

**THE EFFECTS OF USING PORTFOLIOS ON THE ESP WRITING ABILITY OF
FOURTH-YEAR ENGLISH FOR INTERNATIONAL COMMUNICATION MAJORS**

**A MASTER'S PROJECT
BY
MARILOU LAUDERES VOLANTE**

**Presented in Partial Fulfillment of the Requirements for the
Master of Arts Degree in Teaching English as a Foreign Language
at Srinakharinwirot University**

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บทคัดย่อ
ของ
มารี เลาแคเรส โวลันแด

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
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The purpose of this research was to study the effectiveness of using portfolio on ESP writing ability of fourth-year English for International Communication majors and their opinions towards using portfolio. Twenty-eight participants were enrolled in the course Writing English for Specific Purposes (01-324-020) in the second semester of the academic year 2007 at Rajamangala University of Technology Suvarnabhumi Nonthaburi. They were assigned to write six business documents: a cover letter, a report, a memo, an email, an advertisement, and a leaflet before and after using portfolio. These pre and post writing tests were rated by three writing specialists by applying The Act Workplace's (2007) assessment criteria. At the end of the course, the students were asked to give their views on using portfolio. This study was carried out for eight weeks. The class met twice a week for three hours each meeting. The mean scores of the pre-test and post-test were statistically compared by using matched-paired t-test. The results revealed that the post-test scores of the fourth-year English for International Communication majors who employed portfolio were significantly higher than that of the pre-test at the .01 level. Regarding the participants' opinions towards using portfolio, they strongly agreed that writing portfolio is a good way to improve their writing ability ($\bar{X}=4.57$, $SD=.57$). Overall, the participants agreed with using portfolio in their writing skills ($\bar{X}=4.16$, $SD=.37$).

มารี เลาแคเรส วอลันเต (2551). ผลของแฟ้มสะสมงานที่มีต่อความสามารถทางการเรียนภาษาอังกฤษเฉพาะกิจของนักศึกษาปีที่สี่ สาขาวิชาภาษาอังกฤษเพื่อการสื่อสารสากล มหาวิทยาลัยเทคโนโลยีราชมงคลสุวรรณภูมิ ศูนย์นนทบุรี. สารนิพนธ์ ศศ.ม. (การสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ. กรุงเทพฯ: บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ. อาจารย์ที่ปรึกษาสารนิพนธ์: อาจารย์ ดร. แสงจันทร์ เหมเชื้อ.

งานวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อศึกษาผลของแฟ้มสะสมงานที่มีต่อความสามารถทางการเขียนภาษาอังกฤษเฉพาะกิจของนักศึกษาปีที่สี่ สาขาวิชาภาษาอังกฤษเพื่อการสื่อสารสากล และเจตคติที่มีต่อการใช้แฟ้มสะสมงาน

กลุ่มทดลองที่ใช้ในการศึกษาได้แก่นักศึกษาสาขาวิชาภาษาอังกฤษเพื่อการสื่อสารสากล มหาวิทยาลัยเทคโนโลยีราชมงคลสุวรรณภูมิ ศูนย์นนทบุรี ซึ่งเรียนวิชาการเขียนภาษาอังกฤษเฉพาะกิจในภาคเรียนที่ 2 ปีการศึกษา 2550 จำนวน 28 คน เครื่องมือในการวิจัยประกอบด้วย 1) แบบทดสอบก่อนเรียนและหลังเรียนซึ่งประกอบด้วย งานเขียน 6 หัวข้อ ได้แก่ a cover letter, a report, a resume, a memo, an email, an advertisement และ a leaflet และ 2) แบบสอบถามความคิดเห็นหลังการใช้แฟ้มสะสมงาน โดยมีการตรวจให้คะแนนงานเขียนโดยผู้เชี่ยวชาญด้านการเขียน จำนวน 3 ท่าน ตามเกณฑ์การประเมินผลของ Act Workplace's (2007) assessment criteria การทดลองครั้งนี้ได้จัดการเรียนการสอนสัปดาห์ละ 2 ครั้ง ครั้งละ 3 ชั่วโมง จำนวน 8 สัปดาห์ จากนั้นนำค่าเฉลี่ยของคะแนนทดสอบก่อนเรียนและหลังเรียนมาเปรียบเทียบโดยใช้ t-test แบบจับคู่

ผลการทดลองแสดงให้เห็นว่า คะแนนทดสอบหลังเรียนสูงกว่าคะแนนทดสอบก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 และจากการแสดงความคิดเห็นของนักศึกษา ส่วนใหญ่เห็นด้วยอย่างยิ่งว่า การใช้แฟ้มสะสมงานเป็นวิธีการที่ดีในการพัฒนาความสามารถในการเขียนภาษาอังกฤษ (ค่าเฉลี่ย = 4.57 ส่วนเบี่ยงเบนมาตรฐาน = .57) ในภาพรวม นักศึกษาเห็นด้วยกับการใช้แฟ้มสะสมงานในการฝึกทักษะการเขียน (ค่าเฉลี่ย = 4.16 ส่วนเบี่ยงเบนมาตรฐาน = .37)

The Master's Project Advisor, Chair of Teaching English as a Foreign Language Program, and Oral Defense Committee have approved this Master's Project as partial fulfillment of the requirements for the Master of Arts Degree in Teaching English as a Foreign Language of Srinakharinwirot University.

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(Dr. Saengchan Hemchua)

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(Dr. Aurapan Weerawong)

This Master's Project has been approved as partial fulfillment of the requirements for the Master of Arts Degree in Teaching English as a Foreign Language of Srinakharinwirot University.

..... Dean of the Faculty of Humanities

(Associate Professor Chaleosri Pibulchol)

May 16, 2008

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CHAPTER 1

INTRODUCTION

Background

Writing is a performing art like painting, singing, or dancing (William, 2005). Similar to those art forms, writing also has audiences and these audiences are the readers; hence, writing must be done with careful thought and practice before publishing its products. However, when writers write, usually they do not invite people to their offices to watch them perform. A writer's typing speed and good penmanship probably do not impress many people. Instead, it is the product that impresses people and best demonstrates writer's abilities. This is especially true in the academic writing situation of many educators for foreign languages. Teachers give high marks in the writing course when students pass their writing paper with a good product (fluency and accuracy in writing). For example, students write fluently with correct sentence structures, grammar and mechanics, appropriateness of vocabulary, clear content and organization (William, 2005).

However, as revealed, many EFL students in Thailand have some writing problems in vocabulary, grammar, mechanics, content and organization (Kongchan, 1991; Pansri, 1998; & Sanguanpuak, 2005). It shows that problems are mostly focused on accuracy in writing. Likewise, most students in the researcher's writing courses experience similar problems. For two years experience in teaching writing of the researcher at Rajamangala University of Technology Suvarnabhumi Nonthaburi (RMUTSB), it has been observed that most students can write quite fluently. Remarkably, the researcher usually receives back to back pages of writing assignments, yet the accuracy in the students' writing is still in need of attention.

Hence, when the students receive their writing papers with many corrections, they sometimes lose their motivation and dare not to change and re-write their works.

There are several factors why EFL students often fail to present writing assignments with a good product. For instance, they do not know how to construct a sentence grammatically; they do not know the spelling or how to use the punctuation; or they may lack vocabulary (lexical problems) (Garcia, 2007). Thus, they may first write a draft in their mother tongue and then translate it into English. Because of translation, the students' writing contained many mistakes, both in terms of forms and meanings (Boonmoh et al., 2003). In short, accuracy in writing is hard for EFL students. The need is to find ways to help them develop the accuracy in their writing such as a composition with correct grammatical structures, spelling and punctuation, clear content and good paragraphing or organization; also, to motivate them to participate in the writing process.

Many techniques, approaches, and assessments for writing such as jigsaw writing, using authentic reading materials (e.g. English newspapers, magazines, brochures) (Krashen, 2004), peer-assisted writing (Peregoy & Boyle, 2001), collaborative writing (Ferris & Hedgcock, 1998), and using portfolios (Kuhlman, 2005; Sweet, 1993; & Williams, 2005), have been studied and highly used by many EFL educators. Indeed, all of these are useful and appear to be effective in teaching writing. Among them, the use of portfolio for writing courses seems to be interesting because, firstly students can choose relevant activities according to their personal interest which is highly motivating for them (Doolittle, 1994). Secondly, students can greatly reflect on their own strengths and weaknesses in writing

and find ways to improve it from time to time (Shannon et al., 1995). Thirdly, it allows students to work with others at their own pace (Parker, 1995). Lastly, students may see that they have owned and accomplished something (Berlach, 1997). In addition, portfolio may be applicable and suitable for the higher level (fourth-year university students) because it provides students with a good training ground for professional portfolio (Aitken & Doolittle, 1994), though; it is not new and is traditional (Bishop, 2004). Portfolio provides students with experience on enhancing their writing over time and reflects on the progress made on their own writing. Moreover, students may see their own development and progress in writing due to the time given to them (Rea, 2001). Many educators and researchers have proven the effectiveness of portfolios and more people are still experimenting and trying to use them. According to Kuhlman (2005), portfolios are useful tools. They support the new instructional approaches that emphasize the students' role in constructing understanding and the teacher's role in promoting understanding. Besides, portfolios capitalize on students' natural tendency to save work and become an effective way to get them to take a second look and think about how they could improve future work.

It can confirm that this method is a clear departure from writing, hand in, and forget it, where first drafts are considered final products. Also, when students have already gained enough experiences in writing, they can be proud of the efforts they have put in and create their own rubric for evaluating their own writing and use their rubric to help out their peers. It is clear that portfolio provides structure for involving students in developing and understanding criteria for good effort, in coming to see the criteria as their own, and in applying the criteria to their own and other

students' works. In this case, students will appreciate the need to revise, polish, and edit their writing and their peers and from that they will become better readers (O'Hara, 2006). Furthermore, Sweet (1993) states that when using portfolio, students benefit from an awareness of the processes and strategies involved in writing, solving problems, researching a topic, analyzing information, or describing their own observations. Without instruction focused on the processes and strategies that underlie effective performance of these types of work, most students will not learn them or will learn them only minimally. In addition, without curriculum-specific experience in using these processes and strategies, few students will carry them forward into new and appropriate contexts. Portfolios can serve as a vehicle for enhancing students' awareness of these strategies for thinking about and producing work-both inside and beyond the classroom. Therefore, portfolios can be a useful approach and assessment for enhancing the quality of students' writing and for motivating them to participate in the writing process.

As a result of using portfolio, students' understanding in writing will be developed. They will have a chance to look back at the corrections made in their writing and find ways to improve it. In addition, they can confidently boast their good effort in writing, appreciate the needs of peers, and they can enhance their reading skills (Kuhlman, 2005; O' Hara, 2006).

The findings of previous studies showed some positive results of using portfolios in writing as a technique and an assessment. Moening & Bhavnagri (1996) found that portfolios were not only an authentic evaluative procedure, but an equally powerful motivational approach and an effective instructional tool. Also, portfolios are valued as an assessment tool because, as

representations of classroom-based performance, they can be fully integrated into the curriculum. Unlike separate tests, they supplement rather than take time away from instruction. Moreover, many teachers, educators, and researchers believe that portfolio assessments are more effective than "old-style" tests for measuring academic skills and informing instructional decisions (Sweet, 1993). However, Rea (2001) describes portfolios as a worthwhile burden with tangible results in instruction and student motivation though he considered it as time-consuming and stressful.

From the studies mentioned above, it appears that in many ways, portfolio can benefit students' writing ability. It can be a useful tool for assessing students' writing; it can be helpful for improving student's writing accuracy. Moreover, it can increase students' motivation and participation in the writing process. Hence, writing portfolio is beneficial for EFL students whose writing is in need of improvement and whose attitudes and motivation to writing need to be increased. As mentioned, the researcher has been teaching writing courses (second year to fourth year English for International Communication majors) at Rajamangala University of Technology Suvarnabhumi Nonthaburi (RMUTSB). It has been observed that students can write long compositions. They can elaborate their ideas to writing but the only problem is that the accuracy in their writing needs more attention such as sentence structures, grammar and mechanics, and vocabulary. Therefore, this study applied portfolio and investigated its effects on students' writing ability.

Purpose of the Study

This study aimed to:

1. investigate whether using portfolio significantly enhances the accuracy in ESP writing of fourth-year English for International Communication majors at Rajamangala University of Technology Suvarnabhumi Nonthaburi.
2. explore the students' attitude towards using portfolio.

Research Questions

1. Is the post-test mean score of the writing test of the fourth-year English for International Communication majors who employed portfolio at Rajamangala University of Technology Suvarnabhumi Nonthaburi higher than that of the pre-test mean score?
2. Do students have good attitude towards using portfolio?

Research hypothesis

1. The post-test scores of the writing test of fourth-year English for International Communication majors' who employ portfolio in studying writing ESP are higher than the pre-test scores.
2. Most students agree that using portfolio is beneficial in improving writing ability.

Significance of the Study

The results obtained from this study would be beneficial as guidelines in various manners. Academically, many teachers and educators will benefit in using portfolio. Firstly, it provides them with a wealth of information upon which to base decisions for solving specific problems of students and from which to evaluate students' progress. It is also an effective means of showing students' developmental status and progress not only in writing but also in other English skills such as listening, speaking and reading and other subjects such as Mathematics, Science, Arts, etc. As for students, a portfolio can serve to motivate them and promote self-assessment and self-understanding.

Scope of the Study

The participants were 28 fourth-year undergraduates majoring in English for International Communication. They were studying Writing English for Specific Purposes in the second semester of the academic year 2007 at Rajamangala University of Technology Suvarnabhumi Nonthaburi. They were selected purposively, as there was only one class in this level. There were 8 weeks to carry out this study starting from the 1st week of January 2008 to the last week of February 2008.

Definition of Terms

1. Portfolio is a collection of students' writing that exhibits efforts, progress, and achievements in their writing over time. It is a folder that contains six different kinds of business documents writing with two or more drafts and revisions, and self-evaluation.

2. Self-evaluation refers to a written form similar to a memo or a letter to the instructor, a chart or a graph. It covers own view of student's progress (as measured by their subjective feelings and the amount of effort they have put into the course), their achievement (as measured by the "objective" grades they have been given during the semester) and any other information they believe is relevant. Students may even decide to do it in the form of a Strength, Weaknesses, Opportunities, and Threats (SWOT) analysis, explaining their strengths, weaknesses, opportunities and threats as far as the course is concerned.

3. ESP writing ability refers to the ability of the students to write efficiently and accurately according to the Act Workplace's (2007) writing criteria for business writing. They are (1) appropriate use of language; (2) correct sentence structures; (3) clear content; (4) clear organization; (5) correct grammar and mechanics.

CHAPTER 2

REVIEW OF RELATED LITERATURE

In this chapter, related literature to writing portfolio is discussed as follows.

1. Writing ability
2. The writing process
3. Writing English for Specific Purposes
4. Writing portfolio
5. Assessing writing ability
6. Related studies

1. Writing Ability

Teaching students to write well is one major goal of education (Kiewra & Benton. 1996). In the Thai education, students are expected to write fluently and accurately with (1) effective use of language; (2) clear content and organization; (3) correct sentence structures; (4) correct grammar and mechanics; and (5) appropriate vocabulary (Wiriyachitra, 2001). One of the aims of Thai Ministry of Education for Thai students is to be literate in writing English so they may confidently prepare themselves in their future career (Yenprasert, 2007). However, EFL students still have problems in their ability in writing. One of the reasons is that many EFL learners cannot write directly in English; some of them need to write a draft in their mother tongue before translating it into English. This problem is also found in Thai learner's learning process. Boonmoh (2003) mentioned in his study that because of translation, students' writing contained many mistakes, both in terms of forms and meanings. Basically, it is assumed that the mistakes might arise

from insufficient linguistic and lexical knowledge (Garcia. 2007 & Sanguanpuak. et al. 2005). Keruyavong (1996:31) also pointed out that students were passive that they did not want to take responsibility on their own learning. Thus, many schools have implemented several approaches to overcome these problems in writing and so that students may also experience a self-learning or independent learning approach. This approach is beneficial for students so that they can be independent learners. Meyers & Jones (1998) point out that for learning to become meaningful, students have to be able to acquire knowledge and make it their own.

To sum up, being literate in writing can be advantage for students in many ways, particularly in preparation for their future goal since Thailand is embracing cooperation with other countries around the globe. Hence, Thai government is expecting Thai learners to be fluent and accurate in writing. To be fluent, students have to write as much as they can with clear content and organization and with effective use of language. To be accurate, students have to write with correct sentence structures, grammar and mechanics, and appropriate use of vocabulary. In helping students to take responsibility in their own writing, students have to learn to be independent and know their own progress in writing.

2. The Writing Process

Writing is a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings (Bello. 1997). Writing process is one of writing approaches that is currently used in ESL/EFL learning. It helps learners develop their own writing through several steps in order to make

their pieces effective and productive. This process involves at least four distinct steps: prewriting, drafting, revising, and editing as Oshima & Hogue (2006: 265) elaborate below.

Prewriting

1. Prewriting is anything done before writing a draft of a document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data).
2. Although prewriting is the first activity that learners engage in, generating ideas is an activity that occurs throughout the writing process.

Drafting

1. Drafting occurs when learners put ideas into sentences and paragraphs. Here they concentrate upon explaining and supporting their ideas fully. They also begin to connect their ideas. Regardless of how much thinking and planning they do, the process of putting ideas in words changes them; often the words they select evoke additional ideas or implications.
2. Learners pay no attention to spelling at this stage.
3. This draft tends to be writer-centered. That is learners tell themselves what they know and think about the topic.

Revising

1. Revision is the key to effective documents. Here learners think more deeply about the readers' needs and expectations. The document becomes reader-centered. How much support will each idea need to convince their readers? Which terms should be defined for these

particular readers? Is learners' organization effective? Do readers need to know X before they can understand Y?

2. At this stage learners also refine their prose, making each sentence as concise and accurate as possible, making connections between ideas explicitly and clearly.

Editing

1. Learners check grammar, mechanics, and spelling. The last thing they should do before printing their document is to spell check.

2. Learners do not edit their writing until the other steps in the writing process are complete.

Moreover, Cooper J. D., (2000:3) has presented similar process in developing students' writing using variety of techniques in each step of process as shown in Figure 1.

Pre-Writing	Drafting
• Brainstorming • Graphic Organizers • Analyze Text Structure • Advanced Organizers • Outlining • Note Taking • Unlocking Key Elements of Assigned Writing Tasks • Considering Audience Needs	Use of Transitions: Ensuring Coherent Organization with a Clear Beginning, Middle, and End • Teacher and Student Modeling to Reinforce the Writing Process and Skills Development • Use of Framed Paragraphs/Organizational Patterns

Revising	Proofreading
• Use of Concrete, Specific Words • Making Ideas Clear and Accessible to the Reader • Sentence Combining • Peer Response Groups • Modeling of Techniques • Adding, Deleting, Moving and Changing Ideas to Ensure Clarity, Coherence, and Completeness	Use checklists for: • Capitalization • Punctuation • Spelling • Usage • Use of Complete Sentences Publishing • Use a variety of strategies to share final products

Figure 1 Effective Writing Strategies

In brief, writing is a process of creating, organizing, writing, and polishing. In the first step of the process, learners simply create ideas. In the second step, learners organize the ideas into an outline. In the third step, learners write a rough draft. In the final step, learners polish their rough draft by editing and making revisions. Therefore, it is very beneficial to the learners of writing to follow and use these steps so that they may be able to improve their writing and they may write effectively and productively.

3. Writing English for Specific Purposes

English for Specific Purposes (ESP) is a needs-based concept to determine which language skills should be profitably developed for academic and professional success of students. ESP provides opportunities for learners to acquire English naturally, by working with language in a context that they comprehend and find it

interesting (Singh. 2007). Dudley-Evans (1997) defines the definition of ESP as follows.

Absolute Characteristics:

1. ESP is defined to meet specific needs of the learners.
2. ESP makes use of underlying methodology and activities of the discipline it serves.
3. ESP is centered to language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

ESP is also applied to writing where learners have to expose themselves in a written language. Writing ESP has been taught in Rajamangala University of Technology Suvarnabhumi for years. Its curriculum is focused on writing business related documents to help students improve and experience ways on writing different business documents to be used in their future career (RMUTSB Curriculum. 2007).

In brief, English for Specific Purposes is developed to meet the specific needs of advanced learners of English both spoken and written in order to prepare them for their academic and professional success.

4. Writing Portfolio

According to Soonthornmanee (2006), portfolio is a systematic collection of student works that exhibits student's efforts, progress, and achievements in writing over time. Likewise, Lopez and Blinder (2003) and Srisukwattananun (1997) stated that portfolio is a vehicle for ongoing assessment by students and the

commitment to student involvement in self-evaluation. It also helps students become aware of their own development as writers.

However, Rea (2001) considers writing portfolio as time-consuming and stressful. Nevertheless, it is a worthwhile burden with tangible results in instruction and student motivation.

Key Characteristics of Writing Portfolio

The following are the key characteristics of writing portfolio (Kemp & Toperoff, 1998).

1. A writing portfolio is a form of assessment that students do together with their teachers.
2. A writing portfolio is not just a **collection** of student works, but a **selection** - the students must be involved in choosing and justifying the pieces to be included.
3. A writing portfolio provides samples of the students' works which show growth over time. By reflecting on their own learning (self-assessment), students begin to identify the strengths and weaknesses in their works. These weaknesses then become improvement goals.

In brief, writing portfolio is a continuing, growing collection of students' works. It enables students to become active participants in the learning process and its assessment. It is time-consuming but it gives tangible evidence of students' progress in writing.

Benefits of Writing Portfolio

Kemp & Toperoff (1998) state the benefits of writing portfolio to students and teachers as follows.

1. It matches assessment to teaching.

The products that are assessed are mainly products of class work, and are not divorced from class activities like test items.

2. It has clear goals.

They are decided at the beginning of instruction and are clear to teacher and students alike.

3. It gives a profile of learner abilities.

Depth:

It enables students to show quality work, which is done without pressure and time constraints, and with the help of resources, reference materials and collaboration with others.

Breadth:

A wide range of skills can be demonstrated such as brainstorming, revising and peer-editing.

Growth:

It shows efforts to improve and develop, and demonstrates progress over time.

4. It develops awareness of own learning.

Students have to reflect on their own progress and the quality of their works in relation to known goals.

5. It caters to individuals in the heterogeneous class.

Since it is open-ended, students can show works on their own level. Since there are choices, it caters to different learning styles and allows expression of different strengths.

6. It develops social skills.

Students are also assessed on work done together, in pairs or groups, on projects and assignments.

7. It develops independent and active learners.

Students must select and justify writing choices; monitor progress and set learning goals.

8. It can improve motivation for learning and thus achievement.

Empowerment of students to prove achievement has been found to be motivating.

9. It is an efficient tool for demonstrating learning.

Different kinds of products and records of progress fit conveniently into one package; changes over time are clearly shown.

10. It provides opportunity for student-teacher dialogue.

It enables the teacher to get to know every student. It promotes joint goal-setting and negotiation of grades.

To sum up, writing portfolio benefits students and teachers in many ways. It provides teachers with a wealth of information upon which to base instructional decisions and from which to evaluate students' progress. It promotes self-learning and understanding. Additionally, it motivates students to work on their writing over time. Also, it helps students improve their writing. Furthermore, it enables students to learn the importance of peers. In this research, the definition of Soonthornmanee (2006) for writing portfolio is used because it is similar to the researcher's concept of study.

5. Assessing writing ability

Assessing the writing ability of students is rather difficult and subjective. Nevertheless, it must be valid and reliable (Hughes, 2000). In the case of using writing portfolio, students will be graded according to their finished product. Writing

portfolio is considered as a performance-based assessment (Kuhlman, 2005). In performance-based assessment, where scoring requires some judgment, an important type of reliability is agreement among those who evaluate the quality of the product or performance relative to a set of stated criteria. Unambiguous scoring rubric is also a necessary condition for establishing reliability for student performance or product.

The Act Workplace (2007) gives an example of a rating scale for business writing as follows:

Score 5: A paper at this highest level has well-developed ideas elaborated with relevant supporting examples and specific details. The writing shows insight. The organization is smooth and maintains clear and consistent focus from beginning to end. Transitions are varied and effective, creating a seamless flow of ideas. Sentences are varied in length and complexity. Word choice is precise and varied. The style and tone are appropriate for a business setting. Minor and/or infrequent errors in grammar and/or mechanics, if present, do not interfere with communication.

Score 4: A paper at this level has most of the ideas well developed with relevant supporting examples and details. The writing is organized and maintains consistent focus. Transitions are effective, if not especially varied. Sentences are generally varied in length and complexity. Word choice shows some precision and variety. The style and tone are consistent with standard business English. Relatively minor and/or infrequent errors in grammar and/or mechanics do not interfere with communication.

Score 3: A paper at this level has adequate development of ideas but

is limited in depth and thoroughness. Supporting examples tend to be general and details are relevant, but they may be repetitive. The writing is generally organized but may have minor lapses in focus. Transitions are simple. Sentences are usually correct, with some variety and complexity attempted. Word choice is generally clear and correct but may be repetitive and/or informal. The style and tone are consistent with standard business English but may be overly casual. Some errors in grammar and mechanics are apparent but do not interfere with communication. Basic spelling is correct.

Score 2: A paper at this level has thinly developed ideas that are not expanded and may be presented as a list. Although some organization is evident, the focus is unclear and/or inconsistent. Few or no transitions are used. Sentences are often simple or repetitive, with some noticeable errors in construction. Word choice is limited, often repetitive, and sometimes incorrect. The style and tone may be inconsistent with standard business English. Significant errors in grammar and/or mechanics interfere with communication.

Score 1: A paper at this level has little or no development or support. Any development is extremely simple and/or repetitive. No organization is evident. Sentences lack variety, and construction errors seriously impede understanding. Word choice is poor and interferes with communication. The style and tone are inconsistent with standard business English. Errors in grammar and mechanics are frequent, severe, and seriously interfere with communication.

Score 0: Off-topic, offensive or strongly inappropriate language (may include profanity and/or threats), or written in a language other than English. It may be blank or too brief to evaluate.

The Humboldt State University's (2005) categories for assessment criteria have also given rating scales for writing as follows.

A 6 portfolio demonstrates exceptional writing competence but may exhibit minor lapses in one of the items below. A portfolio in this category:

- shows clarity, depth, and complexity of thought
- explains or illustrates key ideas clearly with a good deal of elaboration and specificity
- shows syntactic variety and demonstrates a sophisticated command of language appropriate to the audience
- is generally free from errors in mechanics, usage, and sentence structure

A 5 portfolio demonstrates strong writing competence but may have minor lapses which are not serious enough to confuse the reader. A portfolio in this category:

- shows clarity of thought, with some depth or complexity
- is overall well organized and developed with a moderate amount of elaboration and specificity
- shows some syntactic variety and displays a strong command of language appropriate to the audience
- is generally free from errors in mechanics, usage, and sentence structure

A 4 portfolio demonstrates adequate writing competence but may contain more frequent lapses than the 5 or 6 portfolios. A portfolio in this category:

- shows clarity of thought but may show less evidence of depth or complexity
- explains or illustrates key ideas with some elaboration and specificity
- is generally unified, organized, and coherent, generally supporting ideas with reasons and examples
- shows adequate command of language usually appropriate to the audience
- may have some errors but generally demonstrates control of mechanics, usage, and sentence structure

A 3 portfolio demonstrates developing competence but is flawed in some significant way(s). A portfolio in this category reveals one or more of the following weaknesses:

- shows clarity of thought but exhibits some difficulty with focus or unity
- develops major ideas somewhat but supports generalizations with little or superficial elaboration or specificity
- employs a limited vocabulary or poor word choices sometimes inappropriate for the audience
- contains a pattern or accumulation of errors in mechanics, usage, or sentence structure

A 2 portfolio demonstrates limited competence and is seriously flawed. A portfolio in this category reveals *one or more* of the following weaknesses:

- shows problems with clarity or coherence
- lacks development of major ideas; may not explain but simply repeat them
- has very weak organization

- employs limited vocabulary or poor word choices frequently inappropriate for the audience
- contains numerous errors in mechanics, usage, and sentence structure

A 1 portfolio demonstrates fundamental deficiencies in writing skills. A portfolio in this category contains persistent writing errors or is considerably underdeveloped.

A 0 portfolio fails to meet submission requirements.

The above scoring guides for writing are both appropriate for assessing students' writing ability. However, the researcher adapted a scoring rubric from the Act Workplace (2007) because it gives sufficient details in assessing the fourth-year English for International Communication majors. They were studying Writing English for Specific Purposes which curriculum is writing business documents. The researcher revised the assessment criteria to be used in this study and they were proofed by three experts who are specialists in writing in order to ensure its validity. The three experts are writing educators of Rajamangala University of Technology Suvarnabhumi and Thanyaburi Campus. The assessment criterion has five categories to be used for evaluating students writing ability as follows.

Language appropriateness

- 4 - The language being use for writing business documents shows syntactic variety and displays a strong command appropriately to the audience.
- 3 - The language being use for writing business documents shows

adequate command of language and usually appropriate to the audience.

- 2 - The language being use for writing business documents employs limited vocabulary or poor word choices and frequently inappropriate for the audience.
- 1 - The language being use for writing business documents is completely inappropriate.

Sentence structures

- 4 - Complete sentences of varying length.
- 3 - Some variation in sentence length. One sentence is a fragment.
- 2 - Two fragments.
- 1 - More than two fragments.

Content

- 4 - Topic/subject is clear, though it may or may not be explicitly stated. It maintains focus on topic/subject throughout the writing. It consists of a logical progression of ideas and/or events and is unified and complete.
- 3 - Topic/subject is generally clear, though it may or may not be explicitly stated. It may exhibit minor lapses in focus on topic/subject. It consists of a logical progression of ideas and/or events and is reasonably complete, although minor lapses may be present.
- 2 - Topic/subject may be vague. It may lose or may exhibit major lapses in focus on topic/subject. It may have major lapses in the logical progression of ideas and/or events and is minimally complete.

- 1 - Topic/subject is unclear or confusing. It may fail to establish focus on topic/subject. It may consist of ideas and/or events that are presented in a random fashion and is incomplete or confusing

Organization

- 4 - Organization is appropriate to the writer's purpose; the paragraph order follows the suggested model; and the message is complete and correct.
- 3 - Organization is appropriate to the writer's purpose; the paragraph order is close to the suggested model; and one piece of information is missing and incorrect.
- 2 - Organization is inappropriate to the writer's purpose; the paragraph order is close to the suggested model; and two pieces of information are missing and incorrect.
- 1 - No organization pattern is apparent; the paragraph order does not follow the suggested format; the message is incorrect and ineffective.

Grammar and mechanics

- 4 - Grammar and usage are correct; and no spelling, capitalization, or punctuation errors.
- 3 - 1-2 grammar and usage errors; and 1-2 spelling, capitalization, or punctuation errors.
- 2 - 3-4 grammar and usage errors; and 3-4 spelling, capitalization,

or punctuation errors.

- 1 - Grammar and usage errors make message ambiguous; and spelling, capitalization, or punctuation errors make message ambiguous.

In conclusion, assessing students' writing ability is hard. It demands unambiguous scoring rubric and evaluators of this performance-based assessment should be conversant. As mentioned above, the Act Workplace (2007) assessment criteria are used in this research because it is more appropriate in assessing fourth-year English for International Communication majors.

6. Related Studies

Writing portfolio has been employed in language classrooms by many students and language teachers. Over the past decade, it has become the choice of assessment tools for English and language education. Many teachers, educators, and researchers believe that writing portfolio assessments are more effective than "old-style" tests for measuring academic skills and informing instructional decisions. It is useful as a support to the new instructional approaches that emphasize the student's role in constructing understanding and the teacher's role in promoting understanding (Williams, 2005).

Daiker (1996: 257) stated in his research that writing portfolio helped students improve their writing. It gives more accurate picture of a writer's abilities, because it includes several samples of writing from different occasions. It also shows how a writer handles different genres of writing, for varied purposes and audiences. In addition, it allows a writer to be evaluated on the basis of his or her best work rather than on an average of all work.

Furthermore, it rewards writer's effective use of the revision of process and allow them to demonstrate their achievement over a period of time. It also offers writers rich opportunities for increasing their learning.

According to Bautista (1999), she employed writing portfolio in her writing course in order to developed students' writing. She found that students could perform independently in the writing tasks that were assigned. Also, students became participative in the writing process and they could help their peers developed each other's writing. Likewise, Linnakylä (1994) also used portfolio in her writing classes at the University of Jyväskylä, Finland. In her interview with her students, students found writing the most enjoyable experience. They seemed to have various themes to write about from personal experiences and feelings to the important issues of the world. They seemed to forget the time and the place while writing the introductory letter. They told that they wrote with the heart and that they enjoyed writing in their leisure time as well. Similarly, when Lopez and Blinder (2003) employed portfolio in the second semester of the year 2001 in their writing course for engineering students, they found that portfolio technique was helpful and enjoyable; students became more motivated to learn and became better writers.

The above situations have also proven by several researchers and educators in Thailand. Soonthornmanee (2006) agreed that employing portfolio in writing is helpful. The college level students became aware of their development as a writer. From the interviews conducted with her students, she said that her students preferred portfolio because they could see where they started out and saw how much they improved since they start writing. They become better writers. Through portfolio, they could express their feelings

better and they became more organized and their mechanics were improved. Similarly, when Srisukwattananun (1997) tried out portfolio, she observed that the college students showed perseverance, improvement, and success in their writing ability. Likewise, Hajihama and Sungtong (2000) agreed with using portfolio in improving the writing ability of their Matayomsuksa students. They applied portfolio in the communicative writing ability of Matayomsuksa Three students at Demonstration School, Prince of Songkla University Pattani Campus in the second semester of academic year 1990. They found that students developed their communicative writing proficiency effectively. Most students became excellent writers.

To sum up, writing portfolio seems to be an effective technique that could help students improve their writing ability and increase their motivation to participate in writing processes. Therefore, the researcher has chosen this technique in order to see whether or not it helps fourth-year English for International Communication Majors at Rajamangala University of Technology Suvarnabhumi Nonthaburi enhance their writing abilities.

CHAPTER 3

METHODOLOGY

The purpose of this study was to investigate whether using portfolio help students enhance their ESP writing ability. This chapter comprises information as follows:

1. Participants
2. Instruments
3. Procedure
4. Data Analysis

1. Participants

The 28 participants of this study were selected by purposive sampling, as there was only one class in this level. They were fourth-year undergraduates majoring in English for International Communication and studying Writing English for Specific Purposes course in the second semester of the 2007 academic year at Rajamangala University of Technology Suvarnabhumi Nonthaburi. This class consisted of 26 females and 2 males with the age ranging from 20-22 years old. They had studied writing 1 and writing 2 during their second year and writing 3 during their third year with a non-native English speaker. These courses prepared them for their basic writing skill.

2. Instruments

The instruments that have been used in this study were as follows:

2.1 Pre-test and post-test

Writing business related documents were used to assess the fourth-year English for International Communication majors' writing ability because it is an authentic assessment. The aim was to give students opportunities to express their ideas and creativity on writing a cover letter, a report, a memo, an email, an advertisement and sales leaflet. Moreover, to have students write business documents accurately.

Before the test was tried out, it was checked by three writing experts from Rajamangala University of Technology Suvarnabhumi and Thanyaburi. Then it was analyzed with an IOC (Index of Item Objective Congruence) results ($\bar{X}$ =.83, sd =.17) to weigh and ensure its reliability.

Pre-test:

Before learning writing English for specific purposes, students were asked to take the pre-test to determine their ideas, creativity and writing ability on writing business documents. The 3-hour pretest was comprised of six parts such as a cover letter, a report, a memo, an email, an advertisement and sales leaflet (see Appendix B).

Post-test:

After studying writing English for specific purposes, students took the post-test on a parallel test type to the pre-test in order to determine their ideas, creativity and writing ability on

writing business documents. Students were given three hours to take the post-test (see Appendix B).

2.2 Assessment Criteria

The assessment criteria of this study were adapted from the Act Workplace's (2007) writing criteria for business documents in order to measure the ability of students. These assessment criteria were used by three assessors who are writing specialists to assess the student's writing ability from the pre-test and post-test. The assessment criteria consist of five categories: (1) language appropriateness, (2) sentence structures, (3) content; (4) organization, and (5) grammar and mechanics. Rating scale descriptions are from 1-4 marks (see Appendix C).

2.3 Student's opinion form

The student's opinion form was designed by the researcher to study the participants' opinions towards writing portfolio. They were asked to give their views on writing portfolio at the end of the course, Writing English for Specific Purposes. There were nine items in the student's opinion form with five rating scales: 5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, and 1 = strongly disagree. The students had to rate each item according to their opinions (see Appendix D).

2.4 Interview questions

The interview questions were set by the researcher as a supporting instrument in order to check students' progress in writing. There were five questions for the pre-interview such as how is your writing going?, where did you get your ideas for this writing? etc. (see Appendix H).

3. Procedure

To investigate the effects of portfolio, Writing English for Specific Purposes was studied and taught by the researcher. Next, the three writing specialists from Rajamangala University of Technology Suvarnabhumi and Thanyaburi checked all instruments before they were tried out in the research in order to make any necessary adjustments. IOC (Index of Item Objective Congruence) was employed to weigh and ensure the test reliability ($\bar{X}=.83$, $sd=.17$). In addition, they were also trained to mark the students' writing results in pre-test and post-test by using the Act Workplace's (2007) assessment criteria for business documents. Moreover, the adapted evaluation form from Writing English for Specific Purposes course was used as a supporting material for evaluating the students' test as well as their writing assignments (see Appendix E).

After that, students were given the pre-test for them to express their ideas and creativity on writing a cover letter, a report, a memo, an email, an advertisement, and sales leaflets. Moreover, to have students write business documents accurately. This test lasted for three hours (see Appendix B). The students were evaluated according to their writing abilities from the pre-test scores by using the percentage scores in order to compare their improvement in writing skill after using portfolio (Rajamangala University of Technology Suvarnabhumi. 2007).

Very good writer	=	80-100
Good writer	=	60-79
Average writer	=	40-59
Poor writer	=	1-39

Then the researcher gave some introductions of the course to have students understand the whole process of writing portfolio. Next, the researcher introduced the six writing portfolio assignments in order to give students six weeks to write, revise, and self-evaluate. These six writings were divided into two deadlines of submissions. The first three writings were due on the fourth week of the course and the other three writings were on the seventh week of the course. When students had finished the first three writings on the fourth week, the teacher put them in a group of seven in order to control the students easily and to conduct the interview smoothly. The interview session was conducted to check the students' portfolio and how far they have progressed and developed in writing by showing their sets of revisions, writing products and self-evaluation (see Appendix H).

When the first interview had finished, students worked continuously on the other three writings that were due on the seventh week. The six writing assignments were evaluated by the researcher in order to give students corresponding marks for the effort they had put in. The evaluation form was used in order to assure the consistency in evaluating students' final written products. Lastly, students took a post-test in order to assess their writing ability on the eighth week of the course. The post-test was parallel to the pre-test (see Appendix B).

At the end of the course, students were asked to give their views in the students' opinion form in order to study their opinions towards the use of writing portfolio. The process of using portfolio was shown in Figure 2.

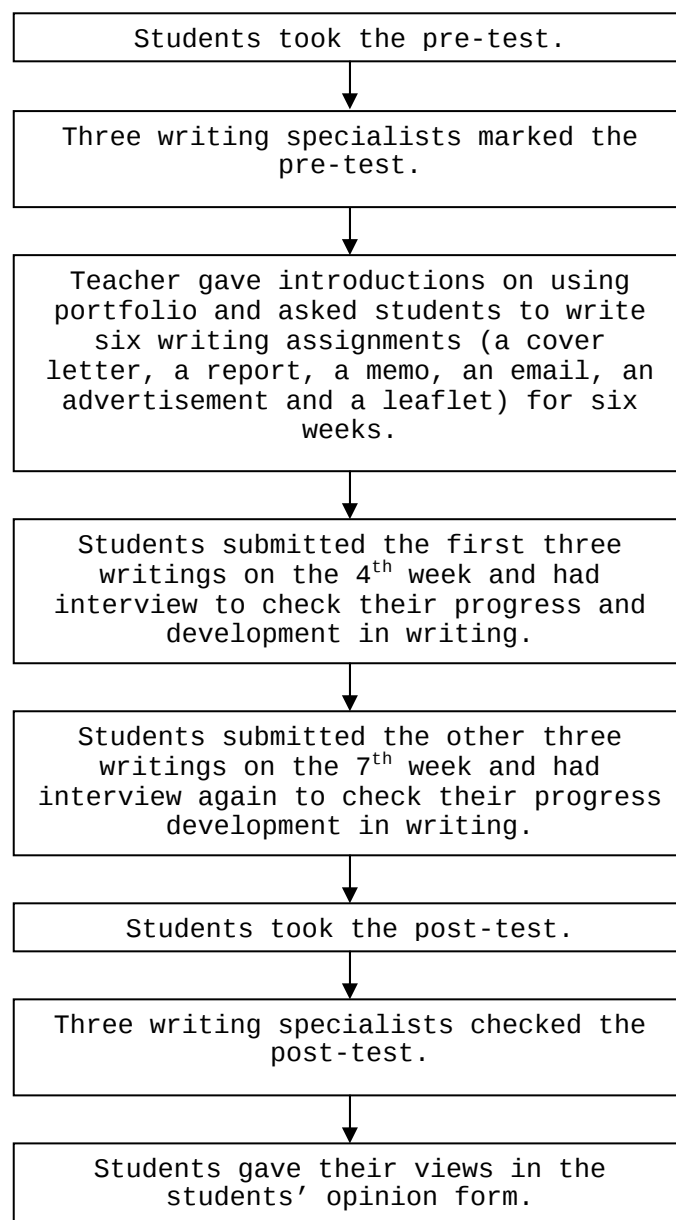


Figure 2 The Process of Using Portfolio

4. Data Analysis

Firstly, the data were analyzed through the software SPSS. Scores from the pre-test and post-test were compared and statistically analyzed by using match-paired t-test (the scores from the pre and post tests of the same participants) in order to find a significant difference. Secondly, students' opinions were analyzed

in mean scores. Lastly, the findings from the interview, writing assignments and the students' self-evaluation were reported and discussed.

CHAPTER 4

FINDINGS

This chapter presents the research findings following the two main objectives (1) to investigate the effects of using portfolio on the ESP writing ability of fourth-year English for International Communication majors and (2) to explore the students' attitude towards using portfolio. Moreover, (3) the study analyzes the interview with students, writing assignments and self-evaluation to reveal the magnitude of its potentiality in employing portfolio in writing.

(1) The effects of using portfolio on ESP writing ability of fourth-year English for International Communication majors.

The first research objective was to investigate the effects of employing portfolio on ESP writing ability of fourth-year English for International Communication majors at Rajamangala University of Technology Suvarnabhumi Nonthaburi. The pre-test and post-test scores assessed by three raters were calculated and statistically compared to find if there was any improvement in the students' ESP writing ability.

Table 1 A comparison of pre-test and post-test mean scores of fourth-year English for International Communication majors' ESP writing ability before and after using portfolio.

Test	$\bar{X}$	S.D.	t	p
pre-test	143.93	29.93	- 18.07 **	0.00
post-test	222.61	33.78		

**p < .01

As can be seen from Table 1, the fourth-year English for International Communication majors improved their ESP writing ability after using portfolio. The mean score of the post-test (222.61) was higher than that of the pre-test (143.93). The t-test (-18.07) showed a significant difference between pre-test and post-test mean scores at the .01 level.

In order to study more in details the improvement of students' writing ability on each skill, the following tables were exhibited.

Table 2 A comparison of pre-test and post-test mean scores for language appropriateness.

Test	$\bar{X}$	S.D.	t	p
pre-test	29.64	6.54	- 10.76 **	0.00
post-test	37.04	5.69		

**p < .01

According to Table 2, the mean score of the post-test (37.04) for language appropriateness was higher than that of the pre-test (29.64). The t-test (-10.76) showed a significant difference between pre-test and post-test mean scores at the .01 level. The results demonstrated that the fourth-year English for International Communication majors enhanced the appropriateness in using the language after employing portfolio on writing ESP.

Table 3 A comparison of pre-test and post-test mean scores for sentence structures.

Test	$\bar{X}$	S.D.	t	p
pre-test	30.21	6.78	- 17.03 **	0.00
post-test	49.43	7.22		

**p < .01

As shown in Table 3, the mean score of the post-test (49.43) for sentence structures were higher than that of the pre-test (30.21). The t-test (-17.03) demonstrated a significant difference between pre-test and post-test mean scores at the .01 level. It meant that the fourth-year English for International Communication majors improved their ability in writing sentences correctly after using portfolio on writing ESP.

Table 4 A comparison of pre-test and post-test mean scores for content.

Test	$\bar{X}$	S.D.	t	p
pre-test	30.64	5.95	- 13.35 **	0.00
post-test	49.86	9.26		

**p < .01

As can be seen in Table 4, the mean score of the post-test (49.86) for content was higher than the pre-test (30.64). The t-test (-13.35) showed a significant difference between pre-test and post-test mean scores at the .01 level. It showed that the fourth-year English for International Communication majors enhanced their ability to think and show their ideas after employing portfolio on writing ESP.

Table 5 A comparison of pre-test and post-test mean scores for organization.

Test	$\bar{X}$	S.D.	t	p
pre-test	29.54	6.15	- 15.57 **	0.00
post-test	47.75	7.58		

**p < .01

As shown in Table 5, the mean score of the post-test (47.75) for organization was higher than that of the pre-test (29.54). The t-test (-15.57) demonstrated a significant difference between pre-test and post-test mean scores at the .01 level. The results indicated that the fourth-year English for International Communication majors improved their ability in organizing their writing after using portfolio on writing ESP.

Table 6 A comparison of pre-test and post-test mean scores for grammar and mechanics.

Test	$\bar{X}$	S.D.	t	p
pre-test	23.89	5.78	- 14.68 **	0.00
post-test	38.54	7.21		

**p < .01

According to Table 6, the mean score of the post-test (38.54) for grammar and mechanics was higher than that of the pre-test (23.89). The t-test (-14.68) demonstrated a significant difference between pre-test and post-test mean scores at the .01 level. The results indicated that the fourth-year English for International Communication majors enhanced their grammar and mechanics after employing portfolio on writing ESP.

To present the changes of students' scores who were evaluated as good, average, and poor writers before using portfolio;

their pre-test and post-test scores were calculated and compared in percentage as exhibited in Table 7.

Table 7 Distribution of the changes of students' scores (before using portfolio-after using portfolio).

Student's number from the highest-lowest pre-test score	Average score		Equivalent criteria	
	Pre-test	Post-test	Pre-test	Post-test
22	60.83	80.83	Good	Very good
23	54.17	77.22	Average	Good
3	49.72	75.28	Average	Good
9	48.33	74.17	Average	Good
10	47.50	75.56	Average	Good
20	45.83	64.72	Average	Good
24	46.39	76.94	Average	Good
17	44.72	67.22	Average	Good
13	44.44	68.89	Average	Good
27	43.61	69.44	Average	Good
7	42.50	58.61	Average	Average
11	40.83	67.78	Average	Good
21	39.72	61.39	Average	Good
14	38.61	62.78	Poor	Good
15	39.17	66.11	Poor	Good
8	38.06	51.39	Poor	Average
25	37.78	79.44	Poor	Good
2	36.67	59.17	Poor	Average
18	36.67	61.94	Poor	Good
26	36.39	75.83	Poor	Good
12	35.28	72.22	Poor	Good
6	35.00	44.17	Poor	Average
4	34.44	56.67	Poor	Average
5	33.06	58.33	Poor	Average
19	31.94	63.06	Poor	Good
28	27.50	57.22	Poor	Average
1	26.11	44.44	Poor	Average
16	25.00	61.39	Poor	Good

Note: Grading Criteria:

Very good	80-100
Good	60-79
Average	40-59
Poor	0-39

[Adapted from the evaluation criteria of Writing English for Specific Purposes course]

Table 7 shows the changes of students' scores who were evaluated as good, average and poor writers (before using portfolio-after using portfolio). From the pre-test score, there was 1 student who was a good writer, 12 students who were average writers and 15 students who were poor writers. After employing portfolio on their Writing English for Specific Purposes course (01-324-020), it was found that all students increased their scores in writing. This means that they were improved in writing. The good writer became a very good writer, 11 average writers became good writers, 1 average writer remained the same but increased in the post test score (this student always came late and missed some important lessons), 8 poor writers became good writers, and 7 poor writers became average writers.

(2) The students' attitude towards using portfolio.

The second objective was to explore the students' attitude towards using portfolio. The results are exhibited in Table 8.

Table 8 An analysis of fourth-year English for International Communication majors' opinions towards using portfolio.

Item	Mean ($\bar{X}$)	Standard deviation (sd)	Meaning
1. Writing portfolio is a good technique in improving my writing.	4.57	.57	strongly agree
2. Writing portfolio motivates me to think critically, revise my writing from time to time and polish it.	4.29	.53	strongly agree
3. Writing portfolio helps me develop my writing.	4.36	.56	agree
4. Writing portfolio helps me improve my grammar and vocabulary.	4.11	.69	agree
5. Writing portfolio helps me know the correct and appropriate language expressions.	3.93	.54	agree
6. Writing portfolio helps me organize my writing.	4.04	.69	agree
7. Writing portfolio helps me to be a better writer.	3.96	.92	agree
8. Writing portfolio helps me gain more confidence in writing.	3.93	.72	agree
9. Writing portfolio promotes self-understanding and learning.	4.29	.66	agree
Total	4.16	.37	agree

The criteria of interpretation: [Adapted from the criteria of interpretation of Rensis Likert (1998)].

4.51 – 5.00 = strongly agree

3.51 – 4.50 = agree

2.51 – 3.50 = uncertain

1.51 – 2.50 = disagree

1.00 – 1.50 = strongly disagree

According to Table 8, all students agreed with using portfolio in writing ($\bar{X}$ =4.16, sd=.37) and as shown in each item, it can be summarized that students strongly agreed that writing portfolio is a good way to improve their writing ability ($\bar{X}$ =4.57, sd=.57), can motivate them to think critically, revise their writing from time to time and polish it ($\bar{X}$ =4.29, sd= .53). For the rest, the students agreed that writing portfolio can help them develop their writing

($\bar{X}$ =4.36 sd=.56), can improve their grammar and vocabulary ($\bar{X}$ =4.11, sd=.69), it helps them know the correct and appropriate language expressions ($\bar{X}$ =3.93, sd=.54), it organizes their writing ($\bar{X}$ =4.04, sd= .69), be a better writers ($\bar{X}$ =3.96, sd=.92), and helps them gain more confidence in writing ($\bar{X}$ = 3.93, sd=.72). Moreover, writing portfolio promotes self-understanding and learning ($\bar{X}$ =4.29, sd=.66).

3. Analysis of the interview with students, writing assignments and their self-evaluation.

This study, moreover, sought to disclose the magnitude of using portfolio on enhancing the ESP writing ability of fourth-year English for International Communication majors. On the 4th and 7th week of the course, the researcher interviewed the students in a group of seven in order to check their portfolio and how far they have progressed and developed in writing by showing their sets of revisions, writing products and self-evaluation. From the interview conducted with the students, all of them said that using portfolio was a good help in improving their writing ability because they had much time in searching topics at their own preferences, asked friends at their own pace, edited, revised, and polished their writing. The self-evaluation had also helped them check their own development and progress in writing (see Appendix K). Thus, students were improved in their writing skill (language appropriateness, sentence structure, content, organization, grammar and mechanics). This was also shown (from the statistical results) in Table 2 to Table 7.

In conclusion, the fourth-year English for International Communication majors' enhanced their writing ability after employing portfolio. As it was indicated, there was a significant difference

at the .01 level. Moreover, students agreed with the benefits of using portfolio as a good technique in improving writing ability.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter summarizes the study and discusses the research findings. Then the applications, the limitations of this study, and recommendations for further studies are stated.

Summary of the study

The 28 fourth-year English for International Communication majors studying Writing English for Specific Purposes course in the second semester of academic year 2007 at Rajamangala University of Technology Suvarnabhumi Nonthaburi were asked to do a pre-test on writing a cover letter, a report, a memo, an email, an advertisement, and sales leaflets. This class was taught by the researcher and the students were given six writing assignments to write for eight weeks. These writing assignments were divided into two deadlines of submissions, the first three writings were submitted on the fourth week and the other three writings were on the seventh week. Moreover, on these two sessions, students reported their progress in writing, strengths, weaknesses and areas of improvement. At the end of the course, they were assigned to do a post-test by writing business documents paralleled to the pre-test, and put a check on students' opinion form towards using portfolio. The subjects' writing abilities were assessed by three qualified raters using the Act Workplace (2007) assessment criteria. Then the statistics matched-paired t-test was applied to find the difference between the mean scores of the pre-test and post-test in order to explore the effects of using portfolio on ESP writing ability. Lastly, the mean scores of students' opinions were analyzed to study the students' opinions towards using portfolio.

Research objectives and findings

The research aimed at answering the two research questions as follows.

1. Is the post-test mean score of the writing test of the fourth-year English for International Communication majors who employed portfolio at Rajamangala University of Technology Suvarnabhumi Nonthaburi higher than that of the pre-test mean score?

The findings showed a significant difference between the pre-test and the post-test mean scores at the .01 level. Most fourth-year English for International Communication majors enhanced their writing ability on ESP. Due to the time given to the students, they had chance to search for the topics which motivated them. Also, they could reflect, find ways and revise their writing from time to time. This supports the findings of Soonthornmanee (2006).

As to the students who were evaluated as poor, average and good writers, the findings revealed that they have improved considerably after applying portfolio. Good writer became a very good writer, average writers became good writers and one remained the same but increased in the post-test, and poor writers became average and good writers.

2. Do students have good attitude towards using portfolio?

From the students' opinions, it was found that all students agreed with using portfolio in writing ($\bar{X}=4.16$, $sd=.37$). Moreover, students strongly agreed that writing portfolio is a good way to improve their ability ($\bar{X}=4.57$, $sd=.57$). It motivated them to think critically, revised their writing from time to time and polished it

($\bar{X}=4.29$, $sd=.53$), it developed their writing ($\bar{X}=4.36$, $sd=.56$) and it promoted self-understanding and learning ($\bar{X}=4.29$, $sd=.66$). In addition, they agreed that writing portfolio can improve their grammar and vocabulary ($\bar{X}=4.11$, $sd=.69$), it helped them know the correct and appropriate language expressions ($\bar{X}=3.93$, $sd=.54$), organized their writing ($\bar{X}=4.04$, $sd=.69$), and be a better writers ($\bar{X}=3.96$, $sd=.92$), and helped them gain more confidence in writing ($\bar{X}=3.93$, $sd=.72$).

In brief, the findings showed that the students significantly improved their writing abilities after using portfolio. It was proven by the results that employing portfolio in writing could help students enhance their abilities. Furthermore, it was revealed that the students agreed with the benefits of using portfolio in writing.

Discussion

There are three main research results to be discussed in this study. Firstly, the improvement in students' writing ability after applying portfolio. Secondly, the higher scores in writing of students who were evaluated as poor, average and good writers (before using portfolio-after using portfolio). Finally, the students' opinions towards using portfolio.

1. The improvement in students' writing ability after using portfolio.

Firstly, students had to choose relevant topics according to their personal interest which is highly motivating for them. In this way, students needed to search an appropriate topic of their

choice which they may feel writing. This process is supported by the findings of Berlach (1997) and Doolittle (1994) that when the students have given freedom to select their own topics on their interest, they can think and organize their writing well because they are motivated to write on what they felt writing. This is also shown in the students' writing assignments, post-test scores and interview. Using portfolio; therefore, helps students improve their writing ability.

Secondly, using portfolio helped students greatly reflect on their own strengths and weaknesses in writing and find ways to improve it from time to time. Students had a chance to look back and see where they were good at and what else they needed to improve in their writing. Moreover, they could experience revising and polishing their own work and see where they had started out. From this process, students could observe their own progress and development in writing and share this experience with their peers. Furthermore, students promoted not only self-learning but also perseverance in writing because they had goals to achieve and that was to become good writers. This is proven when the researcher had conducted an interview session with the students. This is also support the findings of Lopez and Blinder (2003), Parker (1995), Shannon et al. (1995), and Srisukwattananun (1997) that applying portfolio in writing helps students reflect on their own strengths and weaknesses and look for ways on enhancing their writing in order to become good writers. In addition, students bring what they have learned to peers and share each other's learning. Hence, this activity helps students improve their writing ability.

Thirdly, employing portfolio helped students develop their writing. While students were searching for topics to be written and

put in their portfolio, they encountered different appropriate vocabulary to be used in their assigned writing assignments, the styles of writing, and correct grammar and mechanics usage. From this, students could improve their writing because they learned more appropriate language expressions to use in their writing assignments; they could know the correct use of grammar and mechanics and the appropriate format for their writing. This is proven from the interview conducted, student's self-evaluation, writing drafts and final samples and post-test results of students. Also, this supports the findings of Daiker (1996) and Soonthornmanee (2006) that students develop and enhance their writing through expanding their knowledge by searching and learning by themselves. Students will also become better writers when they learn and practice writing beyond their time in the classroom. Thus, this activity helps students enhance their writing ability.

Finally, using portfolio helped students gain more confidence in writing business documents which prepare them in their future career. As can be seen from the writing samples of students and from what they have written in their opinion form, they had to be diligent all the way in editing, revising, and polishing their final writing. When they have done their final writing, students could see where they started out, they could see their mistakes from their first writing through final writing and students could show that they have owned and accomplished something. Thus, this process gives them more confidence to write as supported by the findings of Aitken and Doolittle (1994), Soonthornmanee (2006), and Srisukwattananun (1997).

In brief, students could improve their writing ability significantly because using portfolio in writing provided them with much time to search topics on their interest, practice, work with

other friends at their pace, and see their strengths and weaknesses in writing and look for ways in improving it.

2. The higher score in writing of students who were evaluated as poor, average and good writers (before using portfolio-after using portfolio).

The writing scores of students who were evaluated as poor, average and good were increased after applying portfolio on Writing English for Specific Purposes course. The good writer became a very good writer, average writers became good writers and one remained the same but increased in the post-test, poor writers became good and average writers. Poor, average and good students were improved and increased their writing scores due to the process of employing portfolio on their writing ESP course. From the interview conducted with the students, they said that because of the goals that they had set themselves (improving their writing and passing the writing test), it helped them study writing beyond their time in the classroom, help other peers at their own pace, practice searching for topics on their interest, editing, revising, and polishing their writing. Moreover, because of their diligence and perseverance, they were improved, they enjoyed the essence of writing and they gained more confidence in writing; thus, they succeed and became good writers. This is proven from the students' opinion form and their post-test scores. This study is also supported the findings of Lopez and Blinder (2003), Linnakylä (1994), and Srisukwattananun (1997).

To sum up, due to the students' process of using portfolio, diligence and perseverance, their writing was improved, they succeed, and they became good writers.

3. The students' opinions towards using portfolio.

The results of students' opinions revealed that the students strongly agreed that writing portfolio is a good way to improve their writing ability, motivated them to think critically, revised their writing from time to time and polished it. Due to the time given to the students, they had so much chances to search, study writing by themselves, practice writing, find time to polish their writing, share learning and help their peers at their own pace. This study supports the findings of Bautista (1999), Daiker (1996), and Williams (2005), as they noted that using portfolio helps students improve their writing.

To support this statement, here are some comments of the participants as follows.

Student 17 says,

"Using portfolio in writing is a good technique. I can think more what to write, I can revise and improve my writing from time to time especially my grammar and vocabulary."

In addition, student 4 reveals,

"I like using portfolio because I can have more time to see my writing. I can find way to make my writing better through searching on the Internet, asking friends, and reading other books."

Furthermore, student 22 says,

"I think portfolio should be used as a technique for writing from the first-year level because it is really good. We can practice writing a lot, we can increase our vocabulary, and we can easily organize the topics we are writing."

Moreover, most students agreed that writing portfolio helped them develop their writing. In other words, portfolio helped them improve their grammar and vocabulary, know the correct and appropriate language expressions, organize their writing better, gain more confidence in writing, promote self-understanding and learning, and become better writers. All of these helped students see the benefits of applying portfolio in their writing.

In conclusion, all students agreed with using portfolio in writing because it provides great benefits in enhancing students' writing ability. Therefore, this technique is appropriate to be used for writing skill.

Implication

The use of portfolio can be applied as follows.

1. A portfolio should be applied not only in writing skill but also to other English skills such as listening, speaking, and reading and to other subjects such as Mathematics, Science, and Arts etc. Students will have the opportunity to study by themselves, practice, see their strengths and find ways to improve their weaknesses in those subjects.
2. A portfolio should be taught and be used as a technique from the first year until the fourth year level of students' studies. When students know the process of portfolio, they can be confident in writing. They will have an opportunity to increase their understanding on the subject matters and they can easily improve their weaknesses.

3. A portfolio can be applied as way of assessment for students. Students can be evaluated on the work assigned to them in a given time.

4. A portfolio can be employed by teachers of any subjects. It provides teachers with wealth of information upon which to base decisions for solving the specific problems of students and from which to evaluate students' progress.

In conclusion, a portfolio can be applied to all English skills and to many subjects as mentioned above. This technique is useful in developing students' weaknesses on subject matters.

Limitations of the study

There are some limitations in this study as follows:

1. There was only one group of students in Writing English for Specific Purposes course. Therefore, this study could not apply two-group design in order to compare for reliability.
2. Some students did not fill out the comments section of students' opinion form, even though short comments were required. Therefore, orientation on filling out the students' opinion form is imperative for unambiguous comprehension of the instruction.

Suggestions for further studies

1. This study only investigated fourth-year English for International Communication majors. There should be a study of other majors' writing ability on applying portfolio such as business administration students because these students also learn writing business documents and this technique may help them improve their writing skills.

2. The portfolio technique was only applied to fourth-year students studying Writing English for Specific Purposes. This technique should also be employed with other English skills and other subjects from first-year to fourth-year students because this technique may help students enhance their English skills and other subjects such as Thai-English translation, English for Public Relations, English for Guides etc.

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ภาคผนวก

APPENDIX A- SAMPLE LESSON PLAN

Week: 1

Subject: Writing ESP

Level: 4th year-EIC

Topic: Writing an application letter

Textbook: Business Correspondence: A guide to everyday writing

Unit: 1

Page: 1

Aim	Time		What the learners do	Notes: (language focus/ vocabulary/ procedure/ materials)
	Plan	Actual		
The students will be able: 1. to write an application letter with correct format and appropriate language expressions for writing an application letter.	3 hours			Skill: Writing Language focus: Opening: I read about a job opening for... I saw your advertisement for... I've learned from... Focus: I am a recent graduate of... I had an experience... I worked as an... I am looking for a challenging... Action: I will call you on... Closing: I look forward to hearing/ discussing/meeting... Vocabulary: vacancy/opening/proficient/requirement/ posted/follow-up/colleague/attached/ advertisement Procedure: 1. Teacher shows the vocabulary on the OHP.
	10 mins.		Before writing Students repeat saying the vocabulary	

			aloud and give examples.	Teacher reads each word aloud and students repeat. Then teacher asks students the meaning of each vocabulary by giving examples. If students don't understand, teacher explains it again by giving situations.
	10 mins.		Students answer questions	2. Teacher elicits students by asking, have you ever applied for a job? When you applied, what documents you usually have to prepare for the application? Teacher wrote students answers on the board.
	10 mins.		Students read the job ads and do the exercise	3. Teacher asks students to look at their handouts, read the two job ads. and do the exercise given(handouts p.1).
	5 mins.		Students give their answers	4. Teacher asks students to give their answers from the exercise.
	10 mins.		Students answer questions	5. Teacher tells students that today they are going to study about writing an

	10 mins.		Students listen to the lecture	application letter or cover letter. Then teacher asks students, do you know an application letter? Where do you use it? Do you know the parts of an application letter? Teacher helps students by explaining it again after they answer the questions to make it clearer.
	20 mins.			6. Teacher shows the cover letter model on an OHP. Then teacher explains the parts of a cover letter by showing examples of each part using MS PowerPoint (handouts p.2). 7. Then when teacher reaches the body of a cover letter, teacher explains that the body of a cover letter has four parts; Opening - tell that (1) you are applying for a job, and (2) the source of your information (handouts p.3).

				Example: I read about a job opening for an administrative assistant in the October 14 Bangkok Post. Focus - tell why you are suited for the job. Example: I am a recent graduate of EMP Secretarial School. I am looking for a challenging work environment like that at NetLives. Action - tell what you plan to do. Example: I will call you next Monday to discuss my enclosed resume.
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	10 mins.		Students do the exercise	Closing - be positive Examples: I look forward hearing from you. 8. When the teacher has finished explaining and giving examples, teacher asks students to do the exercise as given in handouts p.3 to see if students understand the lesson.
	20 mins.		While writing Students practice writing the body of a cover letter Students read their answers aloud	9. Teacher asks students to work in pair and do the writing practice p.4-5 on their handouts. 10. Then when students have finished doing the writing practice, teacher asks each student to read their answer aloud to have other students and teacher gives actual comment.
	1 hour		Students practice writing a cover	11. Teacher gives each student a copy of a

	15 mins.	letter Students check each other's work Students reflect and re-write their writing Students read their work in class After writing Students re-arrange the parts of a cover	job advertisement and students read and respond to it by writing a cover letter. Asks students to apply all the language used they have just learned. 12. When they finished, teacher asks students to find a pair and asks them to read each other's work to check for some mistakes such as language used, grammar and mechanics, the sentence structure, and vocabulary. 13. Then have students reflect a bit and have them re-write their work to change the errors on their writing. 14. Teacher asks students to read their work in class and have other students listen and comment if necessary. 15. Teacher groups students into four and
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			letter which was written on strips of paper Student write their own cover letter	gives some strips of paper with parts of a cover letter and students arrange it into a correct order. In this way, students may review what they have just learned. 16. Teacher asks students to think about a job they would like to do when they finished their studies, then search some job openings to any English newspapers, bulletins or even in the internet that will fit to their abilities and qualifications. After that, asks students to respond to it by writing a cover letter applying the style and language that students have learned in the lesson. Teacher tells students that this is their first writing portfolio entry. So, they have to think, search, organize, reflect and polish their work in a given time (see writing portfolio time table).
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				Materials: 1. Handouts from business correspondence textbook 2. Sample application letter 3. OHP 4. MS PowerPoint 5. Strips of paper 6. Writing portfolio
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APPENDIX A

A SAMPLE LESSON PLAN

Course: Writing English for Specific Purposes

Materials: Lougheed, Lin, "Writing correspondence: A guide to everyday writing." Longman: Pearson Education, Inc., 2003.

Objective:

To enable students write an application letter with correct format and with using appropriate language expressions.

Procedure:

1. Teacher shows the vocabulary on the OHP. Teacher reads each word aloud and students repeat. Then teacher asks students the meaning of each vocabulary by giving examples. If students don't understand, teacher explains it again by giving situations.
2. Teacher elicits students by asking, have you ever applied for a job? When you applied, what documents you usually have to prepare for the application? Teacher wrote students answers on the board.
3. Teacher asks students to look at their handouts, read the two job ads. and do the exercise given(handouts p.1).
4. Teacher asks students to give their answers from the exercise.
5. Teacher tells students that today they are going to study about writing an application letter or cover letter. Then teacher asks students, do you know an application letter? Where do you use it? Do

you know the parts of an application letter? Teacher helps students by explaining it again after they answer the questions to make it clearer.

6. Teacher shows the cover letter model on an OHP. Then teacher explains the parts of a cover letter by showing examples of each part using MS PowerPoint (handouts p.2).

7. Then when teacher reaches the body of a cover letter, teacher explains that the body of a cover letter has four parts;

Opening - tell that (1) you are applying for a job, and (2) the source of your information (handouts p.3).

Example: I read about a job opening for an administrative assistant in the October 14 Bangkok Post.

Focus - tell why you are suited for the job.

Example: I am a recent graduate of EMP Secretarial School. I am looking for a challenging work environment like that at NetLives.

Action - tell what you plan to do.

Example: I will call you next Monday to discuss my enclosed resume.

Closing - be positive

Examples: I look forward hearing from you.

8. When the teacher has finished explaining and giving examples, teacher asks students to do the exercise as given in handouts p.3 to see if students understand the lesson.

9. Teacher asks students to work in pair and do the writing practice p.4-5 on their handouts.

10. Then when students have finished doing the writing practice, teacher asks each student to read their answer aloud to have other students and teacher gives actual comment.

11. Teacher gives each student a copy of a job advertisement and have students read and respond to it by writing a cover letter. Asks students to apply all the language used they have just learned.

12. When they finished, teacher asks students to find a pair and asks them to read each other's work to check for some mistakes such as language used, grammar and mechanics, the sentence structure, and vocabulary.

13. Then have students reflect a bit and have them re-write their work to change the errors on their writing.

14. Teacher asks students to read their work in class and have other students listen and comment if necessary.

15. Teacher groups students into four and gives some strips of paper with parts of a cover letter and students arrange it into a correct order. In this way, students may review what they have just learned.

16. Teacher asks students to think about a job they would like to do when they finished their studies, then search some job openings to any English newspapers, bulletins or even in the internet that will fit to their abilities and qualifications. After that, asks students to respond to it by writing a cover letter applying the style and language that students have learned in the lesson. Teacher tells students that this is their first writing portfolio entry. So, they have to think, search, organize, reflect and polish their work in a given time (see writing portfolio time table).

APPENDIX B**PRE AND POST TESTS****PRE-TEST:****Writing Test****30 marks****3 hours**

I. Directions: Write an application letter to the job advertisement below. Your application letter should include the opening, focus, action, and closing.

Vanessa School is seeking 5 Pre-School teachers who will be teaching English subject.

Qualifications required:

- Thai nationality
- Graduate of any 4-year course
- With pleasing personality, talented and creative in teaching

Applicants should come for interview in formal attire with their CV or resume' for immediate hiring.

For more inquiries, please contact: Vanessa School
Address: 63/290, Rangsit, Khlong 2, Pachatipat, Thanyaburi,
Pathumthani 12130, Thailand.

Mobile no.: 086-309-1968 and look for Ms. Veronica

Location: Pathumthani, Thailand

Source: <http://www.ajarn.com>, posted on 16 October 2007

II. Directions: Read the situation below then write a product report.



Model: Aspire 7000

CPU: intel core solo t1350 (2 MB l2 cache, 1.83ghz, 533 MHz)

Chipset: intel 945gm express

Monitor: 15.4" WXGA TFT high-brightness crystalbrite, 1280 x 800 16ms

RAM: 512mb (1*512) DDR2 max: 4gb

HDD: 60 GB

VGA: intel (gma) 950 maks: 224 MB

Optical drive: DVD double layer DVD+ RW

LAN: 10 / 100 ethernet intel PRO / wireless 3945 802.11a / b / g

Cell: 6-li-on

3 x USB 2.0, harici VGA port, headphone / speaker

System: linux

As a marketing manager of MLV Computer Store, you would like to place this product to your store but before placing it, you have to write a report about this product and send it to your manager for approval. Your product report should include a title, an introduction, findings, and a conclusion with recommendation.

III. Directions: Read the situation below and write a memo.



receive / Employee of the Year award

You work in the general administration office of a company and one of the employees will be receiving an award. Write a short memo to all staff to announce this event; specifying the date, time, and place, what to wear, and what to prepare.

IV. Directions: As a PR Manager of ACT Company, you are asked to find the best resort to hold a 3-day holiday trip for your company. Then you saw from the Internet the most suitable resort below. Write a formal email requesting information such as the room, food and price. Your email should include the opening, focus, action, and closing.

Na-Suay Beach Front Resort



V. Directions: As a marketing staff in Electronics Company, you are assigned to post an advertisement in the internet about your new MP4 watch. Write a description of advertisement of the given picture below. It should attract attention and include slogan.

MP4 Watch



VI. Directions: As a member of the Marketing Department of HFDP, design a sales leaflet for the campaign to launch Kristal Water. The leaflet will be inserted into lifestyle magazines and sent out as part of a direct marketing campaign. It should attract attention and communicate reasons why people should buy and drink Kristal. It should also include a slogan.



POST-TEST:**Writing Test****30 marks****3 hours**

I. Directions: Write an application letter to the job advertisement below. Your application letter should include the opening, focus, action, and closing.

**Unlimited growing company of Pan-Group
is seeking a qualified person with the following
attributes**

International Affair Coordinator

- Thai nationality
- Excellent business and correspondence skills
- Self motivated, Hard working, Ambitious and open- minded

Please contact: **Barnpan Engineering & Holding Co., Ltd.**

Address : 611/277-279 Soi Watchannai (Rajuthit 2)
Bangklo, Bangkholaem, Bangkok 10120

Tel. : (02) 292-1641-3 ext.101, 119 (Khun Thanee), (02)
689-8381

E-mail : tasanee.k@pan-group.com, barnpan@hotmail.com

Location Bangkok, Thailand

Source: Bangkok Post, posted on 16 October 2007

II. Directions: Read the situation below and write a product report which includes a title, an introduction, findings, and a conclusion with recommendation. (20 marks)



Product: Russian, Chinese, English
Electronic Dictionary

Packing dimensions: 255mm×178mm×50mm

Accessories: Computer link-line, black leathern jacket, battery, slap-up earphone, an instruction book, maintaining card and conformity certificate

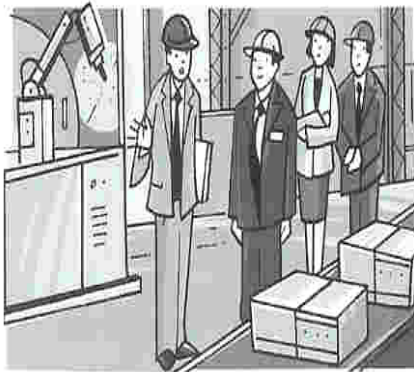
Interface Specialist: Russian-Chinese-English Translator

Language: Russian, Chinese, English language

Extended Specialist: E-Books, dictionaries, materials, music, pictures

As a marketing manager of MPM Store, you would like to place this product to your store but before placing it, you have to write a report about this product and send it to your manager for approval. Your product report should include a title, an introduction, findings, and a conclusion with recommendation.

III. Directions: Read the situation below and write a memo.



You work in a public relations office of a company and by next week your company will have some visitors to see your factory. Write a short memo to all staff to announce this event; specifying the date and, what to do and what to prepare.

have / important visitor to factory

IV. Directions: As a PR manager, you are asked to find the best hotel to hold a 3-day conference for your company. Then you saw from the Internet the most suitable hotel below. Write a formal email requesting information such as the room, food and price. Your email should include the opening, focus, action, and closing.

Pathumwan Garden Hotel



V. Directions: As a marketing staff in a mobile phone company, you are asked to advertise the new N96 below. Write the description of advertisement of the given picture below. It should attract attention and include slogan.

New N96



VI. Directions: As a member of the Marketing Department of MLV, design a sales leaflet for the campaign to launch 'Num Mak Mak Slipper'. The leaflet will be inserted into lifestyle magazines and sent out as part of a direct marketing campaign. It should attract attention and communicate reasons why people should buy and use that slipper. It should also include a slogan. (5 marks)



APPENDIX C

ASSESSMENT CRITERIA

Language appropriateness

- 4 - The language being use for writing business documents shows syntactic variety and displays a strong command appropriately to the audience.
- 3 - The language being use for writing business documents shows adequate command of language and usually appropriate to the audience.
- 2 - The language being use for writing business documents employs limited vocabulary or poor word choices and frequently inappropriate for the audience.
- 1 - The language being use for writing business documents is completely inappropriate.

Sentence structures

- 4 - Complete sentences of varying length.
- 3 - Some variation in sentence length. One sentence is a fragment.
- 2 - Two fragments.
- 1 - More than two fragments.

Content

- 4 - Topic/subject is clear, though it may or may not be explicitly stated. It maintains focus on topic/subject throughout the writing. It consists of a logical progression of ideas and/or

- events and is unified and complete.
- 3 - Topic/subject is generally clear, though it may or may not be explicitly stated. It may exhibit minor lapses in focus on topic/subject. It consists of a logical progression of ideas and/or events and is reasonably complete, although minor lapses may be present.
 - 2 - Topic/subject may be vague. It may lose or may exhibit major lapses in focus on topic/subject. It may have major lapses in the logical progression of ideas and/or events and is minimally complete.
 - 1 - Topic/subject is unclear or confusing. It may fail to establish focus on topic/subject. It may consist of ideas and/or events that are presented in a random fashion and is incomplete or confusing

Organization

- 4 - Organization is appropriate to the writer's purpose; the paragraph order follows the suggested model; and the message is complete and correct.
- 3 - Organization is appropriate to the writer's purpose; the paragraph order is close to the suggested model; and one piece of information is missing and incorrect.
- 2 - Organization is inappropriate to the writer's purpose; the

paragraph order is close to the suggested model; and two pieces of information are missing and incorrect.

- 1 - No organization pattern is apparent; the paragraph order does not follow the suggested format; the message is incorrect and ineffective.

Grammar and mechanics

- 4 - Grammar and usage are correct; and no spelling, capitalization, or punctuation errors.
- 3 - 1-2 grammar and usage errors; and 1-2 spelling, capitalization, or punctuation errors.
- 2 - 3-4 grammar and usage errors; and 3-4 spelling, capitalization, or punctuation errors.
- 1 - Grammar and usage errors make message ambiguous; and spelling, capitalization, or punctuation errors make message ambiguous.

APPENDIX D

STUDENT'S OPINION FORM IN ENGLISH

The researcher would like to ask for your cooperation in providing useful information for the Master's Project, MA. in Teaching English as a Foreign Language. Please be ensured that your information will be kept confidential.

Please check (√) the appropriate column according to your opinions. Thank you for your cooperation.

5 = strongly agree, 4 = agree, 3 = uncertain, 2 = disagree, 1 = strongly disagree

Item	5	4	3	2	1
1. Writing portfolio is a good technique in improving my writing.					
2. Writing portfolio motivates me to think critically, revise my writing from time to time and polish it.					
3. Writing portfolio helps me develop my writing.					
4. Writing portfolio helps me improve my grammar and vocabulary.					
5. Writing portfolio helps me know the correct and appropriate language expressions.					
6. Writing portfolio helps me organize my writing.					
7. Writing portfolio helps me to be a better writer.					
8. Writing portfolio helps me gain more confidence in writing.					
9. Writing portfolio promotes self-understanding and learning.					

Comments and Suggestions: _____

แบบสอบถามความคิดเห็นของนักศึกษา

แบบสอบถามความคิดเห็นของนักศึกษาลบนี้ เป็นส่วนหนึ่งของการวิจัยเรื่อง “ผลของแฟ้มสะสมงานที่มีต่อ

ความสามารถทางการเขียนภาษาอังกฤษเฉพาะกิจของนักศึกษาปีที่สี่สาขาวิชาภาษาอังกฤษ เพื่อการสื่อสารสากล”

ในโครงการวิจัยระดับปริญญาโท สาขาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ และข้อมูลที่ได้จาก

แบบสอบถามฉบับนี้ผู้วิจัยจะเก็บเป็นความลับ และไม่มีผลต่อการตัดสินคะแนนใด ๆ ทั้งสิ้น

คำสั่ง กรุณาขีดเครื่องหมายถูก (✓) หน้าข้อที่ตรงกับความคิดเห็นของท่าน

5 = เห็นด้วยอย่างยิ่ง

4 = เห็นด้วย

3 = เห็นด้วยปานกลาง

2 = ไม่เห็นด้วย

1 = ไม่เห็นด้วยอย่างยิ่ง

เรื่อง	5	4	3	2	1
1. การทำแฟ้มสะสมผลงานเป็นวิธีการที่ดีในการพัฒนาการเขียนของข้าพเจ้า					
2. การทำแฟ้มสะสมผลงานกระตุ้นให้ข้าพเจ้าคิดวิพากวิจารณ์ ปรับปรุงการเขียนของข้าพเจ้าในแต่ละครั้ง และขัดเกลากการเขียนของข้าพเจ้าให้สวยงาม					
3. การทำแฟ้มสะสมผลงานช่วยพัฒนาการเขียนของข้าพเจ้า					
4. การทำแฟ้มสะสมผลงานช่วยปรับปรุงหลักไวยากรณ์และคำศัพท์ของข้าพเจ้าให้ดีขึ้น					
5. การทำแฟ้มสะสมผลงานช่วยให้ข้าพเจ้ารู้จักการแสดงออกทางภาษาที่ถูกต้องเหมาะสม					
6. การทำแฟ้มสะสมผลงานช่วยจัดระบบการเขียนของข้าพเจ้า					
7. การทำแฟ้มสะสมผลงานช่วยให้ข้าพเจ้าเป็นผู้เขียนที่ดีขึ้น					
8. การทำแฟ้มสะสมผลงานช่วยให้ข้าพเจ้ามีความมั่นใจในการเขียนมากขึ้น					
9. การทำแฟ้มสะสมผลงานช่วยกระตุ้นความเข้าใจและการเรียนรู้ด้วยตนเอง					

ความคิดเห็นเพิ่มเติม :

.....

.....

ขอบคุณสำหรับการให้ข้อมูล

APPENDIX E
EVALUATION FORM

Evaluation Scale in percentage: 80-100 = Very good 60-79 = Good 40-59 = Average 0-39 = Poor

	Writing Assignments:					
	1 Cover letter	2 Report	3 Memo	4 Email	5 Advertisement	6 Leaflets/ Newsletter
Language appropriateness (4 marks)						
Sentence structures (4 marks)						
Content (4 marks)						
Organization (4 marks)						
Grammar and mechanics (4 marks)						
Total (20 marks for each writing assignment:)						
Comments:						

(Adapted from the evaluation form of Writing English for Specific Purposes course)

APPENDIX F

COURSE SYLLABUS: Writing English for Specific Purposes (01-324-020)

This course is a study of principles and methods of writing for specific purposes on various topics of writing that are currently used in business.

Course description:

This course will provide students an authentic practice of language in writing different business documents that are currently used in the world of business. Students will learn the formal structures of writing letters and reports. Students will develop their communicating skills in carrying the message through writing a memo and an email. Student will also learn writing advertisements and newsletter.

Objectives:

Students will be able to write currently used business documents (an application letter, a business report, a memo, an email, advertisement and newsletter) fluently and accurately with effective use of language, clear content and organization, correct usage of grammar and mechanics, and appropriate use of vocabulary.

Core materials:

Barnard, Roger & Meehan, Antonette, *"Writing for the real world: An introduction to writing."* Oxford University Press, 2005.

Cotton, David et al , *"Market leader: A business English course book."* Longman: Pearson Education, Inc., 2007.

Hubbard, S, "Literacy in context". Cambridge: Cambridge University Press, 2001.

Lougheed, Lin, *"Writing correspondence: A guide to everyday writing"*. Longman: Pearson Education, Inc., 2003.

Evaluation:

Attendance	10%
Test	50%
Coursework (writing portfolio)	40%

APPENDIX G

SIX WRITING PORTFOLIO ASSIGNMENTS

Assignments no.	Topics	Situation
1	Writing a cover letter	Think about a job you would like to do when you finish your studies, and then search some job openings to any English newspapers, bulletins, or even in the internet that will fit your abilities and qualifications. Respond to the job advertised by writing a cover letter.
2	Writing a report	Think of one product that you like best; for example, a whitening cream. Your company would like you to make a large order of at least one product of your choice, but before making large order, you have to write a product report about your chosen product in order to have your boss approve it.
3	Writing a memo	You are working in a company or institution, your boss asks you to write a memo. Think of one situation that your boss may ask you to write.
Discussion interview		
4	Writing an email	Find some products or services of your choice from the Internet, newspaper, or magazines; then, write an email requesting some information about that products or services.
5	Writing advertisement	Create one product that you would like to advertise in the newspaper, the Internet and magazine. Write a description of that product. It should attract attention and include a slogan.
6	Writing a newsletter	Create another product or service. Then design a sales leaflet to launch that product or services. It should attract attention, communicate reasons why people should buy your product and include a slogan.
Discussion interview		

Note:

Before a discussion interview, be noted to complete your writing portfolio with drafts and revisions, with the date, self-evaluation or reflection.

APPENDIX H
PRE-INTERVIEW QUESTIONS

1. How is your writing going?
2. Where did you get your ideas for this writing?
3. Is there a piece where you did a lot of revision or really worked hard to change it? For this piece, once you had an idea, what did you do? Once you had written something, did you revise it? How?
4. When you revise, do you use classroom guidelines or the responses of your teachers or fellow students to help you? How?
5. Do you ever help other students revise, read or listen to their work and give them ideas? What kind of advice do you give? Can you give me an example?

Note: Interview is conducted in English.

APPENDIX I

PRE AND POST TEST RESULTS IN PERCENTAGE

Student	Pre-test	Post-test
1	26.11	44.44
2	36.67	59.17
3	49.72	75.28
4	34.44	56.67
5	33.06	58.33
6	35.00	44.17
7	42.50	58.61
8	38.06	51.39
9	48.33	74.17
10	47.50	75.56
11	40.83	67.78
12	35.28	72.22
13	44.44	68.89
14	38.61	62.78
15	39.17	66.11
16	25.00	61.39
17	44.72	67.22
18	36.67	61.94
19	31.94	63.06
20	45.83	64.72
21	39.72	61.39
22	60.83	80.83
23	54.17	77.22
24	46.39	76.94

25	37.78	79.44
26	36.39	75.83
27	43.61	69.44
28	27.50	57.22
Total	784	1832.21
Mean	40.01	65.44

ประวัติย่อผู้วิจัย

VITAE

Name: Miss Marilou Lauderer Volante

Date of birth: 19 December 1978

Place of birth: Malilipot, Albay Philippines

Address: Muban Rattanathibet, 2/252 Moo 13 Soi 4/2,
Bangrakpattana, Bangbuatong Nonthaburi 11110

Educational Background

1999 Bachelor of Science
(Business Administration)
University of the East (Manila)

2008 Master of Arts
(Teaching English as a Foreign Language)
Srinakharinwirot University (Bangkok)