

**THE EFFICACY OF THE FEEDBACK PROCESS ON ERRORS
IN STUDENT WRITING**

**A THESIS
BY
NORIKO ONODERA**

Presented in partial fulfillment of the requirements
for the Master of Arts degree in Teaching English as a Foreign Language
at Srinakharinwirot University
April 2007

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The purpose of this study was to examine the effectiveness of the feedback process on students' grammatical accuracy in their writing. It also aimed to investigate the reduction of repetition of the same mistakes. Subjects were 27 undergraduate English minors who enrolled in the course entitled EN231: Basic Writing in the second semester of the academic year 2005. The subjects were divided into two groups: the control group (11 students) and the experimental group (16 students). In order to compare the progress of both groups, the subjects were required to write 4 essays. The feedback process consisting of 3 steps namely teacher feedback, self-correction and revision was tested with the experimental group while the control group received the direct correction as error feedback. Findings indicated that (1) the feedback process helped students improve grammatical accuracy in writing significantly, (2) the feedback process prevented students repeating the same type of errors. In addition, all students in the experimental group admitted that the feedback process help them to write correctly in the future writing, although most of them preferred direct correction when they rewrite essays.

ประสิทธิภาพของกระบวนการของกระบวนการให้ข้อมูลย้อนกลับด้านไวยากรณ์
ในการเขียนแก่ผู้เรียน

บทคัดย่อ
ของ
โนริโกะ โอนิเดระ

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
ปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ
เมษายน 2550

โนริโกะ โอนิเดระ (2550) ประสิทธิภาพของกระบวนการให้ข้อมูลย้อนกลับด้านไวยากรณ์ในการเขียนแก่ผู้เรียน ปริญญาโท ศศ.ม. (การสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ)
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อาจารย์ รศ. เฉลียวศรี พิบูลชล อาจารย์ Jeremy Perkins

การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อศึกษาประสิทธิภาพของการให้ข้อมูลย้อนกลับด้านไวยากรณ์ในการเขียนแก่ผู้เรียน และการลดข้อผิดพลาดทางไวยากรณ์ที่ซ้ำซ้อน กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้ เป็นนิสิตระดับปริญญาตรี วิชาโทภาษาอังกฤษ ซึ่งเรียนวิชาโท ออก. 231: การเขียนเบื้องต้น ในภาคเรียนที่ 2 ปีการศึกษา 2548 จำนวน 27 คน แบ่งเป็นกลุ่มควบคุม 11 คน และกลุ่มทดลอง 16 คน กำหนดให้กลุ่มตัวอย่างเขียนเรียงความ 4 เรื่อง และมีการให้ข้อมูลย้อนกลับด้านข้อผิดพลาดไวยากรณ์ โดยกลุ่มทดลองได้รับการแก้ไขข้อผิดพลาดจากครู กลุ่มใช้กระบวนการการให้ข้อมูลย้อนกลับ 3 ขั้นตอนคือการให้ข้อมูลย้อนกลับในลักษณะขีดเส้นใต้ข้อผิดพลาด การแก้ไขข้อผิดพลาดโดยผู้เรียนและการเขียนตรวจแก้ไข ผลการศึกษาพบว่า 1. กระบวนการการให้ข้อมูลย้อนกลับส่งผลให้ผู้เรียนมีพัฒนาการ ปรับปรุงข้อผิดพลาดทางไวยากรณ์อย่างมีนัยสำคัญทางสถิติที่ .01 และ 2. กระบวนการการให้ข้อมูลย้อนกลับช่วยให้ผู้เรียนสามารถลดข้อผิดพลาดที่ซ้ำซ้อนลงได้ นอกจากนี้ การศึกษาครั้งนี้ยังพบว่า กลุ่มทดลองเห็นว่ากระบวนการให้ข้อมูลย้อนกลับจะส่งสามารถเขียนได้ถูกต้องตามหลักไวยากรณ์มากขึ้น แม้ว่าจะยังพอใจในวิธีที่ครูเป็นผู้แก้ไขข้อผิดพลาดก็ตาม

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Noriko Onodera

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Chapter 1

Introduction

1. Background of the Study

Writing is indeed difficult to produce, even in the writer's native language (herein after referred to as L1). It seems that the ultimate goal of the second language (herein after referred to as L2) composition teachers is to help students improve both on accuracy and fluency in their writing. In fact, as Hyland (1998) indicates, giving feedback effectively to students is the main concern for any writing teacher. The main reason why writing is difficult for students needs to be clarified, first, in order to give effective feedback.

Written products are often the result of thinking, drafting, and revising procedure that requires specialized skills that not every speaker develops naturally (H. D. Brown, 2001). Brown's statement here is consistent with the discussion of "species specific" human behavior noted by the psycholinguist Eric Lenneberg (1967). He stated that human beings naturally start walking and talking without formally learning how to do it, but swimming and writing are learned behaviors. Babies know how to crawl, stand up, and then, walk without needing to be taught to do so. Likewise they also know how to babble, utter, then, talk without needing to be taught to do so. However, they need someone to teach them how to swim and how to write. Writing is not just a coded reflection of one's thought or a written record of one's speech. It requires adequate grammatical and lexical rules to be applied when writing is produced. Linguistic knowledge, rules and skills to organize ideas in order to form a text are essential for

success in writing, too. Thus, it is important to have teachers who specialize in writing. Furthermore, it requires teachers to deal with errors and mistakes in student writing. Giving effective feedback has been a main concern of the L2 composition research for decades.

There is no doubt that many teachers, scholars and researchers asked themselves the same question as below:

While reading student papers, teachers often ask themselves, “How can I give the best feedback to help my students to improve their compositions?” (Fathman and Whalley; 1990)

As a result, research and pedagogy on writing have evolved over the past several decades. According to Ferris (1995), although many things such as controversy on form versus content, process of writing versus final product, as well as trends in pedagogy have changed over the decades, the importance of composition teachers’ roles in providing feedback to their students has remained constant. The effectiveness of giving feedback to students in order to help them improve accuracy and/or fluency in their writing has been examined specifically over the last two decades. However, there is some research which did not find positive effects in error feedback given by teachers.

John Truscott (1996) argues in his article that grammar correction in L2 writing should be abandoned because substantial research shows it to be ineffective and none shows it to be helpful in an interesting sense, and he concludes that it even has harmful effects. One of the reasons Truscott gives for grammar correction having harmful effects is that it prevents fluency in students’ compositions. He indicates that students do not like to be told that their writing is bad or grammatically wrong. As a result, most of them ignore teachers’ comments on grammar and content in their writing.

However, Truscott is contradicted by Ferris (1997) who conducted a survey of ESL writing students as to their preference of whether they welcome teacher feedback or not. She concluded that most of the students viewed the teachers' comments on their writing seriously and they were helpful in improving grammar. Indeed, students have motivation to improve their writing and to be better writers. Based on this Ferris's findings, Thai students may also welcome effective feedback and consider it as a useful tool to improve their written products since writing in English is challenging for most Thai students.

The researcher gave questionnaires to the second-year students in two writing classes (of the course entitled EN231: Basic Writing) at Srinakharinwirot University. The purpose of this questionnaire was to survey the type of feedback those students used to receiving. The result indicated that the type of teacher feedback most students are familiar with is direct correction in which all errors in writing are corrected directly by teachers. Chandler (2003) examines the effect of the four different kinds of teacher response to error on the correctness, both of revisions and of subsequent student writing. The four different kinds of feedback are;

- direct correction
- underlining with marginal description of type of error (hereafter underline with description)
- marginal description of type of error (hereafter description without underline)
- simple underlining (hereafter underline)

She found out that direct correction was the most welcomed feedback by students because it is quick and easy when they make revision. On the other hands, the same students who welcomed direct correction confessed that they could learn very little from

this type of feedback. Through the survey, Chandler reveals that direct correction does not require students to think a lot in order to search for correct answers because these answers are already given by teachers. It seems that direct correction helps students to make error-free revision. However, it does not enable students to feel that they are actually learning something. This is something which they should be achieving in their future writing. Most students chose “underline with description” as an answer to the question “Which way helped you most to write correctly in the future?” Both “description” without underlining a type of error and “underline” without a description of the type of error were difficult for students in correcting their mistakes. Many students were not fond of these two types of feedback.

Therefore, direct correction and the underline with description were applied as the type of feedback in this research. Direct correction was given to the control group because they were familiar with it, whereas underline with description was tested with the experimental group in this study.

In short, since no research has been conducted yet in the area of feedback process in Thailand, this research should be carried out.

2. Objective of the Study

The objective of the study was to identify the efficacy of the feedback process which consists of the following three steps: step (1) error feedback given by the teacher, step (2) student’s self-correction on grammatical and organizational errors, and step (3) revision. In order to clarify the effectiveness of the feedback process, there were two research questions to be examined in this study.

- 1) Does the feedback process help students improve accuracy in their writing?
- 2) Does the feedback process help students reduce the repetition of the same mistakes?

3. Research Hypotheses

1. There is significant difference between the first and fourth essay written by the students who are involved with the feedback process in the experimental group.
2. There is significant difference in terms of grammatical accuracy between the control group (direct correction) and the experimental group (the feedback process).

4. Significance of the Study

The research results will be beneficial in the following:

1. To provide guidelines for Thai English composition teachers in dealing with errors in student writing.
2. To raise Thai students' awareness on grammar and mechanics in writing.

5. Scope of the Study

1. Participants

The participants were the second-year English minors at Srinakharinwirot University in Bangkok. The 27 participants were randomly chosen and divided into two groups: the control group (11 participants) and the experimental group (16 participants). They were studying EN231: Basic Writing in the second semester of the academic year

2005.

2. Contents

Four essay topics were assigned to all participants; 108 essays in total will be written by them. The essays were then analyzed in the following areas:

1. Grammatical, lexical and organizational errors in the first draft and its revision were calculated as errors.
2. A lack of clarity of meaning and cohesion of contents was not counted as errors.

6. Definition of Terms

Several words and phrases used in this research will be clarified in order to promote readers' understanding of the research.

1. **The feedback process** referred to in this study consists of a three-step process.

Step 1: Underline with description type of error feedback given by the researcher

The researcher underlines students' grammatical and organizational errors and describes the type of error by using an error code.

Step 2: Self-correction

Students correct all errors indicated.

Step 3: Revision

Students rewrite their first draft.

2. **Direct correction** in this study means a type of error feedback which all errors are corrected by teachers.
3. **Accuracy** in this study means an absence of errors.

4. **Errors** referred to in this study:

Grammatical errors are errors on forms and mechanics.

Organizational errors refer to errors and/or incorrect use of transition signals and conjunctions.

Chapter 2

Review of Related Literature

The review of related literature is divided into the following three parts;

1. The nature of writing

Differences between writing and speaking

Process vs. product

2. The role of teacher feedback

How to give feedback (what kinds of feedback)

What to correct (form/grammar versus content)

When to correct

3. Research in related fields

1. The Nature of Writing

Differences between writing and speaking

Why do we learn a second language in the first place? What is the main purpose of learning L2? The main purpose of learning is to communicate with other people through the target language: to listen to them, talk to them, read what they have written and write to them (Raimes, 1983). Among these four language skills, writing is difficult and challenging, especially for students in L2 classrooms. Then, what is it about writing that makes it difficult for many people, even in their own native language? Why is it not enough to teach our students how to speak English? Won't students be able to write their speech down on paper, will they? As Lenneberg (1967)

argues, people acquire their first language without systematic instruction, whereas most of them had to be taught in school how to write that same language. And as Raimes (1983) suggests, many adult native speakers of a language find writing difficult. It implies that writing requires different abilities from speaking. Raimes clarifies the differences between writing and speaking as follows:

1. Speech is universal; everyone acquires a native language but not everyone learns to read and write in the first few years of life.
2. Spoken language has dialect variations. Written language generally demands standard forms of grammar, syntax, and vocabulary.
3. Speakers use their voices (pitch, stress, and rhythm) and bodies (gestures and facial expressions) to help convey their ideas. Writers have to rely on the words on the page to express their meaning.
4. Speakers use pauses and intonation. Writers use punctuation.
5. Speakers pronounce. Writers spell
6. Speaking is usually spontaneous and unplanned. Most writing takes time. It is planned. We can go back and change what we have written.
7. A speaker speaks to a listener who is right there, nodding, interrupting or questioning. For the writer, the reader's response is either delayed or nonexistent.
8. Speech is usually informal and repetitive. We say things like, "What I mean is..." or "Let me start again." Writing, on the other hand, is more formal and compact.
9. Speakers use simple sentences connected by a lot of *and's* and *but's*. Writers use more complex sentences, with connecting words like *however*, *who*, and

in addition.

These differences indicate that students will not just “pick up” writing as they learn other skills in ESL classes. Therefore, the teachers have to teach writing.

Then, the next concern is *how* to teach.

Process vs. Product

There are as many teaching methods as there are teachers and teaching styles, or learners and learning styles. A half century ago, writing teachers were mostly concerned with the final product of writing: the essay, the report, the story, and what that product should “look” like (Brown, 2001). Teachers’ attention was paid to how well a student’s final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. There is nothing wrong with attention to any of the above criteria. In fact, writing teachers are still concerned with these criteria. However, the teaching of writing has begun to move away from a concentration on the written product to an emphasis on the process of writing which is now termed the process approach. Ferris reveals that students pay more attention to teacher feedback provided on the preliminary drafts (vs. final drafts) of their essays (1995). Several researchers also have noted that feedback on intermediate drafts which are to be subsequently revised are more useful in facilitating student improvement than feedback on final drafts (Freedman, 1987; Krashen, 1994).

The process approach gives students a chance to think as they write. Unlike conversation, writing can be planned and given an unlimited number of revisions before final products are submitted. Writing is indeed a thinking process. Teachers who use the

process approach give their students two supports: (1) *time* for the students to try out ideas, and (2) *feedback* on the content of what they write in their drafts. Thus, the writing process becomes a process of discovery for the students: discovery of new ideas and new language forms to express their ideas (Raimes, 1983).

To sum up, the process approach does all of the following (adapted from Shih 1986):

- a. focus on the process of writing that leads to the final written product;
- b. help student writers to understand their own composing process;
- c. help students to build strategies for prewriting, drafting, and rewriting;
- d. place central importance on the process of revision;
- e. let students discover what they want to say as they write;
- f. give students *feedback* throughout the composing process (not just on the final product).

2. The Role of Teacher Feedback

The ultimate goal for most L2 composition teachers is to help students improve both the accuracy and fluency of their writing. Much research has been conducted in order to investigate:

- a. how to give feedback (what kinds of feedback)
- b. what to correct (form versus content).
- c. when to correct

A. How to give feedback (what kinds of feedback)

The research that has been conducted on teacher feedback in writing consists of

comparative studies measuring the effectiveness of different types of feedback on student writing. Lalande (1982) investigated the differences between two groups; the control group which received direct correction and the experimental group which received indirect correction by using an error code. The experimental group improved in grammatical accuracy on subsequent writing after using an error code to rewrite, whereas the control group which received direct correction from the teacher made more errors on the essay at the end of the semester. Though the results demonstrated that indirect correction by using an error code in order to make students rewrite was more effective than giving direct correction, the difference between the groups' improvement was not statistically significant. Robb, Ross and Shortreed (1986) examined four types of feedback which are group (1) Direct correction, group (2) Marking errors with yellow pen without using an error code, group (3) Marginal feedback about the number of errors in the line, and group (4) Underlining and describing the type of error. All four groups improved in accuracy over time, but the differences between groups were not statistically significant. Both studies did not have a control group which received no correction, and neither found statistically significant differences between various teacher response types.

Fathman and Whalley (1990) examined the effects of different types of feedback which were: group (1) receiving no feedback; group (2) receiving grammar feedback by underlining only grammar errors without being given information on the kinds of errors or being shown the correct forms; group (3) receiving content feedback by being given general comments at the top of the paper and being given positive comments such as "good description," "interesting narration," and so on; and group (4) receiving both grammar & content feedback. The findings of this study showed that

group (2) and (4), which received feedback on grammar, improved grammatical accuracy.

The significant finding of those studies relates to the effectiveness of teacher indirect correction; in other words, student self-correction. Those studies also imply the effectiveness of revision.

B. What to correct (form/grammar versus content)

Some researchers believe that grammar instruction and/or error correction does not help students improve their writing (Gray, 2005; Krashen, 1998; Truscott, 1996). According to Truscott, grammar feedback does not work and it also discourages many students to write fluently. On the other hand, most L2 writing teachers would agree with the statement that teacher feedback on students' grammatical errors is essential, and some even believe that it would prevent "fossilization" from occurring. The former viewpoint suggests that grammar correction should be abandoned in the writing class and that only content should be focused on. The latter viewpoint argues that grammar instruction and error correction are the most necessary parts of the writing class.

Recent second language acquisition research regarding focus on form strongly suggests that adult L2 learners, in particular, need their errors made salient and explicit to them so that they can avoid fossilization and continue developing linguistic competence (Doughty & Williams, 1998; Ellis, 1998; Lightbown, 1998). However, overt grammar correction is harmful and discourages students to express their ideas freely on paper. Brown suggests that teachers should resist the temptation to treat minor grammatical errors and also resist temptation to rewrite a student's sentence (2000). Teachers should focus not only on form but also on content. Fathman and Whalley

(1990) examined the effectiveness of teacher feedback which focused on form (grammatical errors) and compared it with feedback which focused on content in student writing. As a result, students who received feedback on both grammar and content improved significantly.

Then, the next concern is whether to give feedback on form first or to give feedback on content first.

C. When to correct

In the past, the pattern of content feedback followed by form feedback has been considered better than the reverse pattern or a pattern of mixed form and content feedback among advocates of a process writing approach. Zamel (1985) suggests in her study that content feedback and form feedback should be kept separate to avoid further confusing students about what they should attend to at any particular stage of the process. She recommends giving content feedback on early drafts, and form feedback on later drafts. Zamel's recommendation was challenged by Fathman and Whalley (1990) who examined the effectiveness of teacher feedback which focused on form (grammatical errors) and compared it with feedback which focused on content in student writing. As a result, giving form and content feedback simultaneously does not negatively affect student revision. They concluded that rewriting in itself is an important way to improve writing skills.

Ashwell (2000) studied four different patterns of feedback given to a students' first draft (D1), a second draft (D2), and a final version (D3) of a single composition. The four patterns of feedback are: (1) content-focused feedback on D1 followed by form-focused feedback on D2; (2) the reverse pattern of (1); (3) form and content

feedback mixed at both stages; (4) a control pattern of zero feedback. The results are: the recommended pattern of content feedback followed by form feedback is not superior to the reverse pattern or to a pattern of mixed form and content feedback. It did not matter to students which order they receive feedback (content first or not), nor did it matter to them whether form and content feedback were given separately. His findings are similar to Fathman and Whalley's. The mixed pattern of form and content feedback demonstrated an advantage over the other two patterns. They concluded that no matter which order the feedback was given, rewriting in itself was an important way to improve writing skills.

3. Research in the Related Field

Giving effective feedback on students' writing has been a central concern for many composition teachers. Investigations on the role of feedback for L2 writers have included: (1) studies which did not find efficacy of error feedback; (2) studies that found effectiveness of teacher feedback; (3) studies of student preference and the processing of feedback.

1 Studies which did not find efficacy in error feedback

A few studies did not find error feedback significantly more effective in developing accuracy in L2 student writing than content-related comments or no feedback (Polio, Fleck & Leder, 1998; Robb, Ross & Shortred, 1986; Semke, 1984). However, these studies need to be re-examined closely.

Semke's (1984) findings show that the lack of effect of error correction on accuracy and the negative effect on fluency was due to the different treatment methods

and the quantity of writing. 141 German FL students at a university in the U.S. were examined over one quarter. The type of student writing studied was 10-minute free-writing in class. The students were divided into four groups: group (1) received content-focused comments; group (2) received comments only on errors; group (3) received both types of comments; group (4) had its errors pointed out and was required to self-correct. The group receiving only content-focused comments wrote twice as much as other groups in revision, and the self-correcting group wrote much less new material because of the time it took to make revisions. Apparently, students in group 4 did not want to write much, because the more they wrote, the more they had to correct. The error feedback which Semke gave to group 4 indicated only the location of errors. Therefore, it took time for students to do self-correction. This was quite a tough task in comparison to the other three groups, and caused them to write less.

Her study did not find significant differences in accuracy across four treatment groups on post-test measures. But she did not report the improvement over time, even though pre-test and post-test measures were designed. This study is inconclusive because of this missing information.

Robb et al (1986) examined four types of grammar correction on the surface errors in order to see if they had any influence on the students' writing. 134 ESL students at a Japanese university were studied over an academic year, and the type of student writing studied was essays written in class. The types of feedback were:

Group A: direct correction; errors were underlined and corrected by the teacher.

Group B: errors were marked with a yellow pen without giving description of type of error.

Group C: a tally of the number of errors per line was kept in the margin of each

line, and students were told to examine the line, find and correct errors

Group D: the use of an error code indicating both the location and type of errors

The students in all groups were told to make the necessary corrections and revisions. All four groups improved in accuracy over time. However, there were no significant differences between groups found in terms of accuracy at the end of the course.

The research setting of Polio et al's (1998) study was similar to Semke's. In her methods, the experimental group that received error correction was assigned to write half as much as the control group because of their editing activities. Both groups in her study improved in accuracy.

Even though both Robb et al (1986) and Polio et al (1998)'s studies found improvement in accuracy, there were no significant differences between groups of their study. In other words, students might improve in accuracy in their writings, but those researchers could not prove the effectiveness of error feedback.

Besides, Truscott (1996) reviewed the previous studies and concluded that grammar correction does not help students to improve accuracy in their writing. In fact, it has a negative effect on fluency. Therefore, grammar correction should be abandoned.

In short, the Truscott's review article has evoked controversy among L2 writing researchers and educators, and debate still continues as to whether error feedback helps L2 students improve the accuracy and overall quality of their writing (Ferris, 1999; 2001; 2004; Truscott, 1996; 1999).

On the other hand, there are studies which demonstrate the efficacy of error feedback.

2 Studies which found efficacy of teacher feedback in students writing

Even though controversy continues as to whether error feedback helps L2 students to improve the accuracy and overall quality, Ferris and Roberts (2001) indicate that most studies on error correction in L2 writing classes have provided evidence that students who receive error feedback from teachers improve in accuracy over time.

Lalande (1982) compared two types of feedback over a semester. In one, the teacher corrected all student errors (direct correction); in the other, the teacher gave error correction using an error code and the students noted the type of errors they made (indirect correction). Students were required to rewrite their compositions using this kind of feedback. Lalande found that the students who received indirect correction produced fewer errors at the end of the semester.

Fathman and Whalley (1990) compared the accuracy of texts of students who received error correction with the texts of students who did not. In their research, 72 ESL students were divided into four groups: group (1) received no feedback at all; group (2) received grammar feedback only; group (3) received content feedback only; group (4) received both grammar and content feedback. This study was designed in a similar way to Semke's research, but grammar feedback consisted of underlining all grammar errors and gave error codes with a description of error-type while Semke only underlined errors without giving error codes. Fathman and Whalley found that when students were provided with feedback on grammar errors, all students improved grammatical accuracy. As some critics of error feedback have suggested that feedback inhibits writing fluency, they also examined the effect of teacher feedback on how much students wrote. As a result, group 3, who received no grammar feedback, indeed wrote more on their revisions. However, their grammatical accuracy was the lowest. The

number of words students wrote did not provide evidence for their ability of producing a better composition.

Ferris and Roberts (2001) investigated 72 university ESL students' differing abilities to self-edit their texts across three feedback conditions: (1) Underlining errors with error codes; (2) underlining errors without error codes; (3) giving no feedback. The researchers found that both groups who received feedback significantly outperformed the no feedback group. However, there were no significant differences between group 1 (underlining errors with error codes) and group 2 (underlining errors without error codes).

Chandler (2003) studied the efficacy of four different kinds of error feedback on the accuracy and fluency of L2 student writing. The four different types of feedback are (1) direct correction; (2) underlining of errors; (3) marginal description of type of error; (4) combination of (2) and (3). The findings are that both direct correction and underlining errors are significantly superior to marginal description, even with underlining. Students also prefer direct correction, because it is the fastest and easiest way for them to make revision. However, students feel that they learn more from self-correction.

3 Studies of student preference and processing of feedback

Chandler (2003) also studied student preference to teacher feedback. Her study revealed the students preference of feedback.

In the questionnaire, the following two questions were posed. The first question was, "Which way was the easiest to correct mistakes?" The second question was, "Which way did you like most?" Most students preferred direct correction.

However, to the following three questions, most of the students chose a different type of feedback. The first question was, “Which way was easiest to see what kind of mistakes you make?” The second question was, “Which way did you learn the most from?” And the third question was, “Which way helped you most to write correctly in the future?” Most of the students answered that they preferred underlining with description of types of errors. The results of the questionnaire reveal that students welcome direct correction because it is the easiest way to correct and revise their essays. But at the same time, they feel that they can’t learn much from this type of feedback. Instead, they feel that they can learn more from underlining with description of types of error.

Ferris (1995) studied students’ reactions to teacher feedback. In her study, 155 students in two levels of a university ESL composition program were examined. The result of the survey revealed that students pay more attention to teacher feedback provided on preliminary drafts, rather than final drafts of their essays. Students utilize a variety of strategies to respond to their teachers’ comments; they appreciate receiving comments of “encouragement”. The result also indicates that, overall, students find their teachers’ feedback useful in helping them to improve their writing.

To carry out feedback process in this research, the researcher employed the “underlining errors with description of type of error” as a type of feedback based on Chandler’s findings.

Chapter 3

Methodology

In this chapter, the participants of the study, instruments which were used for the analysis of data, and the procedures to conduct this research are described.

1. Participants

The Faculty of Humanities offered three classes of EN231: Basic Writing, in the second semester of academic year 2005. Of these three classes, the English minors in 2 of these were selected as subjects in order to conduct this study. One class (the control group) consists of 11 participants, and the other (the experimental group) contains 16 participants. Students in both groups were from nine majors in three different faculties and none of them were English majors. The following figure shows the details of students' background.

Figure 1 Background of the students in each group

No. of Ss.			No. of Ss.			No. of ss.		
<u>Major</u>	<u>Con</u>	<u>Exp</u>	<u>Major</u>	<u>Con</u>	<u>Exp</u>	<u>Major</u>	<u>Con</u>	<u>Exp</u>
French	1	1	Psychology	0	3	Accounting	4	2
Thai	1	1	Finance	1	2	Marketing	0	1
Japanes	1	5	Economics	2	1	Design	1	0

- Con: Control group (N=11), Exp: Experimental Group (N=16)

The subjects had studied the same English courses provided for English minors previously in this university and it presumed that there should be no remarkable difference between the control and experimental group in terms of English writing experience and knowledge for English structures, grammar and vocabulary.

Each group met once a week during the semester, with each class session lasting three hours. Both groups were assigned to write four essays during the course, and were taught by the same teacher. Thus, there was no expectation of systematic differences between two groups.

2. Instruments

2.1 Experimental material

Four different types of essays

Four different types of essays per participant, in total of 112 essays, were used as instruments to analyze the improvement in students' writing. Participants were taught mechanics, grammar and organization of paragraphs every time before they write a required essay. Four lesson plans for teaching each type of essay are included in Appendix C.

Topics and types of each essay were listed below.

Topic 1: The person I like most

This type of essay is a 'personal essay'. The first essay was designed as a warm-up writing for students.

Topic 2: My room

This type of essay is a 'descriptive essay'; describing a place in particular.

Topic 3: An ideal (something)

This type of essay is a ‘descriptive essay’, listing characteristics in particular.

Topic 4: Arranged marriages versus marriages “for love”

This type of essay is an ‘argumentative essay’.

2.2 Instruments for data collection

1. The calculation of each error

Each type of error made by students in the first draft of essays was counted to investigate the progress in the repetition of the same mistakes. The results of the calculation of each type of error rate were included in Appendix A. (see Appendix B for details of error code)

2. An error code

An error code adopted from Hogue (1996) was employed in this study. The error code and the demonstration of giving feedback are included in Appendix B.

3. Questionnaire

At the end of the semester, participants were asked about their preferences regarding which type of feedback helped them learn grammar and mechanics more: the traditional way (direct correction) they have experienced previously, or the feedback process which involves self-correction and revision. It was a checklist-type of questionnaire. For details, see Appendix D.

3. Procedure

The participants were required to write four essays to determine the efficacy of the feedback process. Details of data collection and data analysis are as follows;

3.1 Data Collection

Data was collected in order to find answers to the research questions as follows.

1. Students in both groups were assigned to write four essays over an eight-week-period. They were given 40 to 60 minutes (depending on the topic and required number of paragraphs) to write each essay during class hours.
2. Different types of feedback were given to the students on the first draft of each essay. (See Figure 2 below)
3. The experimental group was required to self-correct the first draft on grammar and organization, and to make revisions the following week. They were given one hour of class time to do this. However, the control group was not required to self-correct or revise the first draft.

The following Figure 2 shows the schedule of data collection and students activities.

Figure 2. Schedule of data collection and feedback

Students in the Experimental group

Week 1

First draft of Essay 1

Week 2

Received the feedback process

Week 3

First draft of Essay 2

Students in the Control group

Week 1

First draft of Essay 1

Week 2

Received direct correction

Week 3

First draft of Essay 2

Week 4

Received the feedback process

Week 5

First draft of Essay 3

Week 6

Received the feedback process

Week 7

First draft of Essay 4

Week 8

Received the feedback process

Week 4

Received direct correction

Week 5

First draft of Essay 3

Week 6

Received direct correction

Week 7

First draft of Essay 4

Week 8

Received direct correction

3.2. Data Analysis

All four essays from both groups involved the writing of a first draft, and revisions made by the experimental group only. Errors made by students in their writing were coded, categorized, and analyzed. The procedures of analyzing data were as follows:

1. Errors were underlined and given description categorized by the error code (included in Appendix B). These were then counted and tabulated in the chart (See Appendix A).
2. The researcher calculated the error rate based on the result of process 1 and 2. The measure in this study was a calculation of error rate on the draft and its revision of each essay; a measure of errors per 100 words was calculated (total number of errors/total number of words x 100).

3. Each type of error in all four essays was also counted in order to study the effect of repetition of each error type.
4. The result of the questionnaire was also analyzed in order to investigate the students' preferences in teacher feedback.

The essays in the control group and the experimental group were compared and analyzed in order to see the progress of grammatical accuracy.

In short, this methodology was designed to see whether giving feedback to the experimental group and having them correct their mistakes raised accuracy or not, as compared to the control group which was not expected to review their work under the feedback process.

Chapter 4

Findings

In this Chapter, the data collected during this study was examined and analyzed to find out the efficacy of the feedback process in student writing. The result revealed conspicuous diversity between the control group and the experimental group. Details of the result are presented as follows.

The first research objective was to see if the feedback process helps students improve accuracy in their writing. Four different types of essay per student were carefully examined, all grammatical errors were counted, the error rate was calculated to find statistical reliability of the result, and the mean scores of both group were compared to find which group improved particularly in grammar in the final essay.

The second research objective was to see if the feedback process helped students reduce the repetition of the same mistakes in revision and subsequent essays. The error rate of each type of error made in the first essays written by students in both control and the experimental group was compared with the error rate in the fourth essay in order to examine the ratio for which students repeated the same type of mistakes in the fourth essay.

Students' preferences about the type of feedback were also analyzed in the end of the course.

Analysis of the mean error rates of each group

Research Question 1

Does the feedback process help students improve accuracy in their writing?

First of all, the students' error rates were calculated and the results of the first essay were compared with the results of the fourth essay. The comparison of the individual results was shown in the Table 1.

Table 1 Individual Students' Results in the Control Group and the Experimental Group

The Control Group

St. No.	T/W	Essay1 E/R	T/W	Essay4 E/R
1	262	17.56	462	15.58
2	143	13.29	248	18.55
3	107	15.89	134	27.61
4	171	16.96	213	21.60
5	88	10.23	207	12.56
6	165	18.79	145	15.86
7	76	27.63	171	18.71
8	153	32.03	260	31.54
9	152	9.21	108	27.78
10	239	9.21	269	4.10
11	250	11.20	174	12.64
Avg	164	16.54	217	18.78
S.D.		7.46		8.00

The Experimental Group

St. No.	T/W	Essay1 E/R	T/W	Essay4 E/R
1	170	20.59	182	13.19
2	158	31.01	154	22.08
3	195	25.13	172	10.47
4	188	19.15	184	9.78
5	204	22.55	151	4.64
6	159	31.45	212	12.26
7	197	15.74	198	7.58
8	194	31.44	288	8.68
9	193	26.42	207	15.46
10	210	22.38	217	12.52
11	198	27.78	150	14.67
12	163	23.31	203	12.32
13	216	31.02	190	18.95
14	179	37.99	111	29.73
15	145	37.93	172	31.40
16	152	31.58	166	23.49
Avg	183	27.22	185	15.45
S.D.		6.43		7.72

St. No. = Student Number, T/W = Total number of words,
E/R = Error Rate

The following Table 2 and Table 3 display the comparison of the mean error rates calculated in the first and the fourth essays.

Table 2 Comparison of the First and the Fourth Essay Mean Error Rates: Control Group

Data	Number of Students	Mean	Percent diff. in error rate	S.D.	t-statistic	P-value
1st Essay	11	16.54		7.46		
			-13%		-0.953	0.26
4 th Essay	11	18.78		8.00		

$P < 0.01$

The mean error rate of the first essay was 16.54 and the mean error rate of the fourth essay was 18.78. The percent difference in error rate was -0.13; this means that the control group got scores 13 % worse in the 4th essay. The t-statistic was -0.953, and it indicated that there was significant difference between the result of the first essay and the fourth essay at the 0.01 level.

Table 3 Comparison of the First and the Fourth Essay Mean Error Rates: Experimental Group

Data	Number of Students	Mean	Percent diff. in error rate	S.D.	t-statistic	P-value
1st Essay	16	27.22		6.43		
			56%		10.065	< 0.00
4 th Essay	16	15.45		7.72		

$P < 0.01$

The mean error rate of the first essay was 27.22 and the mean error rate of the fourth essay was 15.45. The percent difference in error rate was 0.56; this indicates that the experimental group improved 56% in the fourth essay. The t-statistic, which was 10.065, suggested a significant difference between the first and fourth essay at the 0.01 level. This proved that the experimental group improved grammatical accuracy in their writing based on the feedback process.

Next, the control group and the experimental group were compared in order to test the second hypothesis that there is significant difference in terms of grammatical accuracy between direct correction received by the control group and the feedback process tested by the experimental group.

Table 4 Comparison of Mean Error Rate in the Control and the Experimental Group

	No. Of Students	Average no. of words 1 st / 4 th	<u>1st Essay</u>		<u>4th Essay</u>		t-statistic
			Mean E/R	S.D.	Mean E/R	S.D.	
Con	11	164/ 217	16.54	7.46	18.78	8.00	5.857
Exp	16	183/ 185	27.22	6.43	15.45	7.72	

$p < 0.01$

The t-statistic between the control and the experimental group was 5.857 and it indicated that there was a significant difference in terms of grammatical accuracy between the control and the experimental group.

Lastly, students were divided into three performers' groups which were (1) high

performers, (2) intermediate performers, and (3) low performers in accordance with their error rates. The algorithm used for grouping students into performance categories was 1) the middle group has to be at least as large as the other 2 groups. This is based on the fact that the average grade students make up the majority of the class, 2) the high and low performance groups should be of equal size, and 3) the high and low performance groups should be as large as possible. The purpose of this comparison was to see how well the better students, the average students and the weak students, in terms of grammar, made progress in their writing.

Table 5 Comparison of the Mean Error Rates of High Performers in Each Group

Performer		N	1 st Essay		4 th Essay		Percent diff
			Mean	S.D.	Mean	S.D.	
High	Con	3	8.57	2.05	13.94	13.20	-48%
	Exp	4	19.46	2.81	10.52	2.40	60%
Inter	Con	5	14.98	2.34	19.20	5.16	-25%
	Exp	8	27.33	3.56	13.41	5.62	68%
Low	Con	3	26.15	6.74	22.04	8.35	2%
	Exp	4	34.74	3.72	24.22	8.67	36%

Con = Control group, Exp = Experimental group

The statistical data in Table 4 shows the mean error rates of three performance groups in the control and experimental group. In the control group, high performers made 48% more errors and moderate performers made 25% more errors, only low performers improved by 2% on average. On the other hand, all three performers in the experimental group improved. High performers improved by 60% on average, moderate performers improved by 68% on average and even low performers improved by 36% on

average in the experimental group in terms of grammar.

Analysis of Grammatical Error Repetition

Research Question 2

Does the feedback process help students reduce the repetition of making the same mistakes?

The researcher analyzed each error and categorized them in accordance with the error code (see Appendix B). Table 5 and Table 6 show the result individually.

Table 6 Comparison of Each Mean Error Rate in the 1st and 4th Essay: Both Groups

		Mean		Mean		Percent Diff	
		<u>Con</u> 1 st -E	<u>Exp</u> 1 st -E	<u>Con</u> 4 th -E	<u>Exp</u> 4 th -E	<u>Con</u> (1 st – 4 th)	<u>Exp</u>
Agr	Faulty agreement	0.78	1.06	0.64	0.54	54%	75%
Art	Article error	1.61	1.53	1.51	1.60	7%	-5%
Cp	Capitalization error	0.26	0.51	0.13	0.00	69%	200%
Frg	Fragment	0.05	0.07	0.53	0.04	-163%	80%
P	Punctuation error	1.12	2.58	0.94	2.23	17%	152%
Pl	Singular – Plural error	1.36	1.54	1.20	1.10	12%	34%
PP	Preposition error	0.85	1.25	1.18	1.14	-32%	9%
R	Redundant	0.20	0.34	0.12	0.10	46%	53%
Sp	Spelling mistake error	1.42	1.38	0.59	0.86	83%	46%
Be-V	Be verb missing	0.32	0.25	0.32	0.31	-1%	-21%
^	Word missing	1.30	2.01	1.07	1.86	19%	8%
UW	Unnecessary word(s)	1.72	3.57	2.09	1.17	-20%	101%

Table 6 (Continues)

		Mean		Mean		Percent Diff	
		Con	Exp	Con	Exp	Con	Exp
		1 st -E	1 st -E	4 th -E	4 th -E	(1 st – 4 th)	
V	Wrong verb form or tense	1.73	3.68	3.38	2.21	-65%	50%
WC	Wrong word(s) choice	1.78	4.80	2.70	2.51	-41%	64%
WF	Wrong word form						
	WF-N: Noun	0.20	0.15	0.36	0.20	-55%	-31%
	WF-Adj: Adjective	0.22	0.15	0.44	0.30	-66%	-67%
	WF-O: Other	0.16	0.20	0.64	0.28	-121%	-33%
WO	Wrong word order	0.21	0.80	0.19	0.34	12%	80%
Conj	Wrong conjunction	0.68	1.37	0.52	0.46	26%	100%

Table 6 displays the mean error rates of each type of error made in the first and the fourth essay in order to study the effect of repetition of each error, as well as to compare the progress of each group.

The experimental group showed a remarkable improvement in the fourth essay. This means that most students could reduce the amount of repetition of the same mistakes at the end of the course. The percent differences between the first and fourth essay indicate that the control group made less improvement than experimental group and even got worse in 9 types of error in the fourth essay.

Students' Preferences

At the end of the course, students in the experimental group were asked about

their preferences regarding which type of feedback helped them learn grammar and mechanics more: the traditional way (direct correction) they had experienced previously, or the feedback process which involves self correction.

Table 7 The results of the questionnaire

1. Which way was easier for you to rewrite? (N=16)			
<input type="checkbox"/> Direct correction	11	<input type="checkbox"/> Feedback process	5
2. Which way was easier to see what kind of mistakes you made?			
<input type="checkbox"/> Direct correction	11	<input type="checkbox"/> Feedback process	5
3. Which way did you learn (forms and grammar) better from?			
<input type="checkbox"/> Direct correction	8	<input type="checkbox"/> Feedback process	8
4. Which way helped you most to write correctly in future?			
<input type="checkbox"/> Direct correction	0	<input type="checkbox"/> Feedback process	16
5. Which way did you like the most?			
<input type="checkbox"/> Direct correction	9	<input type="checkbox"/> Feedback process	7

Adapted from: Chandler, J. (2003). *The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing*. Journal of Second Language Writing 12 (3), 276-296

Most students preferred direct correction more than self correction because it was easier for them to see what kind of mistakes they made and to correct those mistakes in order to produce revisions. However, all of them answered that the feedback process helped them to produce writings correctly in the future. This indicates that the students liked direct correction when they made revisions, but they preferred the feedback process for future writing.

Chapter 5

Conclusion and Discussion

In this chapter, the study and the research findings are discussed in order to answer the research questions. Then, the discussion and general recommendations are presented respectively. Finally, the chapter is concluded with limitations of this study and suggestions for further studies.

Objective of the study

The objective of this study is to identify the efficacy of the feedback process which consists of the following three steps: step (1) error feedback given by the teacher, step (2) students' self-correction on grammatical and organizational errors, and step (3) making revision.

The Research Questions

1. Does the feedback process help students improve accuracy in their writings?
2. Does the feedback process help students reduce the repetition of the same mistakes?

Procedures

1. Research and literature related to this study were reviewed.
2. Twenty-seven second-year English minors at Srinakharinwirot University were

randomly chosen and divided into two groups which were (1) a control group (11 students) and (2) an experimental group (16 students).

3. Students in both groups were assigned to write four essays during the course and given feedback on grammar and organization.
4. The experimental group was required to self-correct and rewrite while the control group was not required self-correction and revision writing.
5. All errors on grammar were counted in order to calculate the error rates.
6. The mean error rates were analyzed.
7. The results were concluded with discussion and suggestions.

Research Findings

1. The feedback process helped students significantly improve grammatical accuracy in writing.
2. Self-correction prevented students from repeating the same type of errors in subsequent essays.
3. In addition, most students preferred direct correction in which teachers correct all mistakes and errors in grammar when they rewrite essays. However, all students answered that self-correction helped them to write correctly in future writing.

Discussion

There are three main research results to be discussed in this study: (1) the students' improvement in accuracy, (2) the reduction of repetition of the same mistakes, and (3) the students' preferences in teacher feedback.

1. The students' improvement in accuracy on grammar

Comparisons of the findings showed that the feedback process through students' self-correction helped them to improve the grammatical accuracy in their writing. According to Tables 2, 3 and 4 in Chapter 4, the experimental group improved 56% in the fourth essay, and the control group actually got scores that were 13% worse. The t-test indicated that there was a significant difference in terms of grammatical accuracy between the control and the experimental group. In fact, the control group which did no self-correction and revision after error feedback between assignments made almost no improvement in accuracy over the semester. These results substantiate earlier findings by Aschwell (2000), Chandler (2003) and Fathman and Whalley (1990) who found that to increase accuracy in student writing, teachers should give error feedback and require students to make revisions.

Regarding fluency, which is usually a measure of how much students write (Chandler, 2003), this finding refutes the assertion in the literature (e.g., Truscott, 1996) that having student correct errors is ineffective and it also discourages many students to write fluently. The average number of words students wrote in the experimental group was 183 in the first essay and 185 in the fourth essay. These numbers indicate that students in the experimental group wrote almost the same amount in the first and fourth essays, and it doesn't seem that this feedback process affected fluency. On the other hand, students in the control group wrote more in their later written work: 164 words in the first essay on average and 217 words in the fourth essay. Concerning the total numbers of words, students in the control group wrote more than the experimental group. The reason for that was probably due to the lack of self-correction. It was **also** found that students in the control group who wrote more on the fourth essay than on the

first essay share similar weaknesses in their writing, namely wordiness, verbosity and repetition (refer to the fourth essays written by student nos. 1 and 8 from the low performers group in Appendix E). To allow a comparison with the control group, the first and fourth essays written by student nos. 6 and 8 who are low performers in the experimental group and wrote over 200 words in the fourth essay are also included in Appendix E. Even though students nos. 6 and 8 in the experimental group were low performers, they could organize their ideas and opinions, and stated them clearly. Table 6 in chapter 4 also indicated this weakness of the control group. UW (unnecessary word(s)) type of error got scores 20% worse and WC (wrong word choice) got scores 41% worse. This result demonstrated the wordiness in writing of the control group.

The literature suggests that writing is quite difficult and challenging for students in L2 classrooms because writing is not just a written record of one's speech but requires adequate mastery of grammatical and lexical rules (Brown, 2000). The result of this study revealed that the feedback process encouraged students to write correctly and made them pay more attention to grammar. The experimental group was required to self-correct their grammatical errors following by revision. In the process of searching for correct answers, students often have to look over not only the error itself but also the context. In other words, rethinking, reviewing ideas, rephrasing and redrafting accompany the correction of errors and editing in writing. This thinking process during the correction of errors perhaps made students pay more attention to their grammar and helped them to write correctly in subsequent essays. The essays written by the student no. 6 and no. 8 in the experimental group offer good examples where this can be seen. (See appendix E). On the opposite, the control group did not experience this thinking and correction process during the course. Lack of attention to

grammar led to writing improperly formed essays that were merely reflections or records of their thoughts and showed no improvement in accuracy.

However, this study is limited only to the grammar correction and does not touch on content. Therefore, it is uncertain whether a lack of self-correction and revision causes students to be more verbose in their writing.

Students in both groups were “unskilled English language writers” in the beginning of the course. It may be true that their weakness in general English language proficiency limited them to organize their ideas into proper English forms. Then, the experimental group was tested with this feedback process, whereas the control group was not. As a result, the experimental group increased grammatical accuracy significantly in their writing, and the control group did not show much improvement at the end of the course.

2. The reduction of repetition of the same mistakes

Comparison of error rates in each type of error in the first and fourth essay of both groups demonstrate clearly that the experimental group reduced the number of errors between the first and fourth essay in 14 types of error. In fact, 10 types of error showed improvements of over 50%. Likewise, the control group also improved in 10 types of errors but improved by 50% or more in only 3 types of error. On the opposite, the number of errors got worse in 9 types of error (as shown in table 6 in Chapter 4). Actually, the experimental group also got worse in 5 types of error namely Art (article error), Be-v (be-verb missing) and WF (wrong word form of noun, adjective and others). All these had to do with language constructions which were not taught as discreet items in class due to the nature of the course as outlined. This was an unexpected finding. It

could be said that the feedback process cannot be considered as an all-purpose treatment to prevent repetition of the same mistakes. In the case where students were to be given corrections for a stage they had not yet reached, such correction might not be effective.

However, table 4 also displays that the experimental group showed significant improvement in the category of Agr (subject – verb agreement), Cp (capitalization), Frg (fragment), P (punctuation) and Conj (conjunction) which students were taught during the course in accordance with the course outline. This fact indicates that students may experience difficulties in respect of certain grammar rules that are not part of their first language, but indeed can increase accuracy in grammar if these grammatical rules are focused on and taught in class. Also, students can reduce those mistakes in subsequent essays by paying attention. In this respect, the feedback process is effective to make students become more cautious and aware of their weakness in grammar.

In addition, regarding those grammar rules which were not explicitly taught in class, the feedback process is not enough to treat these. It is assumed that if some specific drills are provided before the self-correction to bring attention to details of grammar, students can increase their accuracy in those grammar rules. This assumption would have to be tested in future research.

3. Students' Preferences about Teacher Feedback

The result of the questionnaire showed that most students liked direct correction, in which the teacher corrected all errors. It was not a surprising finding because direct correction was the easiest and the fastest way for them to revise. Chandler (2003) assumes that when students can see their errors corrected soon after writing, they internalize the correct form better. However, the findings of this study did

not support this assumption because the control group which was given direct correction did not show much improvement.

On the other hand, all students surprisingly answered that self-correction would help them most to write correctly in the future. This preference sits uncomfortably with the review by Truscott (1996) who argues that students' self-correction has harmful effects on student attitudes and fluency. It is presumed that students may have a consciousness of their grammatical competency, and through the experience of self-correction, they could self-learn that looking up the correct answers by themselves and it is easier for them to remember the mistakes they made, so they would not make them again. This result indicates that students have motivation to improve their writing and to be better writers if they are engaged in self-correction as a method to improve grammatical accuracy.

General Recommendation

1. The feedback process can be applied to teach students in writing classes at any kind of school, college or university. It can be applied to teach not only in English but also in L1 (e.g. Japanese) writing because the feedback process helps students be more aware of their errors in grammar, and to prevent them from repeating the same mistakes.
2. The feedback process can be utilized by composition teachers to shift their feedback to students' writing from direct correction to self-correction in order to make students aware of their mistakes, think and find answers by themselves.
3. Self-correction can be applied to both text-level and a sentence-level of writing. Therefore, not only secondary and higher education teachers, but also primary

school teachers can adopt this feedback process to teach English.

Limitations of the Study

1. This study is limited to the number of participants and the duration of time. There were only 27 participants in this study and the research was conducted within 12 weeks. If there were larger number of participants and longer period of time of experiment, the result might prove different. As already mentioned in the literature review, some studies in this field did not find efficacy in error feedback. Therefore, the results of this study do not necessarily prove the efficacy of the feedback process, but instead, add to a growing body of literature.
2. Although students in two groups were randomly chosen with similar backgrounds and experience in learning English, the English level of each group had a large gap in the beginning of the course. As a result, comparison between the control and experimental group are made more difficult.
3. This study focused on accuracy of grammar and did not touch content. As a result, most students corrected only errors indicated by the teacher.
4. There was not much related research conducted in non-native English countries like Thailand. Existing research was conducted mostly in the US; therefore, the review of related literature was rather limited.
5. This study tested only two types of teacher feedback which were (1) direct correction, and (2) underlining with description out of four types of feedback (see Chapter 1).

Suggestions for Further Studies

1. This research should ideally be conducted over a longer time range.
2. There should be a comparative study in teaching writing based on the feedback process to students who study English in the English native countries and English non-native countries.
3. There should be a comparative study in teaching writing based on the feedback process to students who study English in the regular program and EP program in Thailand.

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APPENDICES

Appendix C: Lesson Plan

Essay 1: Introducing People

Objectives

Upon completion of presentation and practice, students will be able to do the following:

1. write one paragraph of narrative essay which introduces people
2. write correct sentences
3. use correct punctuation works
4. use correct capitalization

Content

1. An introduction of the paragraph
2. End-of-sentence punctuation
3. The functions of subjects and verbs
4. Simple sentences and sentence combining
5. Capitalization

The goal of the lesson:

Upon completion of presentation and practice, students will be able to write one paragraph of narrative essay which introducing people.

Duration: 09:30 – 12:00

Materials: Model paragraph (“My Classmate”)

Also, other texts in “First Steps in Academic Writing - Unit 1”

Language focus: 1. Conjunction (and, or) 2. Identifying verbs (Action verbs and linking verbs)

Topic of essay: A Person I Like Most

Type of essay: Narrative essay, introducing people

In this essay, students are required to introduce people, who they are and why students like them.

Presentation and practice (09:30 – 11:20)

1. Teacher asks students “What is a sentence?” and writes students’ answers on the white board. Students might answer; a group of words, it has a subject and verb, etc.
2. Teacher writes several simple sentences on the white board, and gets students to identify subjects and verbs.
3. Teacher gets students to read the textbook and do exercise on page 8 to 10.
4. Next, teacher explains about punctuation and capitalization in accordance with the textbook (pages 12 – 13) and gets students to do exercises on pages 14 – 15.
5. Now, writing activities. Teacher gets students to choose a partner and ask their partners the questions about themselves, and take notes by writing the answers in the chart in their textbooks.

* Asking about:

- | | |
|--------------------------|------------------------------------|
| - family names | - things he/she likes and dislikes |
| - a place they were born | - what they do on weekends |
| - hobbies, interests | |

6. Teacher makes students introduce their classmates by telling the answers to the class.
7. Students write a paragraph about their classmates in accordance with the sample paragraph on page 4.

Production (11:20 – 12:00)

Get students to write one-paragraph essay entitled “A Person I Like Most”

Essay 2: Describing

Objectives:

Upon completion of presentation and practice, students will be able to

1. write one paragraph of descriptive essay
2. use adjectives, preposition, prepositional phrases for specific details, space order and transitional signals
3. use correct punctuation

Content

Enable students to understand the writing process which focuses on:

1. Clustering
2. Space order paragraphs and transitional signals
3. Specific details

Duration: 09:30 – 12:00

Materials: Model paragraph (space order: “The Shared Refrigerator”, “My desk”)

Also, other texts in “First Steps in Academic Writing - Unit 3”

Language focus: 1. Adjectives, prepositions; 2. Prepositional phrase; 3. Punctuation;

Topic of essay: My Room

Type of essay: Descriptive essay, describing a place in particular.

In this essay, students are required to describe details of the place where they were familiar with in a space-order paragraph. The descriptive essay provides details about how something looks, feels, tastes, and smells. It can also describe what something is, or how something happened.

Presentation and practice (09:30 – 11:20)

1. Teacher gets students to describe pictures of a room in the textbook.

* Words to describe condition of a room: Messy, tidy, untidy, well-organized,
clean

* Preposition which describe location: On the first shelf, the bottom, next to the
bed,

2. Teacher helps students understand and identify prepositional phrases

* Get students to read the text “My Desk” on page 85 and make them identify
prepositional phrase.

3. Three rules of punctuation (exercise on page 72)

4. How to give specific description (details on page 75)

5. Transition signal of space-order paragraph (details on page 82)

6. Students do exercise on combining sentences “My roommate’s half of refrigerator”

* Teacher has to make sure if they use space-order transition signal correctly or not.

Production (11:20 – 12:00)

Get students to write a one-paragraph descriptive essay, with title “My Room.”

Essay 3: Listing Characteristics

Objectives

Upon completion of presentation and practice, students will be able to

1. write a three paragraph descriptive essay which lists their ideas and opinions

Content:

Enable students to describe their ideas and opinions by listing them in a proper organization which focuses on:

1. The topic sentence
2. The supporting sentences
 - Listing-Order paragraphs
 - Listing-Order transitional signals
3. The concluding sentence
4. Run-on sentences

Duration: 09:30 – 12:00

Materials: Model paragraph (“The Best Pet”)

Also, other texts in “First Steps in Academic Writing - Unit 4”

Language focus: 1. Listing-order transitional signals (First, second, then, third, last, etc); 2. Adverbs (formation of adverbs)

Topic of essay: My Ideal _____

Type of essay: Descriptive Essay

In this essay, students are required to describe things with listing characteristics.

Presentation and practice (09:30 – 11:10)

1. Teacher lists several kinds of animals on the white board and asks students “which animal do you think makes the best pet?” and asks the reasons why they think so.
2. Teacher gets students to open the textbook on page 100, and asks students which adjective is the most suitable description of the noun (animal), and let students match adjectives and nouns in Exercise 1.
3. Teacher explains about a topic sentence, a supporting sentence and a concluding sentence as well as listing-order transition signals. Then, gets students to read a model essay on page 103, and let them find the topic sentence, supporting and concluding sentence. Then, let students underline all transition signals in the essay.
4. Next, teacher gets students do exercise on page 104 to 115.
5. Now, writing activities. First, teacher gets students to choose one animal which they think as the best pet. Second, teacher gets students make a list of reason why they think that particular animal can make a best pet for them. Then, asks them to write in a form of an outline on page 117.

Production (11:10 – 12:00)

Get students to write a three paragraph essay, entitled “An Ideal (something)”

Essay 4: Expressing Opinion

Objectives

Upon completion of presentation and practice, students will be able to

1. state their own opinions using proper transitional signals.

Content:

Enable students to state their opinions in a proper organization and structures which focus on:

1. Facts and opinions
2. Adjective clauses with who, which, and that
3. Punctuating adjective clauses
4. Sentence fragments

Duration: 09:30 – 12:00

Materials: Model paragraph (“Boy Divorces Parents”, “Capital Punishment”)

Also, other texts in “First Steps in Academic Writing - Unit 6”

Language focus: 1. Transitional signals for opinions (In my opinion, In my view, I think that, etc); 2. Adverbs (formation of adverbs)

Topic of essay: Which marriage do you prefer, an arranged marriage or marriage for love?

Type of essay: Expressive Essay

Presentation and practice (09:30 – 11:00)

1. Teacher explains about sentence fragments with examples and correction of them on page 189.
2. Teacher gets students to do exercise from pages 191 to 194.
3. Teacher gets students to read an article on page 173 and let them make a list of “*yes* reasons if you agree”, and “*no* reasons if you don’t agree.” Then, gets students fill in blanks on page 174.
4. Then, Teacher gets students to do similar writing practice on pages 176 – 177. First, teacher let students read an article on page 176. Then, gets them to identify and underline all transitional signals for opinions. And then, teacher let students make outline of the article using the outline on page 177.

Production (11:00 – 12:00)

Get students to write a three or more paragraph essay, on the title “Which marriage do you prefer, an arranged marriage or a marriage for love?”

Appendix D: Questionnaire

Semester-end questionnaire

* Direct correction = all errors were corrected by the teacher.

* Self-correction = errors were underlined with description of a type of error by the teacher, and corrected by the student.

1. Which way was easier for you to rewrite (2nd draft)?

- Direct correction Self-correction

2. Which way was easier to see what kind of mistakes you made?

- Direct correction Self-correction

3. Which way did you learn (forms and grammar) better from?

- Direct correction Self-correction

4. Which way helped you most to write correctly in the future?

- Direct correction Self-correction

5. Which way did you like the most?

- Direct correction Self-correction

Appendix E

A Comparison of Students' Essays (The First and Fourth Essay)

The first essay : A Person I Like Most

The fourth essay : What kind of marriage do you prefer, an arranged marriage or a marriage for love?

The control group: Student No. 1

The first essay

My favorite persons are my English teacher and my French teacher. The first person, he is an English teacher. He comes from England. I used to study with him about last 2 years ago. He taught me English conversation. The first time that I met him, I was afraid to speak to him. I worried about my grammars and my sentences. He knowed my problems and he tried to encourage me to speak English. He always says to me, that "you don't worry about your grammar, if you care about your grammar, you can't speak English" I believed him and now I can speak English although that's not correct in grammar but I never cared about my grammar when I speak to the foreigners anymore. So I impressed him that he try to make me confident to speak English.

The second person, he is my french teacher. I impressed him because he is very nice and very helpful. I'm weak in french and I never understood french grammar from my high

school. I used to give up to studying french, but when I studied with him, he knowed that my problem was. And he tried to explain to me until I can understand all of the basic french grammar. He encouraged me to study french again. He told me that I can be good in french, if I'm diligent to read and write and look up the vocabulary in dictionary. Now, I can study french and I interested in french more. And I won't give up to study French because of him. (262)

The fourth essay

In my opinion, I prefer a marriage for love because it makes me happier than an arranged marriage. First of all, I believe that if someone love me, and we marry with love, we will be happy. I think we should choose to marry with the lover because we have to live together for our whole life. The couple should understand and care each other. This is the happiness of marriage life. Second, an arranged marriage cause to divorce easily. The arranged marriage means the parents of the groom or the bride force him / her to marry with someone who is a stranger for one another. They do not know each other, so they won't be happy in the future. For instance, they do not know what do their lover like, and they do not know the habits of one another. So, the marriage for love is better than the arranged marriage because the couple can know the habits and the personalities of each other. Third, if the couples love the children, but they don't love each other, they will make the problems to their children. It is difficult to understand and solve the problem together. They may disagree in some opinion of one another. Due to the parents cannot understand each other, so those problems will effect directly to their children. The children may have the problems which cannot solve the problems by themselves, but they won't tell their parents. It will make the whole family unhappy. Because of their parents marry by the arranged marriage, so they do not opne their

minds up to understand and solve the problem together. If the couples marry with love, they will try to open their minds up to understand and solve the problem together.

In my opinion, their parents should not force their child to marry with someone who is arranged by their parents, because they will break the human rights of their children. Everybody has the rights to choose, so the parents should let their children to choose their couple by themselves. Although, the marriage for love has many advantages for the couples, but there are also many disadvantages. For instance, the couple may not know the base of each family or their relatives. Some family may not accept their lover because of their status or the social position, and their family may care about the wealth or the poorness of their lover.

In addition, the couple should not care much for the family of their love. The most important thing is each couple should care for love and understanding each other, so I believe that the couple may not divorce easily. If they marry with love, they will be very happy with their family and their children in the future. (462)

The control group: Student No. 8

The first essay

First time I think my favorite person has many person in the world such as Hollywood superstars, cartoon actors and jokers but one favorite person in my opinion must be a model and has less guity. I didn't see anyone except important person in my life is my mother. I always learn the way life by her teaching Most of all belived because It was true and could taste. Some I don't agree with her I know her well. She never pretend to make good to me everybody around her and student in class at her job. It had a feedback from her freinds and coworkers on a good

way. It makes me prouded that I was recieved a good habbit, good attitudes and right culture. Now I have a good education because her money. I remind myself that I must study hard for a good future and important person in my life. (153)

The fourth essay

I prefer a romantic marriage. There are full of my family, some close friends and cousins. Around a house was covered by white lily, white rose and light colour flowers. I don't know meaning of flowers. It's up on my satisfy and decision of my boyfriend. In front of a house, it has a photo which shows a bride and a groom for sure to right place. In the morning, a couple invite guests offer food to monks and keep on a tradition. I believe that everytings happen in this house will be good. In facts, it is an activity a couple but aged man told that it is a tradition keep doing for a long time. At noon, the money given to a bride's parents at an engagement ceremony. After that, take photos our family. I don't worry much or less money. In my opinion, a person who become my husband is more important any assets. If we have less for the first time, we can earn by working. In the past, I thought more money will get more happy but now an enough life like one's personal condition can still alive. In the evening, to start a small celebretion. Everything was arrange around a swimming pool. All guests can find food any points like buffet. A ceremony was set up by thanks all people to come to please a couple. No making loud noise. It has just soft music and floor ballroom dance. Althought, marriage is not luxury like other couple but I hope that full of love. (260)

The experimental group: Student No. 6

The first essay

The person that I like most is my mather. She is the best women in my life. My mather is an ordinary woman like the other mather, but the thing that I think she different from any women is she a funny mather. She always make me laugh when I'm in the bad mood. When I do something wrong she never mad at me but she will ask me for a reason and understand. My mather is my best-friend, too. Everytime that I have a problem I can talk to her. I'm not afraid to tell her about that because I know that she always give some good advice to me. I think my mather is my good inspriration in my work and my life. However, when I grow-up I want to be like my mather in anyway and I will turned to her for everything that she always looked after me and do anything for me. (157)

The fourth essay

Marriage is the important thing in everybody life. Most of woman think that marriage is the beginning of a new life with a right man, so it's very important to them, me also. If I can choose between an arrange marriage, or marriage for love, I will choose a marriage for love. I have three reasons to show why I choose this way. First, I want to spend my life with a man that I love. This is my life, so I want to choose the right person who become my husband by myself. Second, marriage is depend on a love between two persons. If I decide to get marriage because I love that man. I think it's not right to compled me to marry with a man that I'm not in love with. Finally, I think a love life of a couple that marriage because of love will happy smooth, and long-lasting

more than an arranged marriage. They married because they love each other. It's not because other reason. When we spend our life with someone that we love, so we will be happy. For these reasons, I believe that marriage is very important to my life. I want to decided it by myself that why I choose marriage for love. (212)

The experimental group: Student No. 8

The first essay

The person I like most is Supattra Jaidee. She is one of my friends. We first met in 1999 when we were in M.3 at Sattree Phattalung school. Evernthough we studied in the same classroom, we didn't sit nearby each other. But because of having lunch together we became close and closer and then became the close friend.

Supatra is a very kind and very generous friend. She has helped me in many ways since we have met, for example helping me copying my homework, lending me the books, explaining the subject which I didn't understand etc. But what impress me most is that she always be by myside not only when I was happy but also when I was sad. When I was sad or got any problem she still be by my side, helped me solving the problem, giving me many good suggestions and encouraged me.

For 6 years that I have known Supattra make me know that she still be kind and generous as the past. And eventhough nowadays we are studying at the different university but I still keep contact to Supattra, the person who I like most. (192)

The fourth essay

In the past, parents are the persons who arranged a marriage for their children,

but nowadays, there are more people who prefer a marriage for love, and so do I.

There are three reasons that I prefer a marriage for love. First of all, I want to choose my spouse by myself, I can't blame anyone else except me. In case my parents choose the wrong person, they would be regret and blame themselves, but I don't want to these to happen. The second reason is that I want to marry with love. I know that sme couples, not every couple, love each other after marriage. In addition, there is nothing to make me sure wether after I get married, I will fall in love with him, or he will fall in love with me or not. The third reason is that I think that marriage for love will support a couple life. If a wife or a husband make a mistake or they are mad at each others, I think that atleast love will make them look back or remind them how much love and care they used to give to each other and then they will make up with. Moreover, if we love each other before we get marriage, it means that we have already known and accepted both good and bad points in that person, and we still want to marry him. I think that love is a strange power which can motivate us to make many good things happen to the person we love.

For all of these reasons, I prefer marriage for love. (268)

	No. 1	T/W	Agr	Art	Cp	Frg	P	Pl	PP	R	Sp	Be-V	^	Uw	VT	WC	Wf			Wo	Coj	Total
																	Noun	Adj	Other			
6	Essay	165	2	0	0	0	2	6	1	0	3	0	3	4	5	3	0	1	0	1	0	31
	Rate		1.21	0.00	0.00	0.00	1.21	3.64	0.61	0.00	1.82	0.00	1.82	2.42	3.03	1.82	0.00	0.61	0.00	0.61	0.00	18.79
	Essay	145	1	1	0	2	0	0	1	1	2	0	1	5	2	1	0	0	5	1	0	23
	Rate		0.69	0.69	0.00	1.38	0.00	0.00	0.69	0.69	1.38	0.00	0.69	3.45	1.38	0.69	0.00	0.00	3.45	0.69	0.00	15.86
7	Essay	76	3	6	0	0	3	1	0	0	3	1	2	0	1	0	0	0	0	0	1	21
	Rate		3.95	7.89	0.00	0.00	3.95	1.32	0.00	0.00	3.95	1.32	2.63	0.00	1.32	0.00	0.00	0.00	0.00	0.00	1.32	27.63
	Essay	171	2	0	1	3	1	3	0	0	0	0	2	3	8	7	0	0	0	0	2	32
	Rate		1.17	0.00	0.58	1.75	0.58	1.75	0.00	0.00	0.00	0.00	1.17	1.75	4.68	4.09	0.00	0.00	0.00	0.00	1.17	18.71
8	Essay	153	1	3	1	0	1	3	1	0	5	1	6	7	3	12	0	0	1	2	2	49
	Rate		0.65	1.96	0.65	0.00	0.65	1.96	0.65	0.00	3.27	0.65	3.92	4.58	1.96	7.84	0.00	0.00	0.65	1.31	1.31	32.03
	Essay	260	4	8	0	1	1	3	7	0	4	2	11	7	14	11	2	2	2	0	3	82
	Rate		1.54	3.08	0.00	0.38	0.38	1.15	2.69	0.00	1.54	0.77	4.23	2.69	5.38	4.23	0.77	0.77	0.77	0.00	1.15	31.54
9	Essay	152	0	1	0	0	3	1	2	0	0	0	1	0	0	3	1	0	1	0	1	14
	Rate		0.00	0.66	0.00	0.00	1.97	0.66	1.32	0.00	0.00	0.00	0.66	0.00	0.00	1.97	0.66	0.00	0.66	0.00	0.66	9.21
	Essay	108	0	2	0	0	3	0	2	0	0	1	1	4	10	6	0	0	1	0	0	30
	Rate		0.00	1.85	0.00	0.00	2.78	0.00	1.85	0.00	0.00	0.93	0.93	3.70	9.26	5.56	0.00	0.00	0.93	0.00	0.00	27.78
10	Essay	239	0	1	0	0	2	2	1	1	1	0	2	6	5	1	0	0	0	0	0	22
	Rate		0.00	0.42	0.00	0.00	0.84	0.84	0.42	0.42	0.42	0.00	0.84	2.51	2.09	0.42	0.00	0.00	0.00	0.00	0.00	9.21
	Essay	269	0	0	0	0	0	1	0	0	0	1	1	1	0	3	1	0	1	0	2	11
	Rate		0.00	0.00	0.00	0.00	0.00	0.37	0.00	0.00	0.00	0.37	0.37	0.37	0.00	1.12	0.37	0.00	0.37	0.00	0.74	4.09
11	Essay	250	0	1	0	0	1	4	2	0	5	0	3	4	3	2	1	0	1	1	0	28
	Rate		0.00	0.40	0.00	0.00	0.40	1.60	0.80	0.00	2.00	0.00	1.20	1.60	1.20	0.80	0.40	0.00	0.40	0.40	0.00	11.20
	Essay	174	1	3	0	0	1	3	0	0	1	0	1	2	4	3	0	2	1	0	0	22
	Rate		0.57	1.72	0.00	0.00	0.57	1.72	0.00	0.00	0.57	0.00	0.57	1.15	2.30	1.72	0.00	1.15	0.57	0.00	0.00	12.64

Experimental group

	T/W	Agr	Art	Cp	Frg	P	Pl	PP	R	Sp	Be-V	^	Uw	VT	WC	WF-			Wo	Coj	Total	
																Noun	Adj	Other				
1	1st-E	170	1	2	2	1	2	6	1	0	4	0	1	1	9	3	0	1	0	1	0	35
	Rate		0.59	1.18	1.18	0.59	1.18	3.53	0.59	0.00	2.35	0.00	0.59	0.59	5.29	1.76	0.00	0.59	0.00	0.59	0.00	20.59
	4th-E	182	2	4	0	0	2	1	1	0	1	0	1	1	3	3	1	1	0	1	2	24
	Rate		1.10	2.20	0.00	0.00	1.10	0.55	0.55	0.00	0.55	0.00	0.55	0.55	1.65	1.65	0.55	0.55	0.00	0.55	1.10	13.19
2	T/W																WF-					
																	Noun	Adj	Other			
	1st-E	158	0	2	1	0	6	4	1	0	1	0	1	10	8	10	0	0	1	1	3	49
	Rate		0.00	1.27	0.63	0.00	3.80	2.53	0.63	0.00	0.63	0.00	0.63	6.33	5.06	6.33	0.00	0.00	0.63	0.63	1.90	31.01
3	4th-E	154	2	7	0	0	0	2	5	2	1	1	5	1	4	1	0	1	0	1	1	34
	Rate		1.30	4.55	0.00	0.00	0.00	1.30	3.25	1.30	0.65	0.65	3.25	0.65	2.60	0.65	0.00	0.65	0.00	0.65	0.65	22.08
	T/W																WF-					
																	Noun	Adj	Other			
3	1st-E	195	1	7	0	0	8	0	3	1	0	0	4	6	6	8	0	0	2	1	2	49
	Rate		0.51	3.59	0.00	0.00	4.10	0.00	1.54	0.51	0.00	0.00	2.05	3.08	3.08	4.10	0.00	0.00	1.03	0.51	1.03	25.13
	4th-E	172	1	1	0	0	0	1	2	0	0	1	2	2	2	5	0	1	0	0	0	18
	Rate		0.58	0.58	0.00	0.00	0.00	0.58	1.16	0.00	0.00	0.58	1.16	1.16	1.16	2.91	0.00	0.58	0.00	0.00	0.00	10.47
4	T/W																WF-					
																	Noun	Adj	Other			
	1st-E	188	2	1	0	0	12	0	0	0	1	0	4	6	5	4	0	0	0	1	0	36
	Rate		1.06	0.53	0.00	0.00	6.38	0.00	0.00	0.00	0.53	0.00	2.13	3.19	2.66	2.13	0.00	0.00	0.00	0.53	0.00	19.15
5	4th-E	184	0	2	0	0	0	1	0	0	3	0	3	1	5	1	1	0	0	0	1	18
	Rate		0.00	1.09	0.00	0.00	0.00	0.54	0.00	0.00	1.63	0.00	1.63	0.54	2.72	0.54	0.54	0.00	0.00	0.00	0.54	9.78
	T/W																WF-					
																	Noun	Adj	Other			
5	1st-E	204	0	4	3	0	1	4	4	1	2	0	4	4	6	10	0	1	0	2	0	46
	Rate		0.00	1.96	1.47	0.00	0.49	1.96	1.96	0.49	0.98	0.00	1.96	1.96	2.94	4.90	0.00	0.49	0.00	0.98	0.00	22.55
	4th-E	151	0	1	0	0	0	1	2	0	1	0	0	0	1	1	0	0	0	0	0	7
	Rate		0.00	0.66	0.00	0.00	0.00	0.66	1.32	0.00	0.66	0.00	0.00	0.00	0.66	0.66	0.00	0.00	0.00	0.00	0.00	4.64
6	T/W																WF-					
																	Noun	Adj	Other			
	1st-E	159	2	3	0	0	3	3	1	2	10	2	0	6	5	11	0	0	0	1	1	50
	Rate		1.26	1.89	0.00	0.00	1.89	1.89	0.63	1.26	6.29	1.26	0.00	3.77	3.14	6.92	0.00	0.00	0.00	0.63	0.63	31.45
6	4th-E	212	1	2	0	0	2	2	2	2	0	2	1	0	3	3	0	3	2	0	1	26
	Rate		0.47	0.94	0.00	0.00	0.94	0.94	0.94	0.94	0.00	0.94	0.47	0.00	1.42	1.42	0.00	1.42	0.94	0.00	0.47	12.26

	T/W	Agr	Art	Cp	Frg	P	Pl	PP	R	Sp	Be-V	^	Uw	VT	WC	WF-			Wo	Coj	Total
																Noun	Adj	Other			
7	1st-E	197	0	0	0	2	2	2	0	1	0	3	7	2	8	0	0	1	1	2	31
	Rate		0.00	0.00	0.00	1.02	1.02	1.02	0.00	0.51	0.00	1.52	3.55	1.02	4.06	0.00	0.00	0.51	0.51	1.02	15.74
	4th-E	198	1	2	0	0	0	1	0	0	0	2	2	1	3	0	0	1	1	1	15
	Rate		0.51	1.01	0.00	0.00	0.00	0.51	0.00	0.00	0.00	1.01	1.01	0.51	1.52	0.00	0.00	0.51	0.51	0.51	7.58
8	T/W																				
	1st-E	194	1	5	0	9	3	2	1	3	1	3	8	8	6	0	0	1	5	5	61
	Rate		0.52	2.58	0.00	4.64	1.55	1.03	0.52	1.55	0.52	1.55	4.12	4.12	3.09	0.00	0.00	0.52	2.58	2.58	31.44
	4th-E	288	1	0	0	0	1	4	0	1	0	3	6	6	2	0	0	1	0	0	25
Rate		0.35	0.00	0.00	0.00	0.35	1.39	0.00	0.35	0.00	1.04	2.08	2.08	0.69	0.00	0.00	0.35	0.00	0.00	8.68	
9	T/W																				
	1st-E	193	1	1	1	4	2	2	1	5	1	6	7	4	7	1	0	0	3	5	51
	Rate		0.52	0.52	0.52	2.07	1.04	1.04	0.52	2.59	0.52	3.11	3.63	2.07	3.63	0.52	0.00	0.00	1.55	2.59	26.42
	4th-E	207	1	2	0	0	2	2	1	4	0	5	3	3	8	0	0	0	0	1	32
Rate		0.48	0.97	0.00	0.00	0.97	0.97	0.48	1.93	0.00	2.42	1.45	1.45	3.86	0.00	0.00	0.00	0.00	0.48	15.46	
10	T/W																				
	1st-E	210	0	3	4	3	0	3	1	1	0	4	7	5	11	0	0	1	2	2	47
	Rate		0.00	1.43	1.90	1.43	0.00	1.43	0.48	0.48	0.00	1.90	3.33	2.38	5.24	0.00	0.00	0.48	0.95	0.95	22.38
	4th-E	217	0	1	0	0	0	2	1	0	0	5	4	3	5	0	1	2	1	0	25
Rate		1.00	0.46	0.00	0.00	0.00	0.92	0.46	0.00	0.00	2.30	1.84	1.38	2.30	0.00	0.46	0.92	0.46	0.00	12.52	
11	T/W		0	Art	Cp	Frg	P	Pl	PP	R	Sp	Be-V	^	Uw	VT	WC					
	1st-E	198	2	5	1	7	3	0	2	4	1	4	6	9	4	1	0	0	1	5	55
	Rate		1.01	2.53	0.51	3.54	1.52	0.00	1.01	2.02	0.51	2.02	3.03	4.55	2.02	0.51	0.00	0.00	0.51	2.53	27.78
4th-E	150	0	4	0	2	5	0	0	4	1	0	1	1	3	1	0	0	0	0	22	
Rate		0.00	2.67	0.00	1.33	3.33	0.00	0.00	2.67	0.67	0.00	0.67	0.67	2.00	0.67	0.00	0.00	0.00	0.00	14.67	
12	T/W																				
	1st-E	163	1	3	0	2	1	5	0	0	0	6	6	2	9	1	1	0	1	0	38
	Rate		0.61	1.84	0.00	1.23	0.61	3.07	0.00	0.00	0.00	3.68	3.68	1.23	5.52	0.61	0.61	0.00	0.61	0.00	23.31
	4th-E	203	0	0	0	1	1	1	1	0	0	3	3	3	8	0	0	0	1	3	25
Rate		0.00	0.00	0.00	0.49	0.49	0.49	0.49	0.00	0.00	1.48	1.48	1.48	3.94	0.00	0.00	0.00	0.49	1.48	12.32	

	T/W	Agr	Art	Cp	Frg	P	Pl	PP	R	Sp	Be-V	^	Uw	VT	WC	WF-			Wo	Coj	Total	
																Noun	Adj	Other				
13	1st-E	216	9	6	0	0	2	7	4	0	2	0	4	3	6	21	0	0	0	0	3	67
	Rate		4.17	2.78	0.00	0.00	0.93	3.24	1.85	0.00	0.93	0.00	1.85	1.39	2.78	9.72	0.00	0.00	0.00	0.00	1.39	31.02
	4th-E	190	1	4	0	0	0	5	2	0	4	0	5	3	5	3	1	0	1	2	0	36
	Rate		0.53	2.11	0.00	0.00	0.00	2.63	1.05	0.00	2.11	0.00	2.63	1.58	2.63	1.58	0.53	0.00	0.53	1.05	0.00	18.95
14	1st-E	179	1	3	1	1	7	2	7	0	2	1	8	8	8	8	0	0	0	4	7	68
	Rate		0.56	1.68	0.56	0.56	3.91	1.12	3.91	0.00	1.12	0.56	4.47	4.47	4.47	4.47	0.00	0.00	0.00	2.23	3.91	37.99
	4th-E	111	0	4	0	0	0	2	3	0	1	1	2	3	6	7	1	0	0	2	1	33
	Rate		0.00	3.60	0.00	0.00	0.00	1.80	2.70	0.00	0.90	0.90	1.80	2.70	5.41	6.31	0.90	0.00	0.00	1.80	0.90	29.73
15	1st-E	145	5	0	1	0	4	3	0	1	2	0	5	15	6	11	1	0	0	0	1	55
	Rate		3.45	0.00	0.69	0.00	2.76	2.07	0.00	0.69	1.38	0.00	3.45	10.34	4.14	7.59	0.69	0.00	0.00	0.00	0.69	37.93
	4th-E	172	2	5	0	0	3	4	4	0	3	0	12	2	8	7	0	0	2	0	2	54
	Rate		1.16	2.91	0.00	0.00	1.74	2.33	2.33	0.00	1.74	0.00	6.98	1.16	4.65	4.07	0.00	0.00	1.16	0.00	1.16	31.40
16	1st-E	152	4	1	1	0	3	4	2	0	1	1	2	1	15	8	0	1	0	0	4	48
	Rate		2.63	0.66	0.66	0.00	1.97	2.63	1.32	0.00	0.66	0.66	1.32	0.66	9.87	5.26	0.00	0.66	0.00	0.00	2.63	31.58
	4th-E	166	2	3	0	0	0	1	2	0	1	2	5	3	8	10	0	2	0	0	0	39
	Rate		1.20	1.81	0.00	0.00	0.00	0.60	1.20	0.00	0.60	1.20	3.01	1.81	4.82	6.02	0.00	1.20	0.00	0.00	0.00	23.49

Appendix B: An error code

Agr	Faulty agreement	My brother <u>study</u> engineering.
Art	Article error	I don't have <u>a</u> time to do <u>a</u> homework.
Cp	Capitalization error	My brother goes to <u>harvard</u> <u>university</u> and studies <u>Medicine</u> .
Frg	Fragment	<u>The movies that we saw last night.</u>
P	Punctuation error	She lives in <u>Salem,</u> <u>and</u> works in Boston. This dessert is made with eggs <u>milk</u> and sugar.
Pl	Plural	He likes fast music, fast <u>car</u> , and fast women.
PP	Preposition	I am interested <u>for</u> cooking.
R	Redundant	My mother is nice. <u>My mother</u> is a best cook. I love <u>my mother</u> very much.
Sp	Spelling mistake	He <u>speeks</u> Spanish and Portuguese.
Be-V	Be verb missing	I afraid of making same mistakes.
^	Word missing	He working at McDonald's now.
UW	Unnecessary word	She likes to go to <u>the</u> Japan someday.
V	Wrong verb form or tense	He <u>is eating</u> the same thing for lunch every day.
WC	Wrong word choice	She is becoming to <u>mature</u> .
WF	Wrong word form	
	WF-N: Noun	For <u>instant</u> , she was ...
	WF-Adj: Adjective	She is a very nice and <u>kindness</u> teacher.
	WF-O: Other (mainly relative pronoun)	I like France <u>which</u> I was born..
WO	Wrong word order	You <u>never are</u> at home when I call --
Conj	Wrong conjunction	<u>Although</u> I gave enough money to her, <u>but</u> she did not --- She is a good teacher, <u>because</u> she does not understand it.

Adopted from: Hogue, A. (pp:202-203; 1996) "*First Step in Academic Writing*" New York: Addison-Wesley.

Appendix C: Lesson Plan

Essay 1: Introducing People

Objectives

Upon completion of presentation and practice, students will be able to do the following:

1. write one paragraph of narrative essay which introduces people
2. write correct sentences
3. use correct punctuation works
4. use correct capitalization

Content

1. An introduction of the paragraph
2. End-of-sentence punctuation
3. The functions of subjects and verbs
4. Simple sentences and sentence combining
5. Capitalization

The goal of the lesson:

Upon completion of presentation and practice, students will be able to write one paragraph of narrative essay which introducing people.

Duration: 09:30 – 12:00

Materials: Model paragraph (“My Classmate”)

Also, other texts in “First Steps in Academic Writing - Unit 1”

Language focus: 1. Conjunction (and, or) 2. Identifying verbs (Action verbs and linking verbs)

Topic of essay: A Person I Like Most

Type of essay: Narrative essay, introducing people

In this essay, students are required to introduce people, who they are and why students like them.

Presentation and practice (09:30 – 11:20)

1. Teacher asks students “What is a sentence?” and writes students’ answers on the white board. Students might answer; a group of words, it has a subject and verb, etc.
2. Teacher writes several simple sentences on the white board, and gets students to identify subjects and verbs.
3. Teacher gets students to read the textbook and do exercise on page 8 to 10.
4. Next, teacher explains about punctuation and capitalization in accordance with the textbook (pages 12 – 13) and gets students to do exercises on pages 14 – 15.
5. Now, writing activities. Teacher gets students to choose a partner and ask their partners the questions about themselves, and take notes by writing the answers in the chart in their textbooks.

* Asking about:

- | | |
|--------------------------|------------------------------------|
| - family names | - things he/she likes and dislikes |
| - a place they were born | - what they do on weekends |
| - hobbies, interests | |

6. Teacher makes students introduce their classmates by telling the answers to the class.
7. Students write a paragraph about their classmates in accordance with the sample paragraph on page 4.

Production (11:20 – 12:00)

Get students to write one-paragraph essay entitled “A Person I Like Most”

Essay 2: Describing

Objectives:

Upon completion of presentation and practice, students will be able to

1. write one paragraph of descriptive essay
2. use adjectives, preposition, prepositional phrases for specific details, space order and transitional signals
3. use correct punctuation

Content

Enable students to understand the writing process which focuses on:

1. Clustering
2. Space order paragraphs and transitional signals
3. Specific details

Duration: 09:30 – 12:00

Materials: Model paragraph (space order: “The Shared Refrigerator”, “My desk”)

Also, other texts in “First Steps in Academic Writing - Unit 3”

Language focus: 1. Adjectives, prepositions; 2. Prepositional phrase; 3. Punctuation;

Topic of essay: My Room

Type of essay: Descriptive essay, describing a place in particular.

In this essay, students are required to describe details of the place where they were familiar with in a space-order paragraph. The descriptive essay provides details about how something looks, feels, tastes, and smells. It can also describe what something is, or how something happened.

Presentation and practice (09:30 – 11:20)

1. Teacher gets students to describe pictures of a room in the textbook.
 - * Words to describe condition of a room: Messy, tidy, untidy, well-organized, clean
 - * Preposition which describe location: On the first shelf, the bottom, next to the bed,
2. Teacher helps students understand and identify prepositional phrases
 - * Get students to read the text “My Desk” on page 85 and make them identify prepositional phrase.
3. Three rules of punctuation (exercise on page 72)
4. How to give specific description (details on page 75)
5. Transition signal of space-order paragraph (details on page 82)
6. Students do exercise on combining sentences “My roommate’s half of refrigerator”
 - * Teacher has to make sure if they use space-order transition signal correctly or not.

Production (11:20 – 12:00)

Get students to write a one-paragraph descriptive essay, with title “My Room.”

Essay 3: Listing Characteristics

Objectives

Upon completion of presentation and practice, students will be able to

1. write a three paragraph descriptive essay which lists their ideas and opinions

Content:

Enable students to describe their ideas and opinions by listing them in a proper organization which focuses on:

1. The topic sentence
2. The supporting sentences
 - Listing-Order paragraphs
 - Listing-Order transitional signals
3. The concluding sentence
4. Run-on sentences

Duration: 09:30 – 12:00

Materials: Model paragraph (“The Best Pet”)

Also, other texts in “First Steps in Academic Writing - Unit 4”

Language focus: 1. Listing-order transitional signals (First, second, then, third, last, etc); 2. Adverbs (formation of adverbs)

Topic of essay: My Ideal _____

Type of essay: Descriptive Essay

In this essay, students are required to describe things with listing characteristics.

Presentation and practice (09:30 – 11:10)

1. Teacher lists several kinds of animals on the white board and asks students “which animal do you think makes the best pet?” and asks the reasons why they think so.
2. Teacher gets students to open the textbook on page 100, and asks students which adjective is the most suitable description of the noun (animal), and let students match adjectives and nouns in Exercise 1.
3. Teacher explains about a topic sentence, a supporting sentence and a concluding sentence as well as listing-order transition signals. Then, gets students to read a model essay on page 103, and let them find the topic sentence, supporting and concluding sentence. Then, let students underline all transition signals in the essay.
4. Next, teacher gets students do exercise on page 104 to 115.
5. Now, writing activities. First, teacher gets students to choose one animal which they think as the best pet. Second, teacher gets students make a list of reason why they think that particular animal can make a best pet for them. Then, asks them to write in a form of an outline on page 117.

Production (11:10 – 12:00)

Get students to write a three paragraph essay, entitled “An Ideal (something)”

Essay 4: Expressing Opinion

Objectives

Upon completion of presentation and practice, students will be able to

1. state their own opinions using proper transitional signals.

Content:

Enable students to state their opinions in a proper organization and structures which focus on:

1. Facts and opinions
2. Adjective clauses with who, which, and that
3. Punctuating adjective clauses
4. Sentence fragments

Duration: 09:30 – 12:00

Materials: Model paragraph (“Boy Divorces Parents”, “Capital Punishment”)

Also, other texts in “First Steps in Academic Writing - Unit 6”

Language focus: 1. Transitional signals for opinions (In my opinion, In my view, I think that, etc); 2. Adverbs (formation of adverbs)

Topic of essay: Which marriage do you prefer, an arranged marriage or marriage for love?

Type of essay: Expressive Essay

Presentation and practice (09:30 – 11:00)

1. Teacher explains about sentence fragments with examples and correction of them on page 189.
2. Teacher gets students to do exercise from pages 191 to 194.

3. Teacher gets students to read an article on page 173 and let them make a list of “*yes* reasons if you agree”, and “*no* reasons if you don’t agree.” Then, gets students fill in blanks on page 174.
4. Then, Teacher gets students to do similar writing practice on pages 176 – 177. First, teacher let students read an article on page 176. Then, gets them to identify and underline all transitional signals for opinions. And then, teacher let students make outline of the article using the outline on page 177.

Production (11:00 – 12:00)

Get students to write a three or more paragraph essay, on the title “Which marriage do you prefer, an arranged marriage or a marriage for love?”

Appendix D: Questionnaire

Semester-end questionnaire

* Direct correction = all errors were corrected by the teacher.

* Self-correction = errors were underlined with description of a type of errors by the teacher, and corrected by the student.

1. Which way was easier for you to rewrite (2nd draft)?

- Direct correction Self-correction

2. Which way was easier to see what kind of mistakes you made?

- Direct correction Self-correction

3. Which way did you learn (forms and grammar) better from?

- Direct correction Self-correction

4. Which way helped you most to write correctly in the future?

- Direct correction Self-correction

5. Which way did you like the most?

- Direct correction Self-correction

Appendix E

A Comparison of Students' Essays (The First and Fourth Essay)

The first essay : A Person I Like Most

The fourth essay : What kind of marriage do you prefer, an arranged marriage or a marriage for love?

The control group: Student No. 1

The first essay

My favorite persons are my English teacher and my French teacher. The first person, he is an English teacher. He comes from England. I used to study with him about last 2 years ago. He taught me English conversation. The first time that I met him, I was afraid to speak to him. I worried about my grammars and my sentences. He knowed my problems and he tried to encourage me to speak English. He always says to me, that "you don't worry about your grammar, if you care about your grammar, you can't speak English" I believed him and now I can speak English although that's not correct in grammar but I never cared about my grammar when I speak to the foreigners anymore. So I impressed him that he try to make me confident to speak English.

The second person, he is my french teacher. I impressed him because he is very nice and very helpful. I'm weak in french and I never understood french grammar from my high school. I used to give up to studying french, but when I studied with him, he knowed that my problem was. And he tried to explain to me until I can understand all of the basic french grammar. He encouraged me to study french again. He told me that I can be good in french, if I'm diligent to read and write and look up the vocabulary in dictionary. Now, I can study french and I interested in french more. And I won't give up to study French because of him. (262)

The fourth essay

In my opinion, I prefer a marriage for love because it makes me happier than an arranged marriage. First of all, I believe that if someone love me, and we marry with

love, we will be happy. I think we should choose to marry with the lover because we have to live together for our whole life. The couple should understand and care each other. This is the happiness of marriage life. Second, an arranged marriage cause to divorce easily. The arranged marriage means the parents of the groom or the bride force him / her to marry with someone who is a stranger for one another. They do not know each other, so they won't be happy in the future. For instance, they do not know what do their lover like, and they do not know the habits of one another. So, the marriage for love is better than the arranged marriage because the couple can know the habits and the personalities of each other. Third, if the couples love the children, but they don't love each other, they will make the problems to their children. It is difficult to understand and solve the problem together. They may disagree in some opinion of one another. Due to the parents cannot understand each other, so those problems will effect directly to their children. The children may have the problems which cannot solve the problems by themselves, but they won't tell their parents. It will make the whole family unhappy. Because of their parents marry by the arranged marriage, so they do not opne their minds up to understand and solve the problem together. If the couples marry with love, they will try to open their minds up to understand and solve the problem together.

In my opinion, their parents should not force their child to marry with someone who is arranged by their parents, because they will break the human rights of their children. Everybody has the rights to choose, so the parents should let their children to choose their couple by themselves. Although, the marriage for love has many advantages for the couples, but there are also many disadvantages. For instance, the couple may not know the base of each family or their relatives. Some family may not accept their lover because of their status or the social position, and their family may care about the wealth or the poorness of their lover.

In addition, the couple should not care much for the family of their love. The most important thing is each couple should care for love and understanding each other, so I believe that the couple may not divorce easily. If they marry with love, they will be very happy with their family and their children in the future. (462)

The control group: Student No. 8

The first essay

First time I think my favorite person has many person in the world such as Hollywood superstars, cartoon actors and jokers but one favorite person in my opinion must be a model and has less guity. I didn't see anyone except important person in my life is my mother. I always learn the way life by her teaching Most of all belived because It was true and could taste. Some I don't agree with her I know her well. She never pretend to make good to me everybody around her and student in class at her job. It had a feedback from her freinds and coworkers on a good way. It makes me prouded that I was recieved a good habbit, good attitudes and right culture. Now I have a good education because her money. I remind myself that I must study hard for a good future and important person in my life. (153)

The fourth essay

I prefer a romantic marriage. There are full of my family, some close friends and cousins. Around a house was covered by white lily, white rose and light colour flowers. I don't know meaning of flowers. It's up on my satisfy and decision of my boyfriend. In front of a house, it has a photo which shows a bride and a groom for sure to right place. In the morning, a couple invite guests offer food to monks and keep on a tradition. I believe that everytings happen in this house will be good. In facts, it is an activity a couple but aged man told that it is a tradition keep doing for a long time. At noon, the money given to a bride's parents at an engagement ceremony. After that, take photos our family. I don't worry much or less money. In my opinion, a person who become my husband is more important any assets. If we have less for the first time, we can earn by working. In the past, I thought more money will get more happy but now an enough life like one's personal condition can still alive. In the evening, to start a small celebretion. Everything was arrange around a swimming pool. All guests can find food any points like buffet. A ceremony was set up by thanks all people to come to please a couple. No making loud noise. It has just soft music and floor ballroom dance. Althought, marriage is not luxury like other couple but I hope that full of love. (260)

The experimental group: Student No. 6

The first essay

The person that I like most is my mather. She is the best women in my life. My mather is an ordinary woman like the other mather, but the thing that I think she different from any women is she a funny mather. She always make me laugh when I'm in the bad mood. When I do something wrong she never mad at me but she will ask me for a reason and understand. My mather is my best-friend, too. Everytime that I have a problem I can talk to her. I'm not afraid to tell her about that because I know that she always give some good advice to me. I think my mather is my good inspriration in my work and my life. However, when I grow-up I want to be like my mather in anyway and I will turned to her for everything that she always looked after me and do anything for me. (157)

The fourth essay

Marriage is the important thing in everybody life. Most of woman think that marriage is the beginning of a new life with a right man, so it's very important to them, me also. If I can choose between an arrange marriage, or marriage for love, I will choose a marriage for love. I have three reasons to show why I choose this way. First, I want to spend my life with a man that I love. This is my life, so I want to choose the right person who become my husband by myself. Second, marriage is depend on a love between two persons. If I decide to get marriage because I love that man. I think it's not right to compled me to marry with a man that I'm not in love with. Finally, I think a love life of a couple that marriage because of love will happy smooth, and long-lasting more than an arranged marriage. They married because they love each other. It's not because other reason. When we spend our life with someone that we love, so we will be happy. For these reasons, I believe that marriage is very important to my life. I want to decided it by myself that why I choose marriage for love. (212)

The experimental group: Student No. 8

The first essay

The person I like most is Supattra Jaidee. She is one of my friends. We first met in 1999 when we were in M.3 at Sattree Phattalung school. Evernthough we studied in the same classroom, we didn't sit nearby each other. But because of having lunch together we became close and closer and then became the close friend.

Supatra is a very kind and very generous friend. She has helped me in many ways since we have met, for example helping me copying my homework, lending me the books, explaining the subject which I didn't understand etc. But what impress me most is that she always be by myside not only when I was happy but also when I was sad. When I was sad or got any problem she still be by my side, helped me solving the problem, giving me many good suggestions and encouraged me.

For 6 years that I have known Supattra make me know that she still be kind and generous as the past. And eventhough nowadays we are studying at the different university but I still keep contact to Supattra, the person who I like most. (192)

The fourth essay

In the past, parents are the persons who arranged a marriage for their children, but nowadays, there are more people who prefer a marriage for love, and so do I.

There are three reasons that I prefer a marriage for love. First of all, I want to choose my spouse by myself, I can't blame anyone else except me. In case my parents choose the wrong person, they would be regret and blame themselves, but I don't want to these to happen. The second reason is that I want to marry with love. I know that sme couples, not every couple, love each other after marriage. In addition, there is nothing to make me sure wether after I get married, I will fall in love with him, or he will fall in love with me or not. The third reason is that I think that marriage for love will support a couple life. If a wife or a husband make a mistake or they are mad at each others, I think that atleast love will make them look back or remind them how much love and care they used to give to each other and then they will make up with. Moreover, if we love each other before we get marriage, it means that we have already known and accepted both good and bad points in that person, and we still want to marry him. I think that love is a strange power which can motivate us to make many good things happen to the person we love.

For all of these reasons, I prefer marriage for love. (268)

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