasons, and do outline for writing in worksheet3.
7. Students write about the school activity.
8. All students post their writing on blogs.

Post-writing

9. Students exchange reading their friends' blog and leave some comments to share ideas.

Publishing

10. Students rewrite or redecorate the post and publicize them all around the school and on their blogs. They can invite teachers, parents, sisters and brothers to visit their blogs.



Worksheet 1

Instruction: Answer these questions before you write a text to invite people to our school festival.

1. Who are your audience or who are you trying to convince?

2. What point will you talk about or what are you going to focus on?

3. Choose the point from question number 2 which you care about?

4. What is the purpose of your writing?

5. What information can support the point in number 3?

Worksheet 2

Name No. Date

The Criteria for the Evaluation

1. Use of references such as web links, pictures, and citations to support your idea.
2. Use of enough examples to clarify your ideas.
3. Write in a logical sequence. Your ideas flow in the paragraph, clearly support the main idea, and have no confusion of the ideas in paragraph.
4. Write a clear topic sentence. Main topic is clearly stated in a complete opening sentence with correct sentence structure. It is written for readers to clearly understand your idea.
5. Use the words which do not cause the confusion of meaning in a paragraph.
6. There are no errors in spelling, capitalization, full stop, comma and question mark.
7. There is a topic sentence and a concluding sentence which shows the writer's voice consistency.

Worksheet 3

Name No. Date

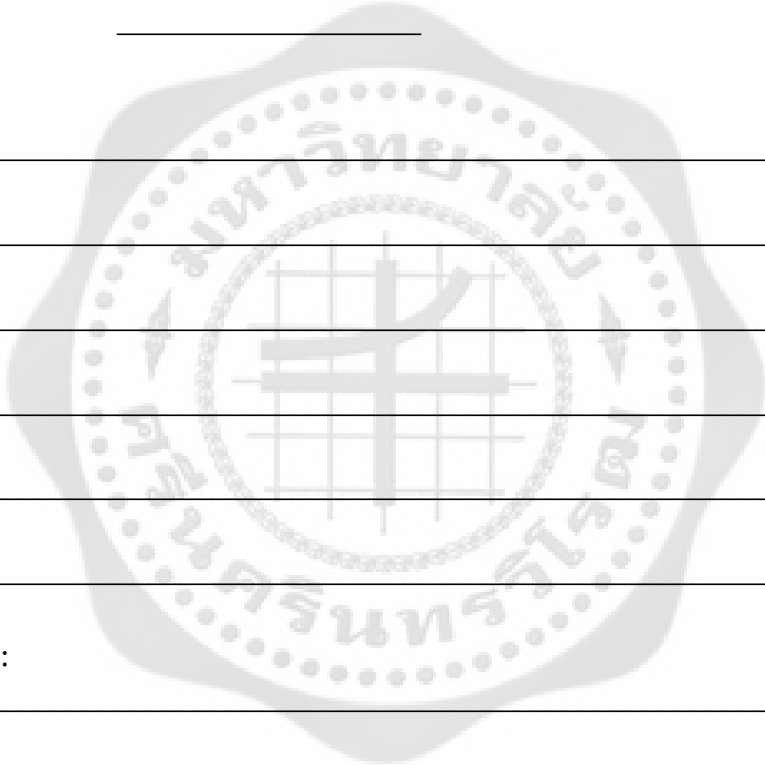
Direction: 1. Choose the school activity you would like your friends to do or join in.

2. List the reasons why students should do or join in.

3. Give the strong evident, references or examples to support why students should do this activity in our school.

The Activity: _____

The Reasons:

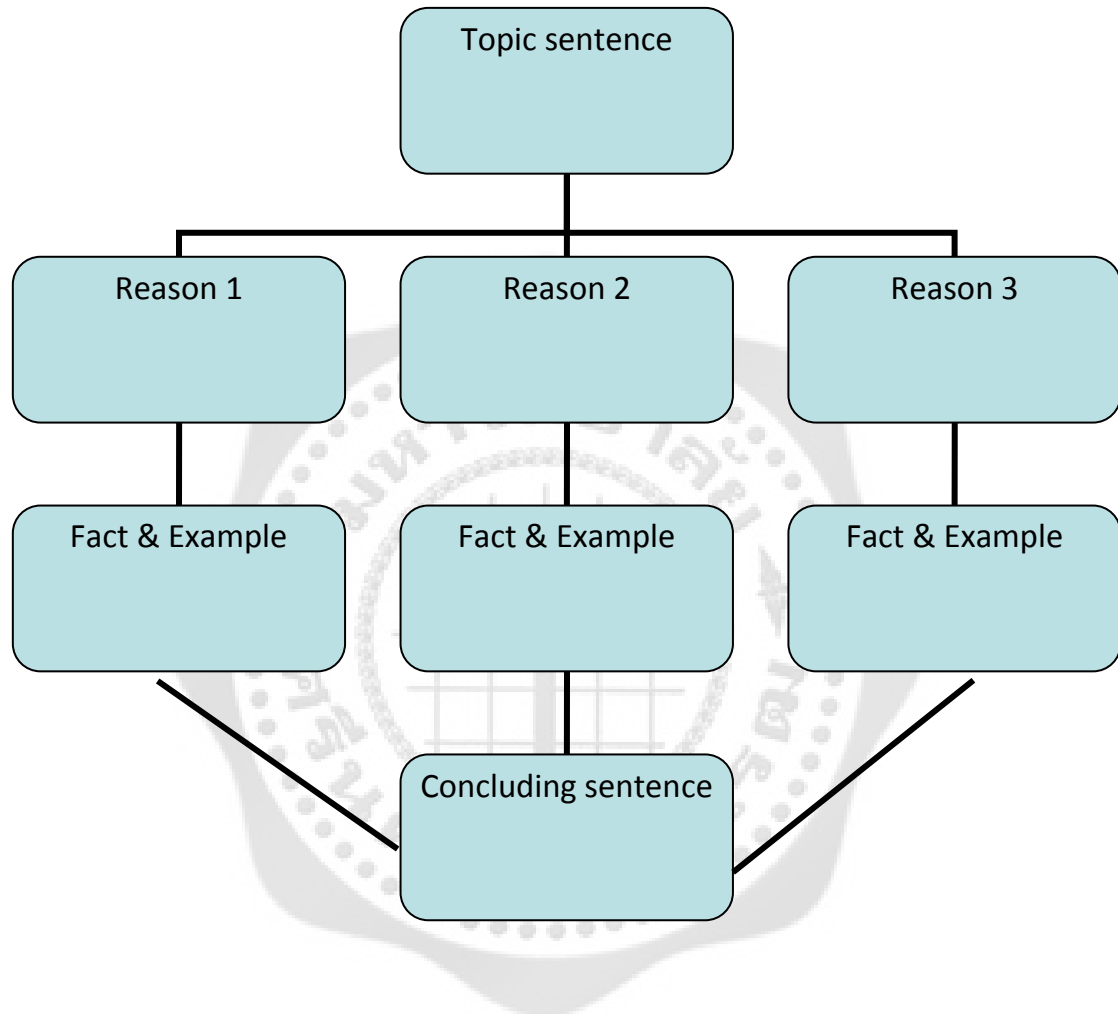


The Supports:

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Persuasion Map

Write your goal in the first box. Write three reasons in the next boxes. List facts and examples in the branching boxes.



Lesson Plan Unit 4 Places**Grade** 12**Estimated Time** 300 minutes**Content area**

There are many places for teenagers which they should go. This unit is about how to describe a place and how to introduce the place to readers. Students needed to learn how to search information from internet and how to evaluate that information. Finally, students will learn how to write the blog in a persuasive way as well as aware of writing with ethos.

Objectives

1. Students will exhibit their ethos in persuasive writing about interesting places to go or the place people should go on blogs.

Teaching procedure*Pre-writing*

1. The teacher reviews the steps of blogs writing that the students did in the previous class and reminds students to write credibly, trustworthily, and reliably.
2. The teacher lets students to explore some websites and blogs about interesting places.
3. Students share ideas about interesting places for Thai teenagers.
4. Students do group work to list the reasons why students should go to those places.
5. The teacher asks students to give writing examples that make their reason credible, trustworthy, and reliable
6. Each student answers some questions in worksheet 1 before writing about the the place which they would like to present to their readers.

Writing

7. A student lists fact and examples to support the reasons, and do outline for writing in worksheet2.
8. Students write about an interesting place.
9. All students post their writing on blogs.

Post-writing

10. Students exchange reading their friends' blog and leave some comments to share ideas.
11. Students do the feedback using the checklist in worksheet 3

Publishing

12. Students rewrite or redecorate the post and publicize them all around the school and on their blogs. They can invite teachers, parents, sisters and brothers to visit their blogs.



Worksheet 1

Instruction: Answer these questions before you write a text to invite people to our school festival.

1. Who are your audience or who are you trying to convince?

2. What point will you talk about or what are you going to focus on?

3. Choose the point from question number 2 which you care about?

4. What is the purpose of your writing?

5. What information can support the point in number 3?

Worksheet 2

Name No. Date

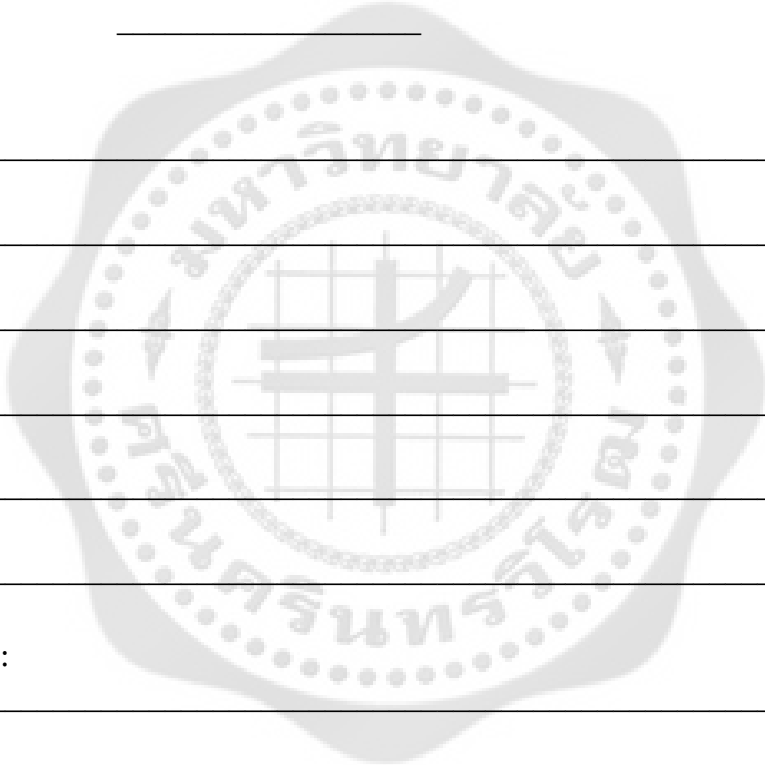
Direction: 1. Choose the place you would like your friends to visit once.

2. List the reasons why students should visit there.

3. Give the strong evident, references or examples to support why students should visit that place.

The Place: _____

The Reasons:

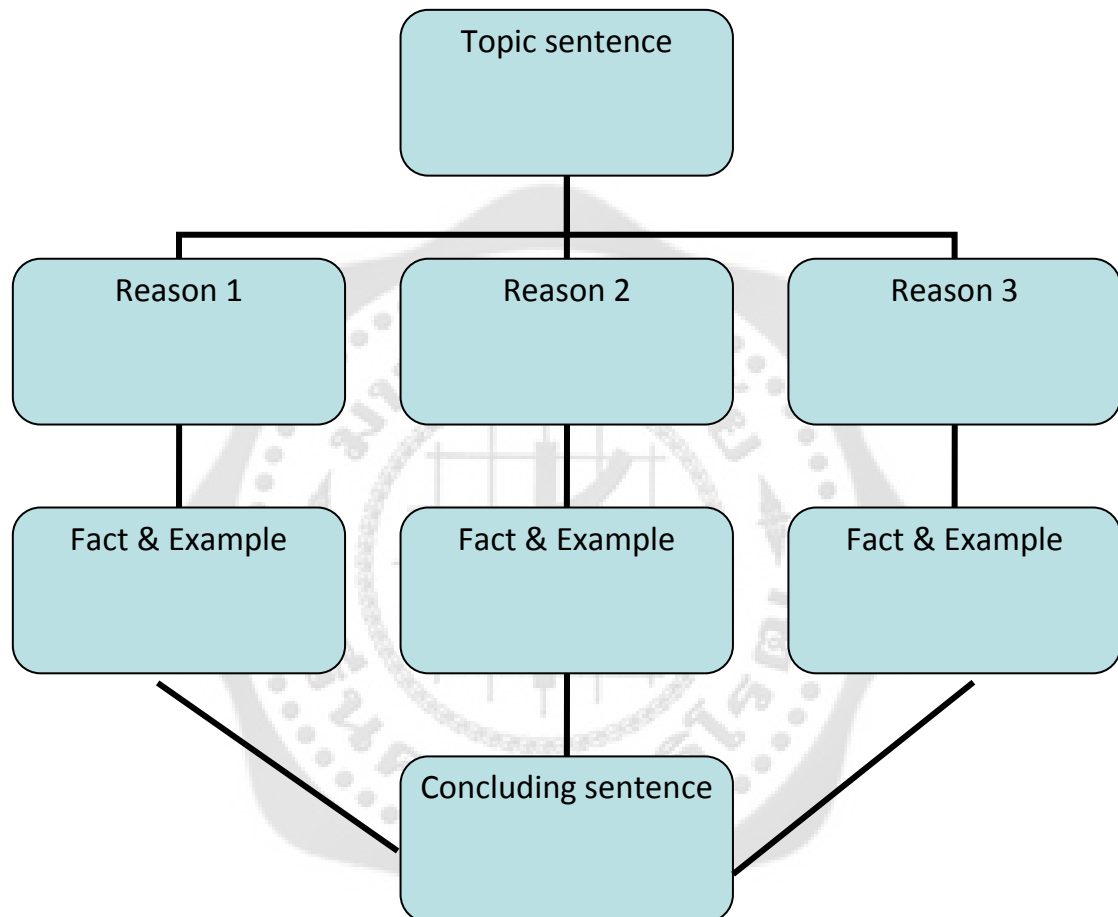


The Supports:

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Persuasion Map

Write your goal in the first box. Write three reasons in the next boxes. List facts and examples in the branching boxes.



Peer Review Form**Blogger:****Reviewer's name:****Title:****Date:****Direction: Answer these questions**

1. What does the writer want you to do?
2. What is the topic sentence?
3. Is there any of these in the message of this blog? (Check for the topic which shows in the blog.)
 - a. Use of references such as web links, pictures, and citations to support your idea.
 - b. Use of enough examples to clarify your ideas.
 - c. Write in a logical sequence. Your ideas flow in the paragraph, clearly support the main idea, and have no confusion of the ideas in paragraph.
 - d. Write a clear topic sentence. Main topic is clearly stated in a complete opening sentence with correct sentence structure. It is written for readers to clearly understand your idea.
 - e. Use the words which do not cause the confusion of meaning in a paragraph.
 - f. There are no errors in spelling, capitalization, full stop, comma and question mark.
 - g. There is a topic sentence and a concluding sentence which shows the writer's voice consistency.

4. Is there any concluding sentence? Write the concluding sentence?
5. What is your favorite sentence?



Lesson Plan Unit 4 Movies**Grade 12****Estimated Time** 300 minutes**Content area**

Watching movies is one of many favorite activities for Thai teenagers. There are a lot of good movies and bad movies. This unit is about how to review a movie and how to encourage readers to watch the movie. Students needed to learn how to search information from internet and how to evaluate that information. Finally, students will learn how to write the blog in a persuasive way as well as aware of writing with ethos.

Objectives

1. Students will exhibit their ethos in persuasive writing about a movie on blogs.

Teaching procedure*Pre-writing*

1. The teacher reviews the steps of blogs writing that the students did in the previous classes and reminds students to write credibly, trustworthily, and reliably.
2. The teacher lets students to explore some websites and blogs about movies.
3. Students share ideas about interesting movies.
4. Students list the reasons why students should watch those movies.
5. The teacher asks students to give writing examples that make their reason credible, trustworthy, and reliable
6. Each student answers some questions in worksheet 1 before writing about the the movie which they would like to encourage people to watch.

Writing

7. A student lists fact and examples to support the reasons, and do outline for writing in worksheet2.
8. Students write about an interesting movie.
9. All students post their writing on blogs.

Post-writing

10. Students exchange reading their friends' blog and leave some comments to share ideas.
11. Students do the feedback using the checklist in worksheet 3

Publishing

12. Students rewrite or redecorate the post and publicize them all around the school and on their blogs. They can invite teachers, parents, sisters and brothers to visit their blogs.

Worksheet 1

Instruction: Answer these questions before you write a text to invite people to our school festival.

1. Who are your audience or who are you trying to convince?

2. What point will you talk about or what are you going to focus on?

3. Choose the point from question number 2 which you care about?

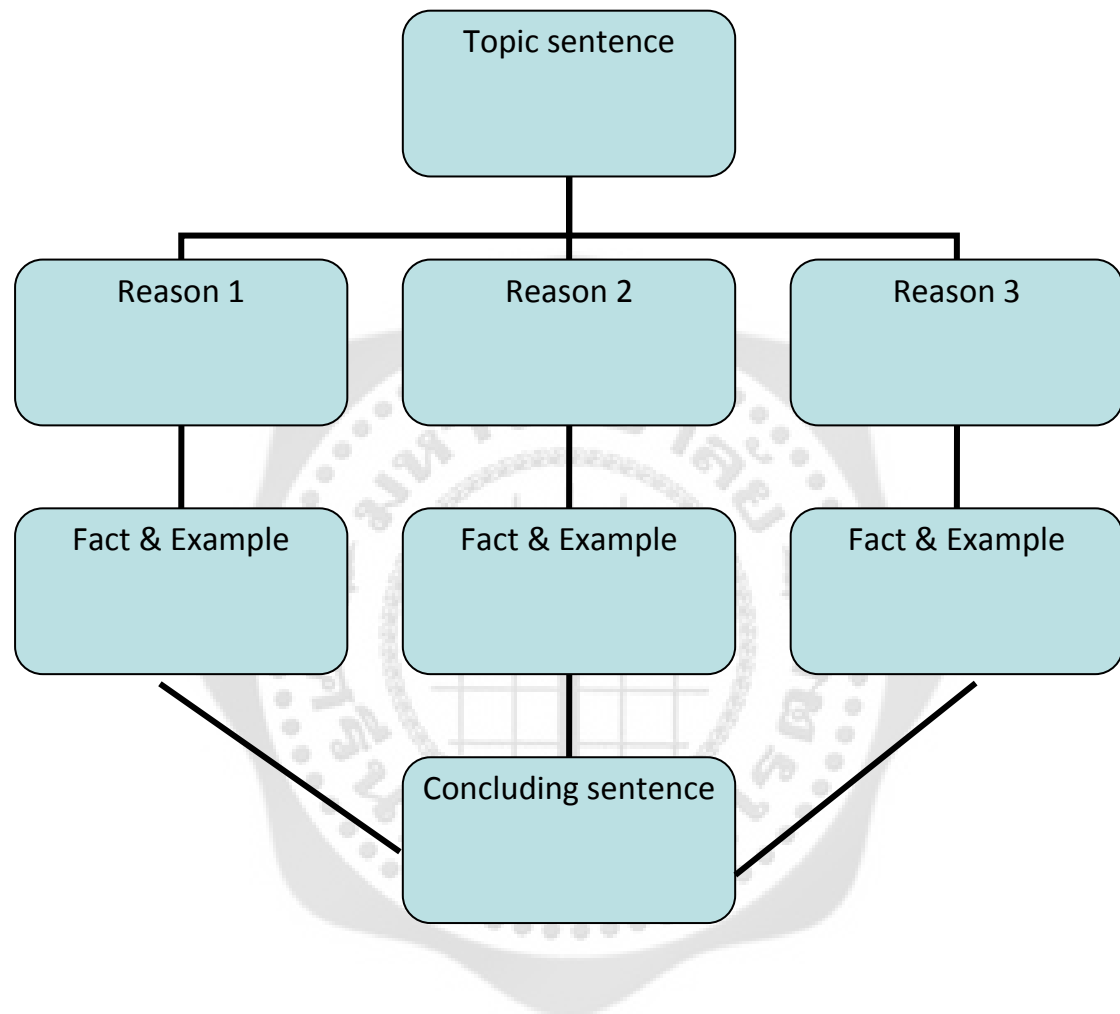
4. What is the purpose of your writing?

5. What information can support the point in number 3?

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Persuasion Map

Write your goal in the first box. Write three reasons in the next boxes. List facts and examples in the branching boxes.

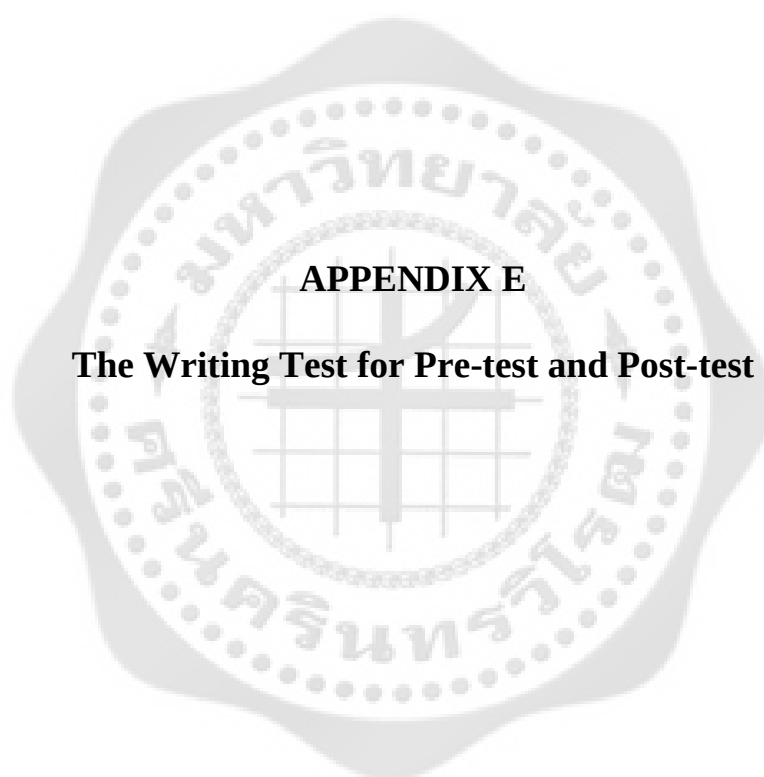


Peer Review Form**Blogger:****Reviewer's name:****Title:****Date:****Direction: Answer these questions**

1. What does the writer want you to do?
2. What is the topic sentence?
3. Is there any of these in the message of this blog? (Check for the topic which shows in the blog.)
 - a. Use of references such as web links, pictures, and citations to support your idea.
 - b. Use of enough examples to clarify your ideas.
 - c. Write in a logical sequence. Your ideas flow in the paragraph, clearly support the main idea, and have no confusion of the ideas in paragraph.
 - d. Write a clear topic sentence. Main topic is clearly stated in a complete opening sentence with correct sentence structure. It is written for readers to clearly understand your idea.
 - e. Use the words which do not cause the confusion of meaning in a paragraph.
 - f. There are no errors in spelling, capitalization, full stop, comma and question mark.
 - g. There is a topic sentence and a concluding sentence which shows the writer's voice consistency.

4. Is there any concluding sentence? Write the concluding sentence?
5. What is your favorite sentence?





Test

Write a paragraph in the topic: Should students get paid for their grades?



APPENDIX F

Index of Item-Objective Congruence (IOC) values

Appendix F

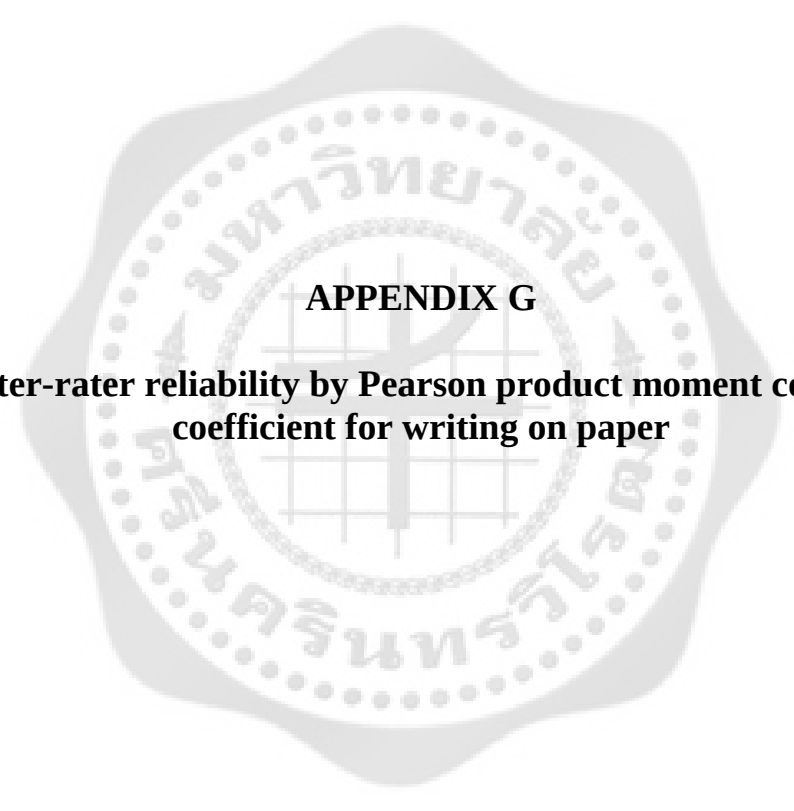
Index of Item-Objective Congruence (IOC) values for rubric in Appendix B and lesson plans

Rubric for ethos (Appendix B)

Rubric	Number of the teachers (examiners)					ΣR	IOC	Result
	1	2	3	4	5			
	1	1	0	1	1	4	0.8	Effective

Lesson Plans

Lesson Plans	Number of the teachers (examiners)			ΣR	IOC	Result
	1	2	3			
Plan 1	1	0	1	2	0.7	Effective
Plan 2	1	0	1	2	0.7	Effective
Plan 3	1	1	1	3	1.0	Effective
Plan 4	1	1	1	3	1.0	Effective
Plan 5	1	1	1	3	1.0	Effective



APPENDIX G

The inter-rater reliability by Pearson product moment correlation coefficient for writing on paper

Appendix G

The inter-rater reliability by Pearson product moment correlation coefficient for writing on paper

The writing rubric (Appendix A)

Rater	1	2	3
1	1.00		
2	0.900**	1.00	
3	0.904**	0.813**	1.00

The ethos rubric (Appendix B)

Rater	1	2	3
1	1.00		
2	0.959**	1.00	
3	0.795**	0.815**	1.00

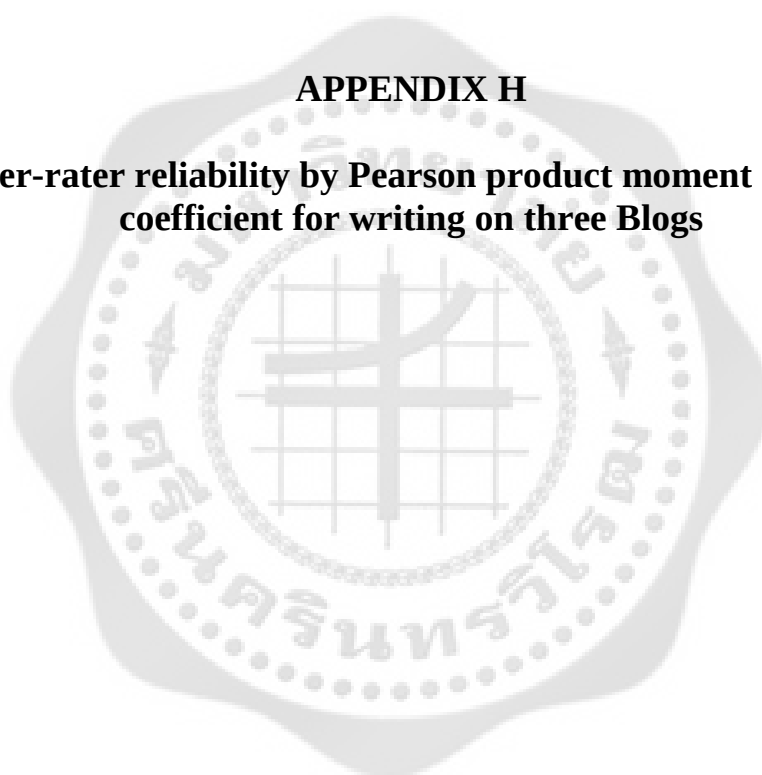
* $p < .05$, ** $p < .01$

Benchmarking Inter-rater Reliability for Pearson's value (Fleiss, 1981)

< 0.40	Poor
0.40-0.59	Fair
0.60-0.74	Good
> 0.74	Excellent

APPENDIX H

The inter-rater reliability by Pearson product moment correlation coefficient for writing on three Blogs



Appendix H

The inter-rater reliability by Pearson product-moment correlation coefficient for writing on three blogs

Blog1

Rater	1	2	3
1	1.00		
2	0.549*	1.00	
3	0.698**	0.830**	1.00

Blog2

Rater	1	2	3
1	1.00		
2	0.560*	1.00	
3	0.654**	0.607**	1.00

Blog3

Rater	1	2	3
1	1.00		
2	0.657**	1.00	
3	0.611**	0.494*	1.00

* $p < .05$, ** $p < .01$

Benchmarking Inter-rater Reliability for Pearson's value (Fleiss, 1981)

< 0.40	Poor
0.40-0.59	Fair
0.60-0.74	Good
> 0.74	Excellent



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