A Study on the Use of English Writing Strategies and Writing Ability

of Second-Year Students at Bangkok University

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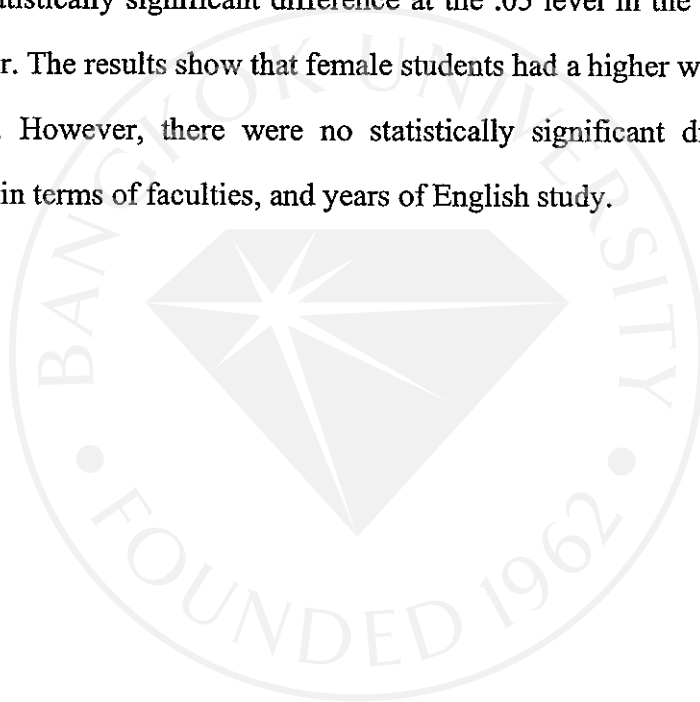B. Ed. (English) Srinakharinwirot University, Bangsaen Campus

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ABSTRACT

Research Title   A Study on the Use of English Writing Strategies and Writing
                    Ability of Second-Year Students at Bangkok University
                    การศึกษาการใช้กลยุทธ์ในการเขียนและความสามารถในการเขียน
                    ภาษาอังกฤษของนักศึกษาชั้นปีที่ ๒ ของมหาวิทยาลัยกรุงเทพ

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This research aimed to investigate the use of English writing strategies and
writing ability of students; find the relationship between the use of English writing
strategies and writing ability of students; find the differences between the use of
writing strategies of students and their different background information including
gender, faculties, and years of English study, and find the differences between writing
ability and their different background information including gender, faculties and years
of English study. The subjects used in this research were 370 second-year students
who enrolled in EN 211 Intermediate English in the first semester of academic year
2006 at Bangkok University. These students were from nine faculties: Accounting,
Business Administration, Communication Arts, Economics, Engineering, Humanities,
Fine and Applied Arts, Law, and Science and Technology. They were selected through
the Simple Random Sampling Technique. The instruments employed in this study
were a writing test, a questionnaire, and an in-depth interview. The data collected from
the questionnaires and writing tests were statistically analyzed in terms of mean,
standard deviation, t-test, One-Way ANOVA (F-test), Tukey HSD, and Pearson
Correlation Coefficient. The major findings were as follows: the overall writing
strategy usage of students was at a moderate level. Students used compensation

strategies the most frequently whereas they used memory strategies the least frequently. The writing ability of students was at moderate level. There was a positive relationship between writing strategy usage and writing ability ($r = .12$, $p < .05$). There was a statistically significant difference at the .05 level in the use of writing strategies in terms of faculties. The results show that students from the faculty of Humanities had the highest mean scores. However, there were no statistically significant differences in the use of writing strategies in terms of gender, and years of English study. In addition, there was a statistically significant difference at the .05 level in the writing ability in terms of gender. The results show that female students had a higher writing ability than male students. However, there were no statistically significant differences in the writing ability in terms of faculties, and years of English study.
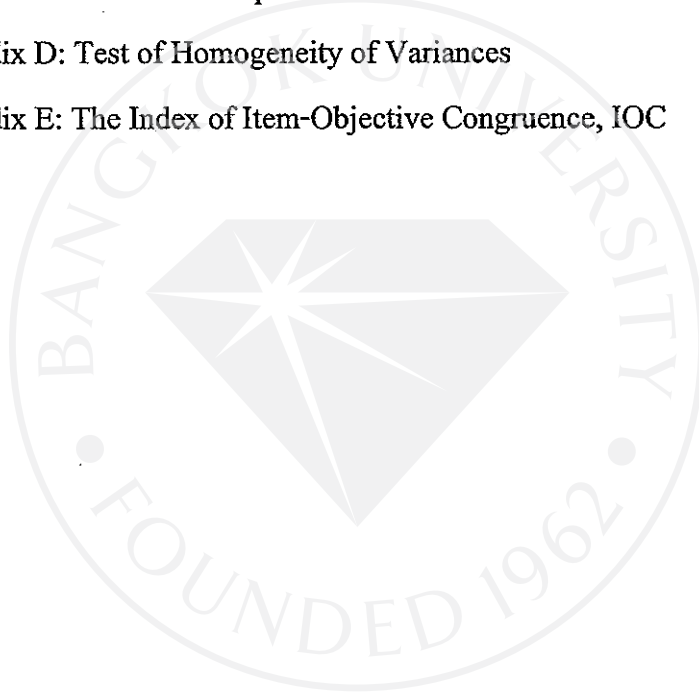
ACKNOWLEDGEMENT

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CHAPTER ONE

INTRODUCTION

Background and Significance of the Research Problem

With regard to non-native English learners, four basic language skills (reading, writing, listening, and speaking) are essential to their success in English-based university classes. It is generally accepted that, of all language skills, writing is the most difficult. To transfer knowledge and ideas through writing is not an easy task, especially when the language used is foreign (Dixon and Nessel, 1983). Learning to write effectively is a complex activity requiring considerable practice and effort, especially in a second language (Rodby, 1987). Writing in a second or foreign language is an acknowledged difficulty for a majority of English as a foreign language (EFL) and English as second language (ESL) students- at all levels of ability. The difficulty may result from a lack of an appropriate composing process and writing apprehension (Lee, 2005). An effective writer requires mastery of grammatical and rhetorical devices as well as conceptual and judgmental elements. Consequently, non-native learners have to make greater effort in producing meaning through writing than when understanding meaning through listening, reading, and speaking. These students face a variety of difficulties in English writing such as general ideas formation, organizing written discourse, and concerning surface-level mechanics, spelling and punctuation (Heaton, 1988).

Writers' strategies, especially the differences between those more-and less-skilled writers, have been extensively studied during the past 20 years. Researchers have commonly found that (a) skilled second language writers tended to plan

more, revise more at the discourse level and spend more time exploring the most appropriate ways to solve a given task; (b) unskilled second language writers tended to plan less and revise more at the word and phrase level and (c) writers' first language use, attention, patterns, and problem-solving behaviors while writing, differed according to such variables as their second language proficiency, their first language writing expertise, and the type of writing tasks they were involved in (Raimes, 1985; Zamel, 1987; Cumming, 1989; Wang and Wen, 2002 cited in Sasaki, 2004).

In Thailand, students at university level use writing as a key tool in their academic career. Thus, English writing has been taught and incorporated into English course syllabus for many years. Previous studies on relationships between writing strategy usage and associated writing ability have been done continuously over the past years. Luekiatpaisarn (1991), for example, studied English writing process of students in higher education institutions, Bangkok Metropolis in the aspects of the metocognitive, cognitive and communicative strategy usage, and compared the English writing process between high and low English writing achievers. She discovered two groups of students used writing strategies at a moderate level, but high writer achievers used writing strategies more frequently and successfully. Nuchsong (1997) investigated strategies for English writing of fourth-year English major students at the United Rajabhat Institute of Buddha Chinnaraj. The subjects were divided into 4 groups – good and poor writers, male and female writers. The findings showed that there was no significant difference between good and poor or male and female English writers at a confidence level of 0.05 in their use of the strategies for writing. Chotirat (1998) investigated writing strategies employed by Dhurakitpundit University third-year accounting students with high and low writing ability. The findings revealed that students with high writing ability used all six groups of writing strategies: memory, cognitive, metacognitive, compensation, affective and social strategies more frequently than students with low writing ability. Jarunthawatchai (2001) also studied writing

strategies used in process writing by proficient and less proficient writers, who were third-year English major students, Faculty of Humanities, Chiang Mai University. The results showed that the two groups of writers did not vary greatly in the use of social, affective, cognitive, and compensation strategies. However, the proficient writers showed more appropriate and effective use of metacognitive strategies than the less proficient writers did.

In addition, many studies have been conducted to investigate the writing ability of Thai students and the result showed that Thai students struggle in writing in English because of their low writing ability. Wattanapat (1988), for example, analyzed the English writing ability of lower secondary school students. The findings revealed that the lower secondary school students were able to pass only the first level: mechanical skills. Jandaprom (1988) revealed that the writing ability at the communication level of Mathyom Suksa Six students in public secondary schools was very low with the average score of 40.40% and she found that 51.53% of the students gained scores which were lower than the standard score set by the Ministry of Education. Puapunte (1989) studied the level of English writing ability of upper secondary school students and found that students could master only the mechanical skills. Thus, the information mentioned above indicates that Thai students have problems in English writing because of their writing ability.

In spite of the increasing popularity of research on writing strategies and/or abilities continuously, this topic is still a new research in the Thai university context. Very few studies on the student's use of writing strategies and abilities which are related to other variables such as gender, faculties, and years of English study can be found. In Bangkok University, students may develop their own understanding of the use of writing strategies. They can complete many writing tasks in the classroom. However, they have never been asked systematically to identify what writing strategies they employ, how and how often they employ those strategies while dealing with

writing tasks. As mentioned earlier, writing strategy usage seems to be an effective and necessary tool to help students complete their writing tasks. Regarding previous studies on writing ability of students in secondary schools, (Wattanapat, 1988; Jandaprom, 1988; Puapunte, 1989), the students still have difficulties in writing because of their low level of writing ability.

Therefore, this research firstly attempts to investigate and identify which writing strategies Bangkok University students employ since there might be some strategies which have never before been recognized. Secondly, it will study the writing ability of students and also a relationship between writing strategies and writing ability. Finally, it tries to identify any background information that affects the use of writing strategies and ability. The information obtained should help both researchers and instructors improve language teaching and the student's learning process through the improvement of future English courses. In addition, the present study includes collecting quantitative and qualitative data through three instruments: a questionnaire, writing test and interview. The result of the study will subsequently provide sufficient understanding of writing strategies and writing ability which can be implemented in an EFL class as well as it will help develop the existing course or design a new English course for students.

Research Questions

To facilitate answering the three aforementioned areas above, some more specific questions have to be addressed:

1. What are the writing strategies used by second-year students?

2. What is the writing ability of second-year students?

3. Is there any relationship between the use of writing strategies and writing ability?

4. Are there any significant differences between the use of writing strategies and different background information including gender, faculties, and years of English study?

5. Are there any significant differences between writing ability and different background information including gender, faculties, and years of English study?

Purposes of the Research

1. To investigate the use of English writing strategies of second-year student

2. To investigate English writing ability of second-year students

3. To find the relationship between the use of English writing strategies and writing ability

4. To find the differences between the use of writing strategies and background information including gender, faculties, and years of English study

5. To find the differences between the writing ability and background information including gender, faculties and years of English study.

Conceptual Framework of the Research

The conceptual framework of the research is shown as follows:
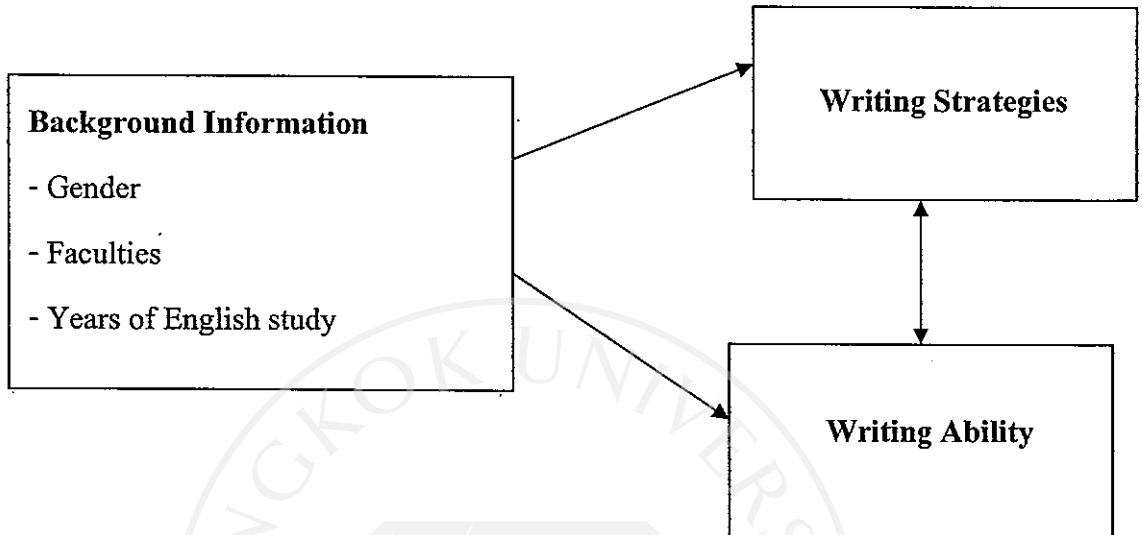
Research Hypotheses:

1. There is a relationship between writing strategies and writing ability

2. Students with different background information use different writing strategies.

3. Students with different background information have different writing ability

Scope of the Research

1. This study is based on data collected from 370 second-year students who enrolled in EN 211 Intermediate English in the first semester of academic year 2006 at Bangkok University. They are from nine faculties: Accounting, Business Administration, Communication Arts, Economics, Engineering, Humanities, Fine and Applied Arts, Law, and Science and Technology.

2. This study investigates second-year students who enrolled in the four-year program only; therefore, other students, such as those from the Continuing Education Program are not included.

Definitions of Terms

1. Writing strategies refer to a range of behaviors, actions, techniques, operations or steps used by foreign language students to help them succeed in writing in English. According to Oxford (1990), the writing strategies are divided into six groups:

1.1 *Memory strategies* are used to enable learners to store and retrieve the new language. Some examples of these strategies are placing new words into context, structured reviewing, using mechanical techniques, and retrieving information.

1.2 *Cognitive strategies* are related to how students think in their learning. These strategies are unified by a common function: manipulation or transformation of new language intended to enhance the learners' comprehension and acquisition. Some examples of these strategies are repeating, revising, formally practicing with the writing systems of the target language, recognizing and using formulas and patterns, recombining, practicing naturalistically, using resources for sending messages, reasoning deductively, translating, transferring, taking notes, summarizing, and highlighting.

1.3 *Compensation strategies* are adopted to enable learners to use the new language in spite of limited knowledge of that language. Some examples of these strategies are selecting the topic, adjusting or approximating the message, coining words, and using circumlocution, or synonyms.

1.4 *Metacognitive strategies* are used to enable learners to manage their own learning process. Some examples of these strategies are overviewing and linking with already known material, paying attention, finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, seeking practice opportunities, self-monitoring, and self-evaluation.

1.5 *Affective strategies* are used to enable learners to identify and control factors influencing language learning. These factors are emotions, attitudes, motivations and values. Some examples of these strategies are using progressing relaxation, deep breathing or meditation, using music, using laughter, making positive statements, taking risk wisely, rewarding yourself, listening to your body, using a checklist, writing a language learning diary, and discussing your feeling with someone else.

1.6 *Social strategies* involve learning by interactions with others. Some examples of these strategies are asking for correction, cooperating with peers, cooperating with proficient users of the new language, developing cultural understanding, and becoming aware of other thoughts and feelings.

2. Writing ability means the ability to write measured by researcher-constructed writing test.

3. Years of English study refer to the number of years students have been studying English in formal education.

4. Students refers to second-year students who enrolled in EN 211 Intermediate English in the first semester (June-September 2006)

Expected Benefits

This research investigates English writing strategies and ability of second-year students. Although the findings of this research should help instructors to understand the level of writing ability and strategies of second-year students, it is also envisaged that any benefits could be used in other-year classes. The research identifies background information which affects the level of writing strategy usage and writing ability. These factors are gender, faculties, and years of English study. The information obtained from the research should help instructors realize student's writing ability and develop their writing skills by training them to use appropriate strategies. Furthermore,

the findings should be of assistance in the improvement of existing English courses and the planning of future English courses. It may also provide an information base for further studies in related fields.

Limitations of the Research

This study involves only the second-year students from nine faculties at Bangkok University in the academic year 2006. The students have had some experience studying EN 111, 112 and they were studying EN 211 Intermediate English in the first semester (June-September 2006). Therefore, generalization is made only to students who are at a similar level and background.
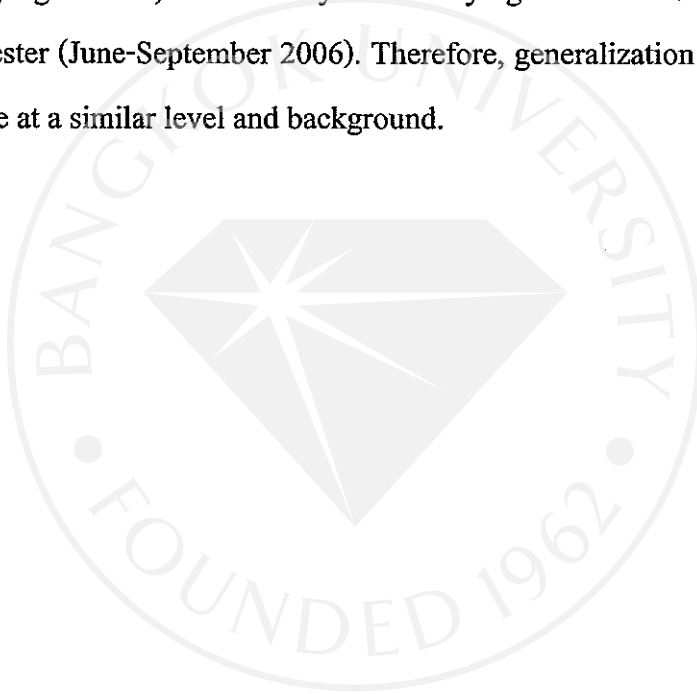
CHAPTER TWO

REVIEW OF RELATED LITERATURE

This study is designed to investigate writing strategies employed by second-year students and their writing ability. Also, it studies the relationship between the use of writing strategies and writing ability; therefore, related literature and research are reviewed in order to provide background in this study. The researcher divides this section into the following topics:

1. Introduction to Writing

2. General Concepts of Language Learning Strategies

3. General Concepts of Writing Strategies

4. General Concepts of Writing ability

5. Related Research on Writing Strategies and Writing Ability

6. Research Hypothesis Development

1. Introduction to Writing

Raimes (1983) indicates that writing is a tool to communicate with each other and also helps students learn since it reinforces the grammatical structures, idioms, and vocabulary and when students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. In addition, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning. The relationship between writing and thinking is a valuable part of learning any language.

Zamel (1987) defines writing as a process for creating meaning through which people express knowledge, ideas, sense perception and emotion.

Kroll (1990) states that writing was considered "an art, a creative act in which the process – the discovery of the true self – is as important as the product – the self discovered and expressed".

Crews (1992 cited in Pawabunsiriwong, 2004) defines writing as the process of putting thoughts into written words or translating thoughts into language.

Bowen, et. al (1985 cited in Pawabunsiriwong, 2004) defines writing as a complex process as it requires an integration of skills such as structural skills, lexical mastery, knowledge of mechanical contentions, the ability to handle rhetorical matters like unity and organization.

Schenck (1998 cited in Jarunthawatchai, 2001) explains that writing is regarded as a "private act" with "public result". The writer works alone to explore and discovers meaning. When the writer finishes a piece of composition, that piece of writing is published so that the other people have an opportunity to read and understand what the writer intends to express.

Trimmer (2001) says that writing is an opportunity which allows you to express something about yourself, to explore and explain ideas, and to assess the claims of other people.

In conclusion, writing is producing, communicating and transferring information, opinion, and feelings to the readers to serve different purposes: to inform, to explain, to entertain, to convince, to argue, to compare, and so on.

Writing is viewed as a difficult skill since it is an integrated skill or a complex process. It involves basic structural elements such as paragraphing, sentence structure, grammar, punctuation, and spelling. Writing also includes word choice, use of appropriate grammar (such as subject-verb agreement, tense, and article use), syntax (word order and sentence structure), mechanics (punctuation, spelling, and handwriting), and organization of ideas into a coherent, and cohesive form (Clifford, 1991; Gebhard, 2000; Tyner, 1985 cited in Pawabunsiriwong 2004). Therefore, to

produce a piece of writing, writers have to consider many elements. Raimes (1983) states that when a writer wants to produce a piece of writing, various factors need to be dealt with. Many factors influence producing a piece of writing. To communicate clearly and effectively, writers have to think of the reason for writing, and the readers. Moreover, while writing, word choice, organization, mechanics, grammar, syntax, and content should be considered. He also presents factors involving in producing a piece of writing in the following diagram:

Producing a Piece of Writing

SNYTAX
sentence structure,
sentence boundaries,
stylistic choices, *etc.*

CONTENT
relevance, clarity,
originality,
logic, *etc.*

GRAMMAR
rules for verbs,
agreement, articles,
pronouns, *etc.*

THE WRITER'S PROCESS
getting ideas,
getting started,
writing drafts,
revising

Clear, fluent, and effective communication of ideas

MECHANICS
handwriting,
spelling,
punctuation, *etc.*

AUDIENCE
the reader/s

ORGANIZATION
paragraphs,
topic and support,
cohesion and unity

WORD CHOICE
vocabulary,
idiom, tone

PURPOSE
the reason for writing

Figure 1 Producing a Piece of Writing

Source: Raimes (1983: 6)

2. General Concepts of Language Learning Strategies

Definition of Language Learning Strategies

Teaching students to write is not only having the students do as the teachers tell them to but also teaching them to be able to think and find suitable methods to cope with difficulties. An effective way to help students develop their thinking process in learning writing is teaching them learning strategies. This helps them cope with the problem faced while learning (Wenden, 1991).

There is a wide range of definitions and concepts of learning strategy given by many researchers. In general, language learning strategies are the way the learners uses to understand and to store the knowledge of a language. The interest in language learning started in 1960 when the idea of a group of mentalism psychologist led by Noam Chomsky accepted. Then, in learning a second or foreign language during the 70's, researchers became to be more interested in learners. Rubin (1975: 43) provides a very broad definition of learning strategies as "the techniques or devices which a learner may use to acquire knowledge". Stern (1975) and Rubin (1975) give some concepts about the learning strategies used by good language learners as follows:

1. They like to guess or predict content of language using.

2. They like to express the ability in the language.

3. They like to take risks and learn from the mistakes in using language.

4. They are interested in forms of the language.

5. They look for opportunity to use the language.

6. They are able to monitor the use of the language both on herself and the others.

7. They care about the meaning communicated.

8. They have high motivation in learning language.

9. They like to think in the target language.

Bialystock (1978) also explains learning strategies as various methods to improve second language competence by utilizing available information and

knowledge and such methods can be selected by learners relevant to the language settings.

Tarone (1983: 67 cited in Lessard-Clouston, 1998) defines language strategies as "an attempt to develop linguistic and sociolinguistic competence in the target language – to incorporate these into one's interlanguage competence."

Brown (1987) describes learning strategies as specific methods of approaching a problem or task, modes of operation for achieving a particular end, plan designed for controlling and manipulating certain information.

Wenden and Rubin (1987: 19) define learning strategies as "... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information."

According to Stern (1992: 261), "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques."

Richards and Platt (1992: 209) state that learning strategies are "intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information."

Oxford (1990; 2003) defines language learning strategies as specific actions, behaviors, steps or thought process used by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations and to enhance their owns second language learning. These strategies can facilitate the internalization, storage, retrieval or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability.

Ellis (1997) defines learning strategies as the particular approaches or techniques that learners employ to try to learn the second language. They can be behavioral or they can be mental. They are typically problem-oriented i.e. learners employ learning strategies when they are faced with some problem, such as how to remember a new word. Learners are generally aware of the strategies they use and, when asked, can explain what they did to try to learn something.

Characteristics of Language Learning Strategies

Although the definitions of learning strategies vary, they share main features. According to Wenden & Rubin, 1987; O'Malley & Chamot, 1990; Oxford 1990 (cited in Lessard-Clouston, 1998), there are a number of basic characteristics in the accepted view of language learning strategies as follows:

First, language learning strategies are learner generated; they are steps taken by language learners.

Second, language learning strategies enhance language learning and help develop language competence, as reflected in the learner's skills in four language skills – listening, speaking, reading or writing the second language or the first language.

Third, language learning strategies may be visible (behaviors, steps, techniques, etc.) or unseen (thoughts, mental processes).

Fourth, language learning strategies involve information and memory (vocabulary, knowledge, grammar rules, etc.)

Oxford (1990: 8) summarizes her view of language learning strategies by listing twelve key features as follows:

Features of Language Learning Strategies:

1. Contribute to the main goal, communicative competence

2. Allow learners to become more self-directed

3. Expand the role of teachers

4. Are problem-oriented

5. Are specific actions taken by the learner

6. Involve many aspects of the learner, not just the cognitive

7. Support learning both directly and indirectly

8. Are not always observable

9. Are often conscious

10. Can be taught

11. Are flexible

12. Are influenced by a variety of factors

The features can be illustrated by Oxford (1990: 8-13) as follows:

1. Language learning strategies are oriented toward the broad goal of communicative competence. They help learners participate actively in authentic communication and the strategies can operate in both general and specific ways to encourage the development of communicative competence.

2. Language learning strategies encourage greater overall self-direction for learners, in which self-direction is considered necessary to the active development of ability in a new language

3. Language learning strategies expand the role of teachers in classroom. New teaching role include identifying students' learning strategies, conducting training on learning strategies, and helping learners become more independent.

4. Language learning strategies are problem-oriented. Learners use them to solve the problems and to better understand, to remember and even help them relaxed or more confident.

5. Language learning strategies are specific actions or behaviors accomplished by students to enhance their learning. These actions are naturally influenced by the learners' general characteristics such as learning style, motivation, and aptitude.

6. Language learning strategies are not limited to cognitive functions. They also include metacognitive functions, affective and social functions.

7. Language learning strategies support learning directly and indirectly. Both direct strategies and indirect strategies are equally important and serve to support each other in many ways.

8. Language learning strategies are not always readily observable. Some strategies are observable such as cooperation with other students in language learning but some strategies are unobservable such as the memory strategies which cannot be seen.

9. Language learning strategies are often conscious. However, after a certain amount of practice and use, learning strategies can become automatic.

10. Language learning strategies are teachable. They are easier to teach and modify through training which can help guide learners to become more conscious of strategy use and more adapt at employing appropriate strategies.

11. Language learning strategies are flexible. They are not always in predictable sequences and in precise patterns. Individual Learner can choose, combine, and sequence strategies by themselves.

12. Language learning strategies are influenced by the various factors such as the degree of awareness, stage of learning, task requirements, teacher expectations, age, sex, nationality/ethnicity, general learning style, personality, traits, motivation level, and purpose for learning the language.

In addition, Oxford and Burry (1995) also point out that any language learning strategies are directly related to language performance, regardless of whether performance is measured as a course grade, a class test score, a standardized proficiency test score, a self-rating or something else.

Classification of Language Learning Strategies

Over the last decades, international research interest has shifted from universal processes in second language acquisition and foreign language learning to language learning strategies and the popular questions related to how language learners solve their learning and communication problem; thus, the role of learning strategies has gained prominence (Nikolov, 2006). Many educators and researchers classified language learning strategies into various categories:

Rubin (1981) identifies two kinds of learning strategies: those which contribute directly to learning, and those which contribute indirectly to learning. The details are as follows:

Direct learning strategies are divided into six types – clarification/verification, monitoring, memorization, guessing/inductive inferencing, deductive reasoning, practice.

Indirect learning strategies are divided into two types – creating opportunities for practice, production tricks.

O'Mally and Chamot (1990), Ellis (1997), Cook (1996) divide 26 language learning strategies into three categories:

1. *Metacognitive Strategies* involve planning and thinking about learning, such as planning one's learning, monitoring one's own speech or writing, and evaluating how well one has done.

2. *Cognitive Strategies* involve conscious ways of tackling learning, such as note-taking, resourcing (using dictionaries and other resources), and elaboration (relating new information to old).

3. *Social/Affective Strategies* involve interacting with others, such as working with fellow students or asking the teacher's help.

The best known classification was drawn up by Oxford (1990). She distinguishes between indirect and direct strategies: Indirect strategies support language learning through metacognitive, social, and affective strategies, whereas direct strategies involve the target language, as they require its mental processing (further grouped as memory, cognitive, and compensation strategies).

DIRECT STRATEGIES   INDIRECT STRATEGIES

I. *Memory* strategies
- A. Creating mental linkages
- B. Applying images and sounds
- C. Reviewing well
- D. Employing action

I. *Metacognitive* strategies
- A. Centering your learning
- B. Arranging and planning your learning
- C. Evaluating your learning

II. *Cognitive* strategies
- A. Practicing
- B. Receiving and sending messages
- C. Analyzing and reasoning
- D. Creating structure for input and output

II. *Affective* strategies
- A. Lowering your anxiety
- B. Encouraging yourself
- C. Taking your emotional temperature

III. *Compensation* strategies
- A. Guessing intelligently
- B. Overcoming limitations in speaking and writing

III. *Social* strategies.
- A. Asking questions
- B. Cooperating with others
- C. Empathizing with others

Figure 2 The Strategy System Showing Two Classes, Six Groups, and 19 sets

Source:Oxford (1990:17)

Oxford (1990) illustrates the direct and indirect learning strategies in details as follows:

1. Direct Strategies refer to the strategies that directly involve the target language. They are concerned with mental processing of the language and they consist of memory strategies, cognitive strategies, and compensation strategies

1.1 Memory Strategies help learners link one second language concept or information with another but do not necessarily involve deep understanding. Various memory strategies enable learners to learn and retrieve information in an orderly string (e.g. acronyms), while other technique create learning and retrieval via sounds (e.g. rhyming), images (e.g. a mental pictures of the word itself or the meaning of the word), a combination of sounds and images (e.g. the keyword method), body movement (e.g. total physical response), mechanical means (e.g. flashcards), or location (e.g. on a page or blackboard). Memory strategies are often used for memorizing vocabulary and structures in initial stages of language learning, but learners need such strategies much less when their arsenal of vocabulary and structures has become larger.

1.2 Cognitive Strategies enable the learner to manipulate the language material in direct way, e.g. through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.

1.3 Compensation Strategies help the learner make up for missing knowledge e.g. guessing from the context in listening and reading; using synonyms and "talking around" the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words.

2. Indirect Strategies are strategies for general management that underpin the process of language learning. They consist of metacognitive strategies and affective strategies.

2.1 Metacognitive strategies are employed for managing the learning process overall, e.g. identifying one's own learning style preferences and needs, planning for a task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, evaluating task success, and evaluating the success of any type of learning strategy.

2.2 Affective Strategies such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk have been shown to be significantly related to language proficiency. They help learners gain better control over their emotions, attitudes, and motivations related to language learning.

2.3 Social Strategies help the learner work with others and understand the target culture as well as the language, e.g. asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms.

Factors Affecting the Choice of Strategy Use

In a synthesis of strategy research findings, Oxford (1989 cited in Macleod, 2002) lists the following possible influences on strategy choice: the target language, course level and number of years of study, metacognitive skill, age, sex, attitudes, motivational orientation and language learning goals, motivation level, personality, learning style, cognitive style, aptitude, career specialization, nationality, teaching method, nature of learning task, and academic specialization or academic majors. In

addition, Oxford (1990a cited in Oxford, 2003) synthesizes existing research on how the following factors influence the choice of strategies used among students learning a second language.

Motivation. More motivated students tended to use more strategies than less motivated students, and the particular reason for studying the language (motivational orientation, especially as related to career field) was important in the choice of strategies.

Gender. Females reported greater overall strategy use than males in many studies (although sometimes males surpassed females in the use of a particular strategy).

Cultural background. Rote memorization and other forms of memorization were more prevalent among some Asian students than among students from other cultural backgrounds. Certain other cultures also appeared to encourage this strategy among learners.

Attitudes and beliefs. These were reported to have a profound effect on the strategies learners choose, with negative attitudes and beliefs often causing poor strategy use or lack of orchestration of strategies.

Type of task. The nature of the task helped determine the strategies naturally employed to carry out the task.

Age and L2 stage. Students of different ages and stages of L2 learning used different strategies, with certain strategies often being employed by older or more advanced students.

Learning style. Learning style (general approach to language learning) often determined the choice of L2 learning strategies. For example, analytic-style students preferred strategies such as contrastive analysis, rule-learning, and dissecting words and phrases, while global students used strategies to find meaning (guessing, scanning, predicting) and to converse without knowing all the words (paraphrasing, gesturing).

Tolerance of ambiguity. Students who were more tolerant of ambiguity used significantly different learning strategies in some instances than did students who were less tolerant of ambiguity.

It was considered important for the purposes of the study to investigate second-year students' the gender, faculties (academic majors) and years of English study so as to find the differences between the use of writing strategies and the three variables.

3. General Concepts of Writing Strategies

Writing strategies is one of the main factors, in which many researchers realize the importance, in developing, assisting, and facilitating the writing skills of ESL or EFL students. Angelova (1999 cited in Mu, 2005) illustrates factors affecting the process and product of ESL writing. They are language proficiency, L1 writing competence, use of cohesive devices, metacognitive knowledge about the writing task, writing strategies and writer's personal characteristics. Among these factors, writing strategies seem particularly remarkable because many researchers (Arndt, 1987; Beare, 2000; Raimes, 1985; Victori, 1995; Zamel, 1982 cited in Mu, 2005) indicate that it is writing strategies that primarily separate successful from less successful writers. Moreover, Hsiao and Oxford (2002) explain that strategies can pave the way toward greater proficiency, learner autonomy and self-regulation. Therefore it is necessary to explore explicit classification of ESL writing strategies so that learners can easily access to and acquire them to facilitate their writing.

Studies and Classification of Writing Strategies

From the previous studies on writing strategies, there were many educators and researchers who observed and investigated the students' writing strategies when they produced their writing tasks. Mu (2005) presents the taxonomy of writing strategies synthesized from many studies on ESL/EFL writing strategies as follows:

Table 2.1 The Taxonomy of ESL Writing Strategies

Writing Strategies	Sub-strategies	Speculation
Rhetorical strategies	Organization	Beginning/development/ending
	Use of L1	Translate generated idea into ESL
	Formatting/Modelling	Genre consideration
	Comparing	Different rhetorical convention
Meta-cognitive strategies	Planning	Finding focus
	Monitoring	Checking and identifying problems
	Evaluating	Reconsidering written text, goals
Cognitive strategies	Generating ideas	Repeating, lead-in, inferencing, etc.
	Revising	Making changes in plan, written text
	Elaborating	Extending the contents of writing
	Clarification	Disposing of confusions
	Retrieval	Getting information from memory
	Rehearsing	Trying out ideas or language
	Summarising	Synthesizing what has read
Communicative/Compensation strategies	Avoidance	Avoiding some problem
	Reduction	Giving up some difficulties
	Sense of readers	Anticipating readers' response
Social/affective strategies	Resourcing	Referring to libraries, dictionaries
	Getting feedback	Getting support from professor, peers
	Assigning goals	Dissolve the load of the task
	Rest/deferral	Reducing anxiety

Source: Mu, C. (2005)

In addition, Oxford (1990) presents the strategies useful for writing with their definition and explanation as shown in Table 2.2.

Table 2.2 Strategies Useful for Writing

Strategy Group	Strategy Set	Strategy	Description
Memory	Creating mental linkages	Placing new words into a context	Placing new words or expressions into a meaningful context in order to remember it
	Applying images and sounds	Using key words	Remembering a new word by linking with sounds and images
	Reviewing well	Structured reviewing	Reviewing new information in carefully spaced intervals
	Employing action	Using mechanical techniques	Using creative but tangible techniques, e.g. flashcards in order to remember new language information
Cognitive	Practicing	Repeating	Doing something over and over in order to practice it: reassessing and revising the written drafts more than once to correct them
	Practicing	Formally practicing with sounds and writing systems	Practicing the new writing system of the target language

Strategy Set	Strategy	Description
Practicing	Recognizing and using formulas and patterns	Being aware of and/or using routine formulas and unanalyzed patterns
Practicing	Recombining	Combining known elements in new ways to produce a longer sequence, as in linking one phrase with another in a whole sentence
Practicing	Practicing naturalistically	Practicing the new language in natural, realistic settings or writing a letter, diary in the new language
Receiving and sending messages	Using resources for receiving and sending messages	Using print or nonprint resources to understand incoming messages or producing outgoing messages
Analyzing and reasoning	Reasoning deductively	Using general rules and applying them to new target language situation
Analyzing and reasoning	Translating	Converting the native language into the target language
Analyzing and reasoning	Transferring	Directly applying knowledge of words, or structures from one language to another in order to understand or produce an expression in the new language

	Strategy Set	Strategy	Description
	Creating structure for input and output	Taking notes	Jotting down ideas the students may think of for writing in the target language
	Creating structure for input and output	Summarizing	Writing summaries for practicing more writing
	Creating structure for input and output	Highlighting	Using highlight or underline to focus on important information of writing
Compensation	Overcoming limitations in speaking and writing	Selecting the topic	Selecting the topic of interest of writing in order to make sure the topic is one in which the learner has sufficient vocabulary and grammar to write
	Overcoming limitations in speaking and writing	Adjusting or approximating the message	Altering the message by omitting some items of information, making ideas simpler or writing something slightly different from the original meaning
	Overcoming limitations in speaking and writing	Coining words	Making up new words to communicate ideas that the learners do not know the exact vocabulary in the target language

	Strategy Set	Strategy	Description
	Overcoming limitations in speaking and writing	Using a circumlocution or synonym	Getting the meaning across by describing the concept or using a word that means the same thing (synonym)
Metacognitive	Centering your learning	Overviewing and linking with already known material	Overviewing the existing ideas and expanding them for preparation for the future writing tasks
	Centering your learning	Paying attention	Paying attention to a writing task in general and avoiding distracters and/or deciding in advance which aspects of the writing to focus on
	Arranging and planning your learning	Finding out about language learning	Finding out how language learning works by reading books or talking with others and using the information to improve writing
	Arranging and planning your learning	Organizing	Understanding and using conditions related to optimal learning of the new language; organizing one's schedule, physical environment, and language learning notebook
	Arranging and planning your learning	Setting goals and objectives	Setting aims for writing tasks

	Strategy Set	Strategy	Description
	Arranging and planning your learning	Identifying the purpose of a language task	Deciding the purpose of a writing task, the type of written format and the needs of the potential audience
	Arranging and planning your learning	Planning for a language task	Describing the writing task, determining its requirements, checking one's own linguistic resources, and determining additional language elements for tasks
	Arranging and planning your learning	Seeking practice opportunities	Seeking out or creating opportunities to practice writing in naturalistic situations
	Evaluating your learning	Self-monitoring	identifying errors and correcting them in the written drafts
	Evaluating your learning	Self-evaluating	Evaluating one's own progress in writing
Affective	Lowering your anxiety	Using progressive relaxation, deep breathing, meditation	Using these techniques to reduce anxiety
	Lowering your anxiety	Using music	Using music to relax
	Lowering your anxiety	Using laughter	Using laughter to relax
	Encouraging yourself	Making positive statements	Saying or writing positive statements to oneself in order to feel more confident and self-encouraged in doing tasks

	Strategy Set	Strategy	Description
	Encouraging yourself	Taking risks wisely	Taking reasonable risks in writing regardless of making mistakes
	Encouraging yourself	Rewarding yourself	Giving oneself a valuable reward for a good performance in writing
	Taking your emotional temperature	Listening to your body	Paying attention to signals given by the body such as tension, anxiety in order to control or relax
	Taking your emotional temperature	Using a checklist	Using a checklist to discover feelings, attitudes, and motivations in doing tasks
	Taking your emotional temperature	Writing a language learning diary	Writing a diary or journal to express feelings, attitudes, perceptions about language learning process
	Taking your emotional temperature	Discussing your feelings with someone else	Talking with another person to discover and express feelings about language learning
Social	Asking questions	Asking for correction	Asking someone for correction in writing
	Cooperating with others	Cooperating with peers	Working with peers to improve writing and sharing writing with peers for comments

Strategy Set	Strategy	Description
Cooperating with others	Cooperating with proficient users of the new language	Working with native speakers or other proficient users to ask for help or advice in writing
Empathizing with others	Developing cultural understanding	Trying to understand the other person's relation to that culture in order to know what is culturally appropriate in writing
Empathizing with others	Becoming aware of others' thoughts and feelings	Observing the behaviors of others in the thoughts and feelings in order to understand what to write and becoming aware of the others' feelings as expressed in writing

Source: Strategies Useful for Writing, Oxford (1990)

Oxford points out that the above strategies provide the advantages to both students of English as a foreign language and students of English as a second language. Since these strategies can be employed to develop the writing skills in students, Oxford (1990) explains the application of these strategies in the following:

Applying Memory Strategies to the Writing Skill.

- Placing New Words into a Context. This strategy involves placing new words or expression that have been heard or read into a meaningful context, such as written sentence as a way of remembering it. Written selections often present new words in a meaningful context. However, students sometimes encounter written lists of words or

phrases they must learn with no supporting or explanatory contest. In such cases, it helps learners to create their own context.

- Structured Reviewing. This strategy is useful for remembering new material in the target language. It entails reviewing at different intervals, at first close together and then increasingly far apart.

- Using Mechanical Techniques. To remember what has been heard or read, mechanical techniques are sometimes helpful. To contextualize a new expression, and get writing practice, learners can write the new expression in a full sentence on a flashcard. Flashcards can be moved from one pile to another depending on how well the learner knows them.

Applying Cognitive Strategies to the Writing Skill.

- Repeating. This strategy might involve writing the same thing several times or revising, that is, going through a written draft in detail, usually more than once, in order to correct or amend it.

- Formally Practicing with Sounds and Writing Systems. This strategy focuses on learning new writing systems necessary for using the target language. In addition, formal practice with writing systems can include copying letters, copying words, comparing similar-sounding words in the native and target languages.

- Recognizing and Using Formulas and Patterns. This strategy enhances the learner's comprehension and production. They have to be aware of and/or using routine formulas and unanalyzed patterns.

- Recombining. This strategy involves constructing a meaningful sentence or longer expression by putting together known elements in new ways. It can be used in writing by stringing together two or more known expressions into a written story and it might also involve using known forms with different pronouns, for example.

- Practicing Naturalistically. This strategy focuses on using the language for actual communication inside or outside of the classroom. It can involve many different activities, such as creating of separate products by individuals, individual contributions to multipart products, exchanges of written messages between individuals or teams such as letters or exchanges of messages by computer interaction.

- Using Resources for Receiving and Sending Messages. This strategy involves using resources to find out the meaning of what is heard or read in the new language, or to produce messages in the new language. The printed resources are dictionaries, word lists, grammar books, and phrase books, encyclopedias, travel guides, magazines, and general books on culture and history, thesauruses, target language dictionaries, and bilingual dictionaries. Non-printed resources include tapes, TV, videocassettes, radio, museums, and exhibitions.

- Reasoning Deductively. This strategy involves deriving hypotheses about the meaning of what is heard by means of general rules the learner already knows. Sometimes, the strategy may result in overgeneralization errors.

- Translating. This can be a helpful strategy early in language learning as long as it is used with care. It allows learners to use their own language as the basis for understanding what they hear or read in the new language. It also helps learners produce the new language in writing. However, word-for-word translation, though a frequent occurrence among beginners, can become a crutch or provide the wrong interpretation of target language material. Moreover, translating can sometimes slow learners down considerably, forcing them to go back and forth constantly between languages.

- Transferring. It means directly applying previous knowledge to facilitate new knowledge in the target language. However, transferring errors frequently occur in writing such as in word order.

- Taking notes. This strategy in writing might involve organizing, which includes keeping a notebook for gathering new language information and for tracking progress. For students, it is helpful to jot down ideas as soon as they pop into the head, therefore, the notebook should be kept close at hand at all times.

- Summarizing. This strategy helps learners structure new input and show they understand it. It is making a condensed, shorter version of the original passage. For the advance level, summaries can be made in the target language, thus allowing more writing practice. The summaries students construct also become more complex.

- Highlighting This strategy emphasizes the major points in a dramatic way, through color, underlining, capital letters, initial capitals, big writing, bold writing, starts, boxes, circles.

Applying Compensation Strategies to the Writing Skill

- Selecting the Topic. This strategy allows writers to choose the topic in which they are interested and for which they possess the needed vocabulary and structures.

- Adjusting or Approximating the Message. This strategy is used to alter the message by omitting some items of information, making the ideas simpler or less precise or writing something slightly different but has similar meaning. In other words, writers often resort to this strategy when they simply cannot come up with the right or most desirable expressions.

- Coining Words. This strategy allows writers to make up their own new words to get the meaning across.

- Using a Circumlocution or Synonym. This strategy allows the writers to use a circumlocution or a synonym to convey the intended meaning.

Applying Metacognitive Strategies to the Writing Skill

- Overviewing and Linking with Already Known Material. This strategy involves previewing the basic principles and/or material for an upcoming language activity, and linking these with what the learners already know. To apply this strategy in writing, students can do nonstop writing to generate ideas for writing.

- Paying Attention. This strategy is necessary for all language skills. For writing, students will concentrate on writing by blocking out noise and interruptions until they are finished. Also, students may decide in advance which aspects of the writing to focus on at any given time, like structure, content, tone, sentence, construction, vocabulary, punctuation, or audience needs.

- Finding Out About Language Learning.This strategy means uncovering what is involved in language learning, for example, reading books about language learning, talking about language learning problems, asking questions, and sharing ideas with each other about effective strategies they have tried.

- Organizing. This strategy includes creating the best possible physical environment, scheduling well, and keeping a language learning notebook. Teachers should first help establish a good classroom environment, and encourage them to create an appropriate setting for learning at home. Second, assisting students in developing practical weekly schedules for practicing writing, and finally, students should be encouraged to obtain a language learning notebook and organize it for the best use.

- Setting Goals and Objectives. Goal for writing might include developing enough writing skill to maintain correspondence with foreign friends, to succeed in school or university courses, to write acceptable business letters, to write scientific articles, etc. Writing objectives might help finishing the writing within the deadlines.

- Identifying the Purposes of a Language Task. This strategy involves determining the task purpose. The purpose of a writing task is related to the type of written format and the needs of the potential audience. Language learners will have a great advantage if they know some possible purposes for writing.

- Planning for a Language Task. This strategy involves identifying the general nature of the task, the specific requirements of the task, the resources available within the learner, and the need for further aids. In using this strategy for a writing task, learners realize what kind of writing task they want to write, decide a range of specific language functions, a number of structures, vocabulary, and additional resources.

- Seeking Practice Opportunities. Learners must seek out or create opportunities to practice any language skills. If students want to reach moderate to high proficiency, classroom time cannot usually provide adequate practice opportunities. Therefore, students will need to find additional chances to practice the language.

- Self-Monitoring. This strategy allows learners to notice and correct their own errors in any language skills. For writing, learners can help each other monitor their writing difficulties. They are also encouraged to use checklists to monitor their own errors in spelling, punctuation, vocabulary, organization, content, and tone.

- Self-Evaluation. This strategy involves gauging either general language progress or progress in any of the four skills. Learners can learn to use self-evaluating effectively for writing. They can review samples of their own work, note the style and content of the writing, and assess progress over time. They can compare their writing with the writing of more proficient language users and with that of their peers.

Applying Affective Strategies to the Writing Skill

- Using Progressive Relaxation, Deep Breathing, or Meditation. These techniques are all effective anxiety reducers. A few minutes of relaxation in the classroom or at home using progressive relaxation, deep breathing, or meditation will help writers accomplish their tasks more peacefully and more effectively.

- Using Music. This strategy is useful before any stressful language task. Five or 10 minutes of soothing music can calm writers and put them in a more positive mood for writing.

- Using Laughter. This strategy allows learners to reduce anxiety and study more effectively.

- Making Positive Statements. This strategy of making positive statements can improve writing. When used before or during a writing activity, positive statements are for self-encouragement. When used after a very good performance, these statements are self-reward.

- Taking Risks Wisely. This strategy involves a conscious decision to take reasonable risks regardless of the possibility of making mistakes or encountering difficulties.

- Rewarding Yourself. Learners need the reward more regularly and more often for good work in writing.

- Listening to Your Body. Learners need to pay attention to what the body says both positive and negative feelings. It is the first step toward greater emotional self-understanding and control.

- Using a Checklist. It helps learners in a more structured way to ask themselves questions about their own emotional state, both in general and in regard to specific language tasks and skills. They can use the checklist to assess their feelings and attitudes about language learning.

- Writing a Language Learning Diary. Students use diaries to understand and keep track of their thoughts, attitudes, and language learning strategies.

- Discussing Your Feeling with Someone Else.   Learners often need to discuss their feelings with other people such as friends, parents, counselors, and a native speaker. During discussion, anxieties and inhibitions diminish, and learners feel they have more control over their own fate.

Applying Social Strategies to the Writing

- Asking for Correction. This strategy is very useful for writing because errors which are most obvious to other people occur in producing the new language. Students should ask for correction of some writing difficulties but the kind and amount of correction depend on the level of the learner and the purpose of the writing.

- Cooperating with Peers. This strategy involves a concerted effort to work together with other learners on an activity with a common goal or reward. Writing can be a social, cooperative activity, for example, giving comments, brainstorming activities to generate ideas for writing.

- Cooperating with Proficient Users of the New Language. This strategy involves taking specific steps to enhance communication with a proficient user of the new language, for example, seeking advice, asking for help from the native speakers of the language.

- Developing Cultural Understanding. Background knowledge of the new culture often helps learners understand better what is heard or read in the new language. Such knowledge also helps learners know what is culturally appropriate in writing.

- Becoming Aware of Others' Thoughts and Feelings. Learners can become aware of the feelings of others as expressed in writing. Students can sense the feelings or people with whom they communicate informally through letters, notes, or memos.

Formal writing like novels, stories, and articles can be understood more easily when learners consciously try to get inside the skin of the writer to understand the writer's point of view.

With detailed classification, clear explanation and application, the writing strategies in the study are defined and classified according to Oxford's system in order to investigate the use of writing strategies of second-year students at Bangkok University when they deal with any writing tasks.

4. General Concepts of Writing Ability

Researchers in both first and second-language writing have attempted to define the writing ability, but they point out that the uses to which writing is put by different people in different situations are so varied that no single definition can cover all situations (Weigle, 2002). However, Raimes (1983) illustrates that writing ability is a sum of a variety of skills, the grammatical structures, idioms, and vocabulary, which are employed in a diversity of contexts, and fluctuates unevenly among these varieties. Omaggio (1986 cited in Myles, 2006) adds that the ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environment. Writing skills must be practiced and learned through experience. Writing also involves composing, which implies the ability either to tell or retell the pieces of information in the form of narratives or descriptive, or to transform information into new texts, as in expository or argumentative writing. Perhaps it is best viewed as a continuum of activities that range from more mechanical or formal aspects of "writing down" on the one end, to the more complex act of composing on the other end.

Omaggio (1986) also states that good writing in any language is related to knowledge of the conventions of written discourse in that culture as well as the abilities to choose from near synonyms the precise word that conveys one's meaning,

select from a variety of syntactic structures those that transmit one's message most precisely, and adopt a style that will have the most positive rhetorical effect. Such knowledge will develop through practice exercises in grammar and vocabulary at the sentence level and also exercises in paragraph writing and activities promoting the development of discourse skills beyond the paragraph level.

Differences on Writing Ability

A number of studies have been carried out by the researchers in attempting to investigate the differences among levels of writing ability and also the differences between good and poor writers. Wilkin (cited in Utthangkorn, 2003) has divided the student English writing ability into 7 levels.

Level 1: able to copy the given examples

Level 2: able to write slowly along dictation with minor mistakes and can correct mistake to order.

Level 3: able to write single sentence or the memorized message. Mistakes in grammar, spelling, and punctuation using frequently occur. There is inadequate continuity and need a dictionary most of the time.

Level 4: able to write continuously in the familiar topic and able to write report on factual incident. There are grammatical mistakes in writing. There is inadequate ability to use various patterns in writing and use a dictionary quite often.

Level 5: able to write in different patterns such as description and narration but the influence of the mother tongue still occurs. There is not enough fluency in writing as he does in his first language and sometimes uses a dictionary.

Level 6: able to write in every topic and every pattern without grammatical, spelling, and punctuation mistake. There is an ability to use various types of sentences but write slower than the native speaker.

Level 7: the ability to write is equivalent to the native speaker of the language. This level is the level of those who use English regularly.

Weigle (2002) indicates the differences between good writer and poor writer. The good writers spend more time planning and revising their work than novice writers, and tend to edit their writing for content and organization rather than simply making surface changes to the text. Expert writers also take into account their audience, by considering among other things what a potential reader is likely to know about the subject, how much needs to be explained and what can be left implicit, and what sorts of evidence the reader will likely find persuasive. Kranshen (1984) believes that good writers differ from poor writers in at least three ways:

1) Good writers seem to plan more than poor writers do. This means that they use an outline in the prewriting stage and show some evidence of planning or organizing before they sit down to write the first draft. They also tend to take more time before beginning to write but less proficient writers prefer to begin to write. In addition, good writers tend to have more flexible plans while writing.

2) Good writers stop rather frequently to reread what they have already written before continue to compose because rescanning helps good writers maintain a sense of the whole composition and that by rereading, planning what to write next, and then rescanning to see if the plan fits, writers invariably end up with better products.

3) Good writers tend to revise more than poor writers do, and they revise somewhat differently. Poor writers tend to pay attention more often to surface form in their revisions, but good writers make more changes in content and try to find the line of their argument in the finished draft in order to see if revisions are necessary.

Shaughnessy (1977) adds it seems that highly proficient writers often write recursively. While writing a draft, proficient writers may interrupt their writing because they have made some discovery that sends them back to reformulate their original idea. On the other hand, less proficient writers often feel that they are not

allowed to, so they try to follow some fixed set of rules they learned in composition class stand. The good writer understands that composition is a "messy process that leads to clarity". The poor writer often does not have a clear idea of the value of revision.

Krashen (1984) believes that proficient writers are more aware of their audience and their concern for the reader's point of view. Whereas poor writers are "tied to the topic and writer-centered, proficient writers are reader-centered and avoid the use of ambiguous referents, words with special meanings of which the reader may be unaware, and the disorganized exposition of ideas that characterize the work of poor writers".

However, in order to become a good writer or to achieve higher ability, Raimes (1983) states that students need to be trained and given frequent practice in writing a variety of materials both in the English classroom and outside the classroom throughout their study of English writing courses. In addition, Myles (2006) points out that the only way to improve writing ability is to keep writing—thinking that with enough practice in writing and revision, students would eventually acquire the fundamentals, or at least the standard requirement of academic discourse.

5. Related Research on Writing Strategies and Writing Ability

Related Research Conducted in Foreign Countries

Ruth (1992) studied social and linguistic sources of gender differences in writing composition. A crossnational study compared secondary school boys' and girls' social (individual attitudinal, and family) and linguistics (type/frequency of oral conversations and test related activities) experience, and their relation to differential writing performance. Subjects included more than 1,000 secondary students in their final year of compulsory schooling from each of three countries: Chile, Sweden, and the United States. Results indicated that: (1) in all three countries, girls and boys

engaged in distinct activities in their families; (2) in all countries, girls' performance was superior to that of boys; (3) similar factors describing experiences emerged in all three countries, including "family conversation", "student attitudes," and "student literacy activities"; and (4) the model predicted performance in writing much better in Sweden than in the United States or Chile. Findings suggest support for previous qualitative research findings on differences in discourse forms used by males and females, and extended this concept to writing and to differences in different written discourse forms. Findings also highlight the different opportunity structures for males and females as they impact performance and choice in education.

Vaughan K. and Farr E. (1997) studied about performance, education and experience factors as predictors of writing ability. A study of approximately 600 students at the Air Force Institute of Technology compared performance, education, and experience to scores achieved by students on objective and essay writing tests. The results showed no strong correlations among any of the factors (education, experience) and writing ability. Nevertheless, the study did identify some factors which were moderately correlated to writing ability. These included undergraduate GPA, GMAT scores, and GRE-Verbal scores. The study also showed a moderate correlation between the number of English classes taken and writing ability. In addition, the study indicated that the essay portion of the locally-developed diagnostic test was moderately successful in predicting writing skill but that the objective test was not.

Sun (1998) investigated the writing strategies used by English as a Second Language (ESL) students in writing electronic mail (e-mail) messages, and to what extent certain ESL teaching variables influenced students' use of writing strategies. Subjects were 16 ESL teachers and their 208 university students. Students were administered a 50-item Likert –type inventory of e-mail writing strategies (cognitive, metacognitive, social and affective). Teachers were administered questionnaires concerning their teaching approaches for e-mail writing. Results indicated significant

negative differences between students' use of strategies and these teaching variables: degree of teacher involvement in the e-mail project; the teacher's expectation of the formality of students' e-mail writing styles; and the degree to which the e-mail grading affected the final grade.

Lynch (1998) investigated the writing strategies used by high ability seventh graders (n = 4) responding to explanatory tasks from the Maryland Writing Test (MWT), a state-mandated writing assessment to find out the writing strategies elicited by the MWT; the participants' self-monitoring strategies; and the origins of participants' writing strategy knowledge. Data was collected through think-aloud protocols, observer notes, interviews with participants and their language arts teachers, and participants' written responses. The findings were (1) participants spent more time in drafting and revising than on prewriting; (2) the MWT elicited more translating and reviewing actions than planning actions from all participants; (3) most participants' planning actions were content related; (4) reread of text and reviewing for word and sentence concerns made up the largest part of reviewing actions; (5) actions categorized as self-monitoring were low for all participants, but the highest and lowest scoring participants had the highest proportions; (6) data revealed instructional emphasis on a multi-stage process, content planning strategies, and other elements of current writing instruction and influences on motivation, content planning, and reviewing; and (7) participants identified teachers, parents, peers, books, and media as contributing to writing knowledge.

Research on Writing Strategies and Writing Ability Conducted in Thailand

There have been a number of previous studies related to writing strategies or ability in Thailand both in high school level and undergraduate level.

The studies are as follows:

Luekiatpaisarn (1991) studied English writing process of students in higher education institutions in Bangkok Metropolis in the aspects of the metacognitive, cognitive and communication strategy use and compared the English writing process between high and low English writing achievers. The samples were 991 which were randomly selected through the process of multi-stage sampling. The instruments used were English writing achievement test and English writing process questionnaire. The subjects were divided into high and low English writing achievers. The findings showed that students used English writing process in all aspects at the moderate level. In comparing the English writing process between high and low English writing achievers, the results showed that there were differences between both groups in using English writing process in all aspects at the 0.05 level of significance which retained the research hypothesis.

Nuchsong (1997) investigated strategies for English writing of fourth-year English major students at the United Rajabhat Institute of Buddha Chinnaraj. The data was collected through questionnaires concerning strategies for English writing. The subjects were divided into 4 groups – good and poor writers, male and female writers. The findings showed that there was no significant difference between good and poor or male and female English writers at a confidence level of 0.05 in their use of the strategies for writing in three stages – planning stage, drafting and writing stage, and revising stage. However, when comparing the writing strategies used by good and poor students, some differences in the used of writing strategies were noted. That is, good writers used more writing strategies.

Chotirat (1998) investigated writing strategies used by 100 third-year accounting undergraduate students with high and low writing ability at Dhurakitpundit University. Special attention was paid to the extent to which these two groups used specific strategies. The data was obtained through a questionnaire and the subjects were classified into two groups based on the scores from the writing test. The results

were: the students with high writing ability used all six groups of strategies with moderate frequency of overall use. Five of the strategy groups: compensation, metacognitive, affective, cognitive, and social strategies were used with medium frequency while memory strategies were used with low frequency. Comparing to the students with low writing ability, their frequency of writing strategy use was low. That is, affective strategies were used with medium frequency while the others were used with low frequency. This study indicates that high writing ability students used writing strategies more frequently than low writing ability students.

Wessakosol (1999) studied the writing ability of the English major students of the Liberal Arts Faculty, Thammasat University. Their test scores could be analyzed to compare their skills in business and academic writing. Their strong points and weak points in these two types of writing were also studied. The subjects were 35 English majors, class of 1995, who were in their last semester when taking the test. The research instruments were the test, the grading criteria, the rater training procedure. The results demonstrated that the English majors' writing ability was satisfactory. The subjects could write business correspondence better than they could write the kind of exposition and argumentation required in academic writing. In business correspondence, the subject scored highest in form, ideas, and content, and lowest in language. In academic writing, they scored highest in language, and lowest in ideas and content.

Jarunthawatchai (2001) investigated the writing strategies used in process writing by the eight third-year English major students in Written Expression III course, School of Humanities in at Chiang Mai University. The data was collected through interviews and documentation. The researcher divided the subjects into two groups – proficient writers and less proficient writers based on the analytical scoring for the students' compositions by the Written Expression III teachers. The findings showed that both groups used a variety of writing strategies – metacognitive, social, affective,

cognitive, and compensation strategies – in the process writing. There was no great difference in the use of social, affective, cognitive, and compensation strategies except for the metacognitive strategies. That is, the proficient writers showed more understanding in the use of this strategy appropriately and effectively in process writing. The results revealed that the understanding of appropriate and effective application of metacognitive strategies in process writing helps develop writing ability of the students.

Utthangkorn (2003) compared the English writing ability of the students before and after the use of metacognitive strategies, and studied the relationship between the English writing ability and metacognitive strategies used in students' writing. The subject was a group of 29 second year students enrolled in the Fundamental English course 4 at Payap University. The instruments were eight lesson plans using metacognitive strategies and the writing ability test. The findings were: the students' English writing ability was higher after using metacognitive strategies; the metacognitive strategies greatly used in students' writings was the content of the writing strategy, the check spelling and vocabulary used and rewrite strategies, and the listmaking or outlining strategy respectively; the relationship between the students' English writing ability and the metacognitive strategy use were positive high in centering stage, positive moderate in planning and arranging stage and positive low in evaluating stage.

Prudtikul (2005) studied and compared the English writing ability of Mattayomsuksa 3 students in faculties under the jurisdiction of the Office of Phayao Education Service Area 1. The subjects of the study were Mattayomsuksa 3 students and teachers from faculties which were categorized according to their sizes. The samples were 112 Mattayomsuksa 3 students randomly selected by stratified random sampling technique. These samples included 45 students from large size school, 45 students from medium size school and 22 students from small size school respectively,

including 3 English teachers from each school who were teaching these classes. The instruments were English writing test and the structured interviews on the English teachers' opinion towards English writing instruction. The data was analyzed by mean, standard deviation, One-Way Analysis of Variance and content analysis. The findings were as follows: 1) English writing ability of Mattayomsuksa 3 students under the jurisdiction of the Office of Phayao Education Service Area 1 was in the fair level. 2) There was no statistically significant difference on English writing ability of Mattayomsuksa 3 students in different school sizes.

There are other studies which have been conducted to investigate the writing ability of Thai students and the results showed that Thai students struggle in writing in English because of their low writing ability. Wattanapat (1988), for example, analyzed the English writing ability of lower secondary school students. The findings revealed that the lower secondary school students were able to pass only the first level: mechanical skills. Jandaprom (1988) revealed that the writing ability at the communication level of Mathyom Suksa Six students in public secondary schools was very low with the average score of 40.40% and she found that 51.53% of the students gained scores which were lower than the standard score set by the Ministry of Education. Puapunte (1989) studied the level of English writing ability of upper secondary school students and found that students could master only the mechanical skills. Thus, the information mentioned above indicates that Thai students have problems in English writing because of their writing ability (cited in Chotirat, 1998: 2-3).

According to the studies conducted in foreign countries and Thailand, the researchers have made efforts to identify the use of writing strategies and writing ability of ESL/EFL students in various ways. However, there are very few previous studies carried out to study the relationship between the use of writing strategies and writing ability and also to examine the background information of subjects affecting

the use of writing strategies and writing ability. Thus, this research attempts to investigate the use of writing strategies, writing ability and to study the relationship between writing strategies and writing ability and also to find the differences between the use of writing strategies/writing ability and different background information, i.e. gender, faculties, and years of English study.

6. Research Hypothesis Development

In order to develop the research hypotheses, the researcher studied previous studies related to the variables used in the study. Three hypotheses are proposed as follows:

Hypothesis One: There is a relationship between writing strategies and writing ability

The use of appropriate learning strategies leads to improved proficiency or achievement overall or in specific skills areas (Wenden and Rubin 1987; O' Mally and Chamot, 1990 cited in Lee, 2003). Many researchers (Zamel, 1982; Raimes, 1985; Arndt, 1987; Victori, 1995; Angelova, 1999; Beare, 2000 cited in Mu, 2005) indicate that it is writing strategies that primarily separate successful from less successful writers. Various studies in Thailand have investigated the relationship between writing strategies and writing ability as follows: Luekiatpaisarn (1991) studied English writing process of students in higher education institutions, Bangkok Metropolis and compared the English writing process of between high and low English writing achievers. She found that high writer achievers used writing strategies more frequently and successfully. Chotirat (1998) studied writing strategies employed by Dhurakitpundit University third-year accounting students with high and low writing ability and found that high writing ability students used all six groups of writing strategies more frequently than low writing ability students. Jarunthawatchai (2001) also studied writing strategies used in process writing by proficient and less proficient writers,

Faculty of Humanities, Chiang Mai University and found that two groups of writers did not vary greatly in the use of social, affective, cognitive, and compensation strategies. However, the proficient writers showed more appropriate and effective use of metacognitive strategies than the less proficient writers did.

Based on the above studies, the hypothesis of the research is made because the researcher expects that the writing strategy usage is related to the writing ability.

Hypothesis Two: Students with different background information use different writing strategies.

Since the different background information in the study includes gender, faculties, and years of English study, the previous studies related to these variables have been studied by the researcher. Regarding the factors that influence on the strategy usage, gender was one factor that has been explored by many researchers. For example, Oxford and Nyikos (1989) found that females are more frequent users of strategies than males in a study of 1,200 university students. Green and Oxford (1995) studied on the use of language learning strategies of 374 college students in Puerto Rico. The results showed that women tended to use more various strategies than men. However, Kim (1995) investigated the use of language learning strategies of Korean adult ESL learners and found no significant differences between males and females in the use of strategies. In Thailand, Nuchsong (1997) investigated strategies for English writing of fourth-year English major students at the United Rajabhat Institute of Buddha Chinnaraj. The findings showed that there was no significant difference between male and female English writers.

Academic major is another factor that affects the strategy usage. Oxford and Nyikos (1989) studied variables affecting the choice of learning strategies employed by 1,200 university students, the results showed that the university major determined the choice of strategies. Humanities/social sciences/education majors were found to

employ some strategies more often than the technical or business counterparts. Gu (2002), studied gender, academic majors, and vocabulary learning strategies of 648 second-year non-English major students at Beijing Normal University. The results showed that strategy differences were found between arts and science majors.

In addition, Oxford (1989 cited in Macleod, 2002), indicated that the number of years of study is one of the factors that influences on strategy choice. Su (2003) investigated variables affecting the use of language learning strategies of 932 students in selected schools in Taipei, Taiwan. The results revealed that years of studying English were found significantly related to the use of the strategies.

Based on the above studies, the hypothesis of the research is made because the researcher expects that the students with different background information have different writing strategies.

Hypothesis Three: Students with different background information have different writing ability

Since the different background information includes gender, faculties, and years of English study, the previous studies related to these variables have been studied by the researcher. For example, Ruth (1992) studied gender differences in writing composition of more than 1,000 secondary students in their final year of compulsory schooling from each of three countries: Chile, Sweden, and the United States. Results indicated that girls' performance was superior to that of boys. Boyle (1987) studied 490 college students in Hong Kong and found that female students outperformed their male counterparts in general ESL proficiency.

In addition, Vaughan K. and Farr E. (1997) studied about performance, education and experience factors as predictors of writing ability. A study of approximately 600 students at the Air Force Institute of Technology compared performance, education, and experience to scores achieved by students on objective

and essay writing tests. The results showed there were no strong correlations among any of the factors (education, experience) and writing ability.

Based on the above studies, the hypothesis of the research is made because the researcher expects that the students with different background information have different writing ability.
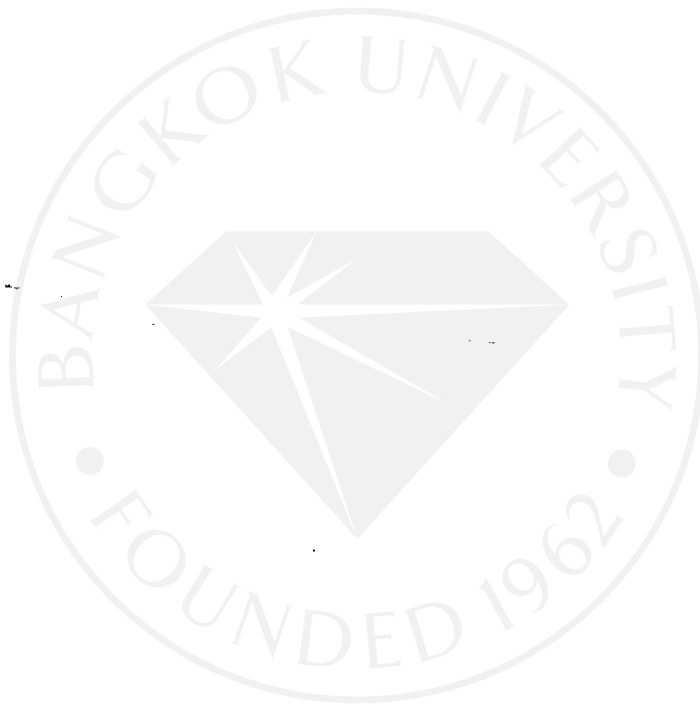
CHAPTER THREE

RESEARCH METHODOLOGY

This research attempts to find out the writing strategies and writing ability of second year students at Bangkok University. The research instruments were the questionnaire, writing test and in-depth interview.

This chapter explains all the procedures used in this research. It includes information on population and subjects, instruments, and data collection and data analysis.

1. Population and Subjects

1.1 Population

The population of the study was 3,685 second-year students who enrolled in EN 211 Intermediate English (four-year program) in the first semester of the academic year of 2006 at Bangkok University. All of them were from the faculties of Business Administration, Accounting, Communication Arts, Humanities, Engineering, Fine and Applied Arts, Law, Science and Technology, and Economics. The number of population was obtained from the Registration Office of Bangkok University.

These students studied EN 211 Intermediate English as a required subject. To clarify, the students were required to take three or four general English courses: EN 111 Fundamental English I, EN 112 Fundamental English II, EN 211 Intermediate English, and EN 212 Advanced English. (The number of English courses students have to take is not equal and is dependent on the faculty to which they belong.) All of these courses provide them with grammatical structures needed for writing, different techniques and also various kinds of writing styles; for example, a

descriptive, narrative, reasoning, justifying choices, giving information, reviewing, summarizing and expressing opinions.

The students who enrolled in EN 211 were chosen by the researcher because they have some knowledge of using writing strategies, and offer different writing ability according to their experiences in studying general English courses at the University.

1.2 Subjects

The subjects in this research were 370 second-year students who enrolled in EN 211 Intermediate English course (four-year program) in the first semester of the academic year of 2006. The researcher used the Stratified Random Sampling Technique to randomize the students from nine faculties. The procedure was conducted as follows:

1. The sample size was estimated based on the Yamane-Taro table. A 95% confidence level was selected with a precision rate of ±5%. Because total subjects are 3,685, the sample size should be at least 364. Therefore, this research used 370 samples.

2. As the subjects were from nine faculties, this research used Simple Random Sampling to randomize students from nine faculties proportionally and was based on the student's list from the BU Intranet as follows:

Table 3.1 Samples Classified by Faculties

Faculty	Population	Subjects	Percentage
1. Communication Arts	1,115	111	30
2. Business Administration	649	65	18
3. Accounting	612	61	17
4. Science and Technology	360	36	10
5. Fine and Applied Arts	306	31	8
6. Law	214	22	6
7. Humanities	206	21	6
8. Engineering	137	14	4
9. Economics	86	9	2
Total	**3,685**	**370**	**100**

3. Demographic information of respondents such as gender, faculties, and years of English study is presented as follows.

Table 3.2 Number and Percentage of Demographic Information of Respondents

Status	Number (370)	Percentage
1. Gender		
• Male	145	39.2
• Female	225	60.8
2. Faculties		
• Business Administration	65	17.6
• Accounting	61	16.5
• Economics	9	2.4
• Communication Arts	111	30.0
• Fine and Applied Arts	31	8.4
• Law	22	5.9
• Humanities	21	5.7
• Engineering	14	3.8
• Science and Technology	36	9.7
3. Years of English study		
• Less than 8 years	10	2.7
• 8-10 years	36	9.7
• 11-13 years	71	19.2
• Over 13 years	253	68.4

2. Instruments

The instruments employed in this research were a writing test, questionnaire and in-depth interview.

2.1 Writing Test

Construction and Development of the Writing Test

The writing test was created to measure student's writing ability. The procedure for the construction and development of the writing test was conducted as follows:

1. The researcher studied the course description of the curriculum and content of English syllabus designed for EN 111,112, and 211 students at Bangkok University during the academic year 2005-2006. Additionally, relevant documents on English writing assignments and tests focusing on various types and topics of writing were studied.

2. The researcher constructed the writing test which consisted of two short writing tasks (See Appendix B). This test construction was based on the suggestions of other researchers: two or more writing tasks usually provide more reliable guides to writing ability than a single one (Heaton 1988). Also, students use different strategies when they are faced with tasks that vary, thus, using a single writing task is too limited to measure general writing ability (Weigle, 2002).

In this research, students were required to write at least 100 words for each task. This is the usual length of task written by students at this level when they are doing class practice or taking an examination at Bangkok university. The total score for each task was 100 points.

3. The researcher consulted three English teachers at the Language Institute, Bangkok University, two were non-natives and the other was a native to check face validity of the test.

4. The researcher conducted a pilot study for the writing test with 40 students enrolling in EN 211 Intermediate English. They were, however, not the subjects of the research. The pilot study was conducted in order to gauge the appropriateness and difficulty of the writing test and also to determine suitability of test time allocated.

5. The writing tests collected from the students were assessed by three raters; the researcher and two English teachers from the Language Institute, Bangkok University. Criterion in scoring was given and explained to the other two raters in order to consistently rate the students' written test. Regarding the scoring and rating procedure, both the pilot study and main study used the Analytic Scoring Method as created by Jacobs et. al (1981). It consists of five components, each focusing on an important aspect of composition and weighted according to its approximate importance: content (30 points), organization (20 points), vocabulary (20 points), language use (25 points), and mechanics (5 points). The total weight is 100 points and each component is broken down into numerical ranges that correspond to four mastery levels: excellent to very good, good to average, fair to poor, and very poor. (See Appendix C)

6. After all writing tests were scored by the three raters, the inter-rater reliability was calculated by using Pearson correlation. The reliability coefficients among the three raters were as follows:

- The reliability coefficient between rater 1 and 2 was 0.83.

- The reliability coefficient between rater 2 and 3 was 0.89.

- The reliability coefficient between rater 1 and 3 was 0.84.

2.2 Questionnaire

Construction and Development of the Questionnaire

The questionnaire (See Appendix A) was constructed as one of the instruments in this research and used to investigate the use of student's writing strategies and examine the background information which might affect their writing strategy usage.

The procedure for construction and the development of the questionnaire was follows:

1. The researcher studied a variety of related research and literature concerning learning and writing strategies to obtain the relevant information of this study.

2. The researcher constructed a draft questionnaire. The questionnaire was divided into two main parts:

- The first part was designed to collect information on the respondent's personal background. Respondents were required to answer three questions asking for: 1) The gender of the respondents. 2) The faculty the respondents belong to. 3) Years of English study

- The second part asked the respondents to rate their writing strategy usage on a five-point Likert scale of 47 items based on SILL (the Strategies Inventory for Language Learning) Version 7.0 (Oxford, 1990) and Chotirat (1998) by using questions that survey strategies for writing. Also, some questions were added in order

to elicit further writing strategies used by the respondents. All writing strategies were listed according to Oxford's six broad groups as follows:

Group 1 refers to Memory Strategies (3 items)

Group 2 refers to Cognitive Strategies (13 items)

Group 3 refers to Compensation Strategies (4 items)

Group 4 refers to Metacognitive Strategies (15 items)

Group 5 refers to Affective Strategies (8 items)

Group 6 refers to Social Strategies (4 items)

The respondents were asked to rate their writing strategy usage frequency as follows: very often (5); often (4); sometimes (3); seldom (2) and never (1).

In order to minimize problems of ambiguity and misinterpretation of the language used in each item, the questionnaire was written in Thai.

3. The researcher consulted three specialists in English teaching: Asst. Prof. Busaya Santikarn, Assoc. Prof. Saovapa Wichadee, and Assoc. Prof. Sutilak Meeampol to check the content validity of 48 item questionnaire using the index of item-objective congruence (IOC). The specialists evaluated each item by giving the item a rating of 1 (for clearly measuring), -1 (clearly not measuring), or 0 (degree to which it measures the content area is unclear) for each objective. After the specialists completed an evaluation of the items, the ratings of each item were calculated to find an average of each index score. The items which had an IOC of at least 0.5 per each item would be used in the study.

The Index of Item-Objective Congruence, IOC

$$IOC = \frac{\sum R}{N}$$

$\sum R$ = sum of rating scores

N = number of content specialists

After the calculation (See Appendix E), one item which had IOC of 0.33 was left out whereas 47 out of 48 items which had a range of the index score for an item was 0.67 to 1 were used in the study. Afterwards, the revision of the questionnaire was done according to the comments or advice of the specialists.

4. The researcher conducted a pilot study with 40 second-year students who enrolled in EN 211 Intermediate English. They were, however, not the subjects of the research, but were used to find any ambiguities in the questionnaire statements. Students were also asked to express their opinions about ease-of-use and appropriate layout. Their feedback was helpful in improving the questionnaire. After that, the questionnaire was assessed for reliability using the Cronbach's Coefficient Alpha method. The reliability coefficient was 0.88.

2.3 In-depth Interview

The purpose of the in-depth interview was to elicit the further information about the use of writing strategies and the reasons why the students chose to use those strategies. The structured interview questions were employed during the in-depth interview. After the writing tests were scored by the three raters, twelve subjects (six with the highest scores and six with the lowest scores) were interviewed by the researcher. Each subject was individually interviewed for about half an hour to give their opinions on three questions. The interview was conducted in Thai and also recorded. The interview questions were presented as follows:

Question 1: What strategies do you use among six groups of writing strategies? How often and how appropriately and efficiently do you use them?

Question 2: What sub-strategies of each writing strategy group do you use? How often and how appropriately and efficiently do you use them?

Question 3: Do you think using writing strategies will help improve your writing ability? How and Why?

3. Data Collection and Data Analysis

3.1 Data Collection

Data was collected from 370 second-year students who enrolled in EN 211 Intermediate English in the first semester of academic year 2006. During the final session of the first semester, questionnaires and tests were given to the subjects and taken back by the researcher and instructors who assisted with the administration and collection of the questionnaires. The subjects were asked to complete the questionnaire immediately after taking the writing test. The total time to complete the questionnaire was about 30 minutes and total time for the test was 80 minutes.

3.2 Data Analysis

The procedure was conducted as follows:

1. After the writing tests were scored, the researcher calculated the average score (out of 100 points available) of each student. In order to measure the level of ability, the scores from the writing test were statistically divided into five levels based on the Norm-Criterion Grading System (Soonthorndhai, 2007).

Then, the calculated means of level of writing ability were interpreted as follows:

Writing Score (100) (Range)	Level of Writing Ability
80-100	Very high
72-79	High
63-71	moderate
55-62	low
0-54	Very low

Then, Statistical Package for the Social Sciences (SPSS) was used to analyze the data as follows:

1.1 Arithmetic means and standard deviations were used to analyze the level of writing ability.

1.2 t-test was used to compare the mean scores of the writing ability in terms of gender. If the assumption of homogeneity of variance was met, and the Levene's Test for Equality of Variances was not statistically significant, the data results associated with the "Equal variance assumed" would be used. But if the Levene's Test for Equality of Variances was statistically significant, the data results associated with the "Equal variance not assumed" would be used.

1.3 One Way ANOVA (F-test) was used to test the difference of the mean scores of writing ability in terms of faculties, and years of English study. If the Levene's Test of Equality of Error Variances was not statistically significant, ANOVA would be used to test the difference of the mean scores. If the result of using ANOVA was statistically significant, Tukey HSD would be used for Multiple Comparisons. Tukey HSD test is used in this study because it is one of several methods of ensuring

that the chance of finding a significant difference in any comparison (under a null model) is maintained at the alpha level of the test.

If the Levene's Test of Equality of Error Variances was statistically significant, Welch's ANOVA of Robust test would be used. If the result of using Welch's ANOVA was statistically significant, Tamhane would be used for Multiple Comparisons.

(See Appendix D for Test of Homogeneity of Variances)

2. After receiving the completed questionnaires, the data was statistically analyzed, tabulated, and interpreted by means of Statistical Package for the Social Sciences (SPSS). The statistical devices used in the research were as follows:

2.1 Percentage and Frequency Distribution were used in the analysis of answers concerning background information of the respondents: gender, faculties, and years of English study.

2.2 Arithmetic means and standard deviations were used to analyze the level of writing strategy usage. Then, the computed means of writing strategy usage were interpreted in the form of a range of numbers using the five point Likert scale as follows:

Scale	Level of Strategy Usage	Mean Range
5	very high	4.50 - 5.00
4	high	3.50 - 4.49
3	moderate	2.50 - 3.49
2	low	1.50 - 2.49
1	very low	1.00 - 1.49

2.3 t-test was used to compare the mean scores of the opinion on writing strategy in terms of gender. If the assumption of homogeneity of variance was met, and the Levene's Test for Equality of Variances was not statistically significant, the data results associated with the "Equal variance assumed" would be used. But if the Levene's Test for Equality of Variances was statistically significant, the data results associated with the "Equal variance not assumed" would be used.

2.4 One Way ANOVA (F-test) was used to test the difference of the mean scores of writing strategies in terms of faculties, and years of English study. If the Levene's Test of Equality of Error Variances was not statistically significant, ANOVA would be used to test the difference of the mean scores. If the result of using ANOVA was statistically significant, Tukey HSD would be used for Multiple Comparisons.

If the Levene's Test of Equality of Error Variances was statistically significant, Welch's ANOVA would be used. If the result of using the ANOVA was statistically significant, Tamhane would be used for Multiple Comparisons.
(See Appendix D for Test of Homogeneity of Variances)
Using P values: P values for one-tailed tests are half those for two-tailed tests.

2.5 Pearson Correlation Coefficient was used to investigate the relationship between writing strategy usage and writing ability measured by writing test scores.

CHAPTER FOUR

ANALYSIS AND RESULTS

This chapter reports the findings of the study. The questionnaire, writing test, and in-depth interview were conducted to 370 second-year students of Bangkok University from nine faculties who enrolled in EN 211 Intermediate English in the first semester of academic year 2006. The data obtained from the three instruments was analyzed and interpreted using Statistical Package for the Social Sciences (SPSS) program in order to answer the research questions for the objectives of the study. The results of the study were illustrated as follows:

Part I: The Use of Writing Strategies Employed by Second-Year Students

Part II: The Writing Ability of Second-Year Students

Part III: The Relationship between Writing Strategy Usage and Writing Ability

Part IV: The Comparison of the Use of Writing Strategies Classified by
Background Information

Part V: The Comparison of the Writing Ability Classified by Background
Information

Part VI: The Results of the Interviews

Part I: The Use of Writing Strategies Employed by Second-Year students

1. The overall use of writing strategies employed by second-year students

Data analysis of the overall use of writing strategies employed by second-year students was presented in Table 4.1.

Table 4.1 Mean, Standard Deviation, and Level of Writing Strategy Usage Classified by Strategy Group

Strategy Group	$\overline{X}$	SD	Level	Rank Order
A. Memory Strategies	2.73	.71	moderate	6
B. Cognitive Strategies	2.97	.59	moderate	3
C. Compensation Strategies	3.19	.74	moderate	1
D. Metacognitive Strategies	2.76	.61	moderate	4
E. Affective Strategies	2.99	.69	moderate	2
F. Social Strategies	2.75	.79	moderate	5
Total	**2.90**	**.53**	**moderate**	

Table 4.1 shows that the overall use of writing strategies was at moderate level ($\overline{X}$ = 2.90) which could be interpreted that the students sometimes use all strategies. The order of use of strategies is as follows: 1) Compensation Strategies ($\overline{X}$ = 3.19), 2) Affective Strategies ($\overline{X}$ = 2.99), 3) Cognitive Strategies ($\overline{X}$ = 2.97), 4) Metacognitive Strategies ($\overline{X}$ = 2.76), 5) Social Strategies ($\overline{X}$ = 2.75), and 6) Memory Strategies ($\overline{X}$ = 2.73).

2. The use of writing strategies employed by second-year students classified by each strategy group

Data analysis of the use of six groups of writing strategies employed by second-year students was presented in Table 4.2 - 4.7.

Table 4.2 Mean, Standard Deviation, and Level of Memory Strategy Usage

Classified by Items

Memory Strategies	$\overline{X}$	SD	Level
1. I use new English words/phrases in a sentence so I can remember them.	2.76	.87	moderate
2. I review English lessons often in order to remember them.	2.57	.83	moderate
3. I remember the words/phrases/sentences from my high-score writing tasks in order to use them in the next task.	2.86	.99	moderate
Total	**2.73**	**.71**	**moderate**

Table 4.2 shows that the use of memory strategies was at the moderate level ($\overline{X}$ = 2.73). When considering each item, item 3) *I remember the words/phrases/sentences from my high score writing tasks in order to use them in the next task* received the highest mean scores ($\overline{X}$ = 2.86) followed by item 1) *I use new English words/phrases in a sentence so I can remember them* ($\overline{X}$ = 2.76) respectively. However, the least frequently used item was item 2) *I review English lessons often in order to remember them* ($\overline{X}$ = 2.57). All of the items were at a moderate level.

Table 4.3 Mean, Standard Deviation, and Level of Cognitive Strategy Usage

Classified by Items

Cognitive Strategies	$\overline{X}$	SD	Level
1. I practice the phrases or sentences I've just learned or those that I always make mistakes by rewriting them again and again.	2.48	.89	low
2. I reread and revise my work that I've just written several times in order to check the correctness	2.77	.94	moderate
3. I join together/link and write the phrases or sentences I've learned to produce a longer text.	2.76	.95	moderate
4. I use words/phrases/sentences I know in my writing tasks.	3.13	1.01	moderate
5. I try to write English in my daily life such as jotting down the lecture, writing a diary, a blessed expression, or congratulated on cards for special occasions in English.	2.57	1.02	moderate
6. I write notes, messages, letters, email, chat in English.	3.03	.98	moderate
7. I gather information relevant to the task I'm going to write from any resources around me, for example, from newspapers, journals, televisions, or from people around me.	2.60	.97	moderate
8. I use dictionaries while I'm writing.	3.80	1.09	high
9. I make sentences by using the patterns that I myself concluded from what I've learned.	3.00	.99	moderate
10. When I'm writing, I think/write in Thai before I write in English.	3.97	1.06	high
11. I jot down notes or ideas I may think of for writing or before writing.	3.02	1.03	moderate
12. I practice more writing by writing summaries from what I've read.	2.35	.93	low
13. I use highlight or underline to focus on important information of writing.	3.20	1.09	moderate
Total	**2.97**	**.59**	**moderate**

Table 4.3 indicates that the average mean of cognitive strategies were reported to be used at a moderate level ($\overline{X}$ = 2.97). However, when considering each item, it reveals that item 10) *When I'm writing, I think/write in Thai before I write in English* ($\overline{X}$ = 3.97) and item 8) *I use dictionaries while I'm writing* ($\overline{X}$ = 3.80) were used at a high level while item 1) *I practice the phrases or sentences I've just learned or those that I always make mistakes by rewriting them again and again* ($\overline{X}$ = 2.48) and item12) *I practice more writing by writing summaries from what I've read* ($\overline{X}$ = 2.35) were at the low level.

Table 4.4 Mean, Standard Deviation, and Level of Compensation Strategy Usage Classified by Items

Compensation Strategies	$\overline{X}$	SD	Level
1. I will write better if I can choose the topic of my writing task.	3.34	.99	moderate
2. I adjust the message by using simple sentences, making ideas simpler and omitting some items or information in order to avoid using complex sentences that I'm not sure.	3.41	1.01	moderate
3. I make up new words if I do not know the right ones in English	2.74	1.14	moderate
4. I use a circumlocution or a synonym to convey the intended meaning of words that I don't know.	3.26	1.00	moderate
Total	**3.19**	**.74**	**moderate**

Table 4.4 shows that the average use of compensation strategies was at a moderate level ($\overline{X}$ = 3.19). Item 2) *I adjust the message by using simple sentences, making ideas simpler and omitting some items or information in order to avoid using complex sentences that I'm not sure* shows the highest mean scores ($\overline{X}$ = 3.41) followed by item1) *I will write better if I can choose the topic of my writing task* ($\overline{X}$ =

3.34) and item 4) *I use a circumlocution or a synonym to convey the intended meaning of words that I don't know*($\overline{X}$ = 3.26) respectively while item 3) *I make up new words if I do not know the right ones in* shows the lowest mean scores ($\overline{X}$ = 2.74). However, all of the items were employed at a moderate level.

Table 4.5 Mean, Standard Deviation, and Level of Metacognitive Strategy Usage Classified by Items

Metacognitive Strategies	$\overline{X}$	SD	Level
1. Before I write any new tasks, I will review my writing lessons and knowledge on writing that I've learned, and link them with the tasks I'm going to write.	2.84	.88	moderate
2. When I write any tasks, I will block out noise and interruption until I finish it.	3.06	.91	moderate
3. I decide in advance to pay attention to specific language aspects or content of the task that I'm going to write.	2.70	.94	moderate
4. I try to find out how to write better e.g. reading more books, or asking teachers for help.	2.86	.95	moderate
5. I organize my language notebook to record information on writing.	2.40	1.03	low
6. I plan my schedule to practice writing outside the classroom by myself.	1.93	.93	low
7. I have clear goals for learning to write in English, for example, I must improve my writing skill, I must be able to write essays in English.	3.04	1.09	moderate
8. I plan what I'm going to accomplish in each writing task e.g. I must finish the task within 2 days or meet the deadline.	3.01	1.05	moderate
9. I decide the purpose of a writing task as well as the reader's needs while I'm writing the task.	2.76	.97	moderate

Metacognitive Strategies	$\overline{X}$	SD	Level
10. Before I write a task, I carefully consider it and then I will choose the type of writing style, phrases, sentences, and vocabularies relevant to the topic of the writing task.	2.85	.93	moderate
11. I will make a draft plan or jot down the aspects I'm going to write before I begin to write the first draft.	3.17	1.07	moderate
12. I try to seek for opportunities to write outside the classroom e.g. seeking for a pen-friend, applying for any English composition contests, or other ways that require English to communicate with others.	2.30	.97	low
13. I myself notice the mistakes in my work while I'm writing it and correct them throughout the writing process.	2.84	.91	moderate
14. I examine my previous works in order to evaluate the progress and find out the mistakes that still exist in order to eliminate them.	2.62	.95	moderate
15. After the teacher returned my work, I compare it with those of my friends who got high marks so as to examine errors and apply it to improve my next work.	2.98	.95	moderate
Total	**2.76**	**.61**	**moderate**

Table 4.5 shows that students use metacognitive strategies at a moderate level ($\overline{X}$ = 2.76). When considering each item, item 11) *I will make a draft plan or jot down the aspects I'm going to write before I begin to write the first draft* ($\overline{X}$ = 3.17) received the highest mean scores followed by item 2) *When I write any tasks, I will block out noise and interruption until I finish it* ($\overline{X}$ = 3.06) and item 7) *I have clear goals for learning to write in English, for example, I must improve my writing skill, I must be able to write essays in English* ($\overline{X}$ = 3.04) respectively. These items were at a moderate level.

However, the least frequently used items were item 5) *I organize my language notebook to record information on writing* ($\overline{X}$ = 2.40), item 12) *I try to seek for opportunities to write outside the classroom e.g. seeking for a pen-friend, applying for any English composition contests, or other ways that require English to communicate with others* ($\overline{X}$ = 2.30), and item 6) *I plan my schedule to practice writing outside the classroom by myself* ($\overline{X}$ = 1.93) respectively. These items were at the low level.

Table 4.6 Mean, Standard Deviation, and Level of Affective Strategy Usage Classified by Items

Affective Strategies	$\overline{X}$	SD	Level
1. I reduce anxiety before beginning to write by using meditation or deep breathing.	2.91	1.03	moderate
2. I try to relax before writing or whenever I feel anxious by using music or laughter.	3.11	1.15	moderate
3. I will say positive statements to myself in order to cheer up myself when I feel dejected in my writing.	3.15	1.13	moderate
4. I actively encourage my self to take wise risk in writing but it is not a guess.	3.41	1.01	moderate
5. I give myself a reward or treat when I can write well.	2.51	1.13	moderate
6. I pay attention to physical signs of stress that occur while I'm writing and I try to relax in order to reduce such feeling before I continue to write.	3.54	1.09	high
7. I write down my feelings/attitudes/problems on English writing in a private diary.	2.22	1.10	low
8. I talk to someone I trust about my attitudes, feelings, and problems concerning my English writing.	3.03	1.12	moderate
Total	2.99	.69	**moderate**

Table 4.6 shows that the average use of affective strategies were at a moderate level ($\overline{X}$ = 2.99). When considering each item, item 6) *I pay attention to physical signs of stress that occur while I'm writing and I try to relax in order to reduce such feeling before I continue to write* ($\overline{X}$ = 3.54) received the highest mean scores, followed by item 4) *I actively encourage my self to take wise risk in writing but it is not a guess* ($\overline{X}$ = 3.41) and item 3) *I will say positive statements to myself in order to cheer up myself when I feel dejected in my writing* ($\overline{X}$ = 3.15) respectively.

However, the least frequently used item was item 7) *I write down my feelings/attitudes/problems on English writing in a private diary* ($\overline{X}$ = 2.22). The item was at a low level.

Table 4.7 Mean, Standard Deviation, and Level of Social Strategy Usage
Classified by Items

Social Strategies	$\overline{X}$	SD	Level
1. I ask teachers for advice or correcting my writing work.	2.94	1.00	moderate
2. I work with my friends to mutual review our tasks in order to find out any mistakes and try to correct them.	2.82	1.05	moderate
3. I ask for help or advice from native speakers or other proficient language users whom I know whenever I have a problem in my writing work.	2.56	1.15	moderate
4. I try to understand the other person's relation to their cultures in order to know what is culturally appropriate in writing.	2.69	1.10	moderate
Total	**2.75**	**.79**	**moderate**

Table 4.7 shows that the average mean of social strategies was at a moderate level ($\overline{X}$ = 2.75). Among all items, item1) *I ask teachers for advice or correcting my writing work* received the highest mean scores ($\overline{X}$ = 2.94), followed by item 2) *I work*

with my friends to mutual review our tasks in order to find out any mistakes and try to correct them ($\overline{X}$ = 2.82) and item 4) *I try to understand the other person's relation to their cultures in order to know what is culturally appropriate in writing* ($\overline{X}$ = 2.69) respectively. However, the least frequently used item was item 3) *I ask for help or advice from native speakers or other proficient language users whom I know whenever I have a problem in my writing work* ($\overline{X}$ = 2.56). All of the items were used at a moderate level.

3. The use of writing strategies employed by second-year students classified by background information: gender, faculties, and years of English study.

The results of the study of the use of writing strategy of Bangkok University students categorized by variables including gender, faculties, and years of English study is illustrated in Table 4.8.

Table 4.8 Mean and Standard Deviation of the Use of Writing Strategy Classified by Gender

Writing Strategy	Male N = 145		Female N = 225		Total N = 370	
	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD
Memory	2.73	.68	2.73	.73	2.73	.71
Cognitive	2.94	.60	2.99	.58	2.97	.59
Compensation	3.09	.69	3.25	.77	3.20	.74
Metacognitive	2.69	.62	2.80	.60	2.76	.61
Affective	2.92	.70	3.03	.68	2.99	.69
Social	2.82	.78	2.72	.79	2.76	.79
Total	**2.86**	**.53**	**2.92**	**.53**	**2.90**	**.53**

Table 4.8 shows that average strategy usage of male and female students was a little different. That is, both of male and female students used writing strategies at moderate level ($\overline{X} = 2.86$, $\overline{X} = 2.92$).

When considering all strategies, it was found that the first three strategies that were used the most frequently by male students were compensation strategies $\overline{X} = 3.09$), cognitive strategies ($\overline{X} = 2.94$), and affective strategies ($\overline{X} = 2.92$). These strategies were used at moderate level.

The first three strategies that were used the most frequently by female students were compensation strategies ($\overline{X} = 3.25$), cognitive strategies ($\overline{X} = 3.03$), and affective strategies ($\overline{X} = 2.99$). They used these items at moderate level.
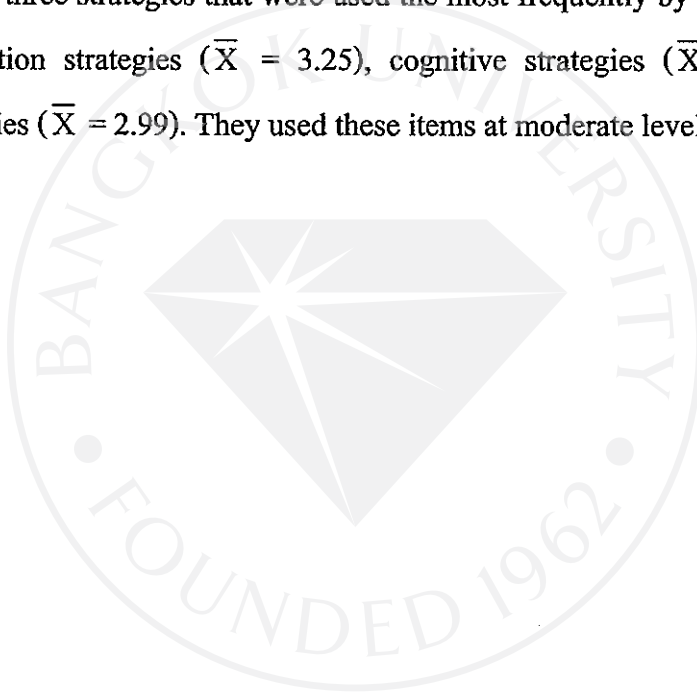
Table 4.9 Mean and Standard Deviation of the Use of Writing Strategy Classified by Faculties

Writing Strategy	Business Administration N=65		Accounting N=61		Economics N=9		Communication Arts N=111		Fine and Applied Arts N=31		Law N=22		Humanities N=21		Engineering N=14		Science and Technology N=36		Total N=370	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Memory	2.73	.73	2.69	.73	2.44	.44	2.69	.70	2.55	.74	2.83	.64	3.24	.60	2.93	.73	2.69	.68	2.73	.71
Cognitive	2.92	.62	3.01	.59	2.70	.52	3.00	.56	2.84	.63	2.96	.60	3.42	.47	2.97	.60	2.85	.55	2.97	.59
Compensation	3.12	.82	3.36	.76	2.53	.82	3.31	.65	2.88	.74	2.88	.72	3.43	.57	3.25	.76	3.08	.68	3.19	.74
Metacognitive	2.61	.66	2.76	.52	2.41	.67	2.81	.57	2.58	.66	2.68	.62	3.30	.49	2.98	.76	2.75	.56	2.76	.61
Affective	2.84	.70	3.12	.67	2.78	.87	3.07	.61	2.74	.71	2.59	.55	3.38	.64	3.36	.91	2.91	.68	2.99	.69
Social	2.57	.77	2.78	.73	2.47	.97	2.83	.75	2.71	.90	2.55	.70	2.86	.84	3.16	.74	2.81	.87	2.75	.79
Total	2.80	.55	2.95	.48	2.56	.66	2.95	.51	2.72	.60	2.75	.46	3.27	.44	3.11	.60	2.85	.47	2.90	.53

From Table 4.9 the average mean scores of nine faculties were presented as follows:

All faculties had moderate level of writing strategy usage. However, Humanities received the highest mean scores ($\overline{X}$ = 3.27), followed by Engineering ($\overline{X}$ = 3.11), Accounting ($\overline{X}$ = 2.95) and Communication Arts ($\overline{X}$ = 2.95), Science and Technology ($\overline{X}$ = 2.85), Business Administration ($\overline{X}$ = 2.80), Law ($\overline{X}$ = 2.75), Fine and Applied Arts ($\overline{X}$ = 2.72) respectivly while Economics received the lowest mean scores ($\overline{X}$ = 2.56).

When considering all writing strategies, it was found that Business Administration used all writing strategies at moderate level which included compensation strategies ($\overline{X}$ = 3.12), cognitive strategies ($\overline{X}$ = 2.92), affective strategies ($\overline{X}$ = 2.84), memory strategies ($\overline{X}$ = 2.73), metacognitive strategies ($\overline{X}$ = 2.61), and social strategies ($\overline{X}$ = 2.57) respectively.

Accounting used all writing strategies at moderate level including compensation strategies ($\overline{X}$ = 3.36), affective strategies ($\overline{X}$ = 3.12), cognitive strategies ($\overline{X}$ = 3.01), social strategies ($\overline{X}$ = 2.78), metacognitive strategies ($\overline{X}$ = 2.76), and memory strategies ($\overline{X}$ = 2.69) respectively.

Economics used three writing strategies at moderate level including affective strategies ($\overline{X}$ = 2.78), cognitive strategies ($\overline{X}$ = 2.70), compensation strategies ($\overline{X}$ = 2.53). However, it used another three writing strategies at low level. There were social strategies ($\overline{X}$ = 2.47), memory strategies ($\overline{X}$ = 2.44) and metacognitive strategies ($\overline{X}$ = 2.41) respectively. Noticeably, Economics used these strategies the least frequently among the other faculties.

Communication Arts used all writing strategies at moderate level including compensation strategies ($\overline{X}$ = 3.31), affective strategies ($\overline{X}$ = 3.07), cognitive strategies

($\overline{X}$ = 3.00), social strategies ($\overline{X}$ = 2.83), metacognitive strategies ($\overline{X}$ = 2.81), and memory strategies ($\overline{X}$ = 2.69) respectively.

Fine and Applied Arts used all writing strategies at moderate level including compensation strategies ($\overline{X}$ = 2.88), cognitive strategies ($\overline{X}$ = 2.84), affective strategies ($\overline{X}$ = 2.74), social strategies ($\overline{X}$ = 2.71), metacognitive strategies ($\overline{X}$ = 2.58), and memory strategies ($\overline{X}$ = 2.55) respectively.

Law used all writing strategies at moderate level including cognitive strategies ($\overline{X}$ = 2.96), compensation strategies ($\overline{X}$ = 2.88), memory strategies ($\overline{X}$ = 2.83), metacognitive strategies ($\overline{X}$ = 2.68), affective strategies ($\overline{X}$ = 2.59), and social strategies ($\overline{X}$ = 2.55) respectively.

Humanities used all writing strategies at moderate level including compensation strategies ($\overline{X}$ = 3.43), cognitive strategies ($\overline{X}$ = 3.42), affective strategies ($\overline{X}$ = 3.38), metcognitive strategies ($\overline{X}$ = 3.30), memory strategies ($\overline{X}$ = 3.24), and social strategies ($\overline{X}$ = 2.86) respectively.

Engineering used all writing strategies at moderate level including affective strategies ($\overline{X}$ = 3.36), compensation strategies ($\overline{X}$ = 3.25), social strategies ($\overline{X}$ = 3.16), metacognitive strategies ($\overline{X}$ = 2.98), cognitive strategies ($\overline{X}$ = 2.97), and memory strategies ($\overline{X}$ = 2.93) respectively.

Science and Technology used all writing strategies at moderate level including compensation strategies ($\overline{X}$ = 3.08), affective strategies ($\overline{X}$ = 2.91), cognitive strategies ($\overline{X}$ = 2.85), social strategies ($\overline{X}$ = 2.81), metcognitive strategies ($\overline{X}$ = 2.75), and memory strategies ($\overline{X}$ = 2.69) respectively.

Table 4.10 Mean and Standard Deviation of the Use of Writing Strategies Classified by Years of English study

Writing Strategies	Less than 8 yrs N = 10		8-10 yrs N = 36		11-13 yrs N = 71		More than 13 yrs N = 253		Total	
	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD
Memory	2.76	.79	2.74	.70	2.62	.77	2.75	.69	2.73	.71
Cognitive	3.03	.41	2.96	.53	2.81	.60	3.02	.60	2.97	.59
Compensation	3.05	.33	3.28	.88	3.02	.76	3.23	.72	3.18	.74
Metacognitive	2.96	.30	2.82	.54	2.66	.72	2.77	.60	2.76	.61
Affective	3.00	.45	3.08	.65	2.98	.75	2.97	.69	2.99	.69
Social	2.83	.61	2.70	.87	2.73	.87	2.76	.76	2.75	.79
Total	**2.94**	**.30**	**2.93**	**.52**	**2.80**	**.61**	**2.92**	**.52**	**2.90**	**.53**

Table 4.10 shows that the students with less than 8 years, 8-10 years, 11-13 years and more than 13 years of English study had very little difference in the level of writing strategy usage. The level was moderate. The students with less than 8 years of English study received the highest mean scores ($\overline{X}$ = 2.94), followed by students with 8–10 years ($\overline{X}$ = 2.93), more than 13 years ($\overline{X}$ = 2.92) and 11-13 years of English study ($\overline{X}$ = 2.80) respectively.

When considering all strategies, the students with less than 8 years of English study used all of six strategies at moderate level including compensation strategies ($\overline{X}$ = 3.05), cognitive strategies ($\overline{X}$ = 3.03), affective strategies ($\overline{X}$ = 3.00), metacognitive strategies ($\overline{X}$ = 2.96), social strategies ($\overline{X}$ = 2.83), and memory strategies ($\overline{X}$ = 2.76) respectively.

The students with 8-10 years of English study used all of six strategies at moderate level including compensation strategies ($\overline{X}$ = 3.28), affective strategies ($\overline{X}$ = 3.08), cognitive strategies ($\overline{X}$ = 2.96), metacognitive strategies ($\overline{X}$ = 2.82), memory strategies ($\overline{X}$ = 2.74), and social strategies ($\overline{X}$ = 2.70) respectively.

Similarly, the students with 11-13 years of English study used all of six strategies at moderate level including compensation strategies ($\overline{X}$ = 3.02), affective strategies ($\overline{X}$ = 2.98), cognitive strategies ($\overline{X}$ = 2.81), social strategies ($\overline{X}$ = 2.73), metacognitive strategies ($\overline{X}$ = 2.66), and memory strategies ($\overline{X}$ = 2.62) respectively.

Like the other three groups, the students with more than 13 years of English study used all of six strategies at moderate level including compensation strategies ($\overline{X}$ = 3.23), cognitive strategies ($\overline{X}$ = 3.02), affective strategies ($\overline{X}$ = 2.97), metacognitive strategies ($\overline{X}$ = 2.77), social strategies ($\overline{X}$ = 2.76), and memory strategies ($\overline{X}$ = 2.75) respectively.

Part II: The Writing Ability of Second-Year Students

1. The writing ability of second-year students divided into five levels

From the data analysis of the writing ability measured by the subject's writing test scores, the results were interpreted and presented in Table 4.11.

Table 4.11 Number, Percentage, and Level of Writing Ability

Writing Score Range (100)	Number (Frequency) N = 370	Percentage	Level of Writing Ability
80 - 100	29	7.84	Very high
72 - 79	102	27.57	high
63 - 71	149	40.27	moderate
55 - 62	71	19.19	low
0 - 54	19	5.14	Very low

Table 4.11 shows the respondent's writing scores, ranging from the very high level of writing ability (80-100), high level (72-79), moderate level (63-71), low (55-62) to very low level (0-54). The data indicates that the majority of respondents or 149 respondents (40.27%) were at a moderate level of writing ability while 29 respondents (7.84%) were at very high level of writing ability, 102 respondents (27.57%) were at a high level, 71 respondents (19.19%) were at a low level and 19 respondents were at very low level.

2. The writing ability of second-year students classified by background information: gender, faculties, and years of English study.

Writing ability of second-year students classified by background information can be summarized in Table 4.12 - 4.14.

Table 4.12 Mean, Standard Deviation and Level of Writing Ability Classified by Gender

Gender	N	$\overline{X}$	SD	Level of Writing Ability
Male	145	66.79	8.67	moderate
Female	225	69.05	8.03	moderate
Total	**370**	**68.16**	**8.35**	**moderate**

Table 4.12 shows that average level writing ability of male and female students was at moderate level ($\overline{X}$ = 68.16). However, female students had greater scores than male students.

Table 4.13 Mean, Standard Deviation and Level of Writing Ability Classified by Faculties

Faculty	N	$\overline{X}$	SD	Level of Writing Ability
Business Administration	65	69.02	9.22	moderate
Accounting	61	68.80	6.02	moderate
Economics	9	70.39	6.99	moderate
Communication Arts	111	68.04	7.85	moderate
Fine and Applied Arts	31	65.84	11.31	moderate
Law	22	70.43	7.19	moderate
Humanities	21	69.19	6.80	moderate
Engineering	14	62.93	12.04	moderate
Science and Technology	36	66.75	7.89	moderate
Total	**370**	**68.16**	**8.35**	**moderate**

Table 4.13 shows the average level writing ability of all nine faculties was at moderate level ($\overline{X}$ = 68.16). Students from the faculty of Law received the highest mean scores ($\overline{X}$ = 70.43), followed by Economics ($\overline{X}$ = 70.39), Humanities ($\overline{X}$ = 69.19), Business Administration ($\overline{X}$ = 69.02), Accounting ($\overline{X}$ = 68.80), Communication Arts ($\overline{X}$ = 68.04), Science and Technology ($\overline{X}$ = 66.75), Fine and Applied Arts ($\overline{X}$ = 65.84), and Engineering ($\overline{X}$ = 62.93) respectively.

Table 4.14 Mean, Standard Deviation and Level of Writing Ability Classified by Years of English Study

Years of English study	N	$\overline{X}$	SD	Level of Writing Ability
Less than 8 years	10	67.10	7.09	moderate
8-10 years	36	66.83	8.25	moderate
11-13 years	71	67.17	9.29	moderate
more than 13 years	253	68.68	8.12	moderate
Total	**370**	**68.16**	**8.35**	**moderate**

Table 4.14 shows that students with different years of English study had the moderate level of writing ability ($\overline{X}$ = 68.16). When considering each item, students with more than 13 years of English study received the highest mean scores ($\overline{X}$ = 68.68), followed by students with 11-13 years of English study ($\overline{X}$ = 67.17), less than 8 years ($\overline{X}$ = 67.10) and 8-10 years ($\overline{X}$ = 66.83).

Part III: The Relationship between Writing Strategy Usage and Writing Ability

The data obtained from the questionnaire and the writing test was analyzed in order to investigate the relationship between writing strategy usage and writing ability. The Pearson Correlation Coefficient was used in the statistical procedure, the results were presented in Table 4.15 - 4.16.

Table 4.15 The Relationship between Writing Strategy Usage and Writing Ability

	Writing Strategy	Writing Ability
Writing Strategy	1.00	
Writing Ability	.12*	1.00

*$p < .05$

Table 4.15 shows that there was a positive correlation between writing strategy usage and writing ability at the significance level of .05 ($r = 0.12$). It can be interpreted that students with high ability used writing strategies at high level while students with low ability used writing strategies at low level.

Table 4.16 The Relationship between the Use of Each Writing Strategy

Group and Writing Ability

	Writing Ability
Memory Strategies	.18*
Cognitive Strategies	.16*
Compensation Strategies	.07
Metacognitive Strategies	.10
Affective Strategies	.02
Social Strategies	.05

*p < .05

Table 4.16 shows that there was a positive correlation between memory strategy usage and writing ability at significance level of .05 (r = 0.18). In addition, there was also a positive correlation between cognitive strategy usage and writing ability at significance level of .05 (r = 0.16). It can be interpreted that students with high ability used high memory and cognitive strategies while students with low ability used low memory and cognitive strategies.

However, the other four writing strategies including compensation, metacognitive, affective, and social strategies had no correlations with writing ability at the significance level of .05.

Part IV: The Comparison of the Use of Writing Strategies Classified by Background Information

The data obtained from the questionnaire was analyzed in order to investigate the significant differences between the use of students' writing strategies and their background information. To conduct the comparison, a statistical procedure was used. The students' mean scores were analyzed by means of t-test, and ANOVA. The results were presented in Table 4.17 - 4.25.

Table 4.17 A Comparison of the Use of Writing Strategies Classified by Gender

Writing Strategy	Sources of variances	n	Mean	SD	df	t
1.Memory	Male	145	2.73	.68	368	.05
	Female	225	2.73	.73		
2.Cognitive	Male	145	2.94	.60	368	-0.83
	Female	225	2.99	.58		
3.Compensation	Male	145	3.09	.69	368	-1.97
	Female	225	3.25	.77		
4.Metacognitive	Male	145	2.69	.62	368	-1.79
	Female	225	2.80	.60		
5.Affective	Male	145	2.92	.70	368	-1.49
	Female	225	3.03	.68		
6.Social	Male	145	2.80	.78	368	0.97
	Female	225	2.72	.79		
Total	Male	145	2.86	.53	368	-1.02
	Female	225	2.92	.53		

Table 4.17 presents the results obtained from the application of Independent Samples Test. It was found that there was no statistically significant difference between male and female students in the overall writing strategy usage and in each strategy at the level of .05.

Table 4.18 Analysis of Variance of the Use of Writing Strategy Group Classified by Faculties

Writing Strategy	Sources of variances	df	SS	MS	F
1.Memory	Between Groups	8	8.26	1.03	
	Within Groups	361	176.86	.49	2.11*
	Total	369	185.13		
2.Cognitive	Between Groups	8	6.30	.79	
	Within Groups	361	121.12	.34	2.35*
	Total	369	127.42		
3.Compensation	Between Groups	8	14.56	1.82	
	Within Groups	361	188.29	.52	3.49*
	Total	369	202.85		
4.Metacognitive	Between Groups	8	10.88	1.36	
	Within Groups	361	127.19	.35	3.86*
	Total	369	138.06		
5.Affective	Between Groups	8	14.15	1.77	
	Within Groups	361	161.32	.45	3.96*
	Total	369	175.47		
6.Social	Between Groups	8	7.31	.91	
	Within Groups	361	222.13	.62	1.49
	Total	369	229.44		
All Strategy Groups	Between Groups	8	7.37	.92	
	Within Groups	361	96.61	.27	3.43*
	Total	369	104.28		

*p < .05

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The results obtained from applying ANOVA presented in Table 4.18 reveal that students in different nine faculties had the statistically difference in the use of five writing strategies at the level of .05. They were memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, and affective strategies.

As ANOVA showed significant differences among the nine faculties in five strategies, a Post Hoc test (Tukey HSD) was further conducted to investigate significant differences in the mean scores among the nine groups of students in each strategy.

Table 4.19 The Test of the Mean Scores of the Use of Memory Strategies Classified by Faculties

Faculty	$\overline{X}$	Eco	Fine	Acc	Com	Sci	Bus	Law	Engi	Hum
Eco	2.44									
Fine	2.55									
Acc	2.69									
Com	2.69									
Sci	2.69									
Bus	2.73									
Law	2.83									
Engi	2.93									
Hum	3.24	*	*							

*p < .05

According to Table 4.19, Post Hoc analysis reveals that the memory strategy usage of Humanities students was different from that of two faculties including Economics, and Fine and Applied Arts at the significance level of .05. The mean of strategy usage of Humanities students was higher than the mean scores of students in the two faculties.

Table 4.20 The Test of the Mean Scores of the Use of Cognitive Strategies Classified by Faculties

Faculty	$\overline{X}$	Eco	Fine	Sci	Bus	Law	Engi	Com	Acc	Hum
Eco	2.70									
Fine	2.84									
Sci	2.85									
Bus	2.92									
Law	2.96									
Engi	2.97									
Com	3.00									
Acc	3.01									
Hum	3.42	*	*	*						

*p < .05

Table 4.20 shows that the students from Humanities had statistically significant difference in the use of cognitive strategies from three faculties including Economics, Fine and Applied Arts, and Science and Technology at the level of .05 and its mean was higher than the mean of students in the three faculties.

Table 4.21 The Test of the Mean Scores of the Use of Compensation Strategies Classified by Faculties

Faculty	$\overline{X}$	Eco	Fine	Law	Sci	Bus	Engi	Com	Acc	Hum
Eco	2.53									
Fine	2.88									
Law	2.88									
Sci	3.08									
Bus	3.12									
Engi	3.25	*								
Com	3.31	*								
Acc	3.36	*								
Hum	3.43	*								

*p < .05

Table 4.21 shows that the use of compensation strategies of students from the faculty of Economics was different from that of students in four faculties including Humanities, Accounting, Communication Arts, and Engineering at the significant level of .05 and its mean was lower than the mean of students in the four faculties.
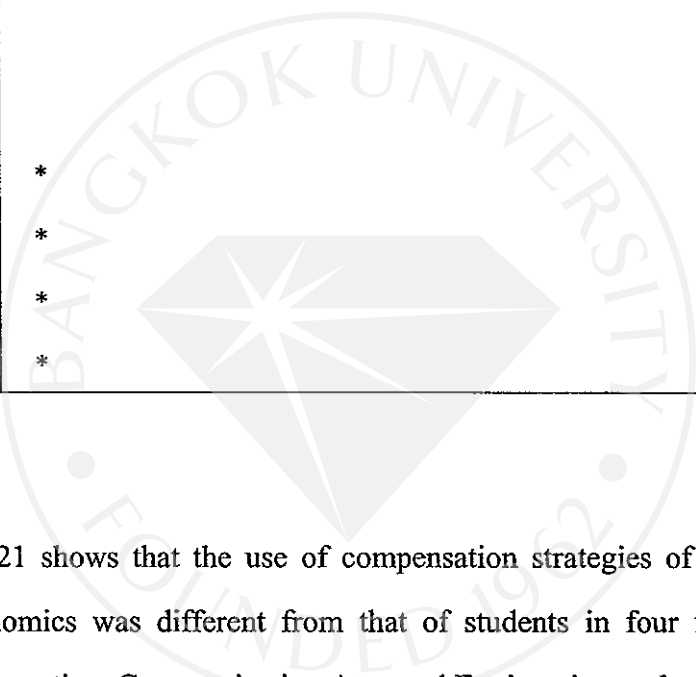
Table 4.22 The Test of the Mean Scores of the Use of Metacognitive Strategies Classified by Faculties

Faculty	$\overline{X}$	Eco	Fine	Bus	Law	Sci	Acc	Com	Engi	Hum
Eco	2.41									
Fine	2.58									
Bus	2.61									
Law	2.68									
Sci	2.75									
Acc	2.76									
Com	2.81									
Engi	2.98	*								
Hum	3.30	*	*	*	*	*	*			

*p < .05

Table 4.22 shows that the use of metacognitive strategies of students from the faculty of Humanities was different from that of students in six faculties including Economics, Fine and Applied Arts, Business Administration, Law, Science and Technology, and Accounting at the significance level of .05 and its mean was higher than the mean of students in the six faculties.

The use of metacognitive strategies of students from the faculty of Engineering had statistically significant difference from that of students from Economics and its mean was higher than the mean of students in Economics.

Table 4.23 The Test of the Mean Scores of the Use of Affective Strategies Classified by
Faculties

Faculty	$\overline{\overline{X}}$	Law	Fine	Eco	Bus	Sci	Com	Acc	Engi	Hum
Law	2.59									
Fine	2.74									
Eco	2.78									
Bus	2.84									
Sci	2.91									
Com	3.07									
Acc	3.12									
Engi	3.36	*	*							
Hum	3.38	*	*							

*p < .05

The use of affective strategies of students from the faculty of Humanities had stastistically significant difference from that of students from the faculties of Law, and Fine and Applied Arts and its mean was higher than that of students from the two faculties.

In addition, the use of affectives strategies of students from the faculty of Engineering was different from that of students from the faculties of Law, and Fine and Applied Arts. The mean of Engineering students was higher than that of students in the two faculties.

Table 4.24 The Test of the Mean Scores of the Overall Strategy Usage Classified by Faculties

Faculty	$\overline{X}$	Eco	Fine	Law	Bus	Sci	Com	Acc	Engi	Hum
Eco	2.56									
F ine	2.72									
Law	2.75									
Bus	2.80									
Sci	2.85									
Com	2.95									
Acc	2.95									
Engi	3.11	*								
Hum	3.27	*	*	*	*					

*p < .05

Table 4.24 shows that the overall use of writing strategies of Humanities students had statistically significant difference from that of students from four faculties including Economics, Fine and Applied Arts, Law, and Business Administration at .05 level. The mean of overall use of writing strategies of Humanities students was also higher than the mean of the students from the four faculties.

The use of the overall strategies of students from the faculty of Engineering had statistically significant difference from that of students from Economics and its mean was higher than the mean of students from Economics.

Table 4.25 Analysis of Variance and Robust Test of the Use of Writing

Strategy Group Classified by Years of English Study

ANOVA

Writing Strategy	Sources of variances	df	SS	MS	F
Memory	Between Groups	3	.966	.32	.64
	Within Groups	366	184.16	.50	
	Total	369	185.13		
Cognitive	Between Groups	3	2.42	.81	2.36
	Within Groups	366	125.00	.34	
	Total	369	127.42		
Affective	Between Groups	3	.39	.13	.27
	Within Groups	366	175.08	.48	
	Total	369	175.47		
Social	Between Groups	3	.22	.07	.12
	Within Groups	366	229.22	.63	
	Total	369	229.44		
All Strategy Groups	Between Groups	3	.79	.26	.93
	Within Groups	366	103.50	.28	
	Total	369	104.28		

Robust Test of Equality of Means

Writing Strategy	Statistic	df1	df2	Sig.
Compensation	2.05	3	111.52	.11
Metacognitive	1.33	3	144.87	.27

The results obtained from applying ANOVA and Robust test presented in Table 4.25 reveal that students with different years of English study (less than 8 years, 8-10 years, 11-13 years, more than 13 years) had no statistically significant differences in the use of writing strategies at the level of .05.

Part V: The Comparison of the Writing Ability Classified by Background Information

The data obtained from the questionnaire and the writing test was analyzed in order to study the significant differences between the students' writing ability and their background information. To conduct the comparison, a statistical procedure was used. The students' mean scores were analyzed by means of t-test and ANOVA and Robust test. The results were presented in Table 4.26-4.28.

Table 4.26 A Comparison of Writing Ability Classified by Gender

Sources of variances	n	Mean	SD	df	t
Male	145	66.79	8.67	368	-2.56*
Female	225	69.05	8.03		

*p < .05

The results obtained from applying t- test presented in Table 4.26 reveal that that the different gender had different writing ability at the significance level of .05. The results show that female students had a higher writing ability than male students.

Table 4.27 Robust Test of Equality of Means of Writing Ability
Classified by Faculties

	Statistic	df1	df2	Sig.
Writing Ability	1.70	8	134.44	.10

The results obtained from applying Robust test presented in Table 4.27 reveal that students who are in different faculties including Business Administration, Accounting, Economics, Humanities, Communication Arts, Fine and Applied Arts, Law, Engineering, and Science and Technology had no statistically significant differences in their writing ability at the level of .05.

Table 4.28 Analysis of Variance of Writing Ability Classified by Years
of English Study

Sources of variances	df	SS	MS	F
Between Groups	3	211.65	70.55	1.01
Within Groups	366	25507.30	69.69	
Total	369	25717.95		

The results obtained from applying ANOVA presented in Table 4.28 reveal that students with different years of English study (less than 8 years, 8-10 years, 11-13 years, more than 13 years) had no statistically significant differences in their writing ability at the level of .05.

Part VI: The Results of the Interviews

The purpose of in-depth interview employed in the study is to deeply explore the respondent's point of view, feelings, and perspectives about their use of writing strategies since the respondents could not express their opinion through completing questionnaire. To conduct the interview, twelve subjects (six with the highest scores and six with the lowest scores) were asked to give their opinions about their use of writing strategies. Before the interview was conducted, the researcher asked them to look at the questionnaire they have completed and the researcher clarified some points if needed. Here were their responses to the following three questions:

-"What strategies do you use among six groups of writing strategies? How often and how appropriately and efficiently do you use them?"

-"What sub-strategies of each writing strategy group do you use? How often and how appropriately and efficiently do you use them?"

-"Do you think using writing strategies will help improve your writing ability? How and why?"

Based on the students' responses to the interview questions, the following is the presentation of information about writing strategy group and sub-strategies employed by two groups of students: students having highest scores and lowest scores:

Table 4.29 Cognitive Strategies Employed by Two Groups of Students

Cognitive strategy Usage	Students having highest scores	Students having lowest scores
- Using dictionary	5	3
- Translation	-	4
- Practicing naturalistically	4	-
- Using resources for receiving & sending messages	2	-
- Recombining	1	1

The results show that most students having highest scores used cognitive strategies more frequently than students having lowest scores. Some interesting aspects can be pointed out as follows:

1. Using dictionary was the most frequency of usage among students having high scores and they used this strategy in order to know the word meaning and its spelling. One student says, "I use dictionaries because it helps me learn the meaning and spelling of the words at the same time".

2. Practicing naturalistically through writing notes, messages, letters, email, chatting in English was also preferred by students having highest scores because they think that it is a good practice of English writing. One student says, "I like to email or chat with my friend who is in New Zealand at least twice a week and I learn more vocabularies from doing this", while students having lowest scores rarely used this strategy.

3. Translation was the most frequency of usage among students having lowest scores. They preferred to write Thai sentences before translating them into English and used a Thai-English dictionary in translation. One student says, "This strategy

can help me organize my thoughts, and writing can flow smoothly and continuously. However, it might take longer time to complete the tasks".

Table 4.30 Compensation Strategies Employed by Two Groups of Students

Compensation Strategy Usage	Students having highest scores	Students having lowest scores
- Selecting the topic	2	2
- Adjusting or approximating the Message	3	2
- Using a circumlocution and synonym	3	-

The results show that students having highest writing scores used compensation strategies more frequently than students having lowest scores. Some interesting aspects can be pointed out as follows:

1. Adjusting the message, using a circumlocution and synonym were preferred by students having highest scores because they think that these strategies can help them compensate for unknown vocabulary and complex grammatical structures. One student says, "I would rather write a lot of simple sentences instead of complex sentences". She also adds, "When I cannot write unfamiliar words, I will describe or explain the meaning or use synonyms in order not to make my writing boring".

2. Selecting the topic was preferred by students from both groups and they all preferred the topics that are related to their own experience. One student having lowest scores says, "I will write better if I can choose the topic about my own experience or introducing myself because it is easy and I know enough vocabulary to write".

Table 4.31 Social Strategies Employed by Two Groups of Students

Social strategy Usage	Students having highest scores	Students having lowest scores
- Asking for correction	5	2
- Cooperating with peers	1	3

The results show that students having highest scores used social strategies more frequently than students having lowest scores. Some interesting aspects can be pointed out as follows:

1. The majority of students having highest scores preferred to ask for corrections from their teachers because they think that they can learn from mistakes through teacher's correction. One student having highest scores says, "Teachers can give me good corrections and clarify what the errors are and suggest me alternative ways to write".

2. Students having lowest scores preferred cooperating with peers because they can ask their friends to help them in writing as one student says, "I sometimes ask my friends to help me revise/edit my writing because I don't know how to correct it".

Table 4.32 Affective Strategies Employed by Two Groups of Students

Affective Strategy Usage	Students having highest scores	Students having lowest scores
- Listening to your body	3	2
- Discussing your feelings with someone else	1	2

The results show that students from both groups used affective strategies because they think that these strategies can help them reduce stress. One student having highest scores says, "If I have stress while I'm writing, I will take a short break, close my eyes or go for a walk and get back to writing later". One student having lowest scores says about discussing feelings with someone else: "If I have some problems about writing, I will talk to my brother and he can give me some useful suggestions".

Table 4.33 Metacognitive Strategies Employed by Two Groups of Students

Metacognitive Strategy Usage	Students having highest scores	Students having lowest scores
- Planning for a language task	3	-
- Self-monitoring	2	1

The results show that students having highest writing scores used more metacognitive strategies than students having low scores. Some interesting aspects can be pointed out as follows:

1. Planning for a language task and self-monitoring were preferred by students having highest scores because they think that writing an outline can help them focus on points they want to write and after they finish their writing, they will check it by themselves several times before they turn it in. Noticeably, students having lowest scores rarely used these strategies as they say, "I don't set any goal or plan for a writing task". Or "I don't write any draft or outline or ideas because I don't know how to do and I don't think it is necessary to do that".

2. Students from both groups reported the rare use of other sub-strategies in this group because they were not familiar with them as one student says, "I didn't know many strategies until I answered the questionnaire".

Table 4.34 Memory Strategies Employed by Two Groups of Students

Memory Strategy Usage	Students having highest scores	Students having lowest scores
-Placing new words into context	2	1

The results show that students from both groups used memory strategies because they think that these strategies can help them remember vocabulary well. One student having highest scores says, "I usually remember English words from textbooks and use them very often when I construct sentences". One student having lowest scores says, "I choose to remember only short and simple words from textbooks I have learned in English class and use them in my writing".

Finally, it should be noted that students from both groups stated that using writing strategies will help them improve their writing ability because they can use them for successful writing, and these strategies will provide them with more practice.

CHAPTER FIVE

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

The main points of interest revealed by the findings in the previous chapter will be discussed in details in this chapter. The order of presentation will be the summary, the discussion of results (according to the research questions and hypotheses), the conclusion, the implication for teaching and learning, and the recommendations for further study.

Summary

1. Introduction

Writing strategy is one of the main factors, in which many researchers realize the importance, in developing, assisting, and facilitating the writing skills of ESL or EFL students. Writing strategies seem particularly remarkable because many researchers (Zamel, 1982; Raimes, 1985; Arndt, 1987; Victori, 1995; Beare, 2000 cited in Mu, 2005) indicate that it is writing strategies that primarily separate successful from less successful writers. Moreover, Hsiao and Oxford (2002) explain that strategies can pave the way toward greater proficiency, learner autonomy and self-regulation. Many researchers in Thailand (e.g. Luekiatpaisarn, 1991; Chotirat, 1998; Jarunthawatchai, 2001) have conducted the studies in order to investigate writing strategy usage and also to find the relationships between writing strategy usage and writing ability continuously over the past years. In addition, many studies (e.g. Wattanapat, 1988; Puapunte, 1989; Jandaprom, 1988) have also been conducted to investigate the writing ability of Thai students and the results showed that Thai students struggle in writing in English because of their low writing ability.

In spite of the increasing popularity of research on writing strategies and/or abilities continuously, this topic is still a new research in the Thai university context. Very few studies on the student's use of writing strategies and abilities which are related to other variables such as gender, faculties, and years of English study can be found, especially in Bangkok University. Our students may develop their own understanding of the use of writing strategies. They can complete many writing tasks in the classroom. However, they have never been asked systematically to identify what writing strategies they employ, how and how often they employ those strategies while dealing with writing tasks. As mentioned earlier, writing strategy usage seems to be an effective and necessary tool to help students complete their writing tasks. Regarding the previous studies, the low level of writing ability is still a problem for Thai students.

Therefore, the study aimed to: (1) investigate the use of English writing strategies of second-year students (2) investigate English writing ability of second-year students (3) find the relationship between English writing strategies and writing ability (4) find the differences between the use of writing strategies and background information including gender, faculties, and years of English study (5) find the differences between writing ability and different background information including gender, faculties, and years of English study. The research hypotheses were: (1) there is a relationship between the use of English writing strategies and writing ability. (2) students with different background information use different writing strategies (3) students with different background information have different writing ability.

2. Review of Literature

2.1. Learning and Writing Strategies

There is a wide range of definitions and concepts of learning strategy given by many researchers. For example, Brown (1987) describes learning strategies as specific methods of approaching a problem or task, modes of operation for achieving a particular

end, plan designed for controlling and manipulating certain information. Wenden and Rubin (1987: 19) define learning strategies as "... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information." According to Stern (1992: 261), "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques."

Oxford (1990; 2003) defines language learning strategies as specific actions, behaviors, steps or thought process used by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations and to enhance their owns second language learning. These strategies can facilitate the internalization, storage, retrieval or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability. She also distinguishes between indirect and direct strategies. Indirect strategies support language learning through metacognitive, social, and affective strategies, whereas direct strategies involve the target language, as they require its mental processing (further grouped as memory, cognitive, and compensation strategies).

In terms of applying language learning strategies into writing skills, Oxford (1990) presents the strategies useful for writing with their definition and explanation as follows:

2.1.1 Memory strategies. Placing new words into a context, using key words, structured reviewing, and using mechanical techniques.

2.1.2 Cognitive strategies. Repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, practicing naturalistically, using resources for receiving and sending messages, reasoning deductively, translating, transferring, taking notes, summarizing, and highlighting.

2.1.3 Compensation strategies. Selecting the topic, adjusting or approximating the message, coining words, using a circumlocution or synonym.

2.1.4 Metacognitive strategies. Overviewing and linking with already known material, paying attention, finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, seeking practice opportunities, self-monitoring, and self-evaluating.

2.1.5 Affective strategies. Using progressive relaxation, deep breathing, meditation, using music, using laughter, making positive statements, taking risks wisely, rewarding yourself, listening to your body, using a checklist, writing a language learning diary, discussing your feelings with someone else.

2.1.6 Social strategies. Asking for correction, cooperating with peers, cooperating with proficient users of the new language, developing cultural understanding, and becoming aware of others' thoughts and feelings.

2.2. The Relationship between Writing Strategies and Ability

The use of appropriate learning strategies leads to improved proficiency or achievement overall or in specific skills areas. (Wenden and Rubin 1987; O' Mally and Chamot, 1990 cited in Lee, 2003). These studies have investigated the relationship between writing strategies and writing ability. For example, Luekiatpaisarn (1991) studied English writing process of students in higher education institutions, Bangkok Metropolis and compared the English writing process between high and low English writing achievers. She found that high writer achievers used writing strategies more frequently and successfully. Chotirat (1998) studied writing strategies employed by Dhurakitpundit University third-year accounting students with high and low writing ability and found that high writing ability students used all six groups of writing strategies more frequently than low writing ability students. Jarunthawatchai (2001) also studied writing strategies used in process writing by proficient and less proficient writers, Faculty of Humanities, Chiang

Mai University and found that two groups of writers did not vary greatly in the use of social, affective, cognitive, and compensation strategies. However, the proficient writers showed more appropriate and effective use of metacognitive strategies than the less proficient writers did.

2.3. Factors Affecting the Choice of Strategy Use and Ability

The previous studies related to particular variables have been studied by the researcher.

2.3.1 Gender. Regarding the factors that influence on the strategy usage, gender was one factor that has been explored by many researchers. For example, Oxford and Nyikos (1989) found that females are more frequent users of strategies than males in a study of 1,200 university students. Green and Oxford (1995) studied on the use of language learning strategies of 374 college students in Puerto Rico. The results showed that women tended to use more various strategies than men. However, Kim (1995) investigated the use of language learning strategies of Korean adult ESL learners and found no significant differences between males and females in the use of strategies. In Thailand, Nuchsong (1997) investigated strategies for English writing of fourth-year English major students at the United Rajabhat Institute of Buddha Chinnaraj. The findings showed that there was no significant difference between male and female English writers. Besides, Ruth (1992) studied gender differences in writing composition of more than 1000 secondary students in their final year of compulsory schooling from each of three countries: Chile, Sweden, and the United States. Results indicated that girls' performance was superior to that of boys. Boyle (1987) studied 490 college students in Hong Kong and found that female students outperformed their male counterparts in general ESL proficiency.

2.3.2 Faculties. Academic major is another factor that affects the strategy usage. Oxford and Nyikos (1989) studied variables affecting the choice of learning strategies

employed by 1,200 university students, the results showed that the university major determined the choice of strategies. Humanities/social sciences/education majors were found to employ some strategies more often than the technical or business counterparts. Gu (2002), studied gender, academic majors, and vocabulary learning strategies of 648 second-year non-English major students at Beijing Normal University. The results showed that strategy differences were found between arts and science majors.

2.3.3 Years of English Study Oxford (1989 cited in Macleod, 2002), indicated that the number of years of study is one of the factors that influences on strategy choice. Su (2003) investigated variables affecting the use of language learning strategies of 932 students in selected schools in Taipei, Taiwan. The results revealed that years of studying English were found significantly related to the use of the strategies. In addition, Vaughan K. and Farr E. (1997) studied about performance, education and experience factors as predictors of writing ability. A study of approximately 600 students at the Air Force Institute of Technology compared performance, education, and experience to scores achieved by students on objective and essay writing tests. The results showed no strong correlations among any of the factors (education, experience) and writing ability.

It was considered important for the purposes of the study to investigate the use of writing strategies, writing ability and to study the relationship between writing strategies and writing ability and also to find the differences between the use of writing strategies/writing ability and different background information, i.e. gender, faculties, and years of English study.

3. Research Methodology

3.1 Subjects

The subjects in this study were 370 second-year students who enrolled in EN 211 Intermediate English in the first semester of academic year 2006. They were from the faculties of Accounting, Business Administration, Communication Arts, Economics,

Engineering, Fine and Applied Arts, Humanities, Law, and Science and Technology at Bangkok University.

3.2 Instruments

Instruments used in the study were: a writing test, a questionnaire, and an in-depth interview.

3.2.1 The writing test consisted of two short writing tasks. The pilot study for the writing test with 40 students was conducted and their tests were assessed by three raters. The Analytic Scoring Method created by Jacobs et. al (1981) was used for rating procedure. The inter-rater reliability was calculated by using Pearson correlation. The reliability coefficients among the three raters were as follows: the reliability coefficient between rater 1 and 2 was 0.83; the reliability coefficient between rater 2 and 3 was 0.89; the reliability coefficient between rater 1 and 3 was 0.84.

3.2.2 The questionnaire was divided into two main parts: the first part was designed to collect information on the respondent's personal background; the second part asked the respondents to rate their writing strategy usage on a five-point Likert scale of 47 items based on SILL (the Strategies Inventory for Language Learning) Version 7.0 (Oxford, 1990) and Chotirat (1998). The questionnaire was evaluated by three specialists using IOC and the revision was done according to their suggestions. The pilot study with 40 second-year students was conducted. After that, the questionnaire was assessed for reliability using the Cronbach's Coefficient Alpha method. The reliability coefficient was 0.88.

3.2.3. In-depth Interview. The purpose of the in-depth interview was to elicit the further information about the use of writing strategies and the reasons why the students chose to use those strategies. After all the writing testes were scored, twelve subjects (six

with the highest scores and six with the lowest scores) were interviewed by the researcher.

3.3 Data Collection and Data Analysis

Data was collected from 370 second-year students in EN 211 Intermediate English in the first semester of academic year 2006. The procedure for data analysis was conducted as follows:

3.3.1 After the writing tests were scored, the researcher calculated the average score (out of 100 points available) of each student. In order to measure the level of ability, the scores from the writing test were statistically divided into five levels based on the Norm-Criterion Grading System. (Soonthorndhai, 2007). Then, Statistical Package for the Social Sciences (SPSS) was used to analyze the data from the writing test scores as follows: 1) arithmetic means, standard deviations were also used to analyze the level of writing ability; 2) t-test was used to compare the mean scores of the writing ability in terms of gender; 3) One-Way ANOVA (F-test) or Welch's ANOVA was used to test the difference of the mean scores of writing ability in terms of faculties, and years of English study. If the results of using ANOVA was statistically significant, Tukey HSD would be used for Multiple Comparisons. If the result of using Welch's ANOVA was statistically significant, Tamhane would be used for Multiple Comparisons.

3.3.2 After receiving the completed questionnaires, the data was statistically analyzed, tabulated, and interpreted by means of Statistical Package for the Social Sciences (SPSS). The statistical devices used in the research were as follows: 1) arithmetic means and standard deviations were used to analyze the level of writing strategy usage; 2) t-test was used to compare the mean scores of the opinion on writing strategy in terms of gender; 3) One-Way ANOVA (F-test) or Welch's ANOVA was used

to test the difference of the mean scores of the opinion on writing strategy usage in terms of faculties, and years of English study. If the result of using ANOVA was statistically significant, Tukey HSD would be used for Multiple Comparisons. If the result of using Welch's ANOVA was statistically significant, Tamhane would be used for Multiple Comparisons. In addition, Pearson Correlation Coefficient was used to investigate the relationship between writing strategy usage and writing ability measured by writing test scores.

4. Analysis and Results

4.1 Descriptive Statistics

The major results obtained from the data analysis by means of SPSS are as follows:

1. The students employed all six groups of writing strategies (memory, cognitive, compensation, metacognitive, affective, and social strategies) with moderate frequency. They chose compensation strategies as most frequently used whereas they chose memory strategies as least frequently used.

2. Their writing ability was at moderate level.

3. There was a relationship between writing strategy and writing ability at .05 significant level (r = 0.12).

4. A significant difference at .05 level was found in the use of writing strategies among nine faculties. In overall strategy use and in the sub-strategies within each group of writing strategies, students from the faculty of Humanities show greater use of these strategies than students from other faculties. However, there were no statistically significant differences found in the use of writing strategies in terms of gender, and years of English study.

5. There was a statistically significant difference in their writing ability at the .05 level between male and female students. The results show that females had greater writing ability than males. However, there were no statistically significant differences found among nine faculties, and years of English study.

4.2. Qualitative Analysis

In-depth interview was one of the instruments used in the research in order to elicit the further information about the use of writing strategies. The results show that students having highest scores tended to know and used a greater variety of writing strategies and applied them more often than students having lowest scores. Other interesting results obtained from the interviews can be summarized as follows:

1. The majority of students having highest scores used cognitive strategies more frequently than students having lowest scores. More specifically, using dictionary was the most frequent strategy usage of both groups in order to check meaning, and spelling. Noticeably, translation was preferred by students having lowest scores and they also used a dictionary in translation. Besides, practicing naturalistically through writing notes, messages, letters, email, or chatting in English was preferred by students having highest scores because they think that it is a good practice of English writing while students having lowest scores rarely used this strategy.

2. Students having highest writing scores used compensation strategies more frequently than students having lowest scores. Adjusting the message, using a circumlocution and synonym were preferred by students having highest scores because these strategies can help them compensate for unknown vocabulary and complex grammatical structures. In addition, selecting the topic was preferred by students from both groups and they all preferred the topics that are related to their own experience.

3. Students having highest writing scores used social strategies more frequently

than students having lowest scores. The majority of students having highest scores preferred to ask for corrections from their teachers because they think that they can learn from mistakes through teacher's correction, while students having lowest scores preferred cooperating with peers because they can ask their friends to help them in writing.

4. Students from both groups used affective strategies because they think that these strategies can help them reduce stress.

5. Students having highest writing scores preferred metacognitive strategies. Planning for a language task and self-monitoring were preferred by students having highest scores because writing an outline can help them focus on specific points and they preferred to monitor their own papers before they turn it in. Noticeably, students having lowest scores rarely used these strategies because they don't know how to apply these strategies. However, students from both group reported the rare use of other sub-strategies because they were not familiar with them.

6. Students from both groups used memory strategies because they think that these strategies can help them remember vocabulary well.

7. Finally, students from both groups stated that using writing strategies will help them improve their writing ability because they can use them for successful writing, and these strategies will provide them with more practice.

Discussion of the Results

The results of the study will be discussed based on the research questions and hypotheses set out in Chapter One as follows:

Research Question 1: What are the writing strategies used by second-year students?

The questionnaire asked the subjects to indicate the use of their English writing strategies: memory, cognitive, compensation, metacognitive, affective, and social. The

findings of the use of the six groups of writing strategies are divided into the following items.

Discussion of Findings:

The use of writing strategies employed by students

The findings in the preceding chapter report the overall use of writing strategies of second-year students was moderate ($\overline{X}$ = 2.90). In other words, the findings reveal that the students sometimes used all writing strategies which are memory, cognitive, compensation, metacognitive, affective, and social strategies. The findings are in accordance with the previous studies: Luekiatpaisarn (1991) found that the students self-rated their use of the three strategies: metacognitive, cognitive, and communicative strategies in their writing process at a medium level. Also, Jarunthawatchai (2001) revealed the student's moderate use of all groups of writing strategies including affective, social, cognitive, and compensation strategies in their process writing. Chotirat (1998) further indicated that students with high writing ability had overall use of six groups of writing strategies at a moderate level. From the findings of this study, it can be explained that most students realize the importance of writing strategies and consider all writing strategy usage an essential tool to assist them in their writing tasks.

When considering the use of each writing strategy group, students tended to use compensation strategies the most frequently ($\overline{X}$ = 3.19). The findings agree with the results of the student interviews, which show that the students from both groups: students having highest scores and students having lowest scores preferred to use the compensation strategies in their writing. The findings in this study are also in accordance with the results found in the previous study conducted by Chotirat (1988). This could be explained that compensation strategies are used to compensate for a lack or appropriate vocabulary as well as to make up for a lack of grammatical knowledge. These strategies are used when the language learners experience a temporary breakdown in speaking or

writing (Oxford, 1990: 48-49). This could be due to the fact that insufficient knowledge of vocabulary remains a problem for students; therefore, compensation strategies are a helpful device for students to get around this problem.

In addition, the results of this study reveal that the memory strategies received the lowest frequency of use ($\overline{X}$ = 2.73). The results also agree with the study of Chotirat (1998) which revealed that memory strategies were used at a low frequency level. This also agrees with Oxford (1990) who found that memory strategies can be contributors to language learning. Nevertheless, language learners rarely report using these strategies because they are unaware of how often they actually utilize them. It may be explained that students in the study are unaware of the memory strategy usage and need to be given more opportunities to practice these strategies in class.

There were some interesting results found in the use of sub-strategies within each group of writing strategies, in which they were rated either high or low level. For example, in the group of cognitive strategies, using resources for receiving and sending messages (using dictionary) was rated high level. The findings are consistent with the results of the interviews which indicated that 8 out of 12 students use dictionaries to help them when they are writing in order to check meaning, spelling, and also low score students used the dictionaries for translation. This could be due to the fact that this strategy involves using resources to find out the meaning and to produce messages in a new language (Oxford, 1990: 81). Therefore, it can be explained that students in this study may need to use this strategy to cope with any difficulty when they attempt to complete the writing task.

In addition, in the group of cognitive strategies, students rated high level of translating. The findings agree with the study of Chotirat (1998) which revealed that both high and low writing ability students used translating as an important strategy. In addition, the findings also agree with the results of the student interviews which show that the majority of low score students used translation in their writing. This could be due to

the fact that this strategy helps learners produce the new language; however, word-for-word translation, through a frequent occurrence among beginners, can provide the wrong interpretation and this translation also slows learners down considerably, forcing them to go back and forth constantly between languages (Oxford, 1990: 84-85). In the discussion, students in this study should be advised to avoid translation in their writing so that they can practice writing more freely. The results of the study suggest that the teachers need to find appropriate means to help students depart from translation so as to develop fluency, speed, and accuracy in their writing.

However, the findings also reveal that students rated the low frequency of use in repeating (doing something over and over in order to practice it). Additionally, summarizing (writing summaries for practicing more writing) received the lowest mean scores. This may be due to the fact that students are not provided enough opportunities to practice these strategies in class.

Regarding the sub-strategies of affective strategies, students rated high frequency of use in listening to your body (paying attention to signals given by the body such as tension, anxiety in order to control or relax). The findings agree with the results of the interview which reveal that 5 out of 12 students reported that they will take a short break from writing if they feel stressed. From the findings, it can be explained that writing is a difficult skill for students; therefore, they may feel stressed or anxious and need to use these strategies to reduce stress, relax, and increase their confidence.

However, they rated low frequency use of other strategies including writing a language learning diary (writing a diary or journal to express feelings, attitudes, and perceptions about the language learning process). In the discussion, students should be encouraged to express their feelings about language learning in the diary so that they could describe and understand their feelings and, finally discover what they need to become better learners.

Research Question 2: What is the writing ability of second-year students?

The data obtained from the writing test gives an answer to Research Question Two. After all writing tests were rated by the raters, the researcher classified the scores into five levels in order to study the student's writing ability.

Discussion of Findings:

Students' overall writing ability

The findings reveal that the large number of students had a moderate level of writing ability (40.27%). The similar results were found in the study by Prudtikul (2005) which revealed that English writing ability of students was at a fair level. According to the results, it can be explained that students in this study have adequate background in English writing; however, if they want to achieve higher level of writing ability, they need more practice, as Raimes (1983) states that writing ability is a sum of a variety of skills employed in a diversity of contexts, and fluctuates unevenly among these varieties. Therefore, in order to achieve high level writing ability, students need to be trained and given frequent practice in writing a variety of materials both inside and outside the classroom throughout their study of English writing courses. In addition, Myles (2006) points out that the only way to improve writing is to keep writing—thinking that with enough practice in writing and revision, students would eventually acquire the fundamentals, or at least the standard, required of academic discourse.

When writing ability is classified by gender, faculties, and years of English study, the results show that the average writing ability of male and female students was at a moderate level ($\overline{X}$ = 68.16). Concerning writing ability of students from nine faculties, the results show that the average writing ability of all nine faculties was at a moderate level ($\overline{X}$ = 68.16). Students from the faculty of Law received the highest mean scores ($\overline{X}$ = 70.43), while students from the faculty of Engineering received the lowest mean

scores ($\overline{X}$ = 62.93). Regarding students with different years of English study, the results show that all students had a moderate level of writing ability ($\overline{X}$ = 68.16). That is, students with more than 13 years of English study received the highest mean scores ($\overline{X}$ = 68.68) while students with 8-10 years of English study received the lowest mean scores ($\overline{X}$ = 66.83). Further discussion of results according to the background information will be made in answering to Research Question 5.

Research Question 3: Is there any relationship between the writing strategies and writing ability?

The data obtained from the questionnaire and the writing test was analyzed in order to investigate the relationship between writing strategy usage and writing ability. The Pearson Correlation Coefficient was used in the statistical procedure.

Discussion of Findings:

Hypothesis one which indicated that there is a relationship between overall writing strategy usage and writing ability was confirmed by the findings of the study since there was a positive correlation between overall writing strategy usage and writing ability at a significance level of .05 . Although the magnitude of the correlation between overall writing strategy usage and writing ability was low (r = 0.12), it was significant (p < 0.05). This could be explained that the sum of all six variables, which is significant only two variables, decreases the magnitude of the correlation between overall writing strategy usage and writing ability.

One interpretation of the findings is that writing strategy usage reflects writing ability. The findings are in accordance with the interview results which indicate that students having highest writing scores tend to know, use a greater variety of writing strategies, and apply them more often than students having lowest writing scores.

In addition, the results support Luekiatpaisarn (1991); Chotirat (1998), and Jarunthawatchai (2001) who also found out that the student's writing strategy usage is related to their writing ability. They studied the comparison between students with high and low ability in using writing strategies. The results revealed that regarding overall use of writing strategies: memory, cognitive, compensation, metcognitive, affective and social strategies, students with high ability had high frequency of writing strategy use, while students with low writing ability typically used writing strategies at a low level. Moreover, the findings also correspond somewhat to the study by Oxford and Burry (1995) which revealed that any language learning strategies usage directly relates to language performance, regardless of whether performance is measured as a course grade, a class test score, a standardized proficiency test score, a self-rating or something else.

In discussion, the results of the study indicate the relationship between writing strategy usage and writing ability. Thus, in order to achieve high level writing ability, students need to have higher writing strategy usage to complete their writing tasks.

In addition, among the six groups of writing strategy usage, there was a positive correlation found between memory strategy usage and writing ability at significance level of .05 ($r = 0.18$). In the discussion, it could be explained that Thai students are often encouraged to memorize a lot of sentences, idioms, and vocabulary in English learning. Memory strategies could reflect their writing ability. High ability students tend to use their strategies at a high frequency because they are better at discovering these strategies by themselves in remembering vocabulary, structuring, and arranging things in order, making associations, and reviewing information when they complete the writing tasks.

Moreover, there was another positive correlation between cognitive strategy usage and writing ability at significance level of .05 ($r = 0.16$). The results are consistent with the interview results which revealed that the majority of students having high writing ability usually had the high frequency of cognitive strategy usage while students having lowest scores rarely used this strategy. In the discussion, this could be explained that

students with high writing ability tend to be more open to receive and produce the language naturally and that such strategies are necessary for real life. Indeed, it is quite possible that students with high writing ability are quite likely to write in more ways, to write more notes, messages, email, chat, diary, etc. in a natural setting.

However, there was no relationship between writing ability and the other four writing strategies of compensation, metacognitive, affective, and social.

Research Question 4: Are there any significant differences between the use of writing strategies and different background information including gender, faculties, and years of English study?

The data obtained from the questionnaire was analyzed in order to investigate the significant differences between the use of students' writing strategies and their background information. The students' mean scores were analyzed by means of t-test, and ANOVA.

Discussion of Findings:

Hypothesis two which indicated that students with different background information have different writing strategies was confirmed by the findings in the study in terms of faculties. However, the findings according to each of the categories of background information: gender, faculties, and years of English study are discussed as follows:

1. Gender. Although female students used writing strategies more frequent than male student (Table 4.9), the results obtained from the application of t-test (Table 4.18) indicate that there was no statistical difference between male and female students in the writing strategy usage at the level of .05. The results are in accordance with the study of Nuchsong (1997) which investigated strategies for English writing of fourth-year English major students at the United Rajabhat Institute of Buddha Chinnaraj and the findings

showed that there was no significant difference between male and female students in their use of writing strategies. The results also correspond somewhat to the results of Kim (1995) which revealed that gender had no significant differences on the use of language learning strategies.

2. Faculties. The results obtained from the application of ANOVA indicate there were significant differences among students from nine faculties in the overall use of writing strategies. The results from a Post Hoc test (Tukey HSD) indicate students from the faculty of Humanities had the highest mean scores. The findings agree with the studies of Oxford (1990a); Oxford and Nyikos (1998) which revealed that Humanities major students were found to employ some strategies more often than their technical or business major students.

In the discussion, the highest mean scores of Humanities students may be explained that Humanities students having English and/or Hotel and Tourism major have better English background than students in other faculties since they have continuously been taught and encouraged to practice writing strategies as part of their major subjects. The findings suggest the recognition of the differences in the use of writing strategies among students in the other eight faculties should lead to the more emphasis on practice of writing strategy usage in other English courses.

3. Years of English Study. The results obtained from applying ANOVA reveal that students with different years of English study (less than 8 years, 8-10 years, 11-13 years, more than 13 years) had no statistically significant differences in the use of writing strategies at a level of .05. The findings do not agree with the studies of Oxford (1989) and Su (2003) which revealed that the number of years of study influences on strategy choice. From the findings of the current study, this variable is not the factor of strategy choice of students. It could be explained that the differences between the current study and previous studies may be attributed to the differences in the student's awareness of

writing strategies. Students in the current study should be provided with more opportunities to be trained to use strategies in their writing.

Research Question 5: Are there any significant differences between the writing ability and different background information including gender, faculties, and years of English study?

The data obtained from the questionnaire and the writing test was analyzed in order to study if there are any significant differences between the students' writing ability and their background information. The students' mean scores were analyzed by ANOVA.

Discussion of Findings:

Hypothesis three which indicated that students with different background information have different writing ability was confirmed by the findings in the study in terms of gender. However, the results of the findings according to each of the categories of background information: gender, faculties, and years of English study are discussed as follows:

1. Gender. The results obtained from applying t-test reveal that female students had a higher writing ability than male students at a significance level of .05. The results support the study of Ruth (1992) which revealed that girls' performance in writing compositions was better than that of boys and the study of Boyle (1987) which revealed that female students outperformed their male counterparts in general English proficiency. This could be explained from that female students usually pay more attention in English class rather than their counterparts and perform in any writing tasks better than males. The findings also suggest that some male students may need the teacher's special attention both in learning writing strategies and in improving their writing ability.

2. Faculties. The results obtained from applying Welch's ANOVA reveal that students from nine faculties: Business Administration, Accounting, Economics,

Humanities, Communication Arts, Fine and Applied Arts, Law, Engineering, and Science and Technology had no statistically significant differences in their writing ability at the level of .05.

3. Years of English Study. The results obtained from applying ANOVA reveal that students with different years of English study (less than 8 years, 8-10 years, 11-13 years, more than 13 years) had no statistically significant differences in their writing ability at the level of .05.

The findings in terms of faculties and years of English study correspond somewhat to the study of Vaughan K. and Farr E. (1997) which showed no strong correlations between education factors and writing ability.

In the discussion, faculties and years of English study are not important factors in determining student's writing ability in the study. This could be explained that students may develop their abilities independent of their faculties and years of English study since students in this study had been studying three general English courses, and they had been completing a large number of writing assignments and tests; therefore, they were prepared and aware of how they would be measured through writing.

Conclusion

This study investigated writing strategies; writing ability; the relationship between writing strategies and writing ability; the differences between the use of writing strategies/writing ability and background information including gender, faculties, and years of English study. The subjects were 370 students who enrolled in EN 211: Intermediate English in the first semester of academic year 2006 at Bangkok University. The instruments were a questionnaire, writing test, and indepth-interview. The conclusions based on the major findings are as follows: The students employed six groups of writing strategies (memory, cognitive, compensation, metacognitive, affective, and social strategies) with moderate frequency. They used compensation strategies the most

frequently whereas they used memory strategies the least frequently. Their writing ability was at moderate level. In addition, the findings of this study confirmed the hypothesis which indicated that there is a relationship between writing strategy and writing ability at .05 significant level. The hypothesis which indicated that students with different background information have different writing strategies was confirmed by the findings in the study in terms of faculties. In the overall strategy use and in sub-strategy use, students from the faculty of Humanities show greater use of strategies than students from other faculties. However, there were no statistically significant differences found in the use of writing strategies in terms of gender, and years of English study. In addition, the hypothesis which indicated that students with different background information have different writing ability was confirmed by the findings in the study in terms of gender. The results show that females had greater writing ability than males. However, there were no statistically significant differences in terms of faculties and years of English study.

Implication for Teaching and Learning

This study aimed at investigating the writing strategy usage and writing ability of students at Bangkok University. The results show that writing strategy usage and writing ability were at a moderate level. In addition, there was a relationship between writing strategy usage and writing ability. In other words, writing strategy usage reflects writing ability. It is reasonable to assume that students should be trained in using and developing the strategies to become more capable at effective writing. The implications for teachers and students, and also curriculum development are as follows:

Implication for Teachers and Students

1. Teachers should learn about students, their interests, motivation, and learning styles (Shmais, 2000). Also, they should become more aware of student's writing strategies that students are using or not using so that teacher can focus on those strategies in order to meet the needs and learning styles of the students.

2. Teachers should help students identify or show students their current strategies (O'Mally and Chamot, 1990). This can be done by a variety of data collection methods: surveys, one-on-one and group interview, diaries, think-aloud data and other means (Lee, 2003). Then, they should explain the rationale and the application of using additional strategies (O'Mally and Chamot, 1990). Also, they should select strategies which are related to the characteristics of students or advise students to select appropriate strategies for developing their writing skills. Oxford et al. (1993) recommended that teachers should include strategy instruction for all students as a regular part of language teaching and learning, so that students can make the best of their learning power.

3. Teachers should change their role to that of facilitator, helper, guide, consultant, adviser, coordinator, idea person, diagnostician, and co-communicator in order to help students practice their strategies (Oxford, 1990). Unlike, most other factors of learning, such as aptitude, motivation, etc, these strategies are teachable (Brown, 1987). Therefore, teachers should help students learn quicker, easier, and more effective by conducting strategy training in the regular classrooms.

4. Teachers should provide opportunities and prepare materials and activities for practice, and evaluates or assists students to determine their degree of success in using the strategies (O'Mally and Chamot, 1990).

5. For students, they should learn to recognize the writing strategies they are using or not using. They may use a list of writing strategies as a checklist to ensure they have used each strategy. After checking the list they should try to use a strategy that they have never used before. This should enable students to identify which strategy helps them write

most effectively. In addition, Lee (2003) suggests that successful students may serve as informants for students experiencing less success in using strategies. By monitoring each other, students can be an important part in not only learning but also teaching.

6. Students should take more responsibility for their own learning because they can become more independent, self-directed (Dickenson, 1987) when using a larger variety of writing strategies to improve their writing ability.

7. Students should learn to evaluate themselves in strategy usage. The self-assessments provide practice with the strategies of self-monitoring and self-evaluating. In addition, the data obtained is useful for students themselves and for teachers for evaluating the success of strategy instructions.

Implication for Curriculum Development

The most important implication of the study is to provide students with further opportunities to practice writing strategies more frequently. Although compensation strategies received the most frequent use, less frequent strategies such as memory, cognitive, metacognitive, social and affective strategies should form the core of the writing courses. Language curriculum, materials and instructional approaches should incorporate various activities to develop these writing strategies. For example, teacher should analyze the textbook to find out whether it includes the writing strategies or teacher should look for the new textbooks with the writing strategies included. It might be necessary for teachers to produce some handouts on when and how to use the strategies that they want to focus on as well as to develop a handbook for students to allow self-study both at home and in class. Finally, evaluating the lessons in terms of strategy usage should be done in order to get feedback and revise the lessons.

Recommendations for Further Study

1. The results of the study reveal the writing strategies and writing ability of second-year students at Bangkok University. Therefore, a replication of the study could be conducted with other groups of students in the university or other students in other universities. A comparison of the results of the study to those obtained from different subjects in other universities will give us more understanding of students' writing strategies and provide common guidelines to develop students to use appropriate strategies and so enhance their writing ability.

2. There should be an investigation on other factors of students that affect their choice of writing strategy usage and corresponding writing ability, such as age, motivation, learning style, career orientation, beliefs, attitude, etc.

3. There should be a comparison between the students with high and low writing ability on the use of their writing strategies.

4. This study collected data via the questionnaire by asking the subjects to self-rate their use of writing strategies and in-depth interviews. However, a more in-depth study should be carried out to obtain comprehensive information about the extent to which students use writing strategies. Other instruments such as think-aloud protocol, student's written analysis, and direct observation are recommended to be included in further studies.

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APPENDIX A

QUESTIONNAIRE

Part I: Personal Background Information

Instruction Please mark ✓ in the space provided.

1. You belong to the faculty of ( ) Business Administration ( ) Accounting ( ) Economics

  ( ) Communication Arts   ( ) Fine and Applied Arts   ( ) Law   ( ) Humanities

  ( ) Engineering   ( ) Science and Information Technology

2. Gender   ( ) Male   ( ) Female

3. How many years have you studied English in the institutions?

    ( ) less than 8 years   ( ) 8-10 years   ( ) 11-13 years ( ) Over 13 years

Part II: Investigating Writing Strategies

Frequency of the Usage

Very Often   means that you do the behavior which is described in the statement in most

        circumstances (more than 7-8 times from 10).

Often   means that you do the behavior which is described in the statement more than

        half of the time (5-6 times from 10).

Sometimes   means that you sometimes do the behavior which is described in the statement

        and sometimes you don't (3-4 times from 10).

Seldom   means that you seldom do the behavior which is described in the statement.

        You do this behavior only in a rare instance (1-2 times from 10).

Never   means that you never do the behavior which is described in the statement.

Please mark ✓ in the ☐ on the response that tells what you actually do when you are writing in English.

Writing Strategies	Very often	often	sometimes	seldom	never
Group 1 Item 1-3 1. I use new English words/phrases in a sentence, so I can remember them.					
2. I review English lessons often in order to remember them.					
3. I remember the words/phrases/sentences from my high-score writing tasks in order to use them in the next task.					
Group 2 Item 4-16 4. I practice the phrases or sentences I've just learned or those that I always make mistakes by rewriting them again and again.					
5. I reread and revise my work that I've just written several times in order to check the correctness.					
6. I join together/link and write the phrases or sentences I've learned to produce a longer text.					
7. I use words/phrases/sentences I know in my writing tasks.					
8. I try to write English in my daily life such as jotting down the lecture, writing a diary, a blessed expression, or congratulated on cards for special occasions in English.					
9. I write notes, messages, letters, email, chat in English.					
10. I gather information relevant to the task I'm going to write from any resources around me, for example, from newspapers, journals, televisions, or people around me.					

Writing Strategies	Very often	often	sometimes	seldom	never
11. I use dictionaries while I'm writing.					
12. I make sentences by using the patterns that I myself concluded from what I've learned.					
13. When I'm writing, I think/write in Thai before I write in English.					
14. I jot down notes or ideas I may think of for writing or before writing.					
15. I practice more writing by writing summaries from what I've read.					
16. I use highlight or underline to focus on important information of writing.					
Group 3 Item 17-20 17. I will write better if I can choose the topic of my writing task.					
18. I adjust the message by using simple sentences, making ideas simpler and omitting some items or information in order to avoid using complex sentences that I'm not sure.					
19. I make up new words if I do not know the right ones in English (e.g. I use "tooth doctor" instead of "dentist".					
20. I use a circumlocution or a synonym to convey the intended meaning of words that I don't know.					
Group 4 Item 21-35 21. Before I write any new tasks, I will review my writing lessons and knowledge on writing that I've learned, and link them with the tasks I'm going to write.					
22. When I write any tasks, I will block out noise and interruption until I finish it.					

Writing Strategies	Very often	often	sometimes	seldom	never
23. I decide in advance to pay attention to specific language aspects or content of the task that I'm going to write.					
24. I try to find out how to write better e.g. reading more books, or asking teachers for help.					
25. I organize my language notebook to record information on writing.					
26. I plan my schedule to practice writing outside the classroom by myself.					
27. I have clear goals for learning to write in English, for example, I must improve my writing skill, I must be able to write essays in English.					
28. I plan what I'm going to accomplish in each writing task e.g. I must finish the task within 2 days or meet the deadline.					
29. I decide the purpose of a writing task as well as the reader's needs while I'm writing the task.					
30. Before I write a task, I carefully consider it and then I will choose the type of writing style, phrases, sentences, and vocabularies relevant to the topic of the writing task.					
31. I will make a draft plan or jot down the aspects I'm going to write before I write the first draft.					
32. I try to seek for opportunities to write outside the classroom e.g. seeking for a pen-friend, applying for any English composition contests, or other ways that require English to communicate with others.					

Writing Strategies	Very often	often	sometimes	seldom	never
33. I myself notice the mistakes in my work while I'm writing it and correct them throughout the writing process.					
34. I examine my previous works in order to evaluate the progress and find out the mistakes that still exist in order to eliminate them.					
35. After the teacher returned my work, I compare it with those of my friends who got high marks so as to examine errors and apply it to improve my next work.					
Group 5 Item 36-43 36. I reduce anxiety before beginning to write by using meditation or deep breathing.					
37. I try to relax before writing or whenever I feel anxious by using music or laughter.					
38. I will say positive statements to myself in order to cheer up myself when I feel dejected in my writing.					
39. I actively encourage myself to take wise risk in writing but it is not a guess.					
40. I give myself a reward or treat when I can write well.					
41. I pay attention to physical signs of stress that occur while I'm writing and I try to relax in order to reduce such feeling before I continue to write.					
42. I write down my feelings/attitudes/problems on English writing in a private diary.					
43. I talk to someone I trust about my attitudes, feelings, and problems concerning my English writing.					

Writing Strategies	Very often	often	sometimes	seldom	never
Group 6 Item 44-47 44. I ask teachers for advice or correcting my writing work.					
45. I work with my friends to mutual review our tasks in order to find out any mistakes and try to correct them.					
46. I ask for help or advice from native speakers or other proficient language users whom I know whenever I have a problem in my writing work.					
47. I try to understand the other person's relation to that cultures in order to know what is culturally appropriate in writing.					

Thank you for your cooperation

<u>**ตอนที่ 1: ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม**</u>

<u>**คำชี้แจง**</u> โปรดทำเครื่องหมาย ✓ ลงในช่องที่กำหนดไว้

1. ท่านเป็นนักศึกษาของคณะ ( ) บริหารธุรกิจ ( ) บัญชี ( ) เศรษฐศาสตร์
( ) นิเทศศาสตร์ ( ) ศิลปกรรมศาสตร์ ( ) นิติศาสตร์
( ) มนุษยศาสตร์ ( ) วิศวกรรมศาสตร์
( ) วิทยาศาสตร์และเทคโนโลยี

2. เพศ ( ) ชาย ( ) หญิง

3. ท่านมีระยะเวลาการเรียนวิชาภาษาอังกฤษในสถานศึกษาตั้งแต่เริ่มต้นจนถึงปัจจุบันรวมทั้งสิ้นกี่ปี
( ) น้อยกว่า 8 ปี ( ) 8-10 ปี ( ) 11-13 ( ) มากกว่า 13 ปี

<u>**ตอนที่ 2: กลยุทธ์ในการเขียนภาษาอังกฤษ**</u>

ความบ่อยในการปฏิบัติของท่านในการเขียนภาษาอังกฤษ

<u>ทำบ่อยมาก</u>	หมายถึง กลยุทธ์ในข้อนี้ นักศึกษานำมาปฏิบัติเป็นประจำในการเขียนภาษาอังกฤษ (ใน 10 ครั้ง ปฏิบัติ 7-8 ครั้งหรือมากกว่า)
<u>ทำบ่อย</u>	หมายถึง กลยุทธ์ในข้อนี้ นักศึกษานำมาปฏิบัติบ่อยครั้งในการเขียนภาษาอังกฤษ (ใน 10 ครั้ง ปฏิบัติเพียง 5-6 ครั้ง)
<u>ทำบางครั้ง</u>	หมายถึง กลยุทธ์ในข้อนี้ นักศึกษาเคยปฏิบัติบ้างเหมือนกัน แต่ไม่บ่อยนักในการเขียนภาษาอังกฤษ (ใน 10 ครั้ง ปฏิบัติเพียง 3-4 ครั้ง)
<u>ทำน้อยครั้ง</u>	หมายถึง กลยุทธ์ในข้อนี้ นักศึกษาเคยปฏิบัติน้อยครั้งในการเขียนภาษาอังกฤษ (ใน 10 ครั้ง ปฏิบัติเพียง 1-2 ครั้ง)
<u>ไม่เคยทำ</u>	หมายถึง กลยุทธ์ในข้อนี้ นักศึกษาไม่เคยปฏิบัติในการเขียนภาษาอังกฤษเลย

โปรดทำเครื่องหมาย ✓ ลงในช่อง ☐ ของคำตอบที่ตรงกับการปฏิบัติของท่านในการเขียนภาษาอังกฤษ

กลยุทธ์ในการเขียนภาษาอังกฤษ	ทำบ่อย มาก	ทำ บ่อย	ทำ บางครั้ง	ทำน้อย ครั้ง	ไม่เคย ทำ
หมวดที่ 1 ข้อ 1-3					
1. ฉันนำคำศัพท์/สำนวนใหม่ในภาษาอังกฤษไปใช้ในประโยค เพื่อให้ จำคำศัพท์เหล่านั้นได้					
2. ฉันทบทวนบทเรียนการเขียนภาษาอังกฤษที่ได้เรียนมาบ่อย ๆ เพื่อให้จำได้					
3. ฉันจำรูปประโยค/คำศัพท์/สำนวน จากงานเขียนของฉันที่ได้ คะแนนดี ๆ มาใช้ในงานเขียนครั้งต่อไป					

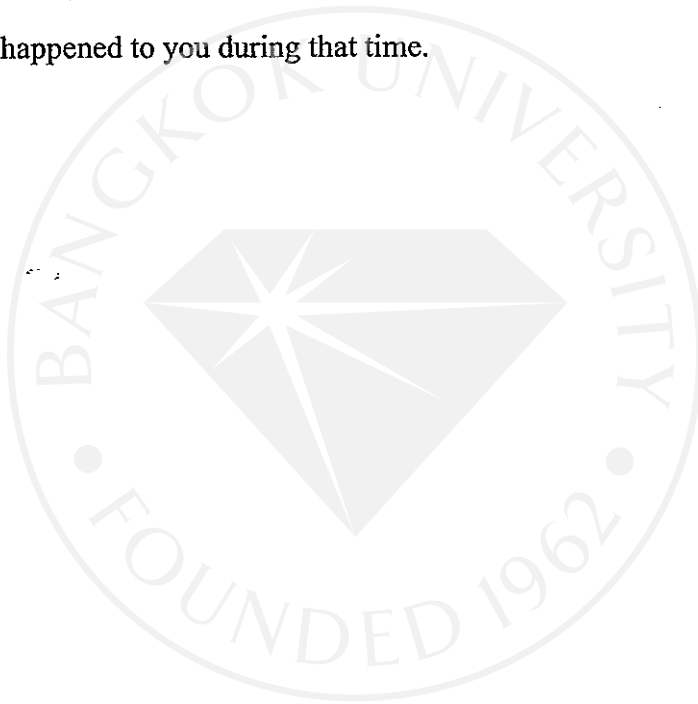| กลยุทธ์ในการเขียนภาษาอังกฤษ	ทำบ่อยมาก	ทำบ่อย	ทำบางครั้ง	ทำน้อยครั้ง	ไม่เคยทำ
หมวดที่ 2 ข้อ 4-16					
4. ฉันฝึกเขียนประโยคที่เพิ่งเรียนมา หรือประโยคที่มักเขียนผิดบ่อย ๆ โดยการฝึกเขียนซ้ำหลาย ๆ ครั้ง					
5. ฉันอ่านทบทวนและแก้ไขงานเขียนของฉันหลาย ๆ รอบ ในการเขียนแต่ละงาน					
6. ฉันนำรูปประโยคที่ได้เรียนมาแล้ว มาเขียนผูกเรื่อง/เชื่อมต่อให้เป็นประโยคที่ยาวขึ้น หรือเป็นเรื่องราวในการเขียนเรียงความ					
7. ฉันนำคำศัพท์/สำนวน/ประโยคที่ใช้อยู่เป็นประจำมาใช้ในงานเขียน					
8. ฉันพยายามเขียนภาษาอังกฤษในชีวิตประจำวัน เช่น จดคำบรรยาย (lecture) หรือเขียนบันทึกประจำวัน (Diary) หรือเขียนอวยพรในการ์ดเป็นภาษาอังกฤษ					
9. ฉันเขียนโน้ตข้อความสั้น (message) หรือ เขียนจดหมาย หรืออีเมล์ (email), แชท (chat) เป็นภาษาอังกฤษ					
10. ฉันเก็บรวบรวมข้อมูลเกี่ยวกับเรื่องที่จะเขียน จากแหล่งข้อมูลรอบๆ ตัว เช่น หนังสือพิมพ์ วารสาร โทรทัศน์ หรือ จากคนรอบข้าง					
11. ฉันใช้ dictionary ช่วยในการเขียน					
12. ฉันเขียนคำหรือประโยคภาษาอังกฤษ โดยใช้กฎเกณฑ์ที่สรุปขึ้นเองจากสิ่งที่เคยได้เรียนรู้มาก่อน					
13.ในระหว่างการเขียน ฉันจะคิด/เขียนเป็นภาษาไทยก่อน แล้วจึงเขียนเป็นภาษาอังกฤษ					
14. ฉันจะจดโน้ต ข้อความหรือ แนวคิดสำคัญหลาย ๆ อย่างที่เข้ามาในความคิด เพื่อใช้สำหรับการเขียนงาน หรือก่อนเริ่มเขียนงาน					
15. ฉันฝึกทักษะการเขียนของฉัน โดยฝึกเขียนสรุปย่อ (Summary) จากสิ่งที่ได้อ่าน					
16. ฉันจะใช้ highlight หรือขีดเส้นใต้เพื่อเน้นเฉพาะบางส่วนที่สำคัญในงานเขียน					
หมวดที่ 3 ข้อ 17-20					
17. ฉันจะเขียนงานได้ดี ถ้าได้มีโอกาสเลือกหัวข้อในการเขียนเอง					
18. ฉันจะปรับเปลี่ยนแก้ไขงานเขียนของฉัน โดยเลือกใช้ประโยคโครงสร้างง่ายๆ และตัดทอนรายละเอียดบางส่วนที่คิดว่าจะเขียนออกบ้าง เพื่อหลีกเลี่ยงการใช้ประโยคซับซ้อนที่ฉันไม่มั่นใจ					
19. ฉันเคยนำศัพท์ที่ฉันรู้มาเรียงต่อกัน เพื่อให้ได้ความหมายใกล้เคียงกับคำศัพท์ที่ฉันไม่รู้ เช่น ใช้ tooth doctor แทน dentist					

กลยุทธ์ในการเขียนภาษาอังกฤษ	ทำบ่อยมาก	ทำบ่อย	ทำบางครั้ง	ทำน้อยครั้ง	ไม่เคยทำ
20. ฉันใช้วิธีการเขียนหลาย ๆ ประโยคโดยใช้คำง่าย ๆ ที่ฉันรู้ หรือใช้คำเหมือน (Synonym) เมื่อฉันไม่สามารถเขียนคำหรือประโยคที่มีความหมายตรงตัวได้					
หมวดที่ 4 ข้อ 21-35 21.ฉันจะทบทวนและนึกถึงความรู้เกี่ยวกับรูปแบบการเขียน กฎไวยากรณ์ และความรู้/ประสบการณ์ที่ฉันได้เคยเรียนรู้มากับเรื่องที่จะเขียน ก่อนการเขียนงาน					
22. ฉันจะมีความตั้งใจในขณะเขียนงาน โดยไม่เบี่ยงเบนหรือสนใจสิ่งรบกวนใด ๆ เช่น เสียงดัง					
23. ฉันกำหนดลักษณะต่าง ๆที่ต้องการเน้นในงานเขียนไว้ล่วงหน้า เช่น งานเขียนชิ้นนี้ฉันจะใช้ past tense					
24. ฉันพยายามหาวิธีที่จะทำให้ฉันเขียนได้ดีขึ้น เช่น อ่านหนังสือมาก ๆ หรือพูดคุยซักถามอาจารย์เมื่อมีปัญหา					
25. ฉันมีสมุดโน้ตที่ฉันใช้จดบันทึก เกี่ยวกับรูปแบบการเขียน กฎไวยากรณ์ ตัวอย่างประโยค คำศัพท์/สำนวน เพื่อใช้ดูเป็นตัวอย่าง					
26. ฉันวางแผนตารางเวลาในการฝึกเขียนไว้ในแต่ละสัปดาห์					
27.ฉันตั้งเป้าหมายในการเขียนภาษาอังกฤษไว้ เช่น ฉันต้องพัฒนาการเขียนให้ดีขึ้นกว่าเดิม หรือ ฉันต้องเขียนเรียงความได้คล่อง					
28.ฉันกำหนดจุดมุ่งหมายในงานเขียนแต่ละครั้งและพยายามทำให้บรรลุจุดมุ่งหมายนั้น เช่น ฉันจะต้องเขียนงานชิ้นนี้ให้เสร็จภายใน 2 วันหรือให้ทันตามกำหนด					
29.ฉันคำนึงถึงจุดประสงค์ในการเขียนและความต้องการของผู้อ่านในงานเขียน					
30. ฉันวางแผนในการเขียนงานเช่น รู้ว่ากำลังเขียนงานประเภทไหน จะใช้โครงสร้าง/คำศัพท์อะไร					
31. ฉันเขียนโครงร่าง หรือเขียนประเด็นที่จะเขียนก่อนลงมือเขียนจริง					
32. ฉันจะแสวงหาโอกาสฝึกฝนการเขียนนอกห้องเรียน เช่น เขียนจดหมายสมัครหา pen-friend, สมัครเขียนเรียงความภาษาอังกฤษ หรือวิธีอื่น ๆ ที่จะต้องใช้ภาษาอังกฤษในการเขียนสื่อสาร					
33. ฉันสังเกตหาข้อผิดพลาดในงานเขียนและปรับแก้ไขด้วยตนเอง					
34. ฉันนำงานเขียนของฉันหลาย ๆ งานที่ผ่านมาเปรียบเทียบกัน เพื่อตรวจพิจารณาหาความก้าวหน้าและข้อผิดพลาดในการเขียน					
35. ฉันจะเปรียบเทียบงานเขียนของฉันกับงานเขียนของเพื่อนที่ได้คะแนนดี เพื่อหาข้อผิดพลาด และนำไปปรับปรุงในงานเขียนต่อไป					

กลยุทธ์ในการเขียนภาษาอังกฤษ	ทำบ่อยมาก	ทำบ่อย	ทำบางครั้ง	ทำน้อยครั้ง	ไม่เคยทำ
หมวดที่ 5 ข้อ 36-43					
36. ฉันจะลดความกระวนกระวายใจก่อนลงมือเขียนงาน เช่น นั่งเงียบ ๆ รวบรวมสมาธิ ทำใจให้สงบ หรือสูดลมหายใจลึก ๆ					
37. ฉันพยายามผ่อนคลายก่อนเขียนงาน โดยใช้เสียงเพลงหรือเรื่องสนุก,ขำขัน เพื่อสร้างบรรยากาศในการเขียน					
38. เมื่อฉันเกิดความท้อถอยในการเขียน ฉันจะให้กำลังใจตัวเองด้วยคำพูดดี ๆ เช่น บอกตัวเองว่า ไม่มีใครไม่เคยเขียนผิด ผิดเป็นครู					
39. ในการเขียนงานบางครั้ง ฉันเคยตัดสินใจเขียนสิ่งที่ฉันไม่ค่อยแน่ใจว่าถูกลงไปด้วย แต่ไม่ใช่การมั่ว					
40. เมื่อฉันเขียนงานได้ดีเป็นที่พอใจ ฉันจะให้รางวัลกับตัวเองเสมอ เช่น ไปดูหนัง หรือ ไปทานอาหารอร่อย ๆ					
41. เมื่อฉันเกิดอาการเครียด หรือ ไม่สบายตัวอื่น ๆ ในขณะเขียนงาน ฉันจะพยายามผ่อนคลายความเครียดและลดอาการนั้น ๆ เช่น หยุดเขียนสักครู่เพื่อผ่อนคลาย ก่อนลงมือเขียนต่อ					
42. ฉันเขียนบรรยายความรู้สึกและทัศนคติของฉันที่มีต่อการเขียน รวมทั้งเขียนถึงสิ่งที่ได้เรียนและปัญหาที่ประสบในการเขียนลงในสมุดบันทึกประจำวัน (Diary)					
43. ฉันจะเล่าให้คนที่ฉันไว้ใจได้ฟังเกี่ยวกับความรู้สึก ทัศนคติและปัญหาที่มีในการเขียน					
หมวดที่ 6 ข้อ 44-47					
44. ฉันขอให้อาจารย์ผู้สอนตรวจแก้ไขข้อผิดพลาดหรือให้คำแนะนำในงานเขียน					
45. ฉันกับเพื่อนแลกกันอ่านงานเขียน เพื่อช่วยหาข้อผิดพลาด/ข้อบกพร่องเพื่อแก้ไขก่อนส่งอาจารย์					
46. เมื่อฉันมีปัญหาในงานเขียน ฉันจะขอความช่วยเหลือหรือคำแนะนำจากผู้เชี่ยวชาญทางภาษา เช่น ชาวต่างชาติเจ้าของภาษา					
47. ฉันพยายามทำความเข้าใจศึกษาวัฒนธรรมของชาวต่างชาติเจ้าของภาษาเพื่อเอื้อประโยชน์ในการเขียนภาษาอังกฤษ					

ขอขอบคุณที่ให้ความร่วมมือเป็นอย่างดี

APPENDIX B

THE WRITING TEST

1. Write a well-organized paragraph of at least 100 words to describe your favorite national holiday/festival. Write down when, why and how you celebrate it.

2. Write a well-organized paragraph of at least 100 words to tell the most memorable experience of your life. Write down where you were, what you did or anything else that happened to you during that time.

APPENDIX C

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

APPENDIX D

Faculties

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
point	3.448	8	361	.001
M_one	.534	8	361	.831
M_two	.599	8	361	.779
M_three	.976	8	361	.454
M_four	.972	8	361	.458
M_five	.949	8	361	.476
M_six	.445	8	361	.893
M_onetosix	.643	8	361	.741

point = writing ability

M_one = Memory Strategies; M_two = Cognitive Strategies;

M_three = Compensation Strategies; M_four = Metacognitive Strategies

M_five = Affective Strategies; M_six = Social Strategies

M_onetosix = All strategy groups

Years of English Study

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
point	.978	3	366	.403
M_one	.711	3	366	.546
M_two	.928	3	366	.427
M_three	2.700	3	366	.046
M_four	3.924	3	366	.009
M_five	.753	3	366	.521
M_six	2.126	3	366	.097
M_onetosix	2.632	3	366	.050

point = writing ability

M_one = Memory Strategies; M_two = Cognitive Strategies;

M_three = Compensation Strategies; M_four = Metacognitive Strategies

M_five = Affective Strategies; M_six = Social Strategies

M_onetosix = All strategy groups

APPENDIX E

The Index of Item-Objective Congruence, IOC

กลยุทธ์ในการเขียนภาษาอังกฤษ	Specialists			ΣR	IOC	meaning
	1	2	3			
หมวดที่ 1 ข้อ 1-3 1. ฉันนำคำศัพท์/สำนวนใหม่ในภาษาอังกฤษไปใช้ในประโยค เพื่อให้จำคำศัพท์เหล่านั้นได้	1	1	1	3	1.00	acceptable
2. ฉันทบทวนบทเรียนการเขียนภาษาอังกฤษที่ได้เรียนมาบ่อย ๆ เพื่อให้จำได้	1	1	1	3	1.00	acceptable
3. ฉันจำรูปประโยค/คำศัพท์/สำนวน จากงานเขียนของฉันที่ได้คะแนนดี ๆ มาใช้ในงานเขียนครั้งต่อไป	1	1	1	3	1.00	acceptable
หมวดที่ 2 ข้อ 4-16 4. ฉันฝึกเขียนประโยคที่เพิ่งเรียนมา หรือประโยคที่มักเขียนผิดบ่อย ๆ โดยการฝึกเขียนซ้ำหลาย ๆ ครั้ง	0	1	1	2	0.67	acceptable
5. ฉันอ่านทบทวนและแก้ไขงานเขียนของฉันหลาย ๆ รอบ ในการเขียนแต่ละงาน	1	1	1	3	1.00	acceptable
6. ฉันนำรูปประโยคที่ได้เรียนมาแล้ว มาเขียนผูกเรื่อง/เชื่อมต่อให้เป็นประโยคที่ยาวขึ้น หรือเป็นเรื่องราวในการเขียนเรียงความ	1	1	1	3	1.00	acceptable
7. ฉันนำคำศัพท์/สำนวน/ประโยคที่ใช้อยู่เป็นประจำมาใช้ในงานเขียน	1	1	0	2	0.67	acceptable
8.ฉันพยายามเขียนภาษาอังกฤษในชีวิตประจำวัน เช่น จดคำบรรยาย (lecture) หรือเขียนบันทึกประจำวัน (Diary) หรือเขียนอวยพรในการ์ดเป็นภาษาอังกฤษ	0	1	1	2	0.67	acceptable
9. ฉันเขียนโน้ตข้อความสั้น (message) หรือ เขียนจดหมาย หรืออีเมล์ (email), แชท (chat) เป็นภาษาอังกฤษ	1	1	0	2	0.67	acceptable
10. ฉันเก็บรวบรวมข้อมูลเกี่ยวกับเรื่องที่จะเขียน จากแหล่งข้อมูลรอบๆ ตัว เช่น หนังสือพิมพ์ วารสาร โทรทัศน์ หรือ จากคนรอบข้าง	1	1	1	3	1.00	acceptable
11. ฉันใช้ dictionary ช่วยในการเขียน	1	1	1	3	1.00	acceptable
12. ฉันเขียนคำหรือประโยคภาษาอังกฤษ โดยใช้กฎเกณฑ์ที่สรุปขึ้นเองจากสิ่งที่เคยได้เรียนรู้มาก่อน	0	1	1	2	0.67	acceptable
13.ในระหว่างการเขียน ฉันจะคิด/เขียนเป็นภาษาไทยก่อน แล้วจึงเขียนเป็นภาษาอังกฤษ	1	1	1	3	1.00	acceptable
14. ฉันจะจดโน้ต ข้อความหรือ แนวคิดสำคัญหลาย ๆ อย่างที่เข้ามาในความคิด เพื่อใช้สำหรับการเขียนงาน หรือก่อนเริ่มเขียนงาน	0	1	1	2	0.67	acceptable

กลยุทธ์ในการเขียนภาษาอังกฤษ	Specialists			ΣR	IOC	meaning
	1	2	3			
15. ฉันฝึกทักษะการเขียนของฉัน โดยฝึกเขียนสรุปย่อ (Summary) จากสิ่งที่ได้อ่าน	1	1	1	3	1.00	acceptable
16. ฉันจะใช้ highlight หรือขีดเส้นใต้เพื่อเน้นเฉพาะบางส่วนที่สำคัญในงานเขียน	1	1	1	3	1.00	acceptable
หมวดที่ 3 ข้อ 17-20 17. ฉันจะเขียนงานได้ดี ถ้าได้มีโอกาสเลือกหัวข้อในการเขียนเอง	1	1	1	3	1.00	acceptable
18. ฉันจะปรับเปลี่ยนแก้ไขงานเขียนของฉัน โดยเลือกใช้ประโยคโครงสร้างง่ายๆ และตัดทอนรายละเอียดบางส่วนที่คิดว่าจะเขียนออกบ้าง เพื่อหลีกเลี่ยงการใช้ประโยคซับซ้อนที่ฉันไม่มั่นใจ	0	1	1	2	0.67	acceptable
19. ฉันเคยนำศัพท์ที่ฉันรู้มาเรียงต่อกัน เพื่อให้ได้ความหมายใกล้เคียงกับคำศัพท์ที่ฉันไม่รู้ เช่น ใช้ tooth doctor แทน dentist	1	1	1	3	1.00	acceptable
20. ฉันใช้วิธีการเขียนหลาย ๆ ประโยคโดยใช้คำง่าย ๆ ที่ฉันรู้ หรือใช้คำเหมือน (Synonym) เมื่อฉันไม่สามารถเขียนคำหรือประโยคที่มีความหมายตรงตัวได้	1	1	1	3	1.00	acceptable
หมวดที่ 4 ข้อ 21-36 21.ฉันจะทบทวนและนึกถึงความรู้เกี่ยวกับรูปแบบการเขียน กฎไวยากรณ์ และความรู้/ประสบการณ์ที่ฉันได้เคยเรียนรู้มากับเรื่องที่จะเขียน ก่อนการเขียนงาน	0	1	1	2	0.67	acceptable
22. ฉันจะมีความตั้งใจในขณะเขียนงาน โดยไม่เบี่ยงเบนหรือสนใจสิ่งรบกวนใด ๆ เช่น เสียงดัง	1	1	0	2	0.67	acceptable
23. ฉันกำหนดลักษณะต่าง ๆที่ต้องการเน้นในงานเขียนไว้ล่วงหน้า เช่น ด้านการใช้ภาษา หรือเนื้อหาของเรื่อง	0	1	1	2	0.67	acceptable
24. ฉันพยายามหาวิธีที่จะทำให้ฉันเขียนได้ดีขึ้น เช่น อ่านหนังสือมาก ๆ หรือพูดคุยซักถามอาจารย์เมื่อมีปัญหา	1	1	1	3	1.00	acceptable
25. ฉันมีสมุดโน้ตที่ฉันใช้จดบันทึก เกี่ยวกับรูปแบบการเขียน กฎไวยากรณ์ ตัวอย่างประโยค คำศัพท์/สำนวน เพื่อใช้ดูเป็นตัวอย่าง	1	1	1	3	1.00	acceptable
26. ฉันจะสร้างบรรยากาศที่ฉันรู้สึกสบายที่สุดก่อนลงมือเขียน เช่น นั่งในท่าที่สบาย หรือหามุมสงบในการเขียน	1	1	-1	1	0.33	unacceptable
27. ฉันวางแผนตารางเวลาในการฝึกเขียนไว้ในแต่ละสัปดาห์	1	1	0	2	0.67	acceptable
28.ฉันตั้งเป้าหมายในการเขียนภาษาอังกฤษไว้ เช่น ฉันต้องพัฒนาการเขียนให้ดีขึ้นกว่าเดิม หรือ ฉันต้องเขียนเรียงความได้คล่อง	1	1	1	3	1.00	acceptable
29.ฉันกำหนดจุดมุ่งหมายในงานเขียนแต่ละครั้งและพยายามทำให้บรรลุจุดมุ่งหมายนั้น เช่น ฉันจะต้องเขียนงานชิ้นนี้ให้เสร็จภายใน 2 วันหรือให้ทันตามกำหนด	0	1	1	2	0.67	acceptable

กลยุทธ์ในการเขียนภาษาอังกฤษ	Specialists			ΣR	IOC	meaning
	1	2	3			
30.ฉันคำนึงถึงจุดประสงค์ในการเขียนและความต้องการของผู้อ่านในงานเขียน	0	1	1	2	0.67	acceptable
31. ฉันวางแผนในการเขียนงานเช่น รู้ว่ากำลังเขียนงานประเภทไหนจะใช้โครงสร้าง/คำศัพท์อะไร	1	1	1	3	1.00	acceptable
32. ฉันเขียนโครงร่าง หรือเขียนประเด็นที่จะเขียนก่อนลงมือเขียนจริง	1	1	1	3	1.00	acceptable
33. ฉันจะแสวงหาโอกาสฝึกฝนการเขียนนอกห้องเรียน เช่น เขียนจดหมายสมัครหา pen-friend, สมัครเขียนเรียงความภาษาอังกฤษ หรือวิธีอื่น ๆ ที่จะต้องใช้ภาษาอังกฤษในการเขียนสื่อสาร	1	1	1	3	1.00	acceptable
34. ฉันสังเกตหาข้อผิดพลาดในงานเขียนและปรับแก้ไขด้วยตนเอง	1	1	1	3	1.00	acceptable
35. ฉันนำงานเขียนของฉันหลาย ๆ งานที่ผ่านมาเปรียบเทียบกันเพื่อตรวจพิจารณาหาความก้าวหน้าและข้อผิดพลาดในการเขียน	1	1	1	3	1.00	acceptable
36. ฉันจะเปรียบเทียบงานเขียนของฉันกับงานเขียนของเพื่อนที่ได้คะแนนดี เพื่อหาข้อผิดพลาด และนำไปปรับปรุงในงานเขียนต่อไป	1	1	1	3	1.00	acceptable
หมวดที่ 5 ข้อ 37-44 37. ฉันจะลดความกระวนกระวายใจก่อนลงมือเขียนงาน เช่น นั่งเงียบ ๆ รวบรวมสมาธิ ทำใจให้สงบ หรือสูดลมหายใจลึก ๆ	1	1	1	3	1.00	acceptable
38. ฉันพยายามผ่อนคลายก่อนเขียนงาน โดยใช้เสียงเพลงหรือเรื่องสนุก,ขำขัน เพื่อสร้างบรรยากาศในการเขียน	0	1	1	1	0.67	acceptable
39. เมื่อฉันเกิดความท้อถอยในการเขียน ฉันจะให้กำลังใจตัวเองด้วยคำพูดดี ๆ เช่น บอกตัวเองว่า ไม่มีใครไม่เคยเขียนผิด ผิดเป็นครู	1	1	1	3	1.00	acceptable
40. ในการเขียนงานบางครั้ง ฉันเคยตัดสินใจเขียนสิ่งที่ฉันไม่ค่อยแน่ใจว่าถูกลงไปด้วย แต่ไม่ใช่การมั่ว	0	1	1	2	0.67	acceptable
41. เมื่อฉันเขียนงานได้ดีเป็นที่พอใจ ฉันจะให้รางวัลกับตัวเองเสมอ เช่น ไปดูหนัง หรือ ไปทานอาหารอร่อย ๆ	1	1	1	3	1.00	acceptable
42. เมื่อฉันเกิดอาการเครียด หรือ ไม่สบายตัวอื่น ๆ ในขณะเขียนงาน ฉันจะพยายามผ่อนคลายความเครียดและลดอาการนั้น ๆ เช่น หยุดเขียนสักครู่เพื่อผ่อนคลาย ก่อนลงมือเขียนต่อ	1	1	1	3	1.00	acceptable
43. ฉันเขียนบรรยายความรู้สึกและทัศนคติของฉันที่มีต่อการเขียน รวมทั้งเขียนถึงสิ่งที่ได้เรียนและปัญหาที่ประสบในการเขียนลงในสมุดบันทึกประจำวัน (Diary)	1	1	1	3	1.00	acceptable
44. ฉันจะเล่าให้คนที่ฉันไว้ใจได้ฟังเกี่ยวกับความรู้สึก ทัศนคติและปัญหาที่มีในการเขียน	1	1	1	3	1.00	acceptable

กลยุทธ์ในการเขียนภาษาอังกฤษ	Specialists			ΣR	IOC	meaning
	1	2	3			
หมวดที่ 6 ข้อ 45-48 45. ฉันขอให้อาจารย์ผู้สอนตรวจแก้ไขข้อผิดพลาดหรือให้คำแนะนำ ในงานเขียน	1	1	1	3	1.00	acceptable
46. ฉันกับเพื่อนแลกกันอ่านงานเขียน เพื่อช่วยหาข้อผิดพลาด/ ข้อบกพร่องเพื่อแก้ไขก่อนส่งอาจารย์	1	1	1	3	1.00	acceptable
47. เมื่อฉันมีปัญหาในงานเขียน ฉันจะขอความช่วยเหลือหรือ คำแนะนำจากผู้เชี่ยวชาญทางภาษา เช่น ชาวต่างชาติเจ้าของภาษา	0	1	1	2	0.67	acceptable
48. ฉันพยายามทำความเข้าใจศึกษาวัฒนธรรมของชาวต่างชาติ เจ้าของภาษาเพื่อเอื้อประโยชน์ในการเขียนภาษาอังกฤษ	1	1	1	3	1.00	acceptable

1   = clearly measuring,

0   = degree to which it measures the content area is unclear

-1   = clearly not measuring,

The item which had an IOC of at least 0.5 per each item is valid.