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THE USE OF A LEARNING KIT FOR PROCESS WRITING:
FORTERING LEARNERS ' WRITING ABILITY AND
INCREASING THEIR MOTIVATION

A REPORT

BY

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

March 1996

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Ref
428.00712
509500

A report in partial fulfillment of the requirements

of course : TF 671

Srinakharinwirot University, Prasammitr

March 1996

Report
entitled

THE USE OF A LEARNING KIT FOR PROCESS WRITING : FOSTERING
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was submitted to the Faculty of Graduate Studies, Srinakharinwirot University for the
degree of Master of Arts (Teaching English as a Foreign Language).

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Acknowledgement

I would like to express my gratitude and appreciation to Professor Surai Pongtongchareon and Mr. John G. Wilson who have been involved and have assisted me throughout the project. I should also like to acknowledge to educational specialists : Mrs. Sunee Canyook, Mr. Choosak Sitwandithai, Mr. Anocha Ruschponemongkol and Miss Nalinee Na Nakorn who have made useful suggestions for teaching materials improvement and statistical analysis consultant as well as students, teachers and administrators of Bangkok Christian College.

Finally, I would like to give personal thanks to my parents and sisters who have given support during this project. Miss Piyawan Serkumram who has done a great help in typing. Particularly, colleagues and others unnamed who have discussed, have made comments and advice.

Supattra Tongkalaya

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Chapter 1

INTRODUCTION

Background of the study

English is recognized in Thailand as the most popular foreign language because it is an international language that is used throughout the world. In addition, the current phenomena of information-based technologies push the further use of English. Learning English has been given high priority for economic growth in our developing societies. Therefore, it has been considered necessary for Thai learners to use English in order to communicate in all four macro skills: listening, speaking, reading and writing. However, English teaching and learning in Thai schools are quite unsatisfactory because there are a number of problems which reduce the exposure of the Thai students to English language. In his research project, Ubol (1981 : 1), states that both teachers and students have to face many problems. Firstly, teachers are insufficiently trained, have inappropriate learning aids, and use ineffective teaching methods. Secondly, students are likely to transfer the habits of their mother tongue, Thai, into the foreign language, English. Thirdly, the teachers of English tend to rely on textbooks prescribed by the educational authorities to do the job for them. Fourthly, the textbooks used are often too advanced for the students' language ability.-

Also, Ubol stresses two important points associated with teaching of writing that :

“ It can be observed that most Thai learners of English as a foreign language find it difficult to express ideas in written form

Thai teachers of English also find it quite difficult to teach writing because it seems so complex, and they are frequently discouraged about the results they achieve.”

Moreover, many research findings as well as Traipoom's (1992 : 3) point out that Thai learners from primary to university levels have difficulties in expressing intended thought in English writing. A closer look at the situation leads universities to recognize the importance of writing within the learning process by emphasizing students' writing ability development. The “ Teaching writing dilemma ” seems to challenge many researchers and teachers at every education level to make an attempt to find a remedy.

A crucial factor to consider is that correcting assignments increases the teaching load and ultimately teachers feel that teaching writing is not interesting. As a result, many teachers push more emphasis on the other three skills. Teaching writing in Thai schools seems to be neglected from classroom practice. As Pitakserreetam (1988 : 1) states in her thesis that after surveying 20 secondary schools in Bangkok there are only a few : Suankularb College, Triamudomsuksa School, Bodindecha School and Satri Witthaya School, where writing courses are offered as electives in Mathayom Suksa 3 and Mathayom Suksa 6 levels. Since these have the opportunity to select high proficiency learners for admission.

The research question in this study is derived from the stated causes. It examines how the teachers' choices of tasks and materials can improve Mathayom Suksa 4 learners' (the tenth grade) writing ability and increase their motivation in the classroom. Obviously, many teachers of English, view writing as concerned with a lot of difficulties. Another point is that learners have

less motivation for writing. In my opinion, Motivation may be the key to removing obstacles to writing.

According to the well-known concept, “The more we write, the better we become.”, fostering positive attitudes about writing, may eliminate stress surrounding the difficulties and may encourage satisfaction. It would be communication which everybody would like to achieve. Regular practice may be the solution.

As long as teachers and researchers are curious about writing practice, they should be happy to explore new avenues. Hopefully, this exploration will lead us to see how to select tasks and activities that are appropriate for learners in terms of increasing competence and developing writing skill.

My hypothesis is that our students would easily and willingly write more when they have motivation which connects meaningfully with their interests. Additionally, collaborative learning would encourage them to create various ideas for their writing, since one of the great benefits of this type of group work, is the opportunities that it provides for encouraging positive attitude to the process of writing (Harris 1993 : 71).

Here, Process writing approach may be the solution to problems when learners have less confidence to write in English and language teachers as well feel insecure about teaching writing. In favour of the process approach, the researcher hopes that these experimental findings would enable the students to improve their writing skills. Significantly, this would help teachers create appropriate tasks and materials and plan a remedial programme of written English in Thai secondary school.

Objectives of the study

The study is primarily aimed to :

1. Help improve students' ability in writing by using the techniques of process writing.

2. Help students gain the skill of writing through group work, peer correction and self-correction.

Significance of the study

It is hoped that the following would be the significance of the study :

1. Students would overcome their difficulty in writing.
2. Students would have confidence in writing.
3. Students would gain the experience in interactive learning.
4. There would be a learning kit for students, to learn to develop their process of writing.
5. There would be an opportunity for teachers to adjust sequencing of activities that move on from controlled to free writing.

Scope of the study

The sample was randomly selected from Mathayom Suksa 4 students at Bangkok Christian College, Bangrak District, Bangkok. The 29 students of the science programme were placed in the experimental group. The sample took fifteen 50 - minute periods writing practice during the first semester of the 1995 academic year.

Definition of terms

To illustrate elements connected with the experiment, it is important to take into consideration the following particular concepts :

1. **Ability in writing** involves the capacities of learners when they link idea and organize sentences to form acceptable paragraphs.
2. **Process writing** is an approach in which students employ to improve their writing ability through the process of making notes, drafting and revising.
3. **Increasing motivation** defines that students feel more comfortable to write in accordance with techniques of process writing.
4. **Interactive learning** means classroom language communication when students interact with peers, teacher or even their pieces of writing.
5. **Group work in writing** includes pairs, small groups and a whole class
6. **Peer correction** is the content response from peers who take the readers' roles.
7. **Self-correction** is an act when students revise and rewrite their own pieces of writing.
8. **Teacher correction** engages in the learning process at appropriate stages : one, while monitoring the lesson in order to support and enhance learners to clarify their own ambiguous messages, and later, providing comments and adjustments to the students' finished pieces of writing.
9. **Learning kit** comprises of fifteen 50 minute - periods of writing activities based on process writing and teaching procedures used in this study.

Chapter 2

REVIEW OF THE RELATED LITERATURE

The study of process writing

Many researchers have shifted a fashionable approach to the ESL and EFL composition classroom which is called "*PROCESS WRITING*". The reason is that most teachers and students are not satisfied with traditional forms. Outdated approaches actually put emphasis on grammar and form in order to produce accurate prose. Moreover, it neglects how the students express their ideas meaningfully which is a major requirement of effective writing. For this reason, the traditional or the product approach seems to be rejected in the field of teaching writing. As Richards (1990 : 108) pointed out, "A product approach concentrated on ends rather than means. By focusing on the form and structure of writing rather than on how writers create writing...".

The new approach could fulfil the writing classroom with meaningful expression of learners. The students will have more freedom to create ideas. Indeed, a teacher acts as a facilitator to organize co-operative learning and manipulate challenging activities. However, "it is important to remember that process is not the end : it is the means to the end" (Brown. 1994 : 322). It is feasible to be seen that the product is the ultimate goal of the process. In other words, the writing process is a significant instrument to generate a final acceptable product.

Various researchers conceptualized and defined elements of the writing process differently in terms of dimensions and writing behaviours. For example, Murray (1982 : 15) classified it into three stages : prewriting, writing and rewriting, similar to Brown and Hood (1989 : 6), who described an interactive writing process using terms : preparing to write , drafting and revising. Although White and Arndt's terms

(1991 : 4) did not correspond with those of Murray, Brown and Hood, their implications seemed to be identical. Namely, either skilled or unskilled writers would explore the ideas and organize them, then proofread, edit and rewrite them as a cyclical process.

In fact, the rationale of the process approach does put a great deal of emphasis on how the students experience the process of writing and develop their linguistic competence through written form. Many classroom practices are usually scripted with either controlled writing or grammar exercises, these do not allow the students adequate chance to discover their approaches to writing. In other words, the students cannot exploit the possibilities of sentences and master the coherence of utterances as Raimes (1983 : 11) pointed out, “ writing means writing a connected text and not just single sentences ”. Therefore, the act of teaching writing should suggest ways of creating and sequencing ideas rather than teaching forms and patterns of sentences of text (Vessakosol. 1989 : 51).

Hedge (1988 : 8-16) stated the value of successful writing concerned beyond producing clear and correct sentences. Rather, ESL or EFL classroom practice should help the students to write whole pieces of communication based on progression of ideas linking, information and arguments for readers. She listed several stages of the writing process as follows :

Stage 1 Composing includes prewriting and drafting strategies. The student writers gather ideas and make a rough draft. The activities involved during this stage are *Gathering information, Pyramid planning, Making mind maps and Using a diagram of ideas.*

Stage 2 Communicating ideally focuses on developing a strong sense of audience. The students put an attempt to identify a particular context in order to establish the precise message and style of their communicative writing. Some example tasks are *Exchanging letters with your students, Sharing journals with students, Making a class magazine and Giving directions.*

Stage 3 Crafting is an act when students analyze the finished pieces of writing. Teaching strategies, for example, which encourage important features of process - oriented are *Organizing a non-chronological description, Using connectors of addition and Using cohesive devices*.

Stage 4 Improving involves students in the activities of *redrafting and editing* their written text including *marking* strategies. The suggested task types are *Designing a grading scheme and Conferencing*.

Similarly, Harris (1993 : 45-63) described the processes of writing that they usually involve several stages. On one hand, these are prewriting, drafting, revising and editing in accordance with simple classification. On the other hand, these different terms indicate more precisely the nature of activities likely to take place at each stage: assembling strategies, creating and developing the text and editing as follows :

Stage1 The purpose of this stage is to help pupils sort out and develop ideas before writing down the first draft. He also suggests many techniques that are all tried and tested in both L1 and L2 writing contexts such as *Listing questions, Brainstorming* and so on.

Stage2 This does not require perfectly correct writing since pupils can make changes their ideas till they feel happy with their expressions. He proposes two techniques which make pupils more enjoyable with their writing. The first one is “*cut and paste*”, for example, the pupils write on one side of the paper. When they want to change or insert any ideas, they just cut and paste up on a larger sheet of paper. The second one is using “ *parallel pages* ”, for example, the pupils write the first draft on the right-hand page and rewrite on the left-hand page.

Stage3 The last stage involves the careful checking of spellings, punctuation, word choice and word order of the text. Teachers should encourage inexperienced young writers to work in pairs and help each other revise and correct their texts.

Byrne (1988 : 116-122) advocated that the students should be taught a set of procedures to form any free writing tasks. He also noted that these following concepts are not dealt with “ *recipes* ” or “ *formulas* ”. Rather, they are procedures of (a) listing possible ideas; (b) selecting and expanding one idea; (c) making an outline; (d) writing a draft, (e) correcting and improving a draft and (f) writing the final version.

According to the concepts stated earlier, it seems to reflect that “ in a Process Writing approach, activities move from pre-writing to drafting to revising ” (Richards and Lockhart. 1994 : 162).

Again, no matter how various researchers classify stages of writing process differently, there will be an agreement for this study that the discussion will examine the three representative terms : prewriting, writing and rewriting.

Prewriting is everything that takes place before the first draft. For example, the learners will generate ideas by different kinds of challenging activities among friends, teacher or individually such as brainstorming, discussion, pair work, group works, problem-solving tasks and so on. Then write down the words on paper. As Millard and Tabberer (1985 : 46) mention, “ Writing as a way of expressing our thoughts and feeling... our thinking must be clear before we can write clearly. ”

It was found that Thai learners were assumed to have the role of passive ones who were deferential to the teacher in accordance with cross cultural influence (Wilson. 1993 : 63). He also cited that the students seemed reluctant to get involved in discussion, their spoken responses were usually minimal whereas their written work was of a high standard and they presented grammatically proficient essays with a wide vocabulary. The communicative prewriting activities may encourage Thai learners to fulfil the required skills such as speaking and critical thinking.

Writing is the act of producing a first draft. For example, when learners have got ideas, they will try to organize them in a meaningful way. In other words, they make their thoughts visible. At this stage, they usually pay less attention to

grammar, spelling and mechanics. The implication is that their structure and form concern inhibit the fluency of thoughts as Chenfeld (1978 : 282) agreed with Lois Lenski that

“It should always be remembered that creation is a flowing of ideas. Given a stimulus, ideas come pouring from the mind like water from a fountain. It is all too easy to stop this creative flow. Rules for punctuation, spelling, grammar and handwriting will stop it. Emphasis on rules is sure to stifle creative thinking.”

Rewriting is reconsideration of the subject and making any adjustments from the audience 's comments. For example, the students will try to make a piece of writing be comprehensible to readers (self, peers and teacher). Related to Widowson 's view (1989 : 82), a good writer will anticipate the readers' reactions to a text. Therefore, the students are supposed to provide information which attracts their readers' interests. Eventually, they will reorder, rewrite and also concentrate on language use, vocabulary and mechanics. Many skilled writers usually say, “ Writing is a recursive process.” , as well as Murray (1982), he found that writing is rewriting.

Another significant factor in process approach which should be discussed is Role of the teacher.

Richards (1990 : 110-112) stated that in a process-oriented classroom, teachers are *facilitators* who manage writing activities which enhance learners' composing strategies development. Moreover, the teachers actually act as investigators who observe and identify effective approaches to various aspects of the

writing process. He also proposed Hughey et al (1983 : 48) 's viewpoint of teachers' roles in a writing class that :

They keep the writing task clear, simple, and straightforward.

They teach the writing process.

They analyze and diagnose a writing product.

They establish short-term and long - term goals for each student.

They balance classroom activities, providing some for individuals and some for groups.

They develop meaningful assignments.

They provide a real audience : an audience other than the teacher.

They make student papers available to students : they allow students to see their own body of work develop.

They move from the known to the unknown and utilize the student 's previous knowledge.

They provide writing activities which reinforce reading, listening, and speaking skills.

They provide heuristics for invention, purpose and audience.

They outline clearly the goals for each writing assignment.

They teach the convention of spelling punctuation and capitalization.

They teach the principles - rules, conventions,
and guidelines of writing as a means
to develop thoughts, order ideas, and
communicate these ideas in a significant
way.

In addition, Raimes (1983 : 10-11) proposed two essential supports which teachers should have in mind. Firstly, *time* , teachers allow an opportunity for students to try out ideas, discover new words and sentences, write a first draft and revise it because the first draft will not be perfect right away. Secondly, *feedback*, this does not mean finding errors. In fact, the readers who are themselves, other students or teacher respond to the content and relevant expressions.

Richards (1990 : 112) cited Kantor (1984) ' s viewpoint that types of teachers influence learners' writing behaviours. Namely, nondirective and supportive teachers could build learners confidence even they did not feel at ease to write.

It may be objected to that many teachers recognize the value of the process writing techniques. They also realize the responsibilities to their learners. Nonetheless, some are still uncertain about adopting these kinds of techniques to the classroom. Because they are not confident enough to create their own teaching materials. So far, there will be some examples which may provoke the teachers' ideas to establish appropriate activities or adopt authentic materials to their writing classroom.

Various ESL / EFL textbook writers realized the limited exposure to either speech or written English of learners. They put an attempt to contribute remedial activities so that the students will overcome their writing difficulty. For example, Ingram and King (1988 : vii-viii) provided ranging activities from structured " writing" to free " composing " which teachers can approach from a variety of tasks for students to interact through their writing about their writing. Structured

writing is intended to give learners something to express about the topic and the language. Then they need composing activities : rereading, reviewing, revising and correcting their work.

Huizenga and Thomas - Ruzić (1990 : iii-iv) , similarly suggested teaching strategies which presented three types of activities : Warming - Up, Word Power, and Sentence Power. These were designed to provoke learners to think and talk about the topic, gain topic-related vocabulary, and have sentence-level practice concerning structures and vocabulary. Afterwards, learners will work through stages from generate controlled to free writing such as paragraphs, letters and so on.

To argue the former objection, there was evidence to support that some teachers could adopt process writing techniques to the Thai school settings. For example, Wilawan Gawichai, an experienced teacher from Sarapheephittayakom School, demonstrated how to teach a writing class through communicative activities on Thai TESOL Fifteenth Annual Convention (1994) . Her task design was based on group work collaboration approach, note taking, information sharing, discussion and problem-solving (see appendix : Module 7). She contributed all activities actively. As an observer, I assumed that process writing could create a favourable atmosphere in The class.

Reid, J. (1993 : 155) quoted Reid, S. (1992 a) ' s perspective that, " collaborative and group activities in the ESL writing classroom has been the single, most influential composition teaching strategy ". This shows activity types in the study, concentrated on group work, as a means of developing communicative competence. Group here is regarded as either pairs or more depending on occasions. In other words, students will write individually after participating group works or will join in groups / pairs again to exchange, share and discuss their written work.

Brumfit (1984 : 77-78) pointed out that small groups foster learners to practise language, receive adequate feedback and guidance from the teacher, as well

as co-operate with others (which was claimed to be ideologically desirable). He also quoted Jolly and Early's point of view that :

“ Psychologically, group work increases the intellectual and emotional participation or involvement of the individual pupil in the task of learning a foreign language. Some pupils are more intelligent than others, while some (not necessarily the same ones) are more gifted in learning languages, some pupils are outgoing, communicative, extrovert personalities, while others are shy, withdrawn introverts. In small groups, all these types of learner can meet and mix, compensating for one another's strong points and deficiencies as language learners.”

(Jolly and Early. 1947 : 2)

Group work, naturally, provides students opportunities to learn and use the language through collaboration among peers. This does not mean a teacher leaves his responsibility. Indeed, he “acts as ‘scribe’ or secretary for a group of pupils ” (Harris 1993 : 71) when leading discussion, making changes or even monitoring during group work and so on.

In brief, the process approach enables learners to make their intended thought precise and develop the intellectual and linguistic competence through written form. Meanwhile, roles of these teachers are different from those in normal classroom ones. Instead of assigning students controlled and grammar exercise, they would rather provide learners with opportunity to experience various stages of the process writing.

However, we need to attract learners with communicative activities in order to store the repertoire of necessary structures and vocabulary. Further, collaborative activities will build self-confidence to internalize their approaches to writing as a part of writing process. Eventually, when teachers sequence writing tasks, they need to consider learners' English proficiency levels whether the activity type is appropriate to them (Pongtongchareon. 1976 : 121).

Communicative writing activities

Classroom communication is a process when students need to apply the knowledge of target language forms, meanings and functions in negotiating meaning through interaction between speaker and listener or writer and reader. It helps the producer make messages clear for the receiver (Freeman . 1986 : 123). In other words, communicative activities are intended to encourage students be able to use the knowledge of English appropriately when communicating.

Though the major aim of the study is to focus on writing, the activities also integrate the other three skills. Because writing in real life is usually associated with these. For example, write a note or message from a phone call which involves listening, speaking, writing and reading. As Byrne (1981 : 114) noted that teachers should be “ looking for ways and means whereby we can knit the skills together so that, within the practice contexts provided, they are used in a natural, meaningful and purposeful way ” . Perhaps, many language teachers familiarize with communicative activities types that fostering students to work in pairs. For instance :

Johnson (1982 : 162-175) displayed exercise types based on five principles for the teaching of language production. Firstly, *The Information Transfer Principle* which involves conveying and transferring information. Secondly, *The Information Gap Principle* which brings realistic information to students when they share each others problems. They later judge whether they succeed in receiving the message.

Thirdly, *The Jigsaw Principle* which parallels two students to write their own tasks. Afterwards, they exchange each other information to complete the final tasks. Fourthly, *The Task Dependency Principle* allows a student to use language to tackle his task. The student will be accountable to his partner for adequate content purpose. Because this will affect the other's task when he gains irrelevant message. Finally, *The Correction for Content Principle* corresponds with gaining feedback so that a student can develop his expression for communicative goal from either a peer or a teacher concerned with content.

It is noted that communicative writing activities based on Keith Johnson are adopted in the study because the researcher believes that those principles would make activities interesting and challenging for learners. On the other hand, they would help the students gain knowledge and its usage which they could later use when writing a first draft.

Responding to students' writing

Feedback is a response or reaction from another person to something you do, that can be used to help you assess and improve on your performance in the future, suggested by Sherman (1994 : 54) Some educators, Brumfit (1980), Raimes (1983), Edge (1989), Makino (1992) and others classified *feedback* into three types : Teacher Feedback, Peer Feedback and Self-Feedback.

According to these two ideas, feedback from three sources must be useful and usable. This benefit decreases the students' difficulty, and develops their writing ability. *Teacher Feedback* as an initial is defined as a reader who clarifies the comments, that helps students sort through problems, especially grammar errors which most students prefer (Saito. 1991). Therefore, a teacher who teaches writing will give advice before and a comment after the final draft. The second source, *Peer Feedback*, is identified after a reader responds to the first draft in order to reflect the

writer' ideas. Mangelsdorf (1992) reported that peer reviews have helped his students revise the content of their drafts. Probably, peers would be able to give useful advice for the sample of this study . The last source, *Self-Feedback*, referred to the students use of their teacher's cues to correct the errors. It is hoped that the students can activate their linguistic competence to correct errors.

Perhaps, it could be argued that some students may be unhappy with neither peer feedback nor self-feedback because the two sources cannot assist them to confront their grammar errors. However, lots of teachers anticipate the problem by informing and training the students on how to benefit from the two sources. For example, provide learners the checklists or open-ended questions in order to provoke discussion among themselves. By, working through this process , the students may realize this benefit and accept it as a necessary tool to use.

It clearly seen that the three sources of feedback will be workable instruments for revision when they are held within appropriate condition. As Suquiang (1985) noted, " if successful revision is to take place, it must result from one or more of three types of corrective feedback ". Whenever the students can overcome their weaknesses in writing, they will be more analytical and confident. Experience on writing process is a vast rehearsal for their future jobs.

Motivating our students to write

Learning a foreign language in Thailand needs lots of motivation to be successful . The Longman Dictionary of Language Teaching and Applied Linguistics classifies the concept of motivation into two types ; instrumental motivation and integrative motivation. Instrumental Motivation reflects when a learner wants to learn a language because it will be useful for certain " instrumental " goals, such as getting a job, reading a foreign newspaper, or passing an examination.

Integrative Motivation, on the other hand, is identified when a learner wants to learn a language in order to communicate with people of another culture who speak it.

It seems students learn a language of English because it is a compulsory subject. If they are lacking high quality of motivation, they will be frustrated and impede the growth of language learning. As Cook (1991 : 73) said, “ students will find it difficult to learn a second language in the classroom if they have neither instrumental nor integrative motivation, as is probably often the case in school language teaching ”.

Modern language teachers recognize this as the key term through successful teaching. Thai teachers who teach writing try to compensate for this lack by cultivating both types of motivation for their students. For example, students are convinced to stress the career and higher education benefits. Then knowledge of writing composition will create interest through writing a letter to a pen-pal with foreign students. It appears to be long term processes, therefore, all the compensation is not able to convince the students easily. Motivation will be the most difficult aspect of teaching for teachers to deal with.

There is an attempt to narrow the concept of motivation to activate Thai students to do their tasks effectively. Teachers should promote their students the intrinsic type in order to succeed in a task, suggested by Brown (1994 : 153). He defined motivation in terms of Intrinsic Motivation and Extrinsic Motivation. That is learners, who learn for their own self-perceived needs and goals, are intrinsically oriented, and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated.

Hence, intrinsic motivation may be the solution to Thai teachers' dilemma. It is necessary to study the social factors connected with the students' age to promote this type of motivation. Due to the sample of the study who are 15-16 aged and consider figure represented by Yorio (1976 : 61, see Brown. 1994 : 277), these are

parental influence, schooling, peer group pressure and critical period. The last two factors probably effect the language learning rather than others. Thus, task design needs to be based on student-centered approach, collaboration, group discussion and analytical thinking related to their interests.

Although extrinsic motivation encourages partial learners motivations, teachers should also include it in classroom practice. It consists of grades, recognition from others, awards and even certain types of positive feedback. As, Moore (1992 : 173) cited that, “Teachers, bring one of the most important elements in the classroom environment, can have considerable influence on student motivation, through their choice of teaching strategies ”. As a case, *feedback from the teacher* is regarded as an element that creates learners’ motivation.

Assessment of written work

It is widely seen that a major argument on grading the composition appears to concern the reliability of procedures and raters. As Heaton (1975 : 144) stated, “ two markers may differ enormously in respect of pread of marks, strictness and rank order ” or even if “ the same composition is marked by the same examiner on two occasions. There may be a difference in the marks awarded. ” Oller (1979 : 392) emphasized that :

“ There is no escape from subjective judgement in the interpretation of normal expression in a natural language. In fact, there are many reasons to suppose that a trained judge may be the most reliable source of information about how well something is said or written.”

Perhaps, a skilled rater will be our major concern to assess the composition of the samples in this study. However, active teachers continuously sort out appropriate procedures for marking students' compositions, particularly in Thai classrooms. For example, Pitaksereetam (1988) used 4 procedures to mark the same piece of students' written text by 4 skilled markers. The results have shown reliability and significant relationships among those in term of mean scores. The well-known 4 procedures are identified as follows :

1. General impression marking is such a simple method based on the total impression of the written work as a whole.

2. Essay scale which a rater (either a teacher or a specialist) compiles the finest group of compositions, as a criteria ranging from high quality in terms of accuracy and fluency to the less quality and then compare it with the other group and to make a judgement.

3. Analytic scale is a procedure to evaluate a composition with provided criteria and group those into three sets : *high*, *middle* and *low*. Then, grade each composition chronologically from low to high or in converse.

4. The ESL Composition Profile is an assessment of communicative effectiveness. A rater judges a composition whether a text writer can organize and express intended meaning successfully.

Even she cites that all four procedures have shown relative significance, she insists that the ESL Composition Profile can reveal more details in accordance with its various features of scoring.

Hughey et al (1983 : 139-149) described the merits of the ESL Composition Profile created by Jacobs et al (1981) precisely.

The profile comprises of five component scales, each focusing on an important aspect of writing and measured according to its approximate importance for written communication. These are *Content*, *Organization*, *Vocabulary*, *Language Use* and *Mechanics*. The total measure for each component is further

broken down into numerical ranges that correspond to four mastery levels : *Excellent to Very Good, Good to Average, Fair to Poor and Very Poor*. The profile scoring system is indicated in two ways : by the individual scores of each component and by the sum of scores from all five. A teacher may provide feedback in the profile as a guide for students in a classroom practice or grade the students ' performance for summative test.

Of course, it is essential to consider the procedures for using the profile that is seen as follows :

1. Complete Student 's Name and Number, Topic and Date at the Profile.
2. Read the composition as quickly as possible for an overall first impression, concerning the message that a writer wants to convey.
3. Examine the Content and Organization components and then find the descriptors that best describe the writer 's success in delivering a message.
4. Reread the composition quickly and record scores in the remaining three components after identifying the appropriate criteria descriptors.
5. Add the five evaluation scores from each component and record.
6. Write an information for a reader and comment if necessary.

The format of the ESL Composition Profile is presented below, demonstrates features of the profile when using.

ESL COMPOSITION PROFILE				
STUDENT	DATE	TOPIC		
SCORE	LEVEL	CRITERIA	COMMENTS	
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic		
	26-22	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail		
	21-17	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic		
	16-13	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate		
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive		
	17-14	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing		
	13-10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development		
	9-7	VERY POOR: does not communicate • no organization • OR not enough to evaluate		
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register		
	17-14	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured		
	13-10	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured		
	9-7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate		
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions		
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured		
	17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured		
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate		
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing		
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured		
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured		
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate		
TOTAL SCORE	READER	COMMENTS		

The goal of this study is to examine how students perform in linking ideas and organizing information to form a communicative and meaningful text. Hence, the researcher particularly employs the ESL Composition Profile to evaluate students's compositions written before and after the treatment. The writer believes that its five criteria components may reflect useful data for further discussion.

Research study on Teaching English Writing in Thailand and other countries

It is noticeable that the classroom research focused on process writing has been rarely conducted in Thai schools. In general, many Thai researchers have examined communicative language teaching, widely believed that this approach increases students' writing ability. There are adequate findings in other countries which are relevant to the assumption of this study. The writer hopes that communicative teaching may support the whole process of instructional activities which will foster students' writing ability and motivation development.

Research in Thailand

Pimpan Vessakosol (1989) studied the development of a model for teaching English writing based on the process approach for Thai students at the higher education level. The result proved that the model positively affected the student's writing ability.

Srimala Pimpanitaya (1986) reported that Mathayom Suksa 3 students of Anukoonaree School in Kalasin developed their writing ability after they had been taught through integrated communicative writing activities.

Vimonpun Traipoom (1992) revealed the findings in her study that Mathayom Suksa 5 learners developed their English writing ability through the method based on Keith Johnson 's Communicative Approach. She adopted five principles of communicative methodology, The Information Transfer Principle, The Information Gap Principle , The Jigsaw Principle , The Task Dependency Principle, and The Correction for Content Principle, as initial activities leading students to writing stages. Additionally, she recommended that, the Writing through Communicative Activities was not only reinforcing students' motivation in learning but also was encouraging self-enthusiastic and actively positive atmosphere.

Subeda Pathan (1986) said that her result indicated that students ' English writing achievement and their attitudes towards English writing in the experiment group were higher than those in the control group. One was treated with sentence combining exercises whereas the latter was taught with ended-lesson exercise. She confirmed that writing practices on which focus communicative language teaching enhanced writing ability in vocabulary, grammar, and mechanics aspects were better than other practice on grammar usage.

Achara Pitaksereetam (1988) found that the four procedures : ESL Composition Profile, analytic scale, essay scale and general impression marking for grading English compositions were reliable. Also there were significant relationships by means among those of procedures. The assessment of Mathayom Suksa 6 students' writing was randomly selected for each of the four raters using the above 4 procedures. She proposed that using the ESL Composition Profile to mark students' writing assist raters to balance their judgement thoroughly because of its criteria components. The raters need to study how to use and practise this technique beforehand.

Research in other countries

Zemelman and Daniels (1993 : 344-353) cited that Hillocks and others summarized the research study findings of written composition over the 1963-1983 period. They demonstrated fifteen practices associated with development in students' writing performance due to overall quality or effectiveness measurement. The two attractive concepts were to teach writing as a process to help students improve a piece of writing, and to integrate collaborative activities into a writing process to promote better writing.

Astika (1990) investigated the assessment of foreign students' writing by ESL teachers who were native speakers. She adopted an analytical scoring technique based on the ESL Composition Profile to evaluate 210 compositions written by the University of Hawaii new foreign students 1989 and 1990. Each composition was evaluated by 2 raters . The results of her study indicated that scores marking by both the raters were fairly reliable. Also she found that the students paid more attention to organization, development of ideas and meanings with less concern to mechanics while they were writing. She suggested that teaching implication to increase students' writing ability should stress on content, organization, vocabulary and language use rather than mechanics.

Mangelsdorf (1992) carried out the study of peer reviews in the ESL composition classrooms at the University of Arizona. Many of first-semester freshmen who were enrolled in her project reported that peer reviews had helped them revise the content of their drafts whereas some had commented that their peers were not able to give useful suggestion. According to the responses and her experience, she noted that every class reacted to peer reviews differently based on

types of learners and their proficiency level. She believed that teacher's flexibility and students' regular practice would be worthwhile to composition classroom.

Saito (1991) did a case study of adult ESL learners on " Teachers' Practices and Students' Preferences for Feedback on Second Language Writing. " The questionnaire responses from 39 students in ESL intensive courses and ESL engineering writing classes in Toronto presented that students preferred teacher to non-teacher feedback. They said that the most useful feedback from teachers were focusing on grammatical errors. However, she implied that peer feedback and self-feedback were necessary to teaching writing because these encourage learners' critical thinking and being independent to cope with their own errors. These results corresponded with those of Suquiang (1985).

Various research findings seem to illuminate the value of teaching writing which is not too difficult to handle. At best, strong intention to help learners overcome their weaknesses about writing has shown many possibilities from which teachers can select or integrate any appropriate approaches, for their learners level. In reality, writing is claimed to be the end product of language learning. It could be an evidence to reflect Thai learners' acquisition that have been stored in classroom practice over five years. Teacher should provide opportunities for learners to perform knowledge by expressing ideas in written form. The teachers then can evaluate whether their teaching strategies are successful or not.

Chapter 3

MATERIALS AND METHODS

The study is established, according to the intended goal to help improve learners' writing ability and increase their motivation. As a case, the information is presented as the following characteristics:

1. Subjects
2. Procedures of the study
3. Materials and Instruments

Subjects

The subjects in the study were Mathayom Suksa 4 students whose level of English was similar to that required for the science programme study. The sample comprised twenty-nine Mathayom Suksa 4 boy students in the first semester of the 1995 academic year of Bangkok Christian College, Bangrak District, Bangkok. All of them were about 15-16 years of age. The sample was randomly selected for the use in this study.

Procedures of the study

1. Examine the secondary education curriculum, English syllabus and a graded approach to teaching writing for Thai classroom as set by the Ministry of Education in 1981 and 1990, by Department of General Education in 1992, and by Supervisory Unit, Department of General Education in 1984, respectively including upper secondary textbooks prescribed by the Educational Authorities.

2. Study teaching methodology of ESL and EFL writing from books and journals.

3. Consider the research findings studied in Thailand and other countries.

4. Establish writing test objective and determine learning objectives.

5. Study task design from activity books based on process writing. They are : Writing Workout by Jann Huizenga and Maria Thomas Ruzić. Newbury House, 1990 and Writing to Composition by Beverly Ingram and Carol King. Cambridge University Press, 1988 .

6. Write out outlines, objectives, lesson plans and classroom activities, then consider the justification and procedures to be included on process writing approach, finally consult three specialists in order to make adjustments.

7. Reconsult the three specialists and discuss whether any task might need rewriting.

8. Study theory and rationale on how to write a good communicative test of English language based merely on writing skill from various books written by Heaton (1975), Hughes (1989) and others.

9. Write out the instructions and situations of the essay type. Consult three specialists, then make adjustments and type the test.

10. Study attitude principle and measurement from many sources such as books, research studies and educational printed matters.

11. Decide which question type would achieve the research hypothesis and objectives, then write out all questions.

12. Consult three specialists whether the questionnaire will cover all essential issues, then make adjustments and type the questionnaire.

13. Consider the strengths and weaknesses of interview types to fit the scope of the study from books and educational printed matters.

14. List and examine all items associated with the required information, and write out an interview schedule.

15. Consult three specialists and make adjustments.
16. Select a sample group.
17. Try out materials and instruments with the other group of students who are similar to the selected sample, then collect data, analyze, and adjust the materials and instruments.
18. Design and write out teacher's manual using through a learning kit.
19. Try out pretest and attitude questionnaire to the sample group in order measure to both their performance and attitudes towards learning to write in English.
20. Conduct pretest followed by the learning kit posttest and questionnaire to evaluate any changes.
21. Try out an interview agenda with the sample during the fifth week of the experimental time to sort out on issues the researcher might overlook.
22. Collect data from all instruments.
23. Analyze the results.
24. Report the findings.

Materials and instruments

Four instruments were used to obtain the data in this experiment. These were:

1. Learning Kit
2. Writing Achievement Test
3. Attitude Questionnaire
4. Interview

The materials and instruments were designed and established as follows:

1. Learning Kit

Learning Kit consists of Teacher's Manual and Learning Kit Modules.

1.1 Teacher's Manual

Teacher's manual was written to provide a guide for teacher to consider rationale and organization concerned with aspects of process writing including teaching suggestions, and ways to use materials and activities. In other words, these comprise of an introduction and general procedures for using the learning kit. All teaching materials of the learning kit were designed as a fifteen - period writing practice within nine modules for a communicative purpose.

1.2 Learning Kit modules

Learning Kit includes 9 modules as follows :

Module 1 : Warm - up activities for writing

Module 2 : Correcting written work

Module 3 : Writing riddles

Module 4 : Writing instructions

Module 5 : Writing a note (For future plan)

Module 6 : Writing a postcard

Module 7 : Problem solving (Making suggestions)

Module 8 : Describing people (Personal appearance)

Module 9 : Writing personal information

The modules highlight process writing suggested by many researchers who studied the composing process and writing behaviours which experienced writers did to arrive at their final product (Murray. 1968, Hughey et al. 1983, Raimes. 1983, Ingram and King. 1988, White and Arndt. 1991, Harris. 1993, and others), and communicative writing activities.

The construction of writing instruction and communicative activities emphasis on techniques of process writing consists of these two aspects :

1.2.1 Content

1.2.2 Task design

Content

The content in Learning Kit section was determined from one of the textbooks, Blueprint One by Brian Abbs and Ingrid Freebairn. Longman, 1990 used in Mathayom Suksa 4 or grade 10 level in Thailand. The content planning was examined and chosen on a basis of writing skill appropriate for the experimental time . The level of difficulty of vocabulary and structures was also considered. The teaching materials were selected from authentic materials which students were familiar with, such as, Editor's column in a magazine, instructions in goods leaflets, postcards , etc.

Task design

The major aim of task design was to promote communicative activities that helped foster students to control their processes of writing. The sequence of lessons moved from presentation to controlled practice, and finally to free practice. For writing activities, they moved from prewriting to drafting, and to revising (Richards and Lockhart. 1994 : 162).

The first two modules were aimed to familiarize students with writing process and prepare subskills which would help them realize how to revise and correct their pieces of writing. The other modules began with the same three kinds of activities, prewriting activities, writing activities, and rewriting activities.

Prewriting Activities

The students participated in different kinds of activities which would encourage them to think and talk about given topics, for example, listing

something on paper, making mind mapping, brainstorming, discussing, doing pair works and group works.

Writing Activities

The students gathered, selected and organized information in order to make their ideas clear while they were writing. For example, students would try to write out a draft with less worry about grammar, spelling and mechanics. They also had readers in mind and focused on a purpose based on a functional type in each lesson, such as, write a note to request something from their friends, write a postcard to classmates, etc.

Rewriting Activities

The teacher provided a situation for readers (either themselves or peers) to respond to pieces of writing and made adjustments in accordance with their intended goal and peers' comments. For example, a student would take a role of a personal manager who need to read his friend's writing and respond to it by deciding whether he would call him for an interview. Then submit it to the teacher to gain any feedback or useful advice.

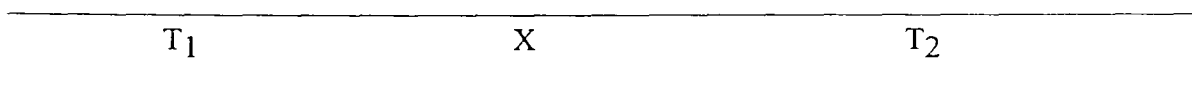
2. Writing Achievement Test

The free composition test type was considered to gear students in order to create and manipulate their ability in writing. The contents of pretest and posttest were nearly parallel since the researcher needed to maintain both face validity and content validity in accordance with conduction the two similar tests within a short period of just about five weeks. The situation of the pretest was, "...applying for an AFS exchange student programme, the student has to give information about himself." The situation of the posttest was,

“...introducing the student's best friend to a pen-pal, the student has to give information about his friend. ” Both the pretest and the posttest had the same instructions, “ Write a paragraph describing a given topic at least 100-120 words within 40 minutes.”

The students' compositions were read and evaluated by three qualified teachers of English using *ESL Composition Profile* developed by Jacobs et al (1981).The profile contains five component scales, each focusing on an important aspect of writing and weighed according to its approximate importance, content, organization, vocabulary, language use and mechanics. The individual scores in each component are 30, 20, 20, 25 and 5, respectively. The total weight for each component is further broken down into numerical ranges that correspond to four mastery levels from “ very poor ” to “ excellent ” . The respondents' writing was calculated and indicated in two ways, by the individual scores in each component and by the sum of scores from all five ranges.

Significantly, the classroom research approach was employed in the study because the researcher would like to pay close attention to classroom interaction in single circumstance. The particular event might occur in Thai secondary schools or others where English is regarded as a foreign language. Teachers do not feel at ease to organize writing activities because students have less confidence to write in English. The experimental design for this study, was analyzed by *One pretest posttest design* as the following diagram:



X = Treatment

T₁ = Pretest

T₂ = Posttest

(Vongratana 1994:363)

3. Attitude Questionnaire

The question on students' attitudes towards learning to write in English was constructed in order to obtain relevant information on students' views to writing courses and activities. The form included 24 questions about the advantages of English writing classes, the English writing activities and space for any comments. The scales used in the questionnaire ranged from the positive to the negative attitude, Strongly agree, Agree, Neither agree nor disagree, Disagree and Strongly disagree. Scoring system ranges were 5, 4, 3, 2 and 1, respectively. The questionnaire had first been prepared in English and then translated into Thai to assure students' understanding of the text of the questionnaire.

All questionnaires were administered at the beginning and the end of the course because the researcher would like to know about the change of their perceptions towards learning to write in English and teaching materials. The answered questionnaire forms were counted by the frequency of each item and calculated as means and standard deviations.

4. Interview

The preliminary purpose of the interview was to determine the students' perceptions towards the usefulness of the process writing. The semi-structured interview would give the researcher an opportunity to elicit information, to enlighten interview data on issues the researcher might otherwise overlook.

The secondary purpose was to supplement and illuminate the questionnaire data. The interviews were conducted in Thai with 29 students in the fifth week of the course. The oral questions were directed towards general aspects of interest to the researcher, for example,

1. How do you feel about writing in English?

Like

Dislike

Undecided

2. Why , Why not ?

3. What types of activity did you usually practise in the previous class ?

Completion

Sentence practice

Paragraph writing

4. How can you control your writing process ?

etc.

Individual student had been interviewed and recorded by the researcher. Data collected from 4 instruments was employed to see whether there was a significant difference between pretest and posttest or not. They were the comparison of students' writing ability in English between the pretest and the posttest, and students' attitudes towards learning to write in English between having been taught through writing activities in the learning kit and before the treatment.

It was noted that data obtained from interview was recorded once and transcribed since the prime aim was to survey any evidence which advocated the findings in achievement test and attitude questionnaire. Specifically, it was hoped that the responding might dominate any interesting issues for discussion.

The statistical package, SPSS, was utilized to analyze the data. The following statistical formulae were used:

1. The average scores (Mean)

$$\bar{x} = \frac{\sum x}{N}$$

(Vongratana 1994:40)

2. The deviation of average scores

(Standard Deviation)

$$\text{S.D.} = \sqrt{\frac{n\sum fx^2 - (\sum fx)^2}{n(n-1)}}$$

(Vongratana 1994:74)

3. The test of significant difference between means for dependent samples (t-test)

$$t = \frac{\sum D}{\sqrt{\frac{n\sum D^2 - (\sum D)^2}{n-1}}}$$

(Vongratana 1994:201)

Chapter 4

RESULTS OF THE STUDY

There will be some statistical symbols used as the interpretation of data through this study :

N = Number of subjects

\bar{X} = Mean or Arithmetic average

S.D. = Standard Deviation

\bar{X}_1 = The mean scores of pretest

\bar{X}_2 = The mean scores of posttest

** = The significant level at .01

The study was intended to investigate whether teaching materials had helped improve learners' writing ability and increase their motivation. The results of the analysis were examined and presented by two sections.

Part 1 Achievement test results

Part 2 Attitude questionnaire results

Part 1 Achievement test results

Figure 1 Comparison of the means of Pretest and Posttest with respect to students' achievement in written compositions.

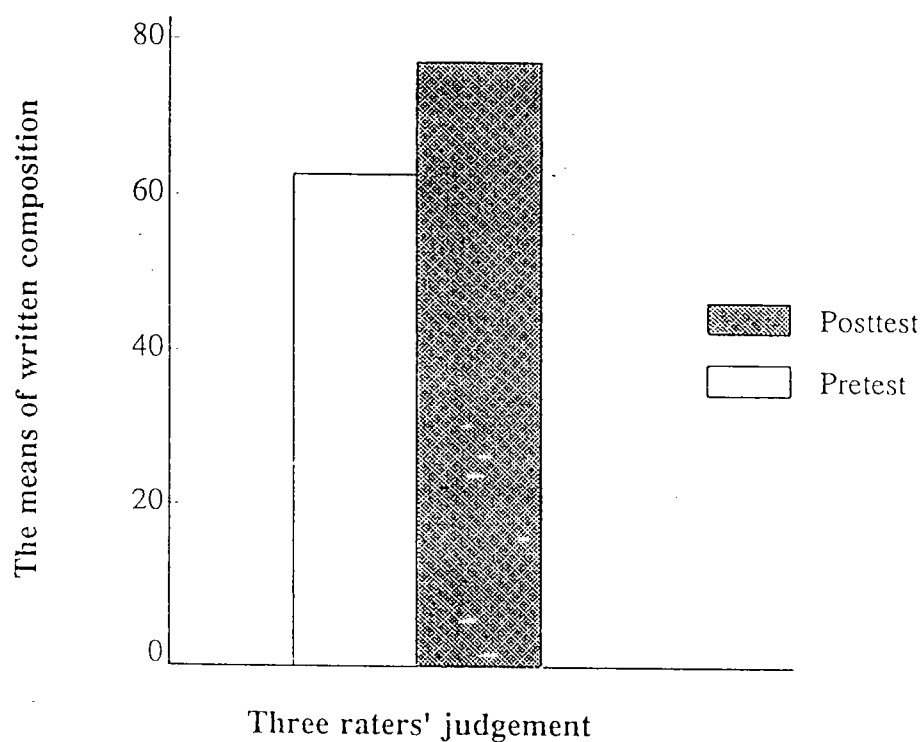


Figure 1 shows the assessment by three raters made on 29 written compositions. These two bars compare the changes between the pretest and the posttest.

Figure 2 Comparison of the means of Pretest and Posttest with respect students' achievement in written compositions. Considering five composition components.

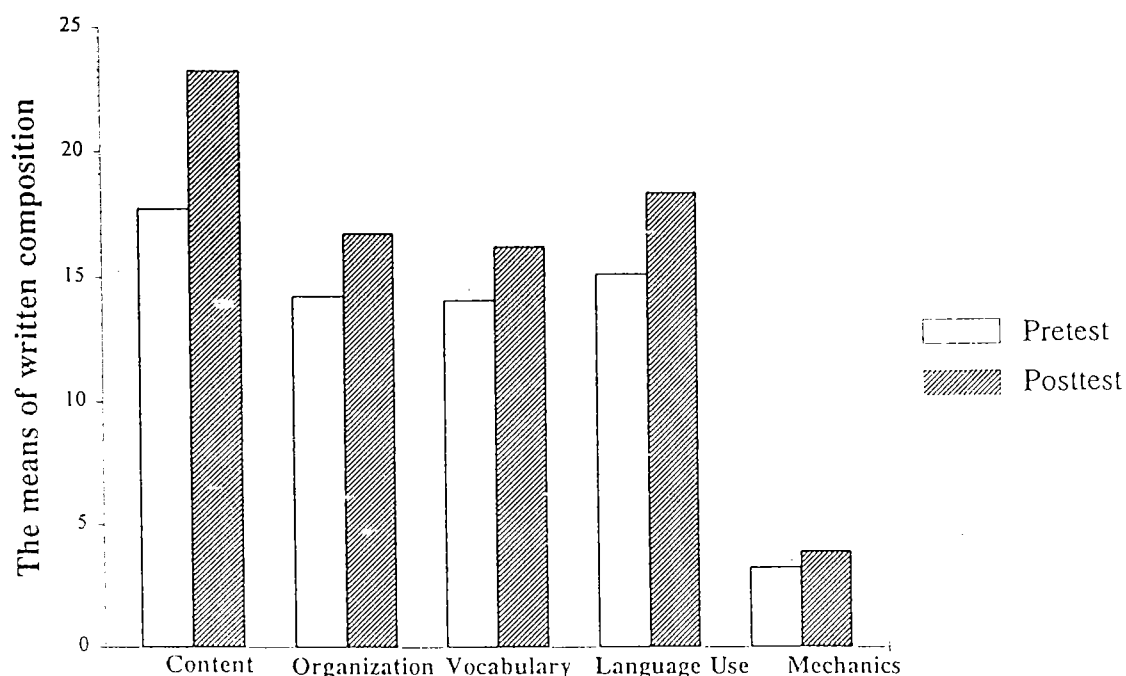


Figure 2 demonstrates the assessment by three raters made on 29 written works considered five composition components - content, organization, vocabulary, language use and mechanics. The bars of the content scoring obviously show the highest change among all those criterias. The general interpretation of five features is presented below :

1. **Content** means knowledge which is relevant to assigned topic.
2. **Organization** defines continuity and linking of ideas.
3. **Vocabulary** is appropriate words for conveying intended information.
4. **Language** use means well-formed and complete sentences.
5. **Mechanics** are spelling, punctuation, and capitalization.

Part 2 Attitude questionnaire results

Table 1 Comparison of means and standard deviations of Pretest and Posttest with respect to students' achievement in written composition.

	Total	N	\bar{X}	S.D.	t
Pretest	300	29	187.83	33.66	-7.89**
Posttest	300	29	232.07	24.90	

Sig. = .01

Table 1 displays the means and standard deviations for total scoring all compositions by three raters. T-tests show that, between the pretest and the posttest, these changes are statistically significant at the .01 level. All students' writing scores in the posttest are higher than those in the pretest.

Figure 3 Comparison of means of Pretest and Posttest with respect to students' attitudes towards learning to write in English.

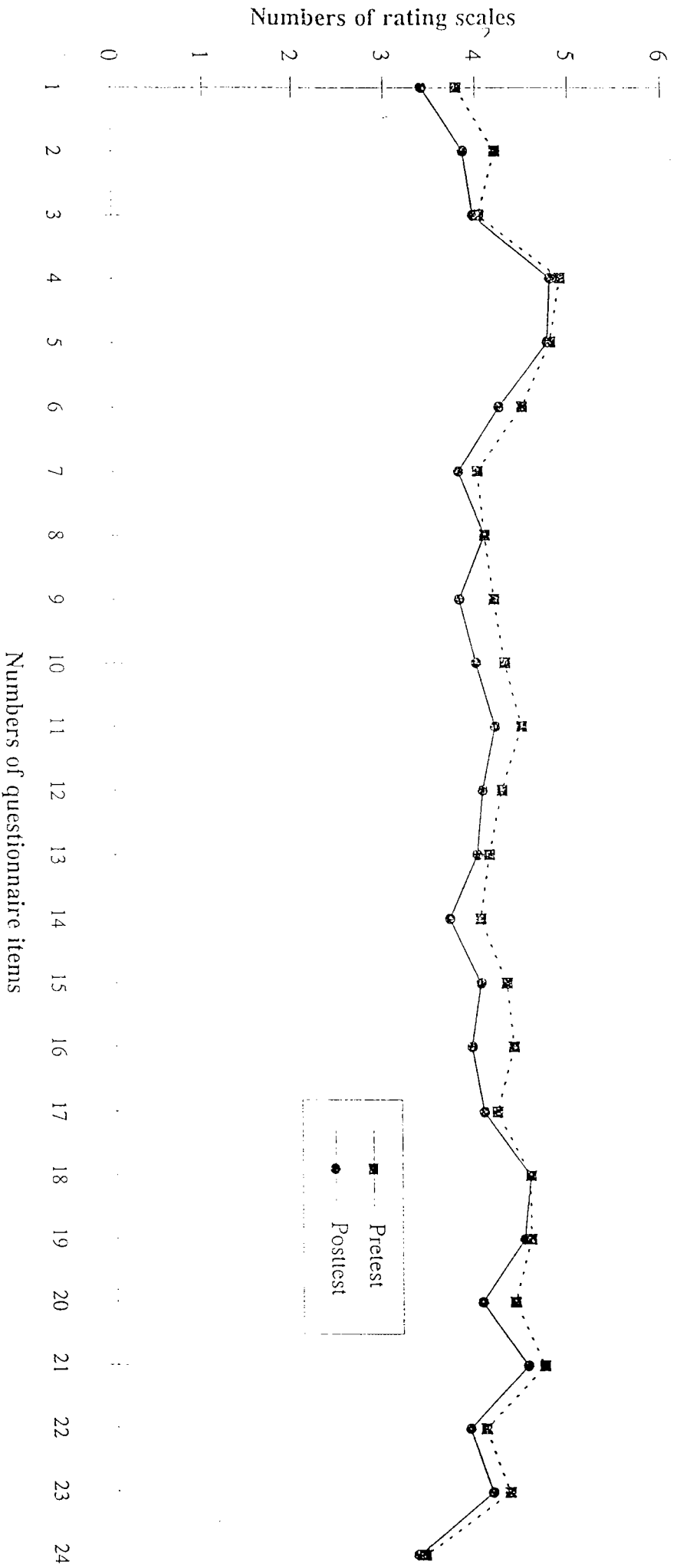


Figure 3 presents the means in a line graph for easier visual comparison. The line graph reveals the positive changes of students' attitudes towards learning to write in English. Among 24 items, almost ranging are variable. Namely, the means of the pretest are found from 3.28 to 4.79 and the means of the posttest are little higher from 3.35 to 4.90. But the other 2 items (No. 8,18) are invariable. They remain the means at 4.07 and 4.52. The interpretation of the rating scale is presented below :

- 5 = Strongly agree
- 4 = Agree
- 3 = Neither agree nor disagree
- 2 = Disagree
- 1 = Strongly disagree

Chapter 5

DISCUSSION AND INTERPRETATION OF THE RESULTS

Interpretation of Achievement test

Regarding the results of the judgement on students' written compositions, Figure 1 showed the significance between the pretest and the posttest. This indicated that, through the use of a learning kit based on process writing, learners' writing ability has improved. This is similar to what occurred in Vessakosol (1989). On the other hand, the reliability of the assessment of written works by three raters were found at .85 for the pretest and .86 for the posttest. It proved that the evaluation was fairly reliable which corresponded to Pitakseretam's (1988) and Astika's (1990) studies that had employed the ESL Composition Profile to assess students' compositions.

Table 1 and Figure 1 demonstrated the overall picture of the findings in the present study. The bar of content criteria presented the highest rating in both pre and post tests from 29 students' written compositions. It also showed the highest rating change among all five composition components. It seemed that doing mind mapping before writing helped students to create ideas related to a topic or a situation. In other words, this technique could enable learners to have a continuity of ideas. It stimulated them to expand relevant information in order to produce a meaningful text. In addition, the rest of the bars in Figure 2 revealed the changes of organization, vocabulary, language use, and mechanics components as well. It appeared students concentrated on organizing and conveying messages while they were writing. They could make their works clear for readers because they probably adopted the techniques they had learned during the treatment. The techniques were listing ideas, shaping, writing, and rewriting which were effective

features of process writing.

The results from students' class assignments showed evidence to support the earlier statement. Three representative students were selected from a class. The first one received the highest points from the two achievement tests. The second was an average student. The third was a representative from the weak ones.

Situation A student from Australia would like a Thai student to write a direction on how to cook instant noodles for him. The student needs to use the sequence words in order to make the writing clear for the reader.

Student 1 's work

Draft 1 : First, put water in a kettle and boil it. Next, While you wait for boiling kettle put instant noodle into a bowl...

Draft 2 : First, put water in a kettle and start boiling. Next , put instant noodles into a bowl...

Student 2 's work

Draft 1 : First, put the water in a kettle. Next, heat the water...

Draft 2 : First, put water in a kettle. Next, heat the water...

Student 3' s work

Draft 1 : heat the water put MaMa in the bowl...

Draft 2 : First, heat the water. Next, put MAMA in the bowl...

The students were assigned to write and do self-correction under a theme of writing a direction on how to cook instant noodles in the fifth period of the treatment. The lesson is in Module 4 of the learning kit. This shows the students had been trained with the process approach for four periods. From the quotation of three students' writing, it demonstrates on what the students wrote in the first drafts and rewrote in the second drafts. We may conclude that these students internalized the

process approach in order to help them correct their mistakes.

Considering the assignment of those three students in term of language use, it was found that Student 1 presented more advanced proficiency than the other two because he had tried to use markers combining utterances, such as, *and* whereas the other two had used a simple sentence. In other words, he had shown the detailed knowledge while he had been trying to convey the messages.

Student 3 had expressed ideas without concerning the sequence words in the first draft. He had later inserted them in the second one. It assumed that he had used simple sentences which make sense and be clear for readers under a simple topic like the one in the assignment. In this case, it might not be too difficult for him when using vocabulary and grammatical rules. But if he has to deal with more complicated topic, he may need to put an attempt on expressing wider vocabulary and complex language use.

However, these three representatives had shown the evidence of *rewriting* which is one effective aspect of process writing. Comparison of those three students' two drafts, it seemed that all three writers had concentrated on language use and had tried to correct their mistakes which occurred in the first drafts. It also reflected that they understood the important aspects of process writing and could effectively use the process approach.

I have observed and have found that collaborative learning encouraged an enthusiastic and positive atmosphere. The students felt more comfortable to work in a group in order to share, exchange and discuss ideas among friends. They learned from listening and speaking to each other. The peer collaboration was a fundamental element of process writing that fostered learners to create and generate ideas for their writing (Harris : 1993). In addition, the data from the questionnaire (see appendix : item 10-15) and interview showed that group work and discussion helped them to expand and make the ideas clear before writing as well.

The writer would like to discuss on interactive learning approach in accordance with classroom observation. This was defined in terms of interaction among learners themselves and their works, their peers, and a teacher. River (1984 :3) and Malamah-Thomas (1987 : 8) stated this approach as never being one-way, rather it could be a two-way, three-way or four-way process. Since the activity types in the learning kit provided students which the opportunity to use the language for communicative purposes, then they actually "... had a subject (what they were writing about), an audience (who they were writing to) purpose (why they are writing) in mind" (Hughey et al. 1983 : 53). The first communication was between students and their texts. The second was when students interact with peers. They would receive or give feedback to each other whether their writing made sense. The final could be an interaction with a teacher. The teacher provided not only possibilities of words or sentences as alternatives for them to use in expression, but also appropriate advice they may need. As a result, the students had achieved another important elements of process writing. They are self-feedback, peer feedback, and teacher feedback.

Although the results of the present study have shown either the significance between the pretest and the posttest or the meaningful interpretation, the selected format and topic of the test (see appendix) may cause a contrary. Firstly, the test format of the two tests were slightly different. The instruction in the posttest was designed to follow steps of process writing where the pretest had none. Secondly, the topic of the posttest was closed to the two last lessons. The students might recall the previous knowledge easily. But they could not do that in the pretest because of lacking of the related theme.

Honestly, the researcher has observed atmosphere of the two tests, and has found some interesting events. The students ' writing behaviours were different between doing the two tests. Many students might spend 10-15 minutes to think before writing, then wrote, stopped for a while, and continued writing in the pretest.

Whereas everyone might spend 5-10 minutes for listing ideas in provided space, then wrote a whole piece of writing and rewrote in the posttest. The provided space in the posttest consisted of mind- mapping diagram which fostered students to follow stages of prewriting, drafting, and revising.

Interpretation of Attitude questionnaire

The questionnaire data proved that students' perspectives towards learning to write in English had changed into more positive as Figure 3 (the ranging mean scores on the 5 scale were found from 3.28 to 4.79 for the pretest and from 3.35 to 4.90 for the posttest). They might relatively affected the students' achievement. When the students increased their ability in writing while they had more positive attitudes which was similar to the studies of Pathan (1986), Traipoom (1992). These was because the techniques used in the study motivated them to put an attempt to write more with confidence.

The students might have perceived the teacher's methods and the importance of writing skill in positive dimension because they were selected from the science programme which required high learner's proficiency for admission. However, the interviews revealed the data which argued this concept that they have also had difficulty in English writing. Most of them reported that they had highly worried about grammar mistakes. Though they had problems in writing, they felt relieved when they tried out the techniques of listing ideas, writing and rewriting which were quite new to them.

It was noticeable that the students rated the item 24, *I usually do self-correction for my writing* the least (3.28 for the pretest, 3.35 for the posttest). It reflected that they might have less appreciation of using self - correction for writing. The interview data revealed the evidence that students were rewriting while they were writing. This shows that they did less revision. But some good

students might recheck their mistakes at the revision stage. It was reasonable to assume that they might not have enough time to recheck the final version during the practice. Also they did the writing in L1, they might not realize this kind of habit. Therefore, teachers of English language and other subjects should convince and persuade their students to adopt this technique into their learning process. That it would help learners be independent to tackle their own problems in writing.

Referring to the two interesting items, *Writing in English helps me to improve my reading and speaking ability* and *Gaining feedback from the teacher helps me to improve my writing further* (No. 8,18) which remained the means at 4.07 and 4.52. These were interpreted that students viewed writing in English had helped them to improve their reading and speaking ability. On the other hand, they strongly agreed that gaining feedback from the teacher had helped them to improve their writing which the results were in substantial agreement with those of Suquiang (1985) and Saito (1991).

The writer would like to insist that making notes concerning the topic before starting to write helped learners write easily. The statement belongs to item 19 which showed the means at 4.45 for the pretest and 4.52 for the posttest. It seemed to support the finding that doing mind mapping technique assisted learners to generate ideas which was stated earlier in the interpretation of achievement test.

The rest of this chapter, the writer would like to discuss on a learning kit which was an essential instrument that helped learners learn to develop their process of writing. Since the findings of the present study revealed the evidence on students' writing improvement, we can conclude that activities in the learning kit are workable. Its strengths are tangible as well. The activities in each lesson were designed on a basis of effective features of a writing practice : (a) Sequencing of writing tasks moved on from sentence level to paragraph writing, from easy to difficult. (b) Classroom activities balanced individuals and groups. (c) Provided situation allowed a real audience (themselves, peers) to a classroom. (d) Stages of process

writing helped students to see their own pieces of writing development. (e) Activities were integrated all four macro skills. (f) Related structures were simple. The students could utilize their previous and new knowledge to produce acceptable prose. (g) Writing activities focused on ESL/ EFL practice that was, helping students to write whole pieces communication based on progression of ideas linking (Hedge. 1988).

However, several weaknesses included those of insufficient time for revision stage and inadequate teacher feedback in terms of individual and whole class. The learning kit definitely demands a lot of improvement. Firstly, Timing should be planned and set up for allowing students sufficient time to revise their drafts after receiving comments from a teacher. Secondly, Individual consultation should be provided once a week or twice a month so that the students could discuss with the teacher about strengths and weaknesses of their writing. Thirdly, Whole class feedback based on general strong point and weak point of students' writing should be allowed in the lesson regularly. The teacher may need to reteach and pinpoint problems for the students to deal with grammar usage, punctuation, and etc.

Chapter 6

CONCLUSION

Summary of discussion

This report I have tried to show how process writing techniques help improve learners' writing ability and increase their motivation. On the other hand, their perspectives towards learning to write in English and teaching materials from the questionnaire result proved that students had more positive attitudes. We can conclude that when their achievement is high, learners' attentiveness will be a constant factor which correspond to the hypothesis of this study.

The present study has identified several powerful factors that affect the students' confidence in writing. They are interaction, collaboration, feedback and communicative writing activities. They enhance learners to reach the aim of approaching their writing successfully. The researcher has certainly tried to shift the usefulness of the learning kit including suggestions for its improvement because it is a tool to foster learners experience various aspects of process writing. However, it should be kept in mind that the teacher is a key person who provides challenging activities and builds students' self- confidence. The teacher should be motivated by the writing tasks themselves so that both the teacher and learners could be well satisfied with English teaching and learning in the classroom.

Significance of discoveries

Based on all aspects of data, it revealed the significance of the study as follows :

1. Students overcome their difficulty in writing.

2. Students have confidence in writing.
3. Students gain the experience in interactive learning.

Implications for teaching

1. Process writing is one of the effective technique in teaching writing.
2. Learners need instructional strategies through writing activities which are more focused on paragraph level rather than sentence level.
3. Learners need adequate of time to practise writing. Techniques of process writing will be more effective if teachers provide more time for students to revise their drafts, gain feedback, and perceive their strengths in order to cope with their weaknesses.
4. Some learners do not find revision approach important. Both L1 and L2 teachers should encourage this good habit in learning process because it helps learners work towards their own errors.
5. Learners really need help on grammatical errors and expanding vocabulary techniques from the teacher when they feel uncertain to deal with them.

Recommendation for further study

1. The study on teaching writing by using Process Writing should be conducted with two groups of students. In order to investigate and compare between the Process Writing approach and the other whether there will be any significant differences.
2. The study with other level of learners should be tried out to see whether the process approach affects learners' writing development.
3. Length of the study should be planned to give more time in learning activities.

4. The benefit and appropriateness for Thai teachers to use the ESL Composition Profile should be examined as a feedback tool to develop learners' writing ability.

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APPENDIX

APPENDIX A

Teacher's Manual

Learning Kit (Lesson plans and Activities)

Teacher's Manual

Introduction

The main purpose of using the Learning Kit was to investigate whether various kinds of activity based on process writing help improve Mathayom Suksa 4 learners' writing ability and increase their motivation.

1. Rationale

The learning kit was designed to encourage students to experience essential aspects of writing process and help them develop their linguistic competence through written form. While other necessary subskills were considered. For example, a correcting written work exercise which would help learners be aware of their mistakes in terms of grammatical errors, punctuation marks, and etc. Further these integrated all 4 skills so that the students could have more opportunity to expose the language in a context and for communicative purpose.

2. Organization

Prewriting : The students involve communicative writing activities so that they would have ideas and realize the techniques used to expand vocabulary and structures.

Writing : In this section, students put an emphasis on organizing the information roughly.

Rewriting : the teacher allows time for students to reconsider and rewrite the text in order to make it clear for the readers.

3. Teaching suggestions

1. Review and preteach related vocabulary and structures before permitting students practise on aspects of process writing.

2. Inform students that their first draft do not need to be perfect right away. They need time to reread and rewrite until it makes sense for readers.

3. Show them the progress of their work from the beginning which aimed at the sentence level practice to the middle and almost the end of the whole practice which focused on paragraph writing.

4. Encourage them to participate in group work in order to build up their critical thinking and confidence in writing. Working with others may lessen their writing difficulties because they share those among friends.

5. Be prepared for the fast finishers. The teacher may need to provide them a grammar reinforcement exercise based on a topic on functional aspect they have learned and this could be an assignment homework for the others.

6. Be flexible for time allowance, some students may need time to think and rewrite. So let them take their work home and work on it. This does not mean that they will write the whole text outside the classroom. Infact, they need to write their draft in class and rewrite at home if necessary.

General procedures for using the learning kit

To succeed in contribution of various materials and activities described in each module, the teacher needs to consider these stages:

1. Study the rationale of process writing and try to understand its strengths and weaknesses. The teacher may need to experience stages of process writing by her own writing and working with students (e.g. class writing).

2. Determine the lesson plans and learning objectives which enclosed in the appendix.

3. Examine teaching procedures and types of activitiy in order to handle a writing class effectively.

4. Know teacher's role about when / how to respond to students' pieces of writing. Encouragement and feedback with nonthreatening manner are necessary for students to sustain their interest and motivation in English written.

5. Use the materials.

Learning kit includes 9 modules as follows :

1. Warm-up activities for writing
2. Correcting written work
3. Writing riddles
4. Writing instructions
5. Writing a note (For future plan)
6. Writing a postcard
7. Problem solving (Making suggestions)
8. Describing people (Personal appearance)
9. Writing personal information

Module 1 : Lesson 1 Warm - up activities for writing

Aim : 1. To familiarize students with writing process.

Justification of content : Many researchers and this study believe that process writing is able to assist ESL/EFL students produce meaningful writing and increase their confidence to express ideas. It is a challenging activity for English teachers to contribute in classroom. This technique is quite new for Thai learners because they are familiar with other writing exercises such as completion, rearrangement, writing a story and so on. It is fundamental to inform them what the writing process is. In other words, the students need to know how to control their process writing in order to help themselves improve their writing ability effectively. In addition, they write for their readers.

Justification of approaches : Brainstorming and group discussion create positive atmosphere in language learning. These two techniques enhance students to share ideas and have freedom to express. They will not feel so much difficulty to do their writing task. The experience they receive will reflect how they use their process writing indirectly. For example, when students write cues for crossword puzzles, most of them will think, write, read and rewrite till they are sure that all their cues make sense for readers.

Worksheet : 1. Activity A Writing a puzzle
2. Activity B Writing cues

Procedure : 1. Divide students into groups of six.

2. Distribute Activity A (Working a puzzle) and explain how to do the task. (10 minutes)
3. Check the answers with the class. Any group has the most correct answers will win. (5 minutes)
4. Have students practise writing cues individually and ask their friends to guess what the cues mean. (5 minutes)
5. Distribute Activity B (Writing cues)and demonstrate how to do the task. (15 minutes)
6. Select 2-3 crossword puzzles (Activity B) and ask other groups to guess what the cues mean, then complete the crossword puzzles.(5 minutes)
7. Discuss and inform students about writing something, it will not be perfect right away. They need to write , rewrite and revise until their messages make sense for readers. (10 minutes)

- Evaluation** :
1. Students' worksheets
 2. Teacher' s observation (Ethnography)

Note : The teaching materials are adapted from from Writing to Composing by Beverly Ingram and Carol King . Cambridge University Press, 1988. p. 62-63

Name..... No..... Date.....

CROSSWORD PUZZLES

Activity A : Working a puzzle

Here is a crossword puzzle. Can you work it? Read the questions and write your answers on the grid.

ACROSS

1A What language are you studying now?

3C What is the opposite of "off"?

4A What is a synonym of "unhappy"?

4E What is another way to write "OK"?

6A What is after first?

7F How much is five minus four?

8A What is an abbreviation for television?

BD What does a chicken lay?

DOWN

A1 What is the opposite of "begins"?

A6 What is the past tense of "sit"?

B4 What is the plural of "is"?

C1 How do you feel when a friend sends you a long, interesting letter?

D5 What is missing? : I always.....my homework before I go to bed.

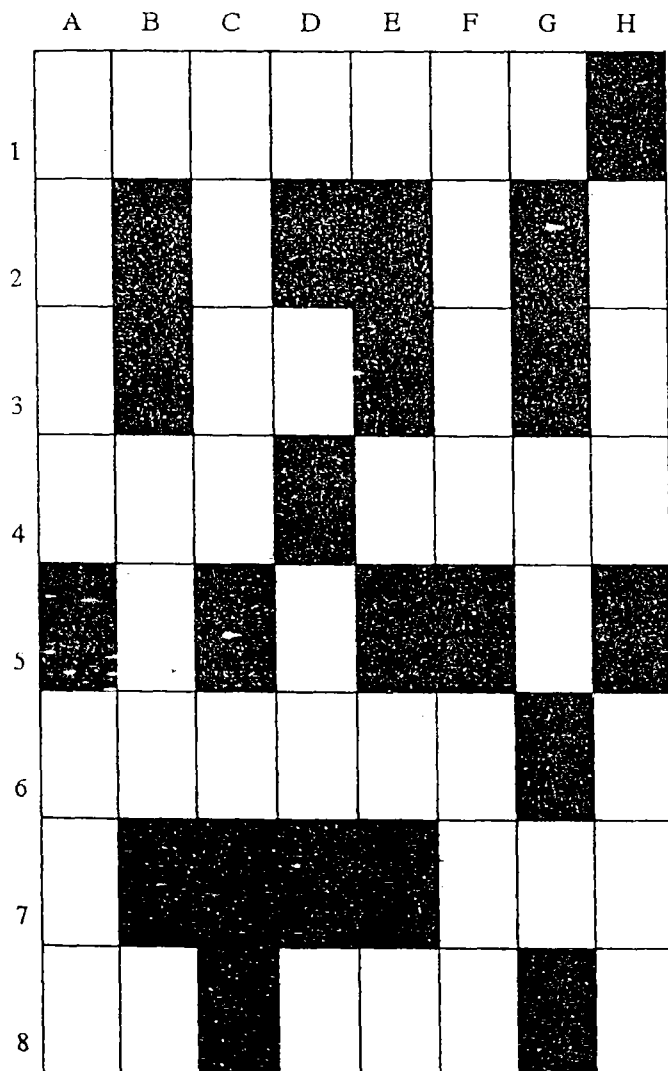
F1 How do you feel when your temperature is 102 oF?

F6 What animal likes to chase cats?

G4 What is an abbreviation for morning?

H2 What is the fifth month ?

H6 How many fingers do you have?



Name..... No..... Date.....

Activity B: Writing cues

Write down 10 words in this crossword puzzle, Write one question for each word, Beside each question, you must write the number and letter [1A, D3, etc.] that tells where to write the first letter of the answer.

	A	B	C	D	E	F	G	H	
1									<p><u>ACROSS</u></p> <p>1A.....</p> <p>.....</p> <p>.....</p>
2									<p>.....</p> <p>.....</p>
3									<p>.....</p> <p>.....</p>
4									<p>.....</p> <p>.....</p>
5									<p><u>DOWN</u></p> <p>.....</p> <p>.....</p>
6									<p>.....</p> <p>.....</p>
7									<p>.....</p> <p>.....</p>
8									<p>.....</p> <p>.....</p>

Module 2 : Lesson 2 Correcting written work

Aim : 1. To encourage students to do self-correction.

Justification of content : Proofreading is an activity that helps students raise awareness after they finish their first draft. The whole class need to respond to pieces of dictation written by each groups. This exercise will show students how to correct and give reason why/what the right word should be. It encourages students to be confident when they work on their own errors. Hopefully, they will be independent and this activity will help increase motivation for future writing assignments.

Justification of approaches : This activity encourages students to listen and write. It reinforces the two skills and demonstrates that writing is not solely taught. Writing is an integrative skill. It is designed to reinforce grammar and to give students the opportunity to use grammar in a natural context in a dictation exercise. On the other hand, class conference will help students familiarize ways to give useful comments on others' pieces of writing.

Worksheet : 1. A blank worksheet for dictation
2. The script of the reading passage and correcting written work exercise

Procedure : 1. Divide students into groups of four.
2. Tell each group to listen to the story the teacher is going to read for them and write down. (The teacher will read the story 2 times/ sentence by sentence.) (10 minutes)

3. Distribute transparency and markers for each group.
4. Ask each group to proofread and correct whatever they want, then hand in the dictation (write on the transparency). (15 minutes)
5. Select 2-3 written pieces and present to the class piece by piece.
6. Discuss with the class how to correct the writing on the transparency. (15 minutes)
7. Distribute the script of story to compare with the students' correction.
8. Point out that writing is not a hurried work. They really need time to revise before finishing the final work. They also learn from their own mistakes. (15 minutes)
9. Reinforce students to practise correcting other's pieces of writing in a form of supplement exercise (Activity B). (5 minutes)

Evaluation : 1. Students' worksheets

2. Teacher's observation (Ethnography)

Note : 1. The reading passage for dictation is adopted from **Blueprint One** by Brian Abbs & Ingrid Freebairn. Longman, 1990.p.26

2. The correcting written work exercise (Activity B) is adapted from **Writing Workout** by Jann Huizenga and Maria Thomas-Ruzic. Newbury House, 1990. p. 27-29

Name..... No..... Date.....

Activity A : Check your written work with the following correct version.

My name is Yoshiko Kawamura and I come from Osaka, Japan. I am twenty years old. At the moment I am a student of English in London. I like going to the cinema and listening to music. Do you like Whitney Houston? I like her very much and I have got all her albums. I am also interested in photography and travelling. Of course, I like studying English very much.

Activity B : Study the cartoon. Then try to complete this summary with two sentences. These sentences should give the main ideas of the cartoon.

....*Ellen wants to lose weight*.....

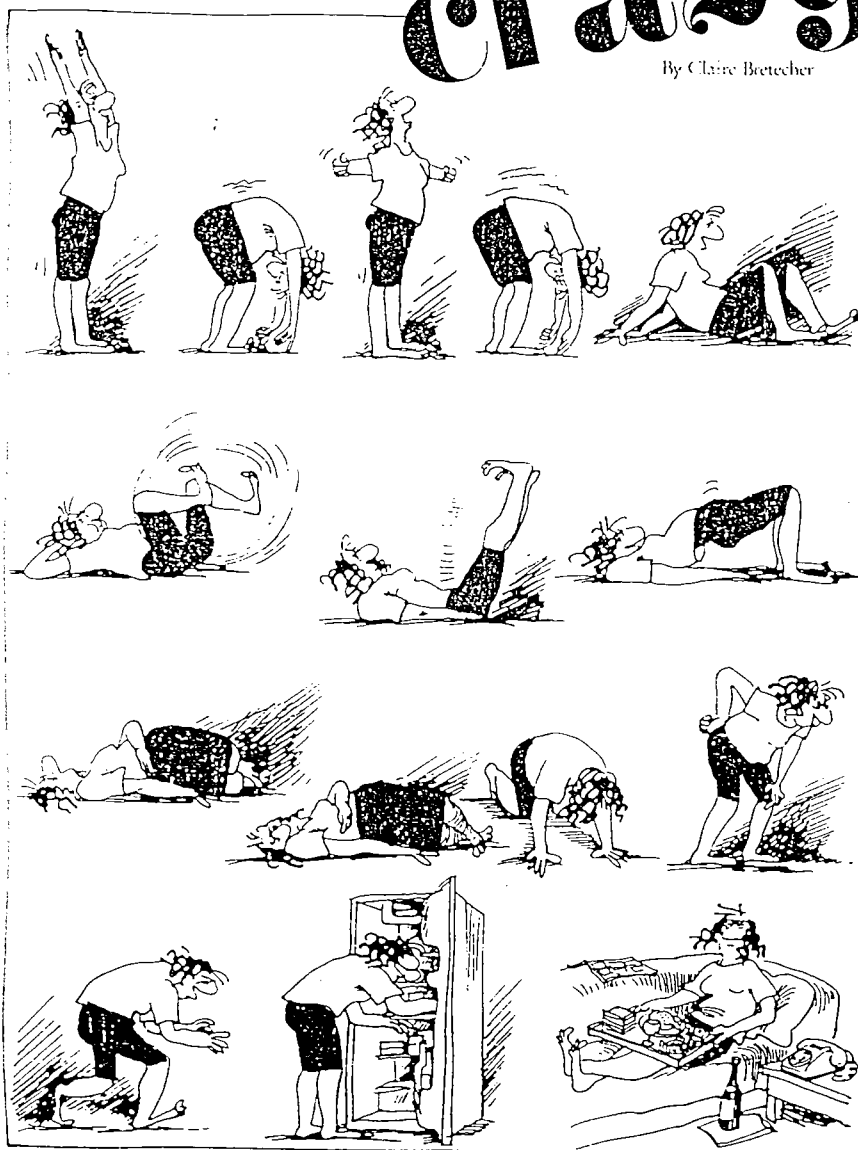
....*Every day she*.....

....*But*.....

.....

the fitness **crazy**

By Claire Betecher



Part A The following are good summaries of the The Fitness Crazy, but there are some verb mistakes.

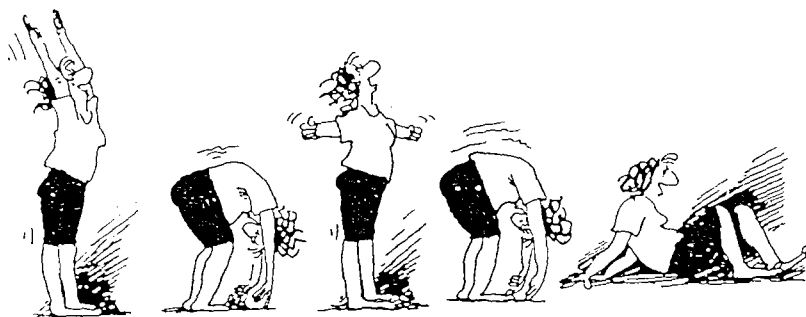
Can you correct them?

1.

Ellen wants to lose weight. Every day she exercise hard for more than an hour. But When she finish, she eat everything that she can find in the refrigerator!

2.

Ellen want to keep fit. Every day she works out for a long time. But after her workout, she go to the kitchen, open the refrigerator, and eating everything in it!



Compare your corrections with a partner's. Do you agree?

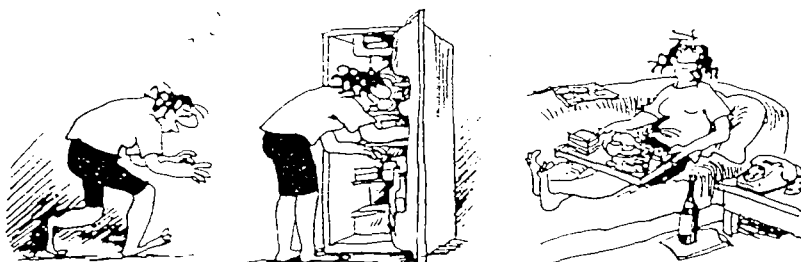
Part B In the following summary, there are some commas missing. Can you put them in right place?

3. Ellen wants to lose weight. Every day she does an hour of exercise for her arms legs and stomach. But then she rushes to the refrigerator and eats a tray full of sandwiches cakes cookies and ice cream.

In this summary , there is some unnecessary information. Cross out the sentences that do not belong in the summary.

4. Ellen wants to get in shape. Every morning she puts on her yellow workout T-shirt. She exercises hard for an hour every day. But afterward, she sits down and eats pastries, chocolates, and ice cream. she loves sweets! Her husband does too.

Compare your answers with a partner's. Do you agree?



Module 3 : Lesson 3 Writing riddles

Aim : 1. To encourage students to describe objects they know.

Justification of content : Riddles is an activity which enhances students to create and describe things they know well. It is necessary to start writing course with a simple lesson. The students will feel more confident to express. This is a real communicative writing because students have purpose to write. They have to write clues which imply something for readers. The clues must not be too clear but make sense and challenge their peers to guess. They will have fun when they write.

Justification of approaches : Doing mind mapping before writing encourages students to think and recall what they have already known. It makes students' ideas visible. The students can see more vocabulary concerned with the key word. It helps them write clues or riddles easily. The technique benefits students when they have to associate many words with a topic. For example, even they don't know how to start the writing, they still have some ideas in their mind. At this stage, the spelling is omitted because students have to write the words they know as quickly as possible. Then shorten unimportant ideas. Finally, they can start writing their first draft.

Worksheet : 1. Activity A What do you think these riddles mean ?
2. Activity B Think of a key word and write the clues for that key word.

- Procedure:**
1. Divide students into pairs.
 2. Distribute worksheets # 1 for Activity A,ask students to help each other guess what all the riddles mean and write related words. (3 minutes)
 3. Help students find the answers. (2 minutes)
 4. Demonstrate how to do Activity B.
 5. Elicit stationery words from students then write on the blackboard. (3 minutes)
 6. Have students select one word and make mind maps in order to write riddles for that key word. (5 minutes)
 7. Ask students to help teacher write riddles on the blackboard. (7 minutes)
 8. Let students do their own riddles(about 25-30 words). (25 minutes)
 9. Have students exchange the riddles with their peers in order to check and correct mistakes. (5 minutes)
 10. Ask some volunteers to read their riddles to the class and tell them to guess.

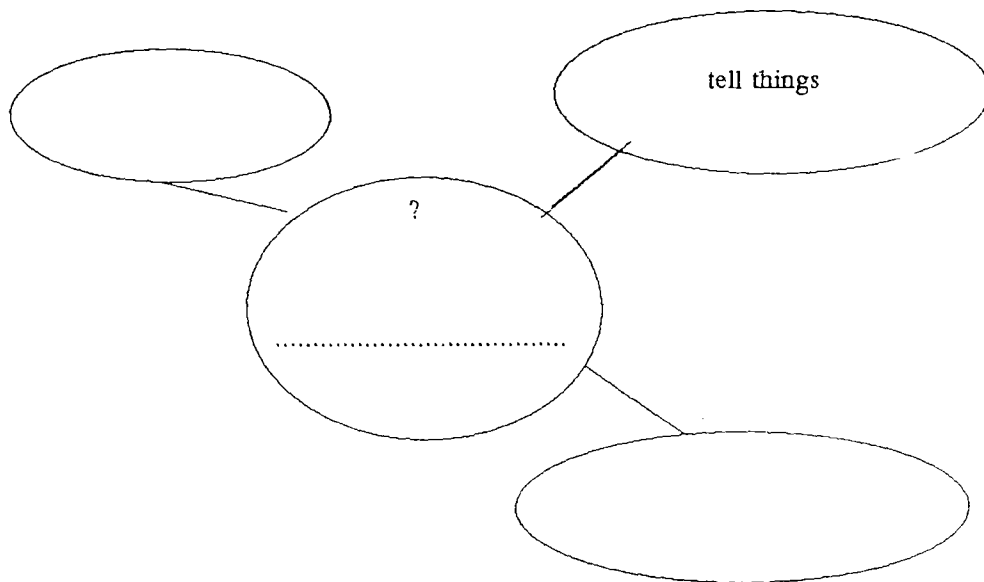
- Eyaluation :**
1. Students' worksheets
 2. Teacher's observation (Ethnography)

Name..... No..... Date

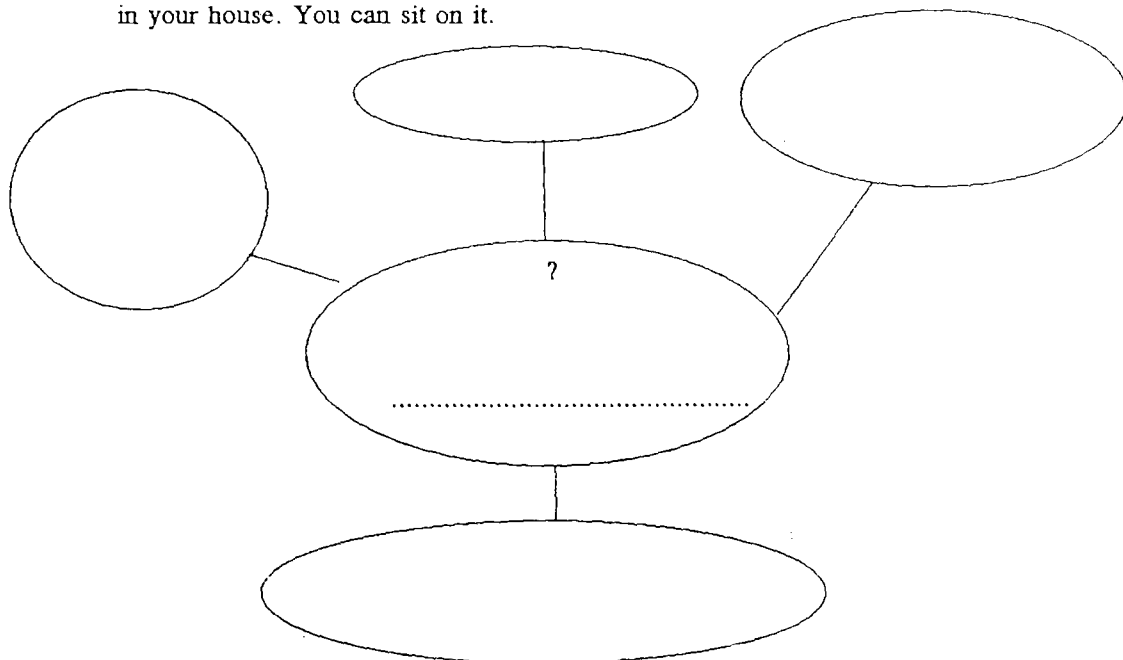
Activity A What do you think these riddles mean?

Read the riddles, find the answers and fill in the mapping.

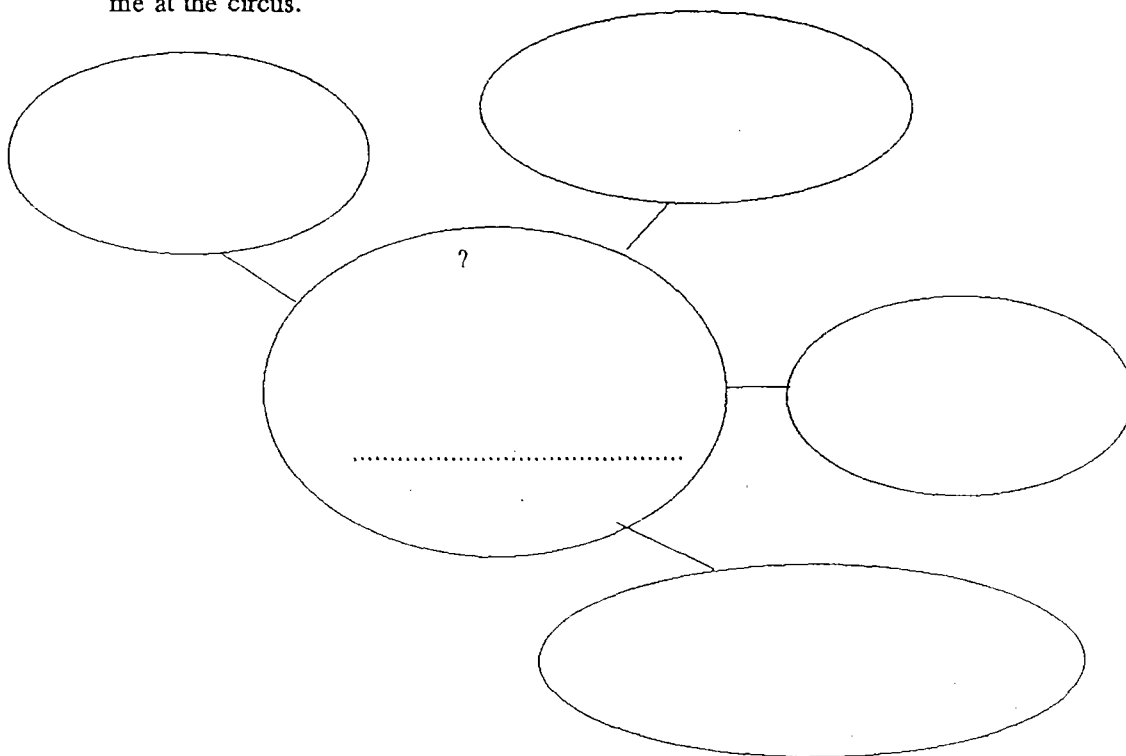
1. It can tell you things, but it isn't a teacher. It can wake you up, but it isn't your husband or wife . It has a face, but it isn't human.



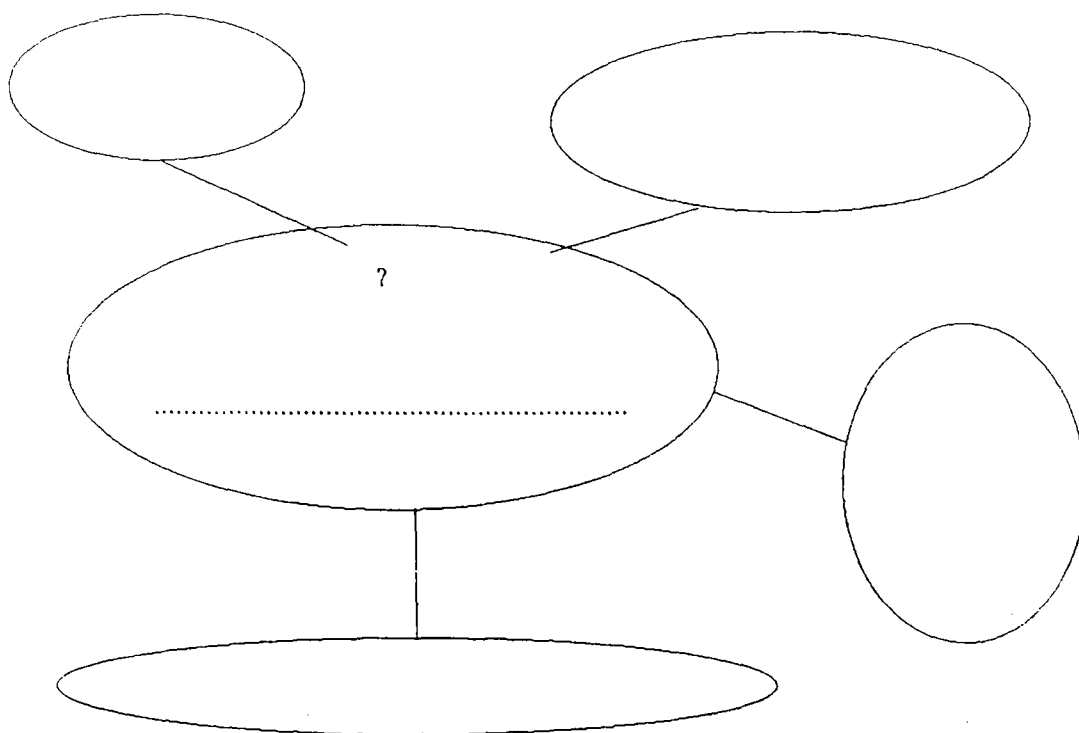
2. It has four legs, but it cannot run. It is not an animal. you can see it in your house. You can sit on it.



3. I am very colorful. I do funny things. I like to see you smile. You can find me at the circus.



4. I am a stout container. You fill me with something to drink. I am not made of neither plastic nor glass. I have a handle but I do not have a saucer.



Part C

Write out the clues in part B in the way you want them to appear in your riddle.

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Part D

Work with your partner, ask him to ...

1. check the language.
2. correct the mistakes.
3. write his name.
4. return the clues.

Partner's name

Part E

Discuss the problem with your partner and rewrite the clues.

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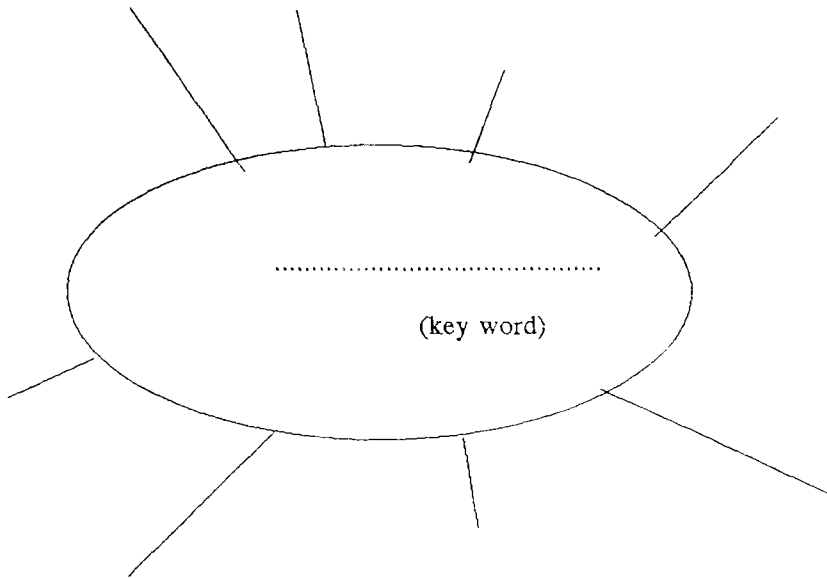
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Activity B

Part A

Think of a key word and then try to write the clues for that key word.



Part B

Select the clues in Part A that can best describe the key word and write them down.

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Module 4 : Lesson 4 Writing instructions

Aim : 1. To help students organize details in accordance with chronological order.

2. To reinforce students to use linking words signaling the steps in their writing.

Justification of content : While writing instructions about cooking or any other process, it is important to use words to show the different parts of the process, for example, by using sequence words : first, next, then, and, finally. On the other hand, it is very common to use the imperative form of verb. Imperatives use the stem of the verb and do not need a grammatical subject so the students can express ideas quickly. This means, it will lessen the students' difficulties in writing.

Justification of approaches : Group discussion provokes students to think and share ideas. It persuades students to reflect on their own understanding. This will perhaps reduce the negative impact of such problems and difficulties on motivation. The students will feel less uneasy to write since they share their own problems.

Worksheet :

1. Part A How to make a cheese sandwich.
2. Part B How to use the tape recorder.

Procedure : 1. Ask the class and find the ones who like cooking. Then elicit how to cook any simple food for 5 minutes.

2. Distribute the handout and let students rearrange steps how to make a cheese sandwich. (5 minutes)

3. Tell students to notice the sequence words which help them to form an instruction description easily. (5 minutes)

4. Ask students to sit in groups of three or four.

5. Have students discuss on how to use the tape recorder. (10 minutes)

6. Listen to the teacher reading a dialogue on using the tape recorder. Let them read and find any information they do not have. (10 minutes)

7. Allow students to write an instruction individually after they have discussed how to use the tape recorder. (15 minutes)

8. Encourage them to read and correct the mistakes by themselves.

- Evaluation :**
1. Students' worksheets
 2. Teacher's observation (Ethnography)

Note : 1. An activity in part A is adopted from Odyssey Student's Book 4) by Victoria Kimbrough, Michael Palmer and Donn Byrne. Thai Watana Panich : Thailand . 1986, p. 67

2. The dialogue of how to use the machine is adopted from Basic Listening (Teacher's Book) by John McDowell and Sandra Stevens. Nelson, 1982. p. 42-43

INSTRUCTIONS

Sue is telling John how to use the machine.

Sue : O.K. Sorry, what was your name?

John : Er, John.

Sue : John. O.K. John. Come over here. This is what you have to do. First of all you take the cassette, yeah? And then you put it in. Oh, er, O.K. Sorry, I made a mistake. You push this button here, "eject", and that opens up this little, the lid to this case. O.K.? So, when the case is open, you put the cassette in, you push the case, the lid down firmly, yeah? All right, and then, if you just want it to play and you don't want to record...

John : Uh huh.

Sue : You just push "play" which is here, yeah?

John : Uh huh.

Sue : When you want it to stop, this button here, and if you just want it to stop for a few seconds...

John : Uh huh.

Sue : "Pause" you push that one down there. All right?

John : Yes.

Sue : Now, if you want to go back to the beginning and hear what has already played again, you push "rewind". All right? But if you want to go forward, you do the opposite and you push this one that says FF...

John : Fine.

Sue : which is "fast forward"

John : Uh huh.

Sue : Right, if you want to hear your own voice or hear some music or something, you've got to push "record" and "play" together, at the same time.

John : Uh huh.

Sue : Yeah?

John : Thank...

Sue : And that's all.

John : Thanks.

Name..... No..... Date

Part A Read these sentences. Put them in the right order, and complete the paragraph below.

HOW TO MAKE A CHEESE SANDWICH

cut two pieces of bread

get a piece or two of cheese

put the other piece of bread on top

put the cheese on one of the pieces of bread

put some mustard on the bread

First,

Next,

Then,, and.

..... Finally,.....

.....

Part B Your friend asks you to record a lesson for him because he is sick. Discuss with your partner how to use the tape recorder write down the ideas.

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Listen to the teacher reading a dialogue on using the tape recorder some ideas which are not the same as yours, write them down.

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Read the information from both discussion and the dialogue, write a paragraph describe how to use the tape recorder by using these given words : FIRST NEXT THEN AND FINALLY

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Aim : 1. To help students organize details in accordance with chronological order.

2. To reinforce students to use linking words signaling the steps in their writing.

Justification of content : The same as lesson 4

Justification of approaches : Parallel writing assists students to control their work easily. They definitely pay attention on a clear concept and try to express meaningfully. So they only need to work thoroughly on vocabulary. Self-correction will make students more aware of their own common errors. This experience will enhance them to have a good habit of language learner.

Worksheet : 1. Part A Making instant coffee.
2. Part B,C Write a direction on how to cook instant noodles.

Procedure : 1. Review the sequence words which students have learned from the previous hour. (3 minutes)

2. Distribute the handout, let them do individually. (Part A : 7 minutes, Part B : 30 minutes)

3. Suggest them how to start and control their writing process, for instance, first write down the ideas as many as they can and select the appropriate ones, then form sentences, finally read and correct the mistakes.

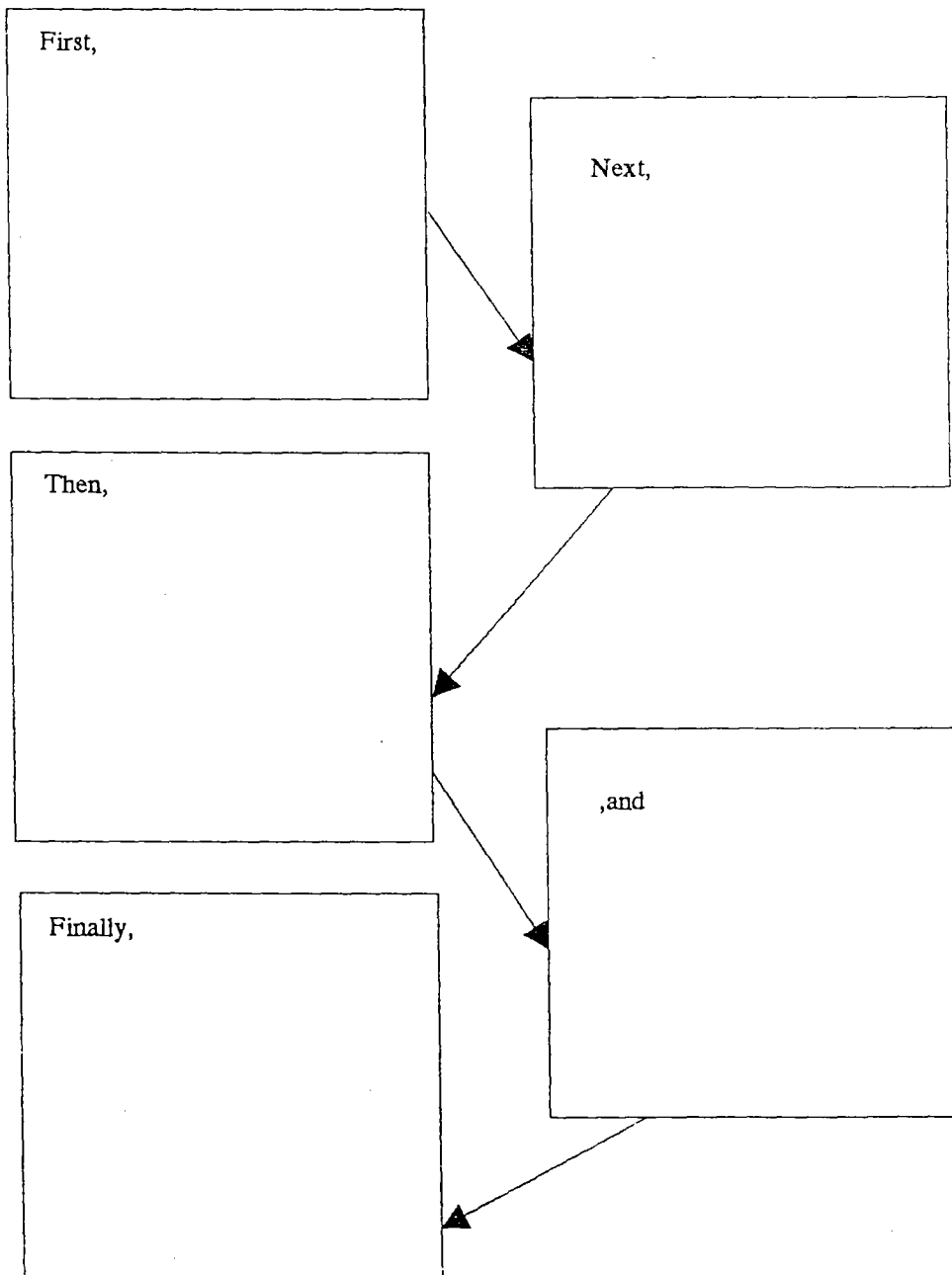
4. Encourage students to check uncertain vocabulary from a dictionary. (10 minutes)

- Evaluation :**
1. Students' worksheets
 2. Teacher's observation (Ethnography)

Name..... No..... Date

Part A Making coffee is a very simple sequence. Put these five sentences into a sensible order.

- * pour the boiling water into the cup.
- * add milk and/or sugar.
- * put water in a kettle.
- * put a spoonful of instant coffee in a cup.
- * heat the water.



Part B An Australian student would like you to write a direction on how to cook instant noodles for him. You are happy to do that. [Make sure that you use all these following sequence words: first, next, then, and, finally]

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Part C Read and check uncertain words from a dictionary.

Module 5 : Lesson 6 Writing a note (For future plan)

Aim : 1. To provide the opportunity for students to practise speaking and writing about future plan by using the given context.

Justification of content : In real life, people write for a purpose. Writing a note stimulates students to have readers in mind while they are writing. Knowing who the reader could be will help students to write appropriately.

Justification of approaches : Information Gap activity gives more opportunity for students to practise language and develop oral fluency. It provides a more natural setting for students to use language that is face to face and privately. In addition, they can exchange information that each other does not know and take a short note then transfer to longer sentences. In other words, they use note taking to complete their final tasks. These advantages will improve the students' writing ability and increase their confidence in writing bit by bit.

Worksheet :

1. Student A
2. Student B
3. Rewrite a short paragraph (Mark's plan for the future).

Procedure :

1. Review the language pattern which students will use in an activity. (5 minutes)
2. Explain the procedure and demonstrate how to do the activity. (5 minutes)
3. Check whether the whole class understand the instructions of the activity. (5 minutes)
4. Ask each pair to sit face to face.

5. Distribute the worksheets for Student A and Student B.
6. Let students practise speaking and writing information in their worksheets. (15 minutes)
7. Tell students to exchange the role, have them take turn speaking and writing.
8. Walk around the class, notice and help students when they have trouble.
9. Have students use the information which they have got from their friends to complete their paragraph. (10 minutes)
10. Tell each pair to check their answers from the correct version that each one has. (5 minutes)
11. Review students when to use capital letters and punctuation marks then let them practise by rewriting a short paragraph(Mark's plan for the future).

Evaluation : 1. Students' worksheets
2. Teacher's observation (Ethnography)

Note : Rewrite a short paragraph exercise is adapted from Talking Topic by Gaynor Ramsey and Virginia LoCastro. Longman. 1991, p. 60

Name..... No..... Date STUDENT A

Part A

Work in pair. Ask your friend about what/why Jimmy is going to do tonight and tomorrow. Then write down in the boxes below.

This evening [What?/ Why?]	
Tomorrow morning [What?]	
Tomorrow afternoon [What?/Why?]	
Tomorrow evening [What?]	

.....F.....O.....L.....D.....

Part B

Work in pair. Read the passage silently and answer your friend's questions.

Tonight Parkpoom is going to visit his aunt because she is sick. Tomorrow morning he is going to practise singing Christmas songs in the hall but he still has classes as usual in the afternoon, so he is going to study Science, English and Thai. In the evening he is going to stay home and do his homework.

Name..... No..... Date STUDENT A

Part C Fill in the blanks with the information from Part A.

Tonight Jimmy is going to because
 he wants to Tomorrow
 morning at school but he
, so he
 the roof on their house. In the evening

Part D Check the answer from your friend's information sheet . Put a tick [/] in
 a suitable box for your work.

GOOD JOB ! [You don't have any mistakes.]

THAT'S ALL RIGHT ! [You have some mistakes.]

TRY AGAIN ! HOPE YOU WILL BE BETTER SOON. [You have a lot of
 mistakes/much more than ten places.]

Name..... No..... Date STUDENT B

Part A Work in pair. Read the passage silently and answer your friend's questions.

Tonight Jimmy is going to stay home because he wants to write a letter to a friend. Tomorrow morning he is going to study Math, Thai and English at school but he has the afternoon free, so he is going to help his father repair the roof on their house. In the evening he is going to a party.

.....F.....O.....L.....D.....

Part B Work in pair. Ask your friend about what/why Parkpoom is going to do tonight and tomorrow. Then write down in the boxes below

This evening [What?/ Why?]	
Tomorrow morning [What?]	
Tomorrow afternoon [What?/Why?]	
Tomorrow evening [What?]	

Name..... No..... Date STUDENT B

Part C Fill in the blanks with the information from Part B.

Tonight Parkpoom is going to because
 Tomorrow morning
 in the hall but he still
 as usual in the afternoon, so he
 In the evening

Part D Check the answer from your friend's information sheet. Put a tick [/] in
 a suitable box for your work.

GOOD JOB ! [You don't have any mistakes.]

THAT'S ALL RIGHT ! [You have some mistakes.]

TRY AGAIN ! HOPE YOU WILL BE BETTER SOON. [You have a lot of
 mistakes/much more than ten places.]

Name..... No..... Date

Read about Mark's plan for the future.

Rewrite what he said. Make sure that you write capital letters and full stops in the correct places.

" i'm going to visit an old
friend of mine next weekend
we're going to a tennis match
on saturday afternoon but i
don't know what we're going
to do that night on sunday we
plan to stay at home until noon
and then go to his parents'
house for lunch we hope to
have a barbecue there "

How many words that begin with capital letters ?

How many sentences can you find ?

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Module 5 : Lesson 7 Writing a note (For future plan)

Aim : 1. To familiarize students how to write a note about their future plans to someone.

Justification of content : The same as lesson 6

Justification of approaches : Parallel writing activity helps to build up students' confidence in their ability to write good English as well as helping them to produce correctly formed sentences. So an accuracy exercise is an important part of the classroom writing programme.

Worksheet : 1. Part A Read the notes and answer the questions.
Part B,C Write the notes individually.

Procedure :

1. Distribute the handout.
2. Allow a few minutes for everybody to read over the questions and to ask for clarification on anything that has been written.
3. Have students read the two notes (Part A) and answer the questions. (10 minutes)
4. Conduct a whole class discussion on the following questions :
 - Who will be their readers ?
 - What is the purpose of writing a note ?
 - What is the first thing to do before they write all complete sentences ?
5. Introduce the topic and situation for them to write individually

(Part B). (20 minutes)

6. Give them time to correct the mistakes by themselves.

(5 minutes)

7. Tell them to exchange the written notes so that they can discuss and share ideas. (5 minutes)

Evaluation : 1. Students' worksheets
2. Teacher's observation (Ethnography)

Name..... No..... Date

Part A Read the two notes and answer the questions in brief.

[1]

Antonio,

We're going to have an " International Evening " on Friday. We had a discussion and we're going to show some slides and sing some folk songs. Could you please bring your quitar?

Thanks,

Paul

What is Paul going to do on Friday? 1.

2.

What does he want Antonio to do for him?.....

[2]

Anne,

We're going to Tim's birthday party on Sunday. We really want to make a cake for him but we are not good at cooking. Could you please come to my house on Sunday morning and help me?

Thanks,

Bob

What is Bob going to do on Sunday? 1.

2.

What does he want Anne to do for him ?

Part B

Now write a note to someone in your class explaining your plans for the " Matayom 6 Farewell Party " and asking him to do something for you.

Part C

Pass the note to your friend to read , and ask him whether he understands what you have written. Then write a tick [/] in the box.

The reader's name

My friend understands the note.

My friend does not understand the note.

Module 6 : Lesson 8 Writing a postcard

Aim : 1. To make students realize how to expand the related vocabulary and phrases by doing mind mapping.

2. To help students understand the features of describing places when they read a postcard and transfer the information into another form.

Justification of content : Describing places usually connects with a holiday topic, the students need to learn related vocabulary and structure that will take place when they write a postcard. At this stage, the students will gain adequate input and have enough practice with identifying pleasant or unpleasant meaning of words and phrases. After that, the students will have an idea about how to expand relevant utterances when they work on their pieces of writing.

Justification of approaches : The techniques used in this lesson are intended to build students repertoire of vocabulary and phrases by doing mind mapping and provide reading passages in a form of postcard. So the students will use those of techniques as a guide for their further work. The students can borrow language from the given postcards in order to use in their own. According to its principle, *The Information Transfer* involves conveying and transferring information. The students will understand the features of describing places when they read and transfer the information into each category.

Worksheet : 1. Part A Write the words or phrases related to describing places and activities on a holiday.

Part B Decide each word or phrase whether it has pleasant or unpleasant meaning.

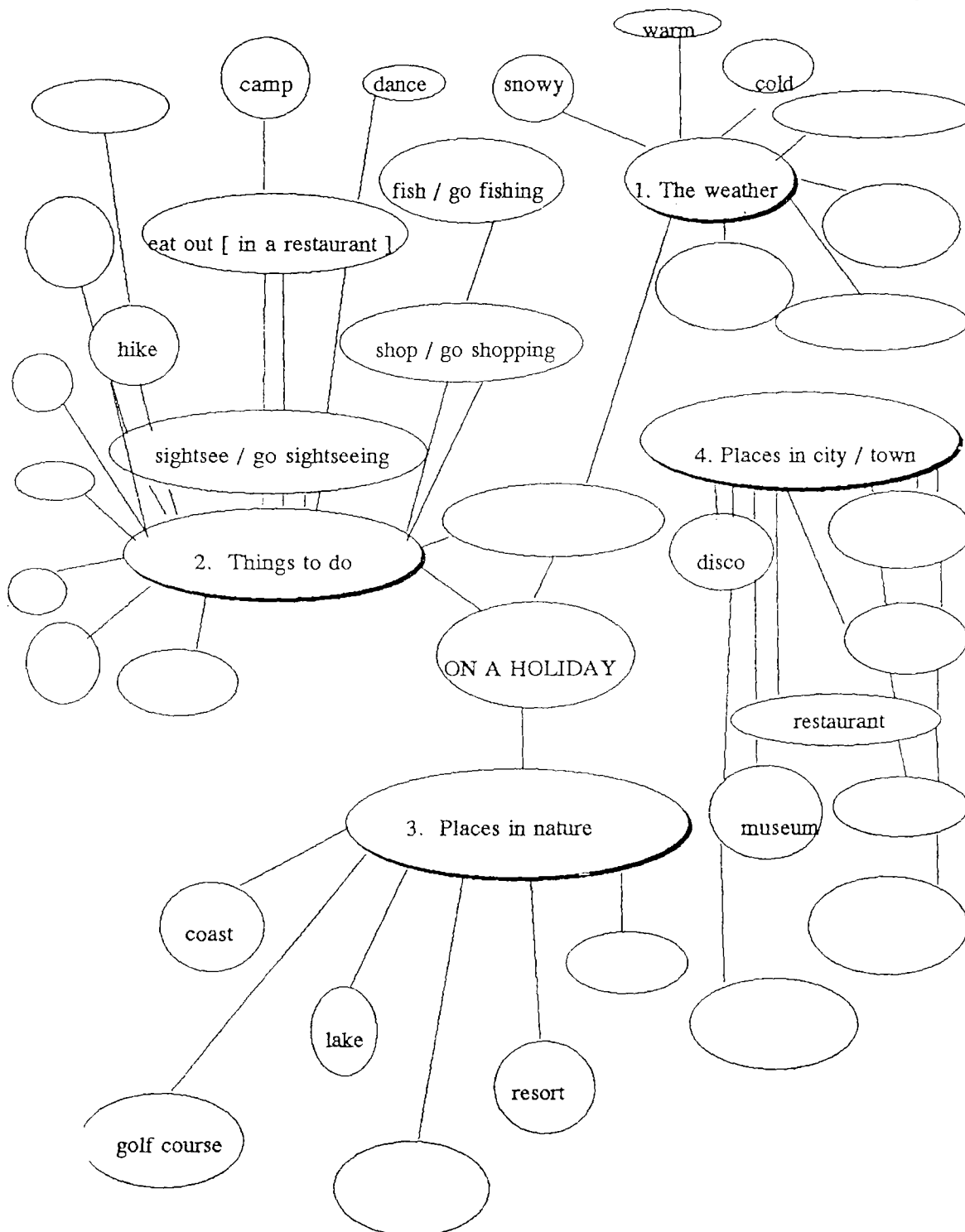
Part C Read three postcards and complete the table.

- Procedure :**
1. Tell students a story about Teacher's holiday and show the pictures of a place where she has been. (5 minutes)
 2. Ask some volunteers to tell about their holiday and how they feel. (5 minutes)
 3. Elicit the whole class about places where they can go on a holiday, and which activity they can do during their holiday. Then write on the blackboard in a form of mind mapping. (5 minutes)
 4. Distribute the handout for students to fill in the words or phrases they can use to describe places and activities on a holiday. (Group work : 5 minutes)
 5. Ask each group about what they have written, then write on the blackboard. Ask them to check whether they have the same answer as the others. (10 minutes)
 6. Distribute each group a dictionary in order to look up either pleasant or unpleasant meaning of words or phrases in Part B. (8 minutes)
 7. Check the answer with the whole class. (5 minutes)
 8. Distribute the handout (Part C) for students to read and work at home. Then bring back to the next period. Also, explain and check their understanding of doing the assignment. (10 minutes)

- Evaluation :**
1. Students' worksheets
 2. Teacher's observation (Ethnography)





Name..... No..... Date

Part A In your group. Write the words or phrases that you can use to describe places and activities on your holiday.



Part B In your group. Use a dictionary to say whether the following words or phrases usually have pleasant or unpleasant meaning.

Put a tick [/] in an appropriate column.

	Strongly pleasant 	Pleasant 	Unpleasant 	Strongly unpleasant 
<i>all right</i>				
<i>attractive</i>				
<i>awful</i>				
<i>beautiful</i>				
<i>boring</i>				
<i>excellent</i>				
<i>exciting</i>				
<i>fascinating</i>				
<i>fantastic</i>				
<i>great</i>				
<i>ideal</i>				
<i>interesting</i>				
<i>marvellous</i>				
<i>not very good</i>				
<i>peaceful</i>				
<i>quiet</i>				
<i>quiet good/nice</i>				
<i>terrible</i>				
<i>terrific</i>				
<i>uninteresting</i>				
<i>wonderful</i>				

Part C Use the information in the following three postcards to complete the table.

<p>Dear Sheila,</p> <p>The weather here in Florida is marvellous. Last week we went to Disneyworld. We spent three days there and we saw everything. It was wonderful. Bobby liked space Mountain best. Yesterday we visited seaworld and in the evening we had a huge seafood meal on a private ship.</p> <p>Love ,</p> <p>Caroline, Dave and the children</p>	<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> <p>Mrs. S. Gibson, 1. Hull Road, York, Y04 2HT England</p>
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<p>Dear Mrs. Rakthai and our friends,</p> <p>We spent the day yesterday at Portsea. Everybody around us enjoyed many interesting activities such as golfing, surfing, snorkeling, sunbathing and sightseeing. Cindy liked the attractive "London Bridge" very much, but I had an awful time. I had a slight cold so I didn't do anything. I just sat under a big umbrella. The weather was quite nice and our beach-lunch was fantastic.</p> <p>Love,</p> <p>Cindy and Joanne</p>	<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> <p>Mrs. T. Rakthai (R.44) Bangkok Christian College 35 Pramuan Road, Silom, Bangrak Bangkok 10500 Thailand</p>
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Dear Mrs. Kennedy and our friends,

We are having a wonderful time in Melbourne. Last weekend we went to the Yarra River. We spent the whole Sunday there and we did many things. David canoed in the river. He had a fantastic time. I cycled along the river and fell down once. It was terrible but I had a terrific time with the meal on the river bank. We gave some water birds. The weather was ideal for a picnic.

Love ,

Susan and David.



Mrs. Mary Kennedy

St. Mark's School

4589 Marbank Drive N.E.

Calgary , Alberta

T 2 A 3V8 Canada

HOW WAS THEIR HOLIDAY ?

Place :	FLORIDA	PORTSEA	MELBOURNE
Length of stay :			
Activities :			
The weather :			
Place in city/town :			
The food :			
Place in nature :			

Note : If you can't find the information, write a question mark [?]

Module 6 : Lesson 9 Writing a postcard

Aim : 1. To encourage students to work with their pairs so that they can share, exchange and combine their ideas to form a better writing.

Justification of content : The situational-oriented promotes realistic communication in a writing classroom. It enables students to have readers in mind. This practice allows them to use foreign language in a meaningful way. Discussing with peers, helps them write with more confidence. On the other hand, most students find " listing something on paper " helpful because it is better staring at blank paper. The students can create and focus their ideas easily when they use a table consisted of features for describing places.

Justification of approaches : Collaborative writing in this lesson generates a discussion among pairs which encourages an effective process of writing. The students discuss with their peers about imaginative places and readers in order to produce their own texts and one co-operating text of the pairs. Then, they will work individually. They also use the same information (but the vocabulary and structure is different) to express in their own pieces of writing. After that they will get together, share, exchange and combine the appropriate sentences to form the best final one. This technique not only increases their confidence in writing but also decreases the errors of their written work. The teacher will be happy to contribute this kind of assignment because the students can help each other cope with their mistakes by revising and rewriting.

Worksheet : 1. Pair work Discuss with a partner, write the notes about your trip.

Individual work Use your notes to write a paragraph describing places you had visited.

2. Find the main idea of each paragraph.

- Procedure** :
1. Review the vocabulary and structure they have learned from the previous lesson. (2 minutes)
 2. Hold the discussion connected with the three postcards they have done for homework. (5 minutes)
 3. Show three pictures of places describing the three postcards. Ask them to match each picture with a postcard.(5 minutes)
 4. Elicit students about activities that they can probably do associated with the given pictures. (5 minutes)
 5. Ask students to sit in pairs, then distribute the handout.
 6. Explain and check their understanding about what they will do with the tasks (No. 1). (5 minutes)
 7. Have students work individually after having a discussion with their pairs(No. 2). (25 minutes)
 8. Let students check and share ideas with their peers, then ask them to correct each other written work (No. 3). Give them time to revise outside the classroom if necessary.
 9. Distribute the handout connected with finding the main ideas in order to prepare students for the next period. Explain and guide them how to do the assignment as homework.

- Evaluation** :
1. Students' worksheets
 2. Teacher's observation (Ethnography)

Name.....No..... Date

Part A **Work with a partner.**

Both of you were the youth representatives from Thailand who joined " International Youth Conference " in an overseas country. Imagine that you had visited some places. Write a postcard to tell the class about your trip.

[1] Discuss with a partner, write the notes about your trip.

Place :	
Length of stay :	
Activities :	
The weather :	
Places in city/town : [restaurant, park,etc...]	
The food :	
Places in nature : [beach,mountain, etc..]	

[2] Use your notes to write a paragraph describing places you had visited.

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[3] Exchange, share, and correct each other written postcard in order to come up with one better postcard to your class.

A rectangular box representing a postcard template. It features a vertical line on the left side, a horizontal line at the top, and a smaller rectangular box in the top right corner. Below the top horizontal line, there are four more horizontal lines, creating a space for writing.

Name..... No..... Date

Read the following paragraphs quickly to discover the author's main ideas.

1. Circle the best answer . [No. 1-2]
2. Write down the main idea is the idea that the whole or complete paragraph discusses.

Note

[1] Tennis is not a difficult game to play, and you do not need a lot of equipment to play it. There must be two or four players. Each player should have a comfortable tennis racket. The players will also need some tennis balls. Of course, it is necessary for players to have tennis rackets.

- a. You play tennis on a tennis court.
- b. Players need a court, rackets, and tennis balls.
- c. Two players will need two rackets to play this game.
- d.

[2] Karen is a flight attendant for a large airline. She says she enjoys her job for several reasons. She likes meeting new people every day. She likes to travel, and she really enjoys traveling by plane. As a flight attendant, she receives tickets for free flights, so she can take small vacations to many different places. Karen says that the best part of her job is her schedule because she often has a great deal of free time.

- a. Karen likes her work schedule very much.
- b. Karen enjoys her job for several good reasons.
- c. Flight attendants meet many new people every day.
- d. Flight attendants must enjoy traveling by plane.

[3] Penicillin is one of the greatest of the wonder drugs. It has saved thousands of lives already and will save many more in the future. But it has no effect whatever on the bulk of the ills of man and of beast. Good as it is, it is certainly not a cure-all.

.....

[4] Susan was homesick. She thought of her mother and father and wished she was able to be with them. She missed all the familiar activities, places and people she had known at home.

.....

[5] John often forgot what he had to buy when he went shopping. In the same way he rarely remembered his appointments. When he wrote a letter, he often put it in his briefcase and found it there a week later. He was very forgetful.

.....

Module 7 : Lesson 10 Problem solving (Making suggestions)

Aim :

1. To provide the opportunity for students to give suggestions orally.
2. To encourage students to write a short paragraph so that they can express their ideas concerning the situations they were given.

Justification of content : In this process, students have a chance to think logically. Firstly, they can practise how to give suggestions by using pictures as a context. Then work out as an editor, discuss and share ideas among friends. Finally, they gather the ideas, write them down. Also, they can practise peer feedback and self-correction activities which help them raise awareness in being careful with their writing.

Justification of approaches : The techniques used in this lesson focus on various types of communication activities. They are 4 skills integrated, group process, critical thinking process, task based design, authentic and interesting texts exploitation and students-centered approach. All these activities enrich positive classroom atmosphere and give students opportunity to interact among themselves in English.

Worksheet :

1. Part A, B Give advice to somebody .
Part C Underline 5 mistyped words.
2. Task sheet No. 1
3. Situation tasks. (No. 1,2,3)

Procedure :

1. Review how to find the main ideas from the reading passages which they have done from the previous hour. (3 minutes)

2. Discuss with students whether they have ever given suggestions to anybody . Give them some examples. (5 minutes)
3. Distribute the handout (Part A,B) and ask them to do their tasks. (7 minutes)
4. Sum up the structure pattern when they want to give suggestions to anybody. (3 minutes)
5. Tell students to look at Part C, ask them to read and act as a magazine editor, then reread the advice and correct it. (12 minutes)
6. Discuss with students whether they like the editor's suggestion or not and give reasons. (5 minutes)
7. Divide students into three family groups. Name the groups such as "A", "B", "C". Break them into smaller groups by any techniques to form groups of five. (5 minutes)
8. Distribute task sheet #1. Have the members of each group try to work out what they are going to do from the instructions. (3 minutes)
9. Distribute situation task 1 to students in the family group A, situation task 2 to students in the family group B. and situation task 3 to students in the family group C.
10. In the groups of five, have students read the question and the situation task, then discuss so that everyone understands the situation clearly. Finally, have students answer the question, " What is the main idea or problem stated in this passage ?". (7 minutes) Let students read at home if there is no time left.

Evaluation : 1. Students' worksheets

2. Teacher's observation (Ethnography)

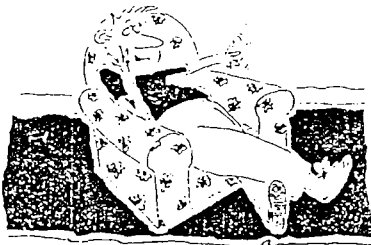
3. Video recording

Note : The teaching materials and procedures in lesson 10,11 are adapted from the handout and the presentation of Wilawan Gawichai at Thai TESOL Fifteenth Annual Convention (1994).

Name..... No..... Date

Part A Each of these people has a problem. Look at the pictures and write sentences with should or shouldn't.

1.



William is always tired.

4.



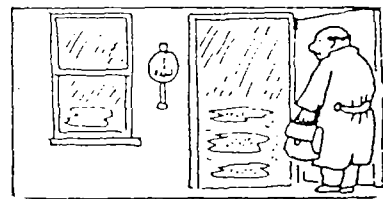
Tony has a fever.

2.



Peter smokes 20 cigarettes a day.

5.



The doctor can't go outside.

3.



Mr. Robinson works seriously.

6.



Jim doesn't like his wife's hat.

1. He

2. He

3. He

4. He

5. He

6. She

Part B

Work with a partner. Read the conversations and decide what advice to give. Then write sentences with *should* and *shouldn't*

1.

My parents always seem to be telling me what to do. I get very annoyed with them.

You shouldn't be upset.
You should listen to their advice.

2.

I have had a headache for about a month. I don't seem to be getting any better.

3.

I feel uncomfortable with my jeans. I want to lose weight.

4.

This morning I didn't have any breakfast. I am very hungry.

5.

My teacher is angry with me because I'm always late for school.

6.

I'm really worried because I'm failing chemistry.

Part C

There is a letter from somebody that asks a magazine editor to help her solve the problem. Read the editor's advice, then underline the five mistyped words.

AN INDEPENDENT MOUTH

Dear Editor,

I have a terrible problem which causes me great embarrassment. It's about my weight.

I don't know why I feel so greedy. I enjoy enjoy food so much, especially cookies, chocolate and donuts. Almost everybody has warned me about this. They tell me that I should go on a diet.

I accept their suggestions but I can't do it.

Maybe you think it's silly and easy to go on diet, but the more I try, the more the weight I gain. Do you know that in the three months that have passed, my weight has gone from 49 to 57 kgs?

What can I do? Is it possible to be slender without giving up desserts?

[NJ Magazine Sep 1-15, 1994 Page 9]

I think you should try to give up any deserts especially cookies, chocolat and donuts. I agree that it is not easy to go on a diet but you should try again. If you do not want to gain weight easily, you should do these following things. For example, eat three meal a day, go jogging or exercises every day.

I wish my suggestion would help you cope with the problem. Love, Ed...

Do you like the Editor's suggestion? Why? /Why not?

TASK 1

In your group

1. Read the question first.
2. Read the situation task.
3. Help each other to answer the question.
4. You have only 10 minutes to finish task 1.

QUESTION : What is the main idea or problem of the writer ?

SITUATION TASK

1. THE BLUES

Dear Editor,

I don't really know what's been happening to me lately. I feel tired of everything around me. My daily life seems to be boring and awfully terrible. My emotions change without any reason and I always feel in a bad mood.

I feel too lazy to do anything. I just want to sit still. Once I sit still, I wonder what is happening to me. I try to figure out what this feeling is, and finally I can't find it out. Have you ever felt like this, and if so, would you please tell me what this feeling is and what I should do to cope with it?

[NJ Magazine Aug. 1-15,1994 Page 8]

SITUATION TASK

2. DEAR HEARTLINES

Dear Heartlines,

I have really serious problem. I'm so short and fat and I don't have a boy friend yet. I try to make friends with boys, but when they ask me to go to cinema or anywhere with them, I refuse. Because I don't know what clothes to wear and if I choose the wrong clothes, I might look even fatter. I wish I could have a nice, slender body like my friends.

I know you would say that being fat is not the problem if I have good heart. But in really almost 99 percent of boys like slender girls. Surely boys wouldn't like fat girls because his friends would laugh at him.

Do you know guys who like fat girls ?

[NJ Magazine Sep. 1-15,1994 Page 18]

SITUATION TASK

3. KILLER WORDS

Dear Editor,

I'm 17 -year-old and I have a problem.

It's about my parents. They are very strict with me. It's driving me cr
They make strict rules and I must follow them all the time. Sometimes, they comp
about me when they don't have any reason to, and they always complain about
when they have visitors. They talk about me in bad way until I feel shy.

I admit that I do things that make them angry, but why do they talk at
me like that? I'm very sad and it's made me nearly die. Can you help me, Editor?

[NJ Magazine March 1-15, 1995 Page 8]

Module 7 : Lesson 11 Problem solving (Making suggestions)

Aim : 1. To provide the opportunity for students to give suggestions orally.
2. To encourage students to write a short paragraph so that they can express their ideas concerning the situations they were given.

Justification of content : The same as lesson 10

Justification of approaches : The same as lesson 10

Worksheet : 1. Task sheets No. 1,2
2. Part A Write the main idea or problem of the writer.
Part B Write their friends' suggestions or solutions for each problem.
3. A blank paper for writing the final solutions.

Procedure : 1. Review what the main idea is or problem found in each passage in task sheet #1 from the previous hour. (3 minutes)
2. Distribute task sheet # 2 . Ask them to follow the instruction to new groups of three. Each group must have each member from the family group A, B and C.
3. Have students work with the new group. Let them take turn to tell each other about the situations they have got. Tell them to discuss and share ideas on how to solve each problem.(12 minutes)
4. Have each student write his suggestions or solutions to the problems on the worksheet. Allow them to go back to the family group A, B and C. (5 minutes)

5. Distribute students task sheet #3. Allow them to compare their solutions with each other, and add ideas or suggestions they think will be helpful. Then ask them to write a paragraph with 40-50 words. (20 minutes)

6. Have students exchange the written solutions within the same group members to check spelling, grammar and punctuations. (5 minutes)

7. Exchange the written solutions across the groups and tell the members of other groups to make comments on the solutions. (5 minutes)

- Evaluation :**
1. Students' worksheets
 2. Teacher's observation (Ethnography)
 3. Video recording

TASK 2 From new groups of three, each member is from the family group A, B and C.

1. Take turns to tell your own situation.
2. Discuss and share ideas on how to solve each problem.
3. Write down the solutions for each problem.
4. Within 20 minutes, try to finish task 2.

TASK 3 In your family group.

1. Compare the solutions you've got, add more ideas or suggestions that you think will be helpful.
2. Exchange the solutions within the same group members to make comments on the solutions.
3. Exchange the written solutions across the groups so that the members of other groups can make comments on the solutions.
4. Within 25 minutes, try to finish task 3.

Name..... No..... Date

Part A Answer the question.

" What is the main idea or problem of the writer? "

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Part B Write your friends ' suggestions or solutions for each problem.

Write as many as you can, do not worry about your handwriting
but it should be readable.

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Module 8 : Lesson 12 Describing people (Personal appearance)

Aim : 1. To familiarize students to use words or phrases in order to describe someone's appearance and personality.

Justification of content : In general, when we describe someone, we mention those features of appearance and personality which are most striking to the observer. With this concept in mind, helps the teacher to apply and make writing tasks more challenging. Describing best friend practice do motivate students to express the valuable personality of their friends. They also have fun when someone tries to make a guess from their descriptions.

Most students will be certainly reluctant to express when they do not know words used to describe a person's character. The teacher needs to review and provide more vocabulary which appropriate to his learner level at the beginning of the lesson.

Justification of approaches : The teacher uses pictures of attractive people as a stimulus to elicit whom students impress and why they do so. The technique encourages the students to think critically. When the teacher assigns them to express in written form, they can work indepently with their own ideas. Then, each student reads aloud his description so that the rest of the class would attempt to guess who he refers to. This is a good idea to maintain a communicative purpose in using English and to sustain interest and motivation for writing classroom.

Worksheet : 1. Part A Complete the boxes with appropriate words of positive, negative and unclear quality.

Part B Fill in the blanks with the given words.

Part C, D, E Write a paragraph describing their best friends' character.

Procedure : 1. Lead the discussion on the topic of Physical appearance; e.g. " When you first meet someone, what do you look at first ? "

- a. their hair
- b. their faces
- c. their eyes
- d. their mouths
- e. the front of their bodies

etc.

(2 minutes)

2. Show students the transparency of people. Elicit which of the people they find most attractive, and ask them to give reasons. (3 minutes)

3. Elicit the words (adjectives) used to describe a person's character they know, then write on the blackboard. (5 minutes)

4. Distribute the handout. Let them read silently and explain the difficult words they do not know.

5. Have students do their own worksheets in Part A and B. (15 minutes)

6. Have students think of their best friends and try to write out ideas describing them. After that, encourage them to write a paragraph. (20 minutes)

7. Select some descriptions, ask students to read to the class and guess who they are. (5 minutes)

Evaluation :

- 1. Students' worksheets
- 2. Teacher's observation (Ethnography)

Name..... No..... Date

Part A

The following words are adjectives used to describe a person's character.

They can be divided into 3 groups: words of positive, negative and unclear quality. Think carefully and write them down in appropriate boxes.

aggressive	critical	narrow-minded
ambitious	enthusiastic	open-minded
bad-tempered	friendly	selfish
calm	generous	stubborn
careless	gentle	sympathetic
cheerful	good-tempered	talkative
confident	helpful	

Positive Quality	Negative Quality	Unclear Quality

Part B Fill in the blanks by using the given words in each box.

- 1 Bob wants to be a doctor when he graduates from a university. He studies very hard, so his parents are proud of him.

He is ambitious, careful, gentle

- 2 Steve likes to help his friends. He usually listens to his friends's problems and he is willing to help them to find the solutions.

He is honest, sympathetic, talkative

- 3 David usually shouts at everybody when he's angry. Even he makes mistakes by himself, he always blames the others.

He is aggressive, brave, careless

- 4 My father never punishes my brother and I without any reasons. He likes to listen to everybody in family. We love him so much.

He is cheerful, enthusiastic, open-minded

- 5 John never feels tired even he has to do a lot of work. He enjoys doing every kind of activities. He always volunteers to take care of any classroom duty. He is very good class leader.

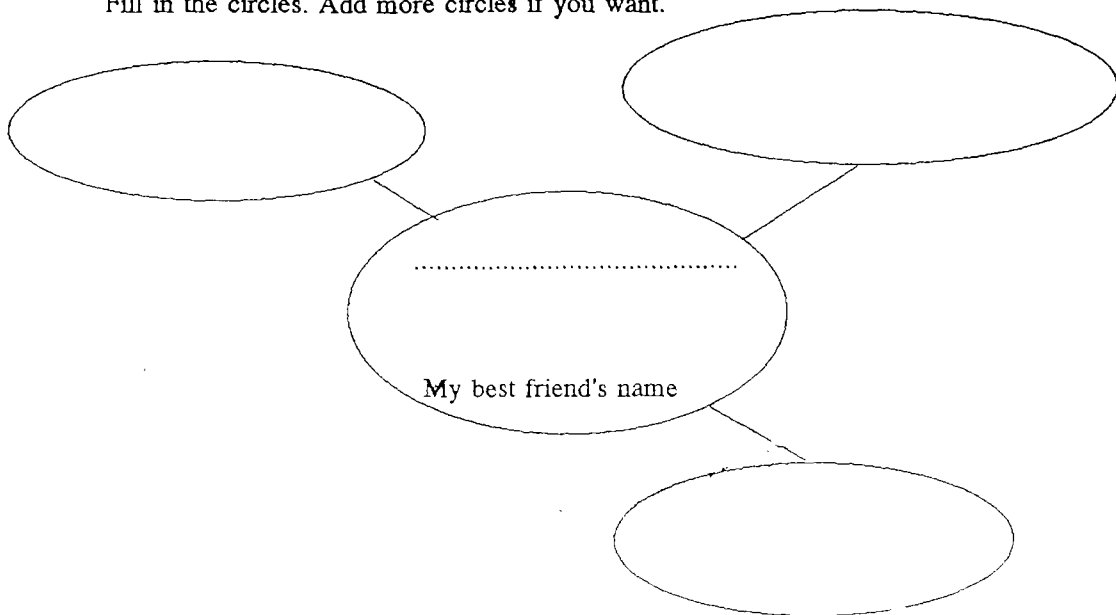
He is calm, confident, helpful

- 6 My friends and I don't like Robert because he never shares and gives us anything. He always takes advantage of others.

He is bad-tempered, selfish, smart

Part C What character would you like to write about your best friend ?

Fill in the circles. Add more circles if you want.



Part D Write a paragraph describing your best friend's character. Please check uncertain words from a dictionary.

.....
.....
.....
.....
.....
.....

Part E Give your best friend the description and ask him whether he agrees or disagrees. Then write a tick [/] in the box.

My best friend agrees with me.

My best friend disagrees with me.

Module 8 : Lesson 13 Describing people (Personal appearance)

Aim : 1. To encourage students to give and receive personal feedback from their peers so that they can gather the information to form their own writing.

Justification of content : This practice is a useful revision of structure and vocabulary concerned with describing people. The teacher will observe and evaluate whether students can use the target language they have learned appropriately while they are working in group.

Justification of approaches : Naturally, an amusing activity maintains learners' motivation. They do not only have fun, rather they are in learning process. In group, students will listen to the teacher's questions and answer by writing a sentence for each of their friends. After that, everybody will read all sentences written by peers silently. Then adjust the information and write out their own text. This activity encourages students to practise combining the sentences appropriately which is an essential feature of process writing.

Worksheet : 1. Part A Group work Listen to the teacher's instruction.
Part B Individual work Write a paragraph describing themselves.

Procedure : 1. Review the adjective words used to describe a person's character they have learned from the previous hour. (5 minutes)

2. Divide students into groups of six. Have each group sit in a circle.

3. Distribute the handout and ask them to write down their names at the top of their sheets.

4. Have each student pass the sheet to the person who is sitting on his right.

5. Give students the instruction to write one sentence about the person whose name is at the top of the page. Signal them by any technique the teacher likes so that they will pass the sheet to another one to add more sentences. The teacher may use these following questions to scope the details.

- a. How old is he ?
- b. What is his nationality ?
- c. How tall is he ?
- d. What color are his eyes ?
 1. black 2. dark brown
- e. What sort of hair has he got ?
 1. long straight hair 2. short straight hair
 3. long curly hair 4. short curly hair
- f. What type of person is he ?
 1. quiet 2. cheerful etc.
- g. Who does he look like ?
- h. What does he like ?
- i. What does he dislike ?
- j. What do you think his job will be in the future ?

(15 minutes)

6. Invite students to read out from their sheets and ask them about any sentences which made them laugh, surprised them, etc. (5 minutes)

7. Have them correct any mistakes and rewrite a paragraph. (25 minutes)

- Evaluation :**
1. Students' worksheets
 2. Teacher's observation (Ethnography)
 3. Video recording

Note : 1. The teaching procedure is adapted from Alternatives by Richard and Marjorie Baudains. Longman, 1990 . p. 52-53

Module 9 : Lesson 14 Writing personal information

Aim : 1. To provide the opportunity for students to express about information related to their family orally.

2. To encourage students to write phrases or sentences connected with personal information.

Justification of content : Talking about a topic related to their interest, helps students recall their own information to express with peers. They can compare whether their personal information is the same or different. It creates a positive atmosphere in a language classroom because many writing practices do not provide a chance for students to talk about a topic before writing out. This activity also helps students learn to use language regardless of the individual value.

Justification of approaches : In this lesson, pair work allows a whole class to be engaged in personal information through a survey activity so that the teacher can work with the weak ones and can help some students who have difficulty in expressing ideas. On the other hand, the sentence level practice offers students the opportunity to think creatively and record their thoughts in a context. This helps them to produce correctly formed sentences as well.

Worksheet : 1. Part A, B Pair work Ask each other about family topic.

Part C Listen to the teacher's instruction.

Part D Complete the sentences.

Procedure : 1. Organize the class in pairs.

2. Explain the procedure to the class. (3 minutes)

3. Distribute the handout (Part A, B, C). Then let them practise. (15 minutes)

4. Follow up with a whole class discussion focusing on the following questions.

What sort of families do we usually find in Bangkok/ Thailand ?

Do you think it is similar as western countries ?

When we would like to tell somebody or a penfriend about ourselves, what sort of things do we describe ?

- a. our family
- b. people in our family
- c. where we live
- d. our interests
- e. our ability
- etc.

(7 minutes)

5. Tell students to close their eyes for a couple of minutes to think of themselves about what they are proud of and they dislike. (5 minutes)

6. Have students to write the notes describing themselves quickly.

7. Explain students how to do Part D. (15 minutes)

8. Allow time for students to reread and correct their mistakes. (5 minutes)

- Evaluation** :
- 1. Students' worksheets
 - 2. Teacher's observation (Ethnography)

Note : 1. The teaching materials in Part A, B are adapted from Talking Topic by Gaynor Ramsey, Virginia LoCastro. Longman, 1991. p. 38

2. The teaching materials in Part D are adapted from Thoughtworks by Peta Heywood, Sally Trotter and Douglas McClenaghan. Cambridge University Press, 1989. p. 1-2

Name..... No..... Date

Part A Work with a partner

Ask him the following questions and make a note of all his answers.

My partner's name

1. Do you live in Bangkok? If not, where?	
2. Do you live with your parents? If not, who do you live with?	
3. How many children, including you, are there in your family?	
4. Are your grandparents still alive? How old are they?	
5. Are your grandparents still alive? How old are they?	
6. How many cousins have you got?	
7. Have you got any pets? If yes, what are they and their names?	

Part B Look at the answers that you got from your partner and compare them with the answers he got from you.

How many of yours are the same?

How similar are your families? very much

Not so much

Not at all

Can't decide

What sort of family have you got?

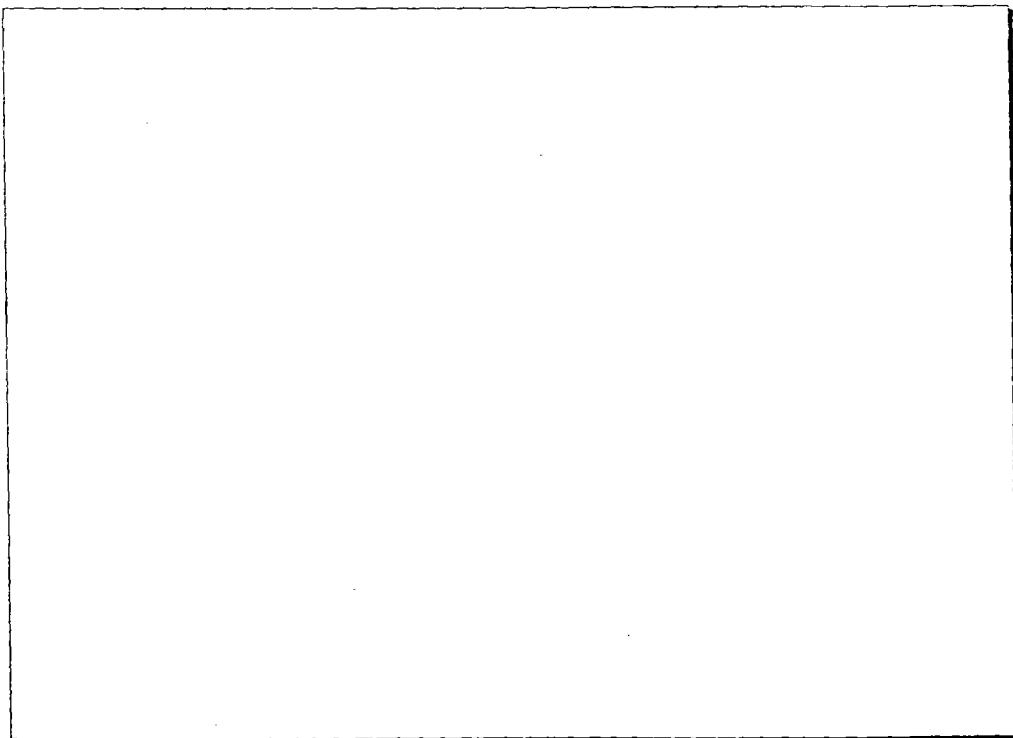
A small family

A big family

Neither big nor small

Part C Close your eyes for a minute.

Listen to the teacher's instruction, and follow.



Part D Read the following examples and then complete the sentences.

Examples :

I am the person who *loves collecting stamps from various countries.*

I am the person who *plays the guitar quite well.*

I am the person who *can type quite well but can't use a computer.*

I am the person who *is interested in taking photographs, cycling and music.*

I am the person who *is looking for penfriends so that I can practise my English.*

Now write

I am the person who

.....

I am the person who

.....

I am the person who

.....

I am the person who

.....

Module 9 : Lesson 15 Writing personal information

Aim : 1. To encourage students to use the process writing in order to describe themselves.

2. To help students recognize how to control their process of writing.

Justification of content : Putting students in a situation, helps them to deal with authentic task so that they can write with non-threatening atmosphere. Many students generally want to apply for a part time job but they do not know how to express their qualifications and interests to the employer. This task allows them to realize the information which required to a reader(personal manager)who can make a decision for permitting them to work for his company.

Justification of approaches : Paragraph writing gives more opportunity for students to practise language in a context. This practice helps students gain necessary skills they need when they write in English. These are, jot down ideas which relevant to the topic, select the essential information for their readers, write and revise in order to organize their messages logically and coherently.

Worksheet : 1. Part A, B Write and select words or phrases to describe themselves.

Part C, D Write a paragraph describing themselves.

Procedure : 1. Elicit students about their information when they want to describe themselves or when they would like to apply for a part time job, what they would fill in. Then write down the words on the blackboard. (10 minutes)

2. Distribute the handout and explain how to do the task.
(5 minutes)
3. Encourage students to use their process writing such as :
Write the notes related to the topic as many as they can.
Organize the notes meaningfully.
Read and correct their mistakes by themselves. (25 minutes)
4. Have students take a reader's role as a personal manager of a company to read and decide whether they are interested in the information. (5 minutes)
5. Have students exchange each other's writing and read it throughly. (5 minutes)

- Evaluation** :
1. Students' worksheets
 2. Teacher's observation (Ethnography)

Name.....No..... Date

Situation : You would like to apply a part time job in a company next summer.

You have to write a paragraph describing yourself so that the personal manager will call you for an interview.

Part A Write the words or phrases to describe yourself.

Part B Select the words or phrases which can describe you best.

Part C Write a paragraph describing yourself at least 50 words. Make sure that you read and correct your own mistakes before doing next activity.

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Situation : Suppose that your friend is a personal manager. He will read your work and decide whether he will call you for an interview or not.

Part D Exchange each other's worksheet and read carefully, then put a tick [/] in an appropriate

Reader's name

I LIKE HIS WRITING. I WILL CALL HIM IMMEDIATELY.

HIS WRITING IS NOT SO BAD, BUT I WILL CALL HIM LATER.

I WON'T EDFINITELY CALL HIM.

ENGLISH WRITING TEST

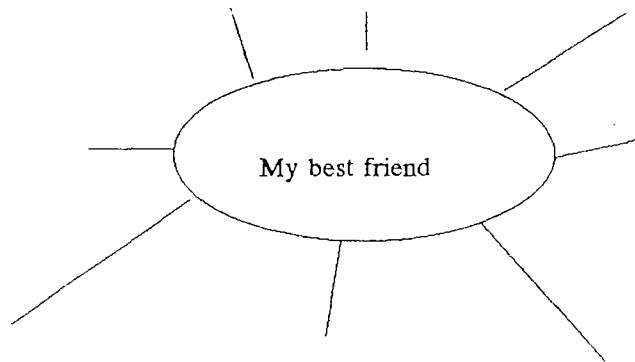
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NameNo. Date Time 40 m

Situation : You would like to introduce your best friend to your pen-pal because he wants to improve his English writing. Then you have to give information about him so that your pen pal could find an overseas student who has the same interest.

Write a paragraph describing your best friend [about 100-120 words].

[1] Write the words or phrases describing your best friend.



[2] Choose the words or phrases describing the topic best and write a paragraph.

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APPENDIX C

Attitude Questionnaire

APPENDIX B

English Achievement Test (Pretest, Posttest)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Part 1 The advantages of writing in English					
About yourself					
1. I like to learn writing in English.	5	4	3	2	1
2. I think that writing in English is interesting.	5	4	3	2	1
3. I would like to try to practise writing until I can write fluency.	5	4	3	2	1
About education, professions and society.					
4. Writing is necessary during higher education.	5	4	3	2	1
5. Our fluency and accuracy in writing in English could help us find a job easier.	5	4	3	2	1
6. Clear writing communication to foreigners will enhance good relationships between countries.	5	4	3	2	1

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
About learning improvement					
7. Writing in English helps me to have clear and well organized ideas.	5	4	3	2	1
8. Writing in English helps me to improve my reading and speaking ability.	5	4	3	2	1
9. Writing in English helps me to express what I really intend.	5	4	3	2	1
Part 2 English writing activities					
10. Group work increases my writing confidence.	5	4	3	2	1
11. Group work benefits me by exchanging and sharing ideas with friends.	5	4	3	2	1
12. Pair work is fun.	5	4	3	2	1
13. Pair work assists me to practise English usage.	5	4	3	2	1
14. Pair work is helpful for writing.	5	4	3	2	1

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
15. Group discussion helps me to have a clear idea before I begin to write.	5	4	3	2	1
16. Reading my friends' writing helps me improve mine.	5	4	3	2	1
17. Helping my friends find mistakes in their writing, raises awareness of my own errors.	5	4	3	2	1
18. Gaining feedback from the teacher helps me to improve my writing further.	5	4	3	2	1
19. If I make notes concerning the topic before starting to write, it will help me write easily.	5	4	3	2	1
20. Writing notes quickly helps me to concentrate on the ideas rather than spelling or grammar.	5	4	3	2	1
21. The more we practise writing, the better we become.	5	4	3	2	1
22. Various English writing activities makes me feel enthusiastic about English class.	5	4	3	2	1

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
23. Having a chance to read many stories enables me to improve my writing.	5	4	3	2	1
24. I usually do self -correction for my writing.	5	4	3	2	1

Part 3. If there are any comments, please do so.

Thank you for your co-operation.

แบบทดสอบเจตคติต่อการเขียนภาษาอังกฤษ

คำชี้แจง

(1) ในการตอบแบบสอบถามนี้ ขอให้นักเรียนตอบตรงกับความเป็นจริง ตามความรู้สึกของนักเรียนมากที่สุด

(2) แบบสอบถามนี้มีทั้งหมด 24 ข้อ โดยแบ่งเป็น 3 ตอน คือ

ตอนที่ 1 ประโยชน์และความสำคัญของการเขียนภาษาอังกฤษ ข้อ 1-9

ตอนที่ 2 กิจกรรมการเรียนการสอนเขียนภาษาอังกฤษ ข้อ 10-24

ตอนที่ 3 ข้อเสนอแนะอื่น ๆ

(3) ให้นักเรียนอ่านข้อความแต่ละข้ออย่างละเอียดถี่ถ้วน แล้วเลือกตอบข้อความที่เหมาะสมกับนักเรียนมากที่สุดโดยวงกลมหมายเลขที่ต้องการเลือกตอบดังนี้

5 เห็นด้วยมากที่สุด

4 เห็นด้วย

3 ไม่มีความเห็น

2 ไม่เห็นด้วย

1 ไม่เห็นด้วยมากที่สุด

ตัวอย่าง

	เห็นด้วยมากที่สุด	เห็นด้วย	ไม่มีความเห็น	ไม่เห็นด้วย	ไม่เห็นด้วยมากที่สุด
* ข้าพเจ้ารู้สึกสนุกสนานเมื่อฝึกปฏิบัติกิจกรรมการเขียน	5	4	3	2	1
**ข้าพเจ้ามักเอางานอื่นขึ้นมาทำในชั่วโมงการเขียนภาษาอังกฤษ	5	4	3	2	1

	เห็นด้วย มากที่สุด	เห็นด้วย	ไม่มีความ เห็น	ไม่เห็น ด้วย	ไม่เห็นด้วย มากที่สุด
ตอนที่ 1 ประโยชน์และความสำคัญของ การเขียนภาษาอังกฤษ					
ต่อตนเอง					
1. ข้าพเจ้าชอบการเขียนภาษาอังกฤษ	5	4	3	2	1
2. การเขียนภาษาอังกฤษเป็นวิชาที่น่าสนใจ	5	4	3	2	1
3. ข้าพเจ้ามีความพยายามที่จะฝึกฝนจนเขียน ภาษาอังกฤษได้อย่างคล่องแคล่ว	5	4	3	2	1
ต่อการศึกษา, อาชีพ และ สังคม					
4. การเขียนภาษาอังกฤษมีความจำเป็นต่อ การศึกษาในระดับสูง	5	4	3	2	1
5. การเขียนภาษาอังกฤษได้คล่องแคล่วช่วยให้ มีโอกาสหางานทำได้ง่ายกว่าผู้อื่น	5	4	3	2	1
6. การสื่อความหมายโดยการเขียนให้คนชาติอื่น เข้าใจได้ถูกต้องชัดเจนช่วยสร้างความสัมพันธ์ ระหว่างประเทศ	5	4	3	2	1

	เห็นด้วย มากที่สุด	เห็นด้วย	ไม่มีความ เห็น	ไม่เห็น ด้วย	ไม่เห็นด้วย มากที่สุด
ต่อการพัฒนาการทางการเขียน					
7. การเขียนภาษาอังกฤษ ช่วยให้ข้าพเจ้า เรียบเรียงความคิดได้ต่อเนื่อง และชัดเจน	5	4	3	2	1
8. การเขียนภาษาอังกฤษ ช่วยพัฒนาในการอ่าน และการพูด	5	4	3	2	1
9. การเขียนภาษาอังกฤษ ช่วยให้ข้าพเจ้าได้มี โอกาสแสดงความคิดเห็นได้ตามความต้องการ	5	4	3	2	1
ตอนที่ 2 กิจกรรมการเรียนการสอนเขียน ภาษาอังกฤษ					
10. การทำกิจกรรมกลุ่ม ช่วยให้ข้าพเจ้ามั่นใจใน ในการเขียนมากขึ้น	5	4	3	2	1
11. การทำกิจกรรมกลุ่ม ช่วยให้มีการแลกเปลี่ยน เปลี่ยนความคิดเห็นกับเพื่อน	5	4	3	2	1
12. การทำกิจกรรมคู่ สร้างความสนุกสนาน	5	4	3	2	1
13. การทำกิจกรรมคู่ ช่วยให้มีโอกาสฝึกใช้ ภาษาอังกฤษ	5	4	3	2	1

	เห็นด้วย มากที่สุด	เห็นด้วย	ไม่มีความ เห็น	ไม่เห็น ด้วย	ไม่เห็นด้วย มากที่สุด
14. การทำกิจกรรมคู่มีประโยชน์ต่อการฝึกเขียน	5	4	3	2	1
15. การอภิปรายภายในกลุ่มย่อย ช่วยทำให้ มีความคิดชัดเจนก่อนลงมือฝึกเขียน	5	4	3	2	1
16. การอ่านงานเขียนของเพื่อน ช่วยพัฒนา งานเขียนของตนเอง	5	4	3	2	1
17. การช่วยเพื่อนตรวจหาข้อบกพร่องใน งานเขียนทำให้ข้าพเจ้าระมัดระวังในข้อ ผิดพลาดของตนมากยิ่งขึ้น	5	4	3	2	1
18. การได้รู้ข้อบกพร่องในการเขียนของตน จากผู้สอน ช่วยทำให้ปรับปรุงงานเขียน ขึ้นไปให้ดีขึ้น	5	4	3	2	1
19. ก่อนการเขียนจริง ถ้ามีการแจกแจงหัวข้อ สำคัญที่น่าจะเกี่ยวข้องกับหัวข้อเรื่องจะทำให้ การเขียนง่ายขึ้น	5	4	3	2	1
20. การแจกแจงหัวข้อสำคัญที่น่าจะเกี่ยวข้องกับ หัวข้อเรื่องอย่างรวดเร็วโดยไม่คำนึงถึงตัว สะกดและไวยากรณ์ ช่วยทำให้ข้าพเจ้ามี ความคิดหลากหลายมากยิ่งขึ้น	5	4	3	2	1

	เห็นด้วย มากที่สุด	เห็นด้วย	ไม่มีความ เห็น	ไม่เห็น ด้วย	ไม่เห็นด้วย มากที่สุด
21. การฝึกเขียนบ่อยครั้ง จะช่วยให้พัฒนา งานเขียนของตนเอง	5	4	3	2	1
22. กิจกรรมการเขียนที่หลากหลาย ทำให้ ข้าพเจ้ารู้สึกกระตือรือร้นที่จะเรียน ภาษาอังกฤษ	5	4	3	2	1
23. การที่มีโอกาสได้อ่านเรื่องต่าง ๆ บ่อยครั้ง ช่วยให้ข้าพเจ้าพัฒนางานเขียนตนเอง	5	4	3	2	1
24. ข้าพเจ้าตรวจแก้ไขข้อผิดพลาดการเขียน ของตนเองอย่างสม่ำเสมอ	5	4	3	2	1

ตอนที่ 3 ข้อเสนอแนะอื่น ๆ

ขอขอบใจนักเรียนทุกคนในการตอบแบบสอบถาม

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THE USE OF A LEARNING KIT FOR PROCESS WRITING:
FORDERING LEARNERS ' WRITING ABILITY AND
INCREASING THEIR MOTIVATION

AN ABSTRACT

BY

SUPATTRA TONGKALAYA

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

March 1996

The purpose of this study was to compare English writing achievement and attitudes of Mathayom Suksa 4 students before and after they were receiving instructions emphasis on Process Writing.

The sample in the study comprised of 29 Mathayom Suksa 4 students in the first semester of the 1995 academic year of Bangkok Christian College, Bangrak District, Bangkok. The sample was randomly selected. The One Group Pretest Posttest Design was used in this research. The duration of the training was 5 weeks, totalling 15 periods of 50 minutes each. The major instruments were an achievement test of English writing ability, and a questionnaire measuring attitudes towards English writing. The t-test was used in the analysis.

The achievement test and the questionnaire were used to measure English writing ability and attitudes of the sample. While the parallel achievement test and the attitude questionnaire were used to measure in the posttest.

The results indicated that the students' English writing ability and attitudes towards writing after receiving the instructions were positively developed.