A Study of the Effectiveness of the Process-Based Writing in an EFL Classroom of Second-Year Students at Bangkok University

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Abstract

The objectives of this research were to study the results of using the process-based approach in an EFL writing classroom by comparing its effectiveness to that of the product-based approach to writing and to study the attitude of the students who have studied writing with the process-based methodology.

To find the effectiveness of the process-based method, a research hypothesis had been established: There will be a statistically significant difference of the writing scores between the students who have received and those who have not received the process-based teaching. The proficiency test, or Pre- and Post-tests, and two achievement tests (the Writing Quiz 1 and Quiz 2) were used for measurement. Also, a set of questionnaire was used to gain the attitude of the students who have participated in the process-based teaching class.

The subjects of this research were two EFL second-year classes at Bangkok University. These two classes were of 88 students and were among the total 308 students, assigned to the researcher to teach during the time of the research conducting. They were selected as the subjects through the purposive sampling.
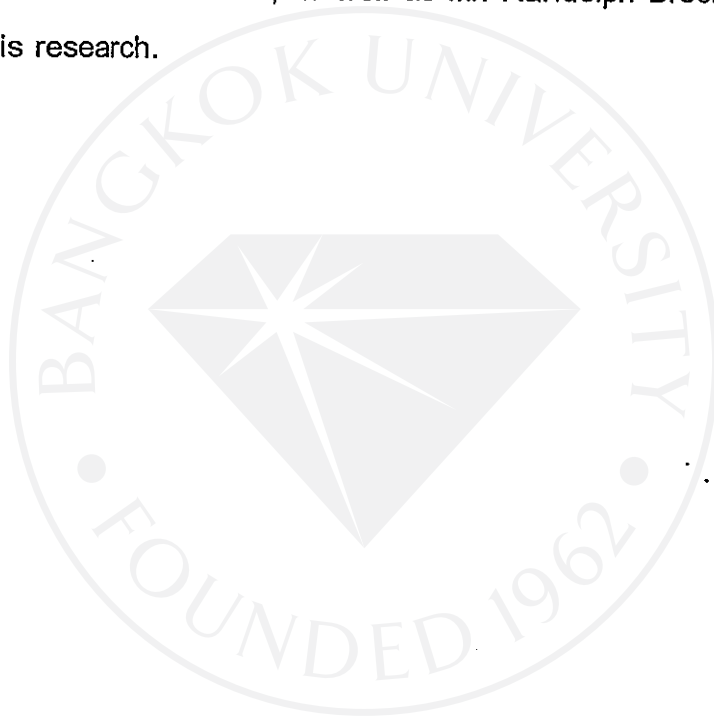
After fourteen weeks of treatment, it was found that the students with the treatment could gain a better writing ability, as the score results of the two groups were different. The students with the process-based treatment could outperform the students who did not receive the treatment on all three tests (the Writing Quiz 1 and Quiz 2 and Posttest). However, the statistically significant differences of the score results were found only on the Writing Quiz 2 and the Posttest of the two groups.

In addition, regarding the effectiveness of the process-based method on the students' attitude, the questionnaire results showed that the students had a positive attitude towards the process-based method and that the method could help them write better and make the class more interesting.

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Chapter 1

Introduction

This chapter presents the general background of teaching writing in the Thai contexts, especially the process-based teaching. It covers the aspects of how to conduct the present research and the involved factors.

1.1 General Background

Writing has been considered a significant counterpart among the vital language skills, comprising listening, speaking, reading, and writing. It is viewed as a form of communication between the writer and the readers. It is a written communication, in which the writer informs, whispers, or talks with the readers through written language. According to Celce-Murcia & McIntosh (1979), writing involves "the production and arrangement of written sentences in a manner appropriate to the purposes of the writer, the person or persons addressed, and the function of what is written" (p. 189). Clearly, writing is a complicated task that requires a

variety of skills and practices, which results in the fact that effective writing is not usually achieved overnight by writers.

Regarded as the most difficult skill, writing is to be acquired by a student's being taught to write rather than learning to write naturally. White, as cited in Nunan (1995), notes:

Writing is not a natural activity. All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write. This is a crucial difference between the spoken and written forms of language. There are other important differences as well. Writing, unlike speech, is displaced in time. Indeed, this must be one reason why writing originally evolved since it makes possible the transmission of a message from one place to another. A the transmission of a message from one place to another. A written message can be received, stored and referred back to at any time. It is permanent in comparison with the ephemeral 'here one minute and gone the next' character of spoken language — even of spoken language that is recorded on tape or disk. (p. 36)

Writing in English is writing in a foreign language in the Thai context. It is particularly difficult since it takes place in a non-native language. Generally, in employing English as a foreign language (EFL), the writer must overcome both matters of language barriers: language rules and usage, and matters of written communication: rhetoric and effectiveness, for example. To conclude, writing in the first or native language is difficult, but writing in a foreign language is even more difficult. Above all, "good writing" is the most difficult.

In Thailand, writing in English is compulsory in the undergraduate level. According to Oshima & Hogue (1999), writing at this level is sometimes called "academic writing which differs from other kinds of writing such as personal, literary, journalistic, or business writing" (pp. 2-3). The differences lie in the matters of audience, tone, and purpose, which comprise the three main components the writer should take into consideration while writing.

For the first component, academic writing is primarily to be read by the writer's teacher or classmates. This component is important since writing has become a meaningful act; it is meant to be read by certain people. In addition, knowing who the reading audience is does help the writer to communicate more clearly and effectively.

For the second component, the tone or the "style and manner of expression" of academic writing is usually formal and serious.

The last component is the writing purpose. Academic writing usually has a purpose. The purpose leads the writer to choose a form of writing, which, in other words, is the "rhetorical form" or "organizational form and style." Different forms or styles will have different ways of how to organize details in writing. For example, a persuasive writing will be organized in one way and an expository writing, in another.

Basically, the purpose of academic writing or writing at university level involves all types of writing forms or styles, such as narration, description, comparison and contrast, argumentation, and so on. In addition, writing can be at a paragraph or essay level.

With regard to academic writing, Bangkok University Language Institute (BULI) offers foundation English courses, such as EN 111, 112, 201, and 202, to students in their first and second year. Writing is normally integrated with its three counterparts.

Following the pedagogical trends of teaching until the year 2000, BULI had used the grammar approach in the teaching of English writing, i.e., students practiced grammar points in isolation, such as filling in the blanks or rewriting sentences.

Since the year 2001, the university has felt that students should be encouraged to really write or express their thoughts in written English. They have been expected to be able to write in the paragraph or essay level. The learning and teaching of writing has received much attention from BULI. In addition, since the university has no restricted policy relating how to effectively teach writing, methods of teaching writing to maximize the learning outcomes and to create a communicative environment have been BULI's consideration.

1.2 Statement of Problems

In teaching writing, BULI teachers provide writing materials to the students and teach them accordingly. Yet, the focus is usually on the "product," the text written by students, rather than the "process," what the students go through while writing. This "product-orientation" is sometimes seen as traditional.

Basically, with the traditional writing approach, students are shown paragraph models of types of essays and are asked to write in the manner that follows the models. They may be given topics to choose from, writing practices at the sentence level, or handouts of lists of mechanics or word

connectors. Then, they are usually asked to write within a time limit and their first drafts are to be collected at the end of a time period. As a result, the students usually regard their first drafts as the final product, which is to be evaluated by the teacher. Raimes (1983) points out, "What the teacher says about the piece of writing can have no influence on the content, form, or accuracy of the piece" (p. 139). The teacher can manipulate only the "surface-level," not the overall content and deep structures. This leads to students' "tendency to focus on sentence-level problems and their pre-occupied with grammar" (p.139). Importantly, in addition to problems with the traditional teaching of writing, the teachers do not see how they can intervene at the stages of writing, or how they can participate in the stages with the students, rather than just criticizing the outcome product.

It is undeniable that Bangkok University students share many characteristics with the majority of students in other universities, both public and private. According to studies, students' characteristics are factors that can affect the learning and teaching. One characteristic is that they vary in terms of their writing skills and proficiency. It is also undeniable that, in a writing class full of varied students, a method with

one instruction, i.e., asking them to write within a class period, does not usually elicit or make the most of what individuals have gotten as writers.

Obviously, academic writing is a time consuming and a thinking process. It makes sense that students need to be taught how to write and that their writing needs to be nurtured by the teacher. The same as English-native students, students who study English as a second or foreign language need the support and guidance from the writing teacher

1.3 Significance and Need of the Study

Although there have been a lot of books and research relating to "process-based writing," further studies are still needed.

Most books on the "process writing" clearly illustrate how and what stages of writing should be followed or how significant these stages are to students and teachers. However, they lack the concrete illustrations of how the writing teacher can truly implement the stages in the classroom. In other words, most books fail to show how the writing teacher's intervention occurs in reality or what the verbal responses are like. In fact, the teacher's intervention is an essence in making students, especially

EFL students, who varied in their writing proficiency, master the writing skills.

In addition, although there has been an increasing number of studies in the area of the process-based writing, very few has been done in the context of university level, especially of private universities with a large number of varied students. Writing is an important skill that constitutes an English class, required by every university. Yet, how to maximize students' writing is still a struggle of those who are concerned.

This research, therefore, has tried to prove the point that the process - based method is a method that can enhance the students' writing skills and can help to support the English communication in an EFL classroom and the interaction between the students and teacher.

1.4 Objectives of Research

The research is aimed to

1. study the results of using the process-based approach in an EFL writing classroom, by comparing the effectiveness of the process-based teaching to that of the product-based, and

2. study the attitude of the students in response to the process-based methodology.

1.5 Research Hypothesis

There will be a statistically significant difference of the writing scores between the students who have received and those who have not received the process-based treatment. The level of significance is 0.05.

1.6 Scope of the Study

1. <u>Population</u> The population of this study was the 308 students from across disciplines of Bangkok University. These students were enrolling in Foundation English 202, during the second semester of the academic year 2001. They were grouped together into different sections by the university, irrespective of their faculties and English language proficiency, 44 students in each section.

2. <u>Subjects</u> The 44 students from sections 2333 and another 44 from section 2211 were selected as the subjects. Section 2333 was chosen as the control group, who would receive the traditional writing

method, whereas, section 2211, the experimental group, would receive the process-based method.

     3. <u>Writing Treatments</u> The traditional way of teaching or the product-based teaching VS the process-based teaching

     4. <u>Setting</u> The process of this research was carried out at Bangkok University, Rangsit Campus, where learning and teaching took place regularly during the second semester of the academic year 2001-2.

     5. <u>Duration</u> The research started on the first day and ended on the last day in one semester, which took about four months or fourteen weeks.

1.7 Expected Benefits

The expected benefits of the research and the research outcomes are the following:

1.   the research will provide useful information of replicable steps of "process-based writing" in a classroom;

2.   the research will give guidelines to the writing teacher for intervening at the stage of "student-teacher writing conference"; and

3.   the research will give useful insights into how students with

the process-based treatment perceive their own writing and

the writing stages.

1.8 Definition of Terms

1. Process- Based Writing The writing instruction focuses on

writing activities that can take place inside and outside-of class. Students

do not start and end their writing by themselves. They can do these with

friends and teacher. Correctness is important, yet, it is less significant

than how students come up with interesting and a sound amount of detail

as well as the message that students want to get across in their writing.

The main characteristic of the process-based approach is the writing steps

or activities, particularly the intervention of the writing teacher to support

students' writing and rewriting. Mostly, grammar rules and usage are

implicitly taught.

2. Product-Based Writing The traditional writing instruction

focuses on how students can write effectively. Students spend most of

the class time writing by themselves and the interaction between the

students and their teacher and the interaction among the students is not

the main concern. Correctness is focused and it derives from the students' awareness and knowledge of grammar rules and practices. Mostly, grammar rules and usage are explicitly taught.

    3. <u>Steps in the Process-Based Writing</u> In the present study, the steps were prewriting (reading, prompt analyzing), generating ideas and outlining, first- drafting, student-teacher conferencing, second-drafting, peer-responding, and third-drafting.

    The process of writing normally involves stages and sub-stages. The order of stages and sub-stages may be slightly different in classes, depending upon the appropriateness and convenience basis.

    With the process-based writing, students do not start writing right away once they are assigned to write on a topic. Rather, they begin with the prewriting stage, in which they are engaged in prewriting activities such as reading one or a few texts, though not necessary, and generating ideas about that particular topic.

    4. <u>Student-Teacher Conference</u> The student-teacher conference, or the meeting between the students and their teacher to discuss writing, is considered an important part of the writing process. A conference can be held with a group of students or with only one student.

In this study, it was a one-to-one conference. A few principles for conferencing with the students, as adapted from "Conferencing: An Interactive Way to Teach Writing" by Alan Brender, are used (Appendix A).

1.9 Limitations of the Research

1. The number of the students who participated as the experiment and control groups was small, and they did not vary in terms of their fields of study. It was rather difficult for the researcher to derive at generalizations.

2. Time provided for the teaching treatments in both classes was limited since the English class had to cover the reading and speaking activities.

Chapter 2

Review of Related Literature

This chapter presents the discussions on the views of writing, as a process and as a product, and on research and studies relating to aspects of teaching writing with the process-based approach.

2.1 The Views of Writing: as a Process and as a Product

Teaching writing to students has received a lot of attention from language teachers worldwide. This is due to the fact that writing is a skill that needs to be taught, and, yet, teaching it does not necessarily guarantee students' writing effectively. Thus, how to effectively teach writing to students has been a main issue and has brought about approaches in the mainstream classrooms.

In light of teaching writing to students, it is obvious that what teaching approach to be used in the language curriculum depends importantly on how the teachers view or define the term "writing." To date,

two views of writing composition prevail: writing as a product and writing as a process.

As explained by Richards (1990), the view of writing as a product derives from the audiolingual theory. Writing is seen as a "written form of spoken language" and writing serves to reinforce speech, through the stress of the mastery of grammatical and syntactic forms. The term "product approach" itself reflects the focus on students' "ability to produce correct texts." Thus, the correct sentence structure is an essential component of writing and grammatical skills receive considerable emphasis.

He points out that the view of writing as a process emerges as a result of the "limitations of a product approach," as it focuses on "ends rather than means," while ignoring how students write or create their writing that has forms and structure. Thus, "the composing processes of good writers are ignored" (pp. 106-108).

Regarding the views of writing, Lindermann (1995), in her article on "Three Views of English 101," says that each view, whether as a process or product, is right for the person who holds it and each view has its own

history, its own theory of language, its own notion about how students

learn, and its own implications.

In the traditional pedagogy which views writing as a product, she

states that the teachers have an assumption that the students' proficiency

in constructing essays depends on developing confidence about the

"lesser forms." Her description of the product-based writing in a classroom

is the following.

> First, students may examine small units of language – parts
>
> of speech, for example – then practice writing sentences and
>
> paragraphs before composing whole essays. This sequence
>
> of instruction proceeds from studying the smallest units of
>
> language to constructing increasingly larger ones. It
>
> assumes that students must command the parts of a text –
>
> words, sentences, and paragraphs – before constructing the
>
> whole, before doing "real" writing. … Product-centered
>
> courses advance a notion of style defined rather narrowly to
>
> include principles governing sentence structure, word choice,
>
> mechanics, and usage. The stylistic principles students learn
>
> may derive from the study of literature, grammar, or a

handbook. The teacher discusses these principles in class and encourages their imitation through exercises and eventually essays writing. (p. 289)

In addition, regarding the same topic, Nunan (1991) says that in the "product-oriented approach" the teachers focus on the "end result" or the written paper of the students. In the classroom of the product-oriented writing, students are engaged in such activities as "imitating, copying and transforming models of correct language." Students are believed to have to start at a small unit of grammar and sentence writing in order to be successful at the paragraph level (p. 68).

While in the "process approach," he points out that the teachers focus more on such "various classroom activities" as idea gathering, group work, and conferencing which are presumably important elements that a writer has to go through when writing (p. 68).

To give more information about the process-based writing, Reid (1994) says that there are many processes that involve in writing; they are mainly pre-writing, writing, and revising. With the process-based instruction, the students "gather information, write, discuss their writing, return to their writing, and improve that writing." The writing process also

depends largely on the collaboration between the student writers and their friends, in the forms of pair and group work, peer feedback, and review (p. ix).

This view of writing is in line with what Connor (1996) says. She states that writing in a classroom is not a "solitary act." Instead, writing is an act or a process that involves the writer himself, his teacher, classmates, and other readers. A student's writing is not just enhanced by model compositions shown by the teacher. Rather, it is developed by the process in which the teacher focuses on "helping her students make revisions in students' drafts from the beginning to the final editing" (p. 168).

In addition, Oshima & Hogue (1999) note that writing is a process, and not a product. A piece of writing regardless types of composition is never complete and it is always possible to review and revise. According to them, the process of writing composition generates the four stages: prewriting, planning, writing and revising drafts, and writing the final copy ready to hand in (p. 3).

Myers (1997) writes that the process approach to composition has come to replace the older traditional product rhetoric that focused on correctness since 1960 and through decades (p. 2). It is evident that the view of writing as a process has emerged, as the attention is given more to the student's writing activities than to his written paper. How a student writes or rewrites is considered significant and it is believed to be what helps the student write more successfully. Teaching with the process-based approach helps to support the students while writing.

Such views have affected the way the teachers give writing instructions in class worldwide, as teaching writing with the process-based approach has been widely practiced. However, Gordon (1996) remarks on the differences of the ways teachers have implemented the process-based approach in class. Though under the same name with similar ritual: brainstorming, drafting, revising, and rewriting, the actual classroom practices could be different (p. 2). The extent to which the process-based approach has been employed as well as integrated with a variety of other writing instructions can be clearly seen in recent studies.

2.2 Research and Studies Relating to Teaching Writing with the

Process-Based Approach

Kamimura (2000) states that research and studies on writing English as a first language conducted since 1977 have shifted from the product-based to the process-based approach. According to her, this has inspired research and studies about the two approaches in writing English as a second or foreign language (ESL) as well (pp. 1-2). Also, these studies reflect how the process-based approach has been implemented variedly in classrooms.

For example, in "A Comparison of the Effects of Two Process Writing Programs and a Traditional Writing Program on the Writing Development of First-Grade Children," Hansen (1989) studied the effectiveness of the process-based teaching. The first purpose was to find out whether students who were taught writing with the process approach would do better in their writing ability than those who were taught writing with the traditional method. The second purpose was to determine if there were any differences in the writing performance of the students among the classrooms. The writing performance of the students was judged by using the six criteria of writing ability: number of words written, number of

different words written, percentage of correctly spelled words, number of

T-units, number of words per T-unit, and holistic score. In the study,

eleven classes of first grade students from three school districts were

selected to participate. Two school districts, representing nine classrooms,

using a process approach to teaching writing, were designated as the

experimental groups, A and B. The teachers were designated to be the

process writing teachers. One school district, representing two

classrooms, using a traditional approach to teaching writing, was

designated as the control group. The procedures used in the classrooms

were the same, according to what the teachers had planned to use before

the start out of the study. All of the students participating in the study

were given the Test of Early Reading Ability in September. This test was

used as a covariate. Samples of the children's writing were collected in

October, February, and April. The students were asked to write a story on

a self-selected topic in a thirty-minute-time period. The April writing

samples were used as post-test data and were analyzed on the six

variables. The results of a Multivariate Analysis of Covariance indicated

that the students, taught writing through a process approach, performed

better than the students who were taught writing with a traditional

approach. There was a statistically significant difference on five of the six

variables. The results also indicated that the student's performance varied significantly among the process writing classrooms. This study's findings were in line with the findings of many other studies; they had found that students performed better on measures of writing, when taught writing with a process approach (p. 3474).

However, some study on the process-based approach did not show the results that were as positive as the results in the above study. In a study on "Process versus Product Writing with Limited English Proficient Students," Gomez Jr, Parker, Lara-Alecio, and Gomez (1996) examined the effectiveness of the two approaches or treatments used to teach writing to a group of low-achieving limited English proficient Hispanic (LEP) students. These students were then classified as low, middle, and high level according to their language proficiency and were randomly put in eight classrooms. "Free writing," representing the process-based approach, was implemented in five classrooms, chosen randomly, whereas, "structured writing," representing the product-based approach, was implemented in the other three classrooms. However, out of the total 107 students from eight classrooms, the final sample was of 48 students. Then, from the final sample, 23 students were taught with the free writing instruction and 25 students received the structured writing.

With the free writing treatment, the students were to select the topics of interest, write in small groups, and then respond to each other's written work as well as to their teacher's comments. Students' work received written comments instead of error corrections from the teachers.

Meanwhile, the students in the structured writing treatment were assigned topics to write by the teachers and they wrote intensively within a time limit. They wrote by themselves and quietly. Their work received error corrections from the teachers and the focus was on grammar points.

As to find out which teaching approach worked better in improving the 48 LEP students' writing skill during the six-week period, the nonparametric Kendall's "S" and Tau were used as analytic tools to calculate growth over time for each group and to compare the two groups. Students' writing samples were scored on the four score types: Micro-indicators, Analytic ratings, Holistic ratings, and Productivity scores. The analytical scores were on the five writing elements: Topic Development, Organization, Meaning, Sentence Construction, and Mechanics.

The findings showed the significant growth only in the analytic scores and holistic ratings, and only by the students with the product-based approach. Similarly, these students showed a positive gain in correct spelling and word sequences, as indicated by the micro-indicators.

On a contrary, a negative gain was shown in the process-based groups of students. As stated by the researchers, the students with the structured writing treatment "surpassed or equaled" the free writing groups in all five analytic ratings. Also, average holistic gains for students with structured writing treatment were almost four times those for the free writing groups.

Despite the results from all score evaluations that were not as hypothetically predicted, the researchers urged more studies on the effectiveness of the two approaches. In the conclusion, they argued that such the process-based approach as the free writing treatment required longer period of time than the six weeks to be effective.

In some studies, the process-based teaching may be found to be used with other teaching instructions or tools.

One example was a study entitled "Self-Regulated Strategy Development and the Writing Process: Effects on Essay Writing and Attributions." Sexton, Harris, and Graham (1998) constructed a model, "Self-Regulated Strategy Development" (SRSD) to help students with learning disabilities to develop a strategy for planning and writing essays. The subjects were six 5th- and 6th-grade students, who had been identified by the school district as LD (students with learning disabilities). They were characterized as students who were "experiencing difficulties with writing

and displaying a low level of motivation." As reported in the research, these were among other LD students who had difficulty with the writing process. Typically, they would convert their writing assignments into a question-and-answer task. They may quickly tell whatever came to mind, and eventually produce papers with a few poorly developed ideas.

The SRSD model was integrated with the process approach. Students collaborated in the development of strategies for planning and revising. In a regular class of the present study, a process approach instruction was used; students wrote regularly and they were encouraged to plan, draft, edit/revise, and publish their papers.

With SRSD integrated with the process-based teaching, the goals and significance of the writing and self-regulation strategies were discussed and clarified in the classroom, and the teacher explicitly and collaboratively modeled the strategies in contexts. These were the strategies employed by skilled writers, who, when writing, developed an initial set of goals or plans to guide the writing process. The skilled writers achieved their goals by the use of a variety of strategies for generating, organizing, evaluating, and reformulating what they planned to write.

During the class sessions, which were the period of the present study, the model SRSD had been used while the students wrote essays

on different topics, following the stages of writing process. Throughout the sessions, students were asked to share and discuss how and what they were learning.

A holistic rating scale was used to assess the overall quality of the essays, on an 8-point scale. For essays written after strategy instruction, evidence on students' use of the strategies was collected.

The findings and discussions were reported. Prior to this instruction treatment, the writing behavior of the participants was consistent with the descriptions of how students with LD would write. That is, when given a writing assignment, they immediately started writing. They generated essays that contained only two or three ideas which resulted in too short writing.

After the treatment, however, the students spent time planning their papers in advance of writing, resulting in their longer and more qualitative papers.

Another extent to which research on process writing went was the one entitled "Teaching Writing to ESL Graduate Students: A Model and an Illustration." In the study, Biggs, Lai, Tang, and Lavelle (1999) applied a "process model of writing" with 34 graduate students. They studied English as a second language (ESL) through the two -sessions workshop

that was based on the model. The purpose was to find out if the trial of the model, when integrated with the training of learning strategies, could help the students to address their writing needs. These were the needs they would have when writing the dissertation and academic work. Another purpose was to find out if the model could help the students to eventually use cognitive strategies to go about their writing process. The idea was that writing was a complex process and writers needed to develop a writing strategy so that they could partition and sequence the components of the writing process to make them manageable.

Integrated with the process approach, the model provided the focus on the academic genre rules that the students needed to make their writing clear and easy to read.

In the first two-and-a half-day session, the students went through steps in the writing process: planning, transcribing text, revising, and editing. In other words, these steps were introduced to them while they were practicing writing their dissertation. They also discussed any writing problems they might encounter and how to tackle the problems. They wrote a few pages and practiced revising them. However, the focus on the product-approach writing was introduced to them in the second

session. They were addressed the conventions and genre rules and other rhetorical knowledge needed for writing dissertation and academic work.

One of the research tools was the "Inventory of Processes in College Composition (IPIC)." It was an inventory to measure the process of college composition, developed by Ellen Lavelle. The inventory was given to the students on days 1 and 2 to "monitor how students might have changed their approaches to writing." The other tool was "student feedback sheets" which were used to obtain student response to the presenting model as well as to obtain their opinion toward what would help them to write their work well.

As for Results and Discussion, the Pre- and Post-test scores were compared, using a paired t-test. The result showed that there was a change in the three scales used for an indication between the pretest and posttest scores. In addition, students reported that in their writing they were "more elaborationist, less spontaneous-impulsive, and less procedural." Moreover, the results from the open-ended feedback showed that students liked the writing model because it helped them to think about their writing and how they might improve their approach to writing in the future. Basically, in writing they saw it a matter of simply letting it happen, or following the rules.

Another study that related the writing process to other writing instruction was the one entitled "Teaching the Writing Process to Students with LD." Scott and Vitale (2003) designed the "writing process wheel," which was a set of major activities of each of the five stages of the writing process: planning, drafting, revising, editing, and publishing. This "task-specific tool" was to help intermediate, middle school, and high school teachers teach students with learning disabilities (LD). Thus, the students followed the specific tasks in each stage of the writing process, thereby resulting in the development of the "quality end products."

The wheel was to be shown to the students, who firstly had been explained to about how to communicate ideas to audience, their friends and teacher, effectively. The students referred to the Wheel while they were writing. They were informed that the development and expression of their ideas or the content was of primary importance, whereas, the correct spelling, capitalization, and punctuation of sentences were only a small part of the circle. Accordingly, they were directly suggested that from the Wheel they would spend more time on some stages than the others.

During the process of writing, however, these stages did not take place in a fixed, linear progression. The students could follow the Wheel through moving back and forth across the five stages, as their ideas were

generated and refined. The interaction between the teacher and students was continuous and writing was supported and monitored. At the time within a given stage, one or two tasks were concentrated on. The teacher could display a few tasks on the Wheel by using a partial covering that rotated around the Wheel. During the writing, the teacher and students worked closely with each other. The teacher continually provided feedbacks and evaluations to the students so that the writing process could naturally evolve into a successful product and, ultimately, students' writing competence.

In this research, a seventh-grade student, Dave, was taken as a case study. The researchers took field notes and reported his performance and his progress on writing after using the Wheel.

In the parts of Summary and Implications, the researchers stated that the complex process of writing posed many challenges for students with LD. It was important that students, especially those with LD, be provided with writing tasks as a writing tool. According to the research, students with limited language knowledge or competence could write better when their writing was structured around the concept of writing as a process. As a result of such provided writing tool, the students eventually were able to realize that they had ideas or content to communicate to the

readers. Also, they could find words to express their ideas, knowing that others were interested in what they had to say.

As it is widely used and integrated with other writing instructions to enhance students' writing, the process-based approach has been quite a success in the mainstream teaching of writing to first language students. However, in the Thai context where English is the second language and where the traditional approach is in favor, the effectiveness of the process-based writing is still arguable. More work and studies on the process-based approach are still a challenge, as to verify its effectiveness.

A few studies on the process-based writing done in the Thai context can also be referred to. For example, Thammasansophon (1991), in her research entitled "Comparison of English Writing Ability of Mathayom Suksa Six students Learning Through Process-Oriented Approach and Product-Oriented Approach," compared the effectiveness of the two approaches. The subjects were two groups of Mathayom Suksa Six students from Saint Gabriel School. One was the experiment group taught with the process-based approach. The other was the control group taught with the product-based approach. It was a fourteen-week period. The students from both groups took the writing Pretest and Posttest. The score results were analyzed and reported.

In the Findings and Results, the researcher reported that the writing ability of the students who were taught writing with the process-based approach was higher than the ability of the students who were taught with the product-based approach. Also, it was found that some writing elements, such as content, organization, word choice, and spelling and punctuation, found in the work of the experiment group were better than those found in the other group of students.

Another study was the one entitled "Effects of the Process Approach on English Writing Ability and Opinions about Classroom Atmosphere of English Program Students." Sangnoom (1995) compared the effectiveness of the process and traditional approaches. The subjects were 34 second-year English program students of Rajabhat Institute Chiangmai, who enrolled in the subject, Formal Paragraph Writing. They were divided into two groups, 17 students in each. For 10 weeks the experiment group was taught with the process-based approach, while the control group, with the traditional approach. The two groups were tested to find their writing ability after each type of paragraph writing had been taught. After the two teaching approaches had been completed, a summative test and a questionnaire for students' opinions about classroom atmosphere were administered to both groups. The obtained data were

statistically analyzed, by means of the arithmetic mean and standard deviation. The findings were reported.

The researcher found that students in the experimental group had a better English writing ability as their mean scores were higher than the mean scores of the other group. Also, the students taught with the process-based approach had a better attitude toward the classroom atmosphere.

In the same year, Maneechedta (1995) did a study on "Effects of Process Skills Learning on English Writing Achievement and Process Skills of Mathayom Suksa Students." The purpose was to compare the effectiveness of the process-based writing with the effectiveness of the traditional approach on the writing achievement of students. The subjects were 60 Mathayom Suksa students, studying the English course 013 at Wattanothipayap School in Chiangmai. They were divided into 2 groups, 30 students in each. The experiment group was taught by emphasizing the use of the Process skills, while the control group was taught by the traditional approach. During the 10-week sessions, both groups received the writing ability test, at every 2 week and at the end of the course. The data obtained were analyzed, using t-test. After the students from the experiment group wrote each passage, they answered a questionnaire,

which measured them on their use of the Process skills for writing. The scores were also statistically analyzed by arithmetic mean. The researcher found that students from the experiment group had a higher writing achievement than those from the other group, at the level of 0.001. Also, the result from the questionnaire showed that the experiment group used the Process skills continuously while writing English passages.

A research on a process-based writing class as integrated with other instruction was done by Channiam (1998) – "Nurturing Students to Learn Writing Skills through Portfolio." A group of students were taught writing through the process-based approach and they were given two tasks of project writing. One was writing about a place of interest to make a tourist pamphlet of Chai Nat province, and the other was writing about a temple in their own villages.

For task 1, students worked in pairs. Each pair was engaged in a variety of pre-writing activities: gathering information, taking notes and writing drafts. They received the teacher's feedback and participated in student-teacher conferences. In addition, they helped each other out with their work through peer-reviews. They displayed their writing samples and presented them to the class. They eventually voted for the best

completed tourist pamphlet in a democratic system and with their own decision-making.

For task 2, the students went through the same process-based steps as they worked individually on a piece of writing about a temple in their own villages, using resource persons to guide them.

After finishing each task, students assessed themselves to show how much they learned on writing skills that focused on the content, organization, vocabulary and language use, and how they acquired knowledge and gathered information. They were also asked to write how to plan each task and were interviewed with open-ended questions. These questions were designed to gain detailed information about these students' opinions on their improvement in writing. Each piece of writing was read by the researcher and was scored on a scale of 1 (low) to 12 (high). At the end of the tenth week, students collected samples of work from the beginning and assembled them in the portfolio to be revised by the students and to be evaluated by the researcher.

From the findings, the students reported that they were given opportunities to use their writing skills, such as the focuses on the content, vocabulary, organization and language use. Students' working

collaboratively and student-teacher conferences also helped them write better - with longer and more correct grammatical sentences.

In the discussions, the researcher reported that a combination of the process writing and the portfolio assessment served as a means of self-assessment and self-reflection in the learning process. It encouraged students to develop their learning and to have more control of their learning process.

2.3 Research and Studies Relating to Teachers' Feedback to Students' Writing - an Essential Element of the Process-Based Approach

As the term "process-based approach" itself suggests, "process" is the key word for the writing achievement and it consists of steps or activities that students go through. One is the activity of teachers' giving feedback to students' writing, which is said to be an essential element. Through the feedback either in written words or verbally, the teacher "instructs, guides, and corrects" what the students are writing or have written.

Crone-Blevins (2002), in her article "The Art of Response," states that there is an "inconsistency" in the way teachers give feedback or

response to students' work.   Some teachers respond with "positive language" and concentrate on students' strengths.   Some teachers respond with "less favorable" but honest comments.   The inconsistency also includes the types of response.   Some teachers prefer the verbal response to the written one, and vise versa.   In addition, teachers' giving feedback takes place during or after the writing.

Regarding the research on giving feedback, Shin (2003) suggests that for the past several decades, research on first and second language composition have emphasized the role of teachers in providing feedback on student writing.

For example, in "Four ways to work against yourself when conferencing with struggling writers," Glasswell, Parr, McNaughton, and Carpenter (2003) examined the use of writing conferences in class with struggling young student writers in years 1, 5, and 8, in New Zealand. They found that conferencing, especially with struggling young writers, could be a complex and difficult task even for expert teachers and that conferencing should be time-focused, sustained, and uninterrupted.

The study was conducted in nine case-study classrooms with 54 students.   The students were taught writing explicitly; writing could be planned, drafted, discussed, and published for real audiences.   The

teachers conducted conferences with the student writers. In the classrooms, the students were given opportunities to work on their writing independently.

Regarding writing conferencing, prior to the start of the study, all nine teachers had expected that conferencing would "enable a transfer of responsibility for the completion of the task from the teacher to the learner." They also expected that conferencing would "engage the students in the full range of interrelated aspects of the complex act of writing."

Conferencing took place one-on-one during the class time and while the rest of the class was doing their work. Individual students were called upon to the teacher's desk for a conference.

For each conference with each student, the teacher had set some goals with a particular student, such as, the areas or aspects of writing that he or she wanted to work with that student. Then, in the conference, the teacher spent some time discussing the aspects or guiding the student accordingly. At this point, conferencing was used by the teacher to tackle the problems of individual students, such as problems with topic selecting, late handed-in assignment, text features (mechanics, word-choice, writing goals and rhetoric), etc. The conferences were videotaped.

Then, 108 videotaped conferences of the nine teachers and six students, three struggling and three proficient students, were analyzed.

In the report of this study, what could fail or hinder the development of the conferences was presented and referred to as the "Four Ways": Confuse Quantity with Quality, Let yourself Be Interrupted (More Often and for Longer) while You work, Place Your Major Instructional Emphasis Consistently on Low Levels of Texts, and Promote Their Dependence on You by Taking Responsibility for Their Actions.

The analysis of Ways 1 and 2 showed that although conferences with students of different abilities might appear the same, they were not necessarily equal in instructional opportunity and in quality of the instructional conferencing. From the reported data, the conferences with struggling writers received more interruptions and less sustained interaction time than those with the proficient students. This might be due to the their natural lack of motivation and concentration. Struggling writers also seemed unable to respond and to remain silent over the course of conferences. The study's suggestion was that teachers who worked with little proficient students should try to maximize their learning opportunities and to consider the time given to individual writers in terms of quality rather than quantity. In addition, teachers who worked with struggling

writers, writers who were less proficient, should find a way to protect their one-to-one instructional time. The conferences should not be interfered with any interruptions.

The analysis of Way 3 showed that in a conference with struggling writers, the teacher's goals of what to be focused on were often shifted, mostly to "basics" or the surface features of the text (mechanics, word choice, and sentences structure). These were the features that the teacher usually spotted at the start of the conference. The study suggested that the teacher should focus on the original goals of the instructional conference and that the struggling writers should be aimed at developing higher-level competencies with texts (intentions of writing and rhetoric). The nature of the talk and actions should move toward these in the conference.

The analysis of Way 4 showed that in a conference the teacher unintentionally over-controlled the conference dialogue and acted as the students' proofreader. This, then, led to the students' dependence on the teacher in "fixing up" any mistakes in their work. The study's suggestion was that the teacher should give the students, especially those struggling ones, opportunities to develop their "self-regulating and self-improving systems."

The researchers pointed out the implications of the study. Teachers must examine their teaching practices and they need to focus not only on the content of the conference and the teaching interactions, but also on the ways in which they organized their classrooms to facilitate working with individual students in focused ways.

In a study on "Investigating the Process Approach to Writing Instruction in Urban Middle Schools," Patthey-Chavez, Matsumura, and Valdes (2004) investigated the implementation of the process approach to writing instruction in 11 urban middle school classrooms in five schools. In the study, seventh grade students wrote through the stages of the writing process and were expected to revise their writing to improve its organization and word choices after checking the logic of the ideas and the precision of the vocabulary. Then, the written feedback on the papers of 64 students, given by the 11 teachers from these five schools, was investigated. The typical writing assignments and students' work were collected over two years as part of a larger study. The assignments were coded in terms of "curriculum-based typologies." One category concerned the types of informative, persuasive, or narrative-elicited writing. The other was the category concerning "whether the assignment required students to interact with content knowledge."

The researchers focused on "the students' opportunities to revise and improve writings by investigating the quality of the teacher feedback to students on their early drafts, and the improvement over subsequent drafts of students' written work."

In the study, the researchers categorized the types of feedback on students' each draft. The first type was the feedback at the "surface level," which included "edits and comments on grammar, punctuation, spelling, or format." Another was the feedback at the "content level," which included comments "to delete, reorganize, or add information, as well as questions intended to challenge students' thinking." Then the amount of the written feedback that the students received on their drafts was determined and normed for varying composition lengths, by obtaining a ratio of the number of edits and comments a student received, divided by the number of words in the composition.

In the analyses, descriptive statistics and frequencies were computed to examine the quality of students' writing and types of feedback the teachers gave to the students on their written work. The relative influence of the teachers' written feedback on the quality of the students' final drafts was investigated, by using the regression analyses.

In the results and findings, the researchers found that the students received little of "content-level written feedback" on their early drafts, and the quality of students' writing showed relatively little improvement over their successive drafts. Most of the feedback they received related to "improving punctuation, grammar, and spelling, and they responded by doing so." In addition, the students who received the "content-level feedback" had a greater increase in the length of their essays from the first to the final drafts than those who only received the "surface-level feedback." This could be assumed that the students were willing to develop their essays when they were asked to do so.

As suggested in the results and findings, however, the types of written feedback given to students' work did not "predict improvement in the quality" of their work, when assessed on a "standards-based rubric." It only predicted the improvement in the "quality of written language conventions." The "surface-level feedback" gave students "an opportunity to fix their grammar, punctuation, and spelling errors." It was obvious that the students took that opportunity and incorporated "all their teacher fixes." In addition, the "unchanging content" of the students' work in every draft was evident to their "lack of opportunity" for substantive revision, regardless of the categories of the teachers' response.

The researchers, however, stated that the limitations of the present study were the small sample size and the only focus on the surface-level versus content-level.   They suggested more work on "oral modes of feedback," such as the oral conferences between the teacher and students during the successive drafts.

Chapter3

Research Methodology

This chapter presents the information about how this research had been prepared and conducted during the semester of the academic year 2001. Its methodology is of the following.

3.1 Setting and Duration

The research was conducted with two classrooms arranged to the researcher by Language Institute, Bangkok University, Rangsit Campus. The total semester was of 14 weeks of class sessions.

3.2 Participants

1. <u>Population</u> The population of this study was the 308 students from across disciplines of Bangkok University, enrolling in Foundation English 202, during the second semester of the academic year 2001. They were randomly grouped together into seven different sections by the

university, 44 students in each section. Each section was irrespective of
their faculties and their English language proficiency. These seven groups
were assigned to the researcher to teach.

2. <u>Subject Selection</u> Selecting the subjects for this research was
purposive. At first, the researcher had carefully looked at the schedules of
all seven classes, using her personal teaching experience. Then, two
classes, section 2333 and section 2211, were selected as the subjects of
convenience. They were the most appropriate. One class took place on
Wednesday at two o'clock, while the other on Thursday, at the same time.
This could prevent having the situations in which some students might
come to class late, if it was the morning class, or they might skip class, if
it was the weekend (Saturday) class. Also, both classes were taught by
the same lab teacher.

Then, during the first week of the semester or of the start of the
present research, a writing proficiency test (the Pretest) was administered
to the two classes. They were told to write the best they could so that the
researcher could gain information about their writing proficiency. The
writing papers were then marked and graded by two raters. The scores of
each group were computerized to find the mean average. Using t-test, the
two groups were found compatible in their writing proficiency, as there was

no statistically significant difference (<0.05) in the mean scores of their writing.

Then, the students of section 2333, aged 19 to 23, both male and female, were randomly set as the subjects of the control group. Meanwhile, the students of section 2211, aged 19 to 20, both male and female, were randomly set as the subjects of the experiment group.

The two groups studied the three skills: reading, writing, and speaking with the researcher. A class session took place once a week, for two periods or two hours and twenty minutes.

However, one period was spent on reading and the other was on writing. Speaking was not directly taught in class. Students were encouraged to participate verbally and the speaking scores for the whole semester derived from their participating in class and their oral presentations. This was in practice in every class of EN 202. Moreover, the two groups attended the laboratory once a week for one period with another teacher for the listening practices and evaluations. The subjects of both groups were not informed about the research project.

3. Teachers In addition to teaching the two groups for their reading, writing, and speaking skills, the researcher had played the role of one of the raters as well. During the research sessions, both in-class and

outside of class interventions, she had observed, audiotape recorded, and taken field notes as the data collection.

One part-time teacher had also participated as a co-rater in this study. She had been teaching on a part-time basis at Bangkok University Language Institute for years. In fact, both the part-time teacher and the researcher had discussed the matters of the present study since the previous semester. Both had already tried co-rating for a reliability of the measurement already. However, the part-time teacher did not participate in teaching nor observed any of the groups.

For the lab teacher of both groups, she was to tell her students of both groups to consult with their writing teacher, which was the researcher, if there should be any students coming and asking for help, relating to the writing tasks or assignments.

4. Reliability of Rating   As part of the preparation for the present research, the researcher and the part-time teacher had tried co-rating for a reliability of the rating. On June 15, 2001, prior to the start of the research, a group of students from section 2024 was asked to write on the topic "Tell about something unexpected that happened to you." Their written papers were then used to examine the reliability of rating. Using the same "ESL Composition Criterion," (Appendix B) the two raters

randomly took one of the papers and graded it. The score results were then brought into a discussion so that the two raters could reach a mutual understanding in grading. Later, another five papers were graded by the two raters. The score results given by the raters were found to be very close. Then, the two raters started grading the rest of the papers. Discussions related to matters of grading were held from time to time and when necessary by the two raters.

3.3 Writing Materials and Preparations

1. The textbook   The textbook used with both groups in this research was the reading text, Academic Encounters: Reading, Study Skills, and Writing. It was a required course book for EN 202. Please note that the book was entirely of a content focus on "human behaviors," although the course EN 202 did not lend itself to that of English for academic purpose (EAP). As suggested by Murphy & Stoller (2001), such characteristic of the textbook, as being adapted and compiled from various texts of research in Psychology, pertained a "sustained-content language" in its nature. Nevertheless, it served the reading and writing purposes. That is, writing took place as a post-reading activity.

When students had finished each reading text as well as reading exercises, they wrote. The time allotment for both reading and writing activities was of two periods or two hours and twenty minutes.

However, each writing task from the textbook was for the students to write in accordance with few guided questions.

In addition, Impact Listening 3 was used by both groups for their listening practices in the laboratory.

2. Core-Course Syllabus According to the core syllabus, there were eight reading texts to fulfill for the whole semester. Four texts for the mid-term examination and the others for the final examination. Which reading exercises and writing tasks to practice had already been determined in the syllabus.

Regarding writing, students had to accomplish only three writing tasks that followed the second, third, and fourth reading texts for the first half of the semester. The other three writing tasks followed the other second, third, and fourth reading texts for the second half of the semester.

The first "third" writing was accounted for the first in-class-writing quiz (referred to as Writing Quiz 1), whereas, the second "third" writing was for the second in-class-writing quiz (referred to as Writing Quiz 2). Moreover, students from both groups had to write in their mid-term and

final examinations. To sum, they had two writing quizzes and two examination writing papers in the whole semester.

Since there were only two objectives stated in the core syllabus: "To help students improve paragraph writing and to increase their writing ability," it gave a green light to a flexibility of teaching and learning that would take place in the classroom setting. Moreover, the syllabus did not specify the types of writing, nor what to include in the writing instructions. Accordingly, this usually resulted in the teachers' assigning their own students to write at the level of the paragraph and, consequently, in the students' mostly being on their own in their writing.

3. Instructional Writing Material Preparations   Earlier before the present research, having viewed the components of the textbook and the core-syllabus, the researcher felt the needs for adjusting and arranging some instructional writing materials.

She started by going through every reading text to be read in the whole semester and tried to find an appropriate way to incorporate the reading and writing instructions. She had set some instructional writing materials that suited the whole course, and that could support students' reading-then-writing activities. In addition to the textbook, for both groups, the researcher had provided paragraph models of types of essay, which

based upon the writing tasks. She also provided some supplementary sheets for basic writing practices, such as, practice exercises on topic statements, details, linking words, and so on.

    4. <u>Guidelines for a Writing Conference</u> Some guidelines for conferencing were set as they were needed. It was a fact that the writing conference was a process of giving feedback to a student's paper, and that time was quite limited for each conference. Also, the number of students who would come to participate was rather large. The guidelines were basically focused on what a writing teacher should react, do, or say, once in conferencing. Following the traditional ways of conferencing, the guidelines were the following:

- Making the students aware of their writing stages,

- Focusing only on a few points of the paper,

- Using questions as a means of eliciting students' expressions,

- Paying attention to content or what the students want to write, and

- Giving grammar explanation once the content has been taken care of.

3.4 Research Tools or Measurements

1. <u>Writing Proficiency Pre-Posttests</u> For the Pretest and Posttest, a writing topic on "Tell about something unexpected that happened to you" was given. This was the same topic used to elicit narrative writing from ESL students in a few research works. Since time was limited, only one topic was administered.

2. <u>Writing Achievement Tests</u> As part of the course requirement, students from both groups were to write two in-class essays (or Writing Quiz 1 and Writing Quiz 2). The first quiz, on "Teenage Suicide," was before the mid-term examination. The second quiz, on "Similarity," was before the final examination. These two writing quizzes were arranged by the examination committee of Language Institute and were required by every class sections. As a result, the researcher herself could not know in advance what topics would be for the students to write on.

In order to see the progress in the students' writing ability, after having exposed themselves to the two writing approaches, their scores were included and analyzed in the present study.

3. <u>Questionnaire</u>   One set of questionnaire (Appendix C) was designed to gain the students' attitude towards the process-based writing, that is, how they perceived their writing and the writing class. However, only the participants who had received the process-based treatment were asked to answer the questionnaire.

The questionnaire comprised of two parts: Part I and Part II. In part I, there were ten statements with the rating scales of 1-5 (1 = strongly disagree, 3 = neither agree nor disagree, and 5 = strongly agree). The ten statements related to how students perceived their writing class and their writing ability after having receiving the process-based method (Statements 1, 2, 3, 6, and7) and how the steps of the process-based writing had effected their writing ability (Statements 4, 5, and 8-10). In part II, there were four open-ended questions. The students were asked to write as lengthily as they could to express their ideas and attitudes towards the elements of the process writing and towards their own writing ability at the end of the semester.

Prior to the questionnaire administration, its content validity had been checked. That is, a few copies of the questionnaire were brought to a few Language Institute teachers, who gave advice on the quality of the

questionnaire: its content, grammar, and word choice. Then, the questionnaire was adjusted accordingly.

3.5 Research Design and Procedure

1. The Control and Experiment Groups in a General Classroom Setting   The researcher began both classes of the experimental and control groups with a warm welcome and discussed with them the course syllabus, score allocations, grading criterion, and importantly what they were expected to perform in class and how the teacher-researcher could be of help. They were not aware of the research project in which they were taken into.

In a general classroom setting, both groups had received the same fundamental writing materials and assignments from the researcher. They were required to attend every class session, which would be accounted for their scores of class-participation.

2. <u>The Pretest Stage</u>   A writing pretest was given to both groups during the first week of the semester.

In pre-testing, which took place in-class, both groups were asked to write on a topic with no specification of purposes or audience: "Tell about something unexpected that happened to you." Students were told to write the best they could so that the teacher-researcher could gain the information about their writing proficiency.

Each writing paper was then marked and graded, using the same criterion from the "ESL Composition Profile." The writing scores from the two groups were computerized to find the average. Also, the statistical analyze was implemented.

3. <u>The Control Group and the Traditional Teaching Treatment</u>   The students in the control group received the traditional writing instructions, which referred to the writing skill-based teaching. The focus was on writing in accordance with the shown paragraph models and on language reviews or learning of grammar points and mechanics. Students practiced writing skills, such as, using sentence combining, transitions and conjunctions, run-on sentences, fragments, and so on. Writing took place mostly individually and in-class, and the writing feedback only came from

the teacher. However, students learned how to think and plan for each of their papers. Field notes were taken (Appendix D).

During the semester, the students in this group wrote six paragraphs of different genres or types: description, process, cause, narration, definition, and comparison and contrast. For each type, they started with the prewriting, in which they discussed the reading and the writing prompt or topic. Then, they were shown model samples of the writing type and started generating ideas individually. Grammar points were reviewed and the students were reminded of how they should write. Within the class period, they wrote individually on the prompt and handed in the paper at the end of class.

If they could not finish the paper in class, they could continue their writing at home and handed in the paper the following days. During the class session, as well as outside the classroom, the students were free to ask the teacher about their writing.

Then, during the next class session, the next reading unit started, followed by writing the next prompt. Students were asked to keep their writing papers in a folder.

The students from this group met with the researcher in the regular class once a week. However, they were encouraged to meet with the

researcher during her office hours and when they were free, to discuss anything relating the writing matters.

4. The Experiment Group and the Process-Based Teaching Treatment Meanwhile, the students in the experiment group received the process-based treatment. The focus was on the writing activities, both inside and outside of class, which encourage the students' writing and rewriting as well as interacting among students and with the teacher. The writing feedback came from both their friends and the teacher, which led to revising and rewriting. They wrote in steps and each step led to rewriting or polishing their writing products. The focus was less on the form (grammar, mechanic) than on the content (organization, details). Field notes were taken (Appendix E).

For the whole semester, students of this group also wrote six paragraphs of different genres or types: description, process, cause, narration, definition, and comparison and contrast.

With the process-based treatment, for each type, they started with the prewriting, in which they discussed the reading text and the writing prompt or topic. They were shown the model samples of the writing type and started generating ideas in-groups. Then, the students started writing the first draft individually, consulted with the teacher about the draft, and

received the oral feedback from the teacher. The step of consulting (the student-teacher conference) extended as an outside of class activity. That is, the rest of the class, who did not or could not have a conference with the researcher in class, was encouraged to meet with her on her office hour to join the activity.

Then after having received the oral feedback, the students wrote the second draft at home and received the peer response in class during the next class session. In this session, they handed in the second draft to the teacher after the peer response activity was over. (The peer response usually lasted ten to fifteen minutes.) This was the end of the writing on one assignment or prompt.

Then within this session, the next reading unit started, followed by writing on the next prompt.

For the papers that had been handed in, the teacher gave written feedback before returning them to the owners. Students were supposed to write the third draft, but not compulsory, and keep the third draft in their folders.

As part of the writing process activities, students who participated in the treatment held in class for one period were encouraged to meet with the teacher once a week for a "student-teacher conference." In each

conference, the researcher used the intervention technique to coach students to write. The conference dialogs were tape-recorded for data collection and analysis (Appendix F).

5. The Posttest Stage At the end of the semester or after fourteen weeks of the treatments, the same writing topic as in the Pretest was given to both groups to write on again.

The students from both groups wrote on it in class. Again, the writing papers were given to the two raters: the researcher herself and the same part time teacher who did the rating in the pretest. The same writing grading criterion was used. The raw scores from both raters were later computerized and were used to test the hypothesis.

On the same day as the Posttest, the experimental group was given the questionnaire. The students were to express their ideas and how they had felt about the process-based writing; what they had achieved in writing through the process; and how each step had help them to write. The answers were used and analyzed to find out their attitudes towards the process-based approach.

3.6 Data Collection

All subjects of the two groups had been tested (with the writing pretest) before receiving the treatments and were tested once again (with the writing posttest) at the end of the study.

In addition, scores of the two writing achievement tests, once before the mid-term examination (or the Writing Quiz 1) and once before the final examination (the Writing Quiz 2), were gathered for the analysis, using the same grading criterion.

Details of class sessions of the two groups were noted. Audio-tape recordings of the writing conferences and field notes were made during the semester. Also, the conference dialogues between the students and teacher were transcribed.

However, the answers of the questionnaire, or the qualitative data, were collected only from the experimental group since it was mainly to investigate the effectiveness of the process-based writing approach.

3.7 Variables:

There were two variables in this study: the independent variables and the dependent variables. The independent variables were the two teaching treatments, whereas the dependent variables were the scores of

the writing proficiency (the Pretest and Posttest) and the scores of the

writing achievement tests (the Writing Quiz 1 and Writing Quiz 2).

3.8 Data Analysis

1. Quantitative Analysis The pretest and the posttest scores as well

as the scores of the achievement tests from the experiment and control

groups were compared, using t-test. This was to answer the hypothesis –

whether there will be a statistically significant difference of the writing

scores between the students with and without the process-based teaching

approach.

2. Qualitative Data Analysis Also, the data from the questionnaire

was analyzed and presented to show the students' perception towards the

elements of the process-based writing.

Part I of the questionnaire showed the opinions of the students

towards the ten statements, rating 1 to 5 in the five columns. The first two

columns showed that the responses disagreed with the statements (1 =

strongly disagree and 2 = disagree). The last two columns showed that

the responses agreed with the statements (4 = agree and 5 = strongly

agree). The middle column showed that the responses had an average opinion towards the statements (3 = neither agree nor disagree).

Each participant who wrote to answer the questions in Part II was referred to by a number, such as Subject #1, Subject #30, and so on. Therefore, the subjects' real names were not used. Their written answers as well as their opinions were used to gain the insights into the teaching and learning in the process-based approach
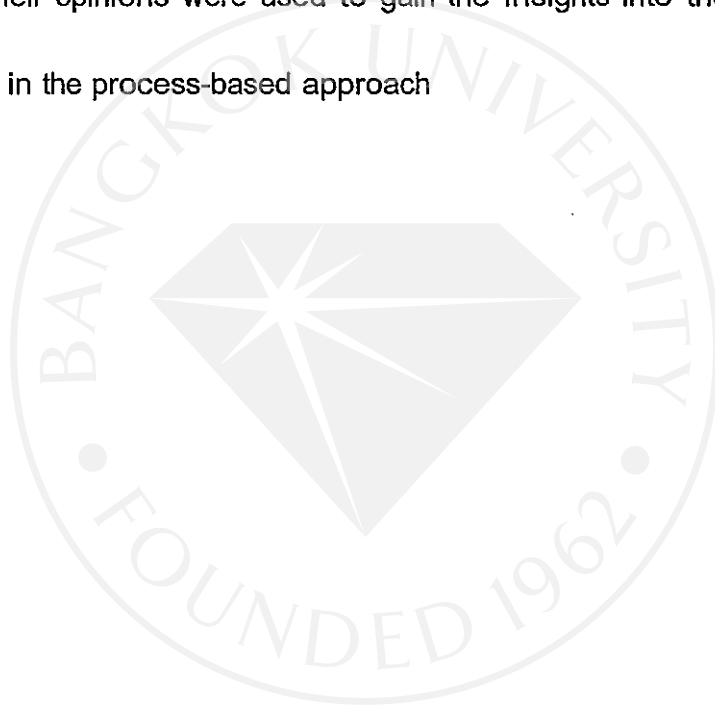
Chapter 4

Findings and Results

This chapter presents the data of the quantitative analysis as well as the results of the hypothesis and the data of the qualitative analysis findings.

4.1 Quantitative Findings

After all the tests were administered, the raw scores of both groups graded by both raters were then calculated to find the mean averages and the standard deviations of each group. SPSS was implemented and t-test was used for the comparison. This was to determine the statistically significant differences in the mean scores of both groups after the experiment. The level of significance was at .05.

Below are Table 4.1, Table 4.2, and Table 4.3. Table 4.1 shows the mean scores and standard deviations of the experiment and the control groups on the writing proficiency tests (the Pretest and Posttest). Table 4.2 shows the mean scores and standard deviations of the

experiment and the control groups on the writing achievement tests (the

Writing Quiz 1 and Quiz 2). Also, Table 4.3 demonstrates the Compared

Means: Independent-Sample t-test, of both groups.

Table 4.1

Mean and Standard Deviations (SD) of the Experiment and Control

Groups on the Pre-and Post-tests

Group of Students	Pretest Mean (SD)	Posttest Mean (SD)
Experiment Group	64.74 (7.07)	66.92 (8.96)
Control Group	66.96 (8.34)	63.04 (7.14)

As shown in Table 4.1, the mean score of the Pretest of the

experiment group was 64.74 and the mean score of the Pretest of the

control group was 66.96. For the Standard Deviations (SD), the

experiment group was of 7.07 and the control group was of 8.34. For the

Posttest, the mean score of the experiment group was 66.92 and the

mean score of the control group was 63.04. The Standard Deviations

(SD) of the experiment group was 8.96 and of the control group was 7.14.

Table 4.2

Mean and Standard Deviations (SD) of the Experiment and

Control Groups on the Writing Achievement Tests (Writing Quiz

1 and Quiz 2).

Group of Students	Writing Quiz 1 Mean (SD)	Writing Quiz 2 Mean (SD)
Experiment Group	69.38 (8.20)	70.27 (9.91)
Control Group	67.97 (5.96)	65.72 (7.20)

As shown in Table 4.2, the mean score of the Writing Quiz 1 of the

experiment group was 69.38 and that of the control group was 67.97. The

Standard Deviations of the experiment group and the control group were

8.20 and 5.96 respectively. For the Writing Quiz 2, the mean score of the

experiment group was 70.27 and that of the control group was 65.72. The

Standard Deviations of the experiment group and the control group were

9.91 and 7.20 respectively.

Table 4.3

Compared Means: Independent-Sample t-test (of the Experiment

and Control Groups)

Scores	Mean Difference	t-test	Significant
Pretest	-2.22	-1.12	0.134
Writing Quiz 1	1.42	0.86	0.197
Writing Quiz 2	4.55	2.30	0.012*
Posttest	3.88	2.08	0.021*

*p<0.05

In Table 4.3, although the mean score of the experiment group

(64.74) was less than mean score of the control group (66.96) on the

Pretest, the t-test analysis showed that they were not statistically

significant different. That is, on the Pretest, both groups did not perform

differently, t = -1.12. This indicated that at the beginning of the research,

both groups of students were the same in their proficiency level, as

measured by the Pretest, and they were compatible being the subjects of the present study.

For the first Writing Quiz's result, the mean score of the experiment group (69.38) was higher than the mean score of the control group (67.97). The result indicated that the experiment group did better than the control group. However, the t-test analysis on the Writing Quiz 1 indicated that the two sets of mean scores were not statistically significant different, t = 0.86. The interpretation is that, as the process-based treatment had begun, the students of the experiment group did not show a greater performance in their writing ability (the Writing Quiz 1).

However, there was a change in how the experiment group had performed, as the writing treatment continued towards the end. On the second Writing Quiz and the Posttest, the mean score of the experiment group from the Writing Quiz 2 (70.27) and from the Posttest (66.92) were higher than those of the other group, which were 65.72 and 63.04 respectively. Also, the t-test analyzes on the second Writing Quiz, 2.30, and on the Posttest, 2.08, indicated the statistically significant difference of two groups' performance (p<0.05). It was evident that later on the experiment group outperformed the control group in their writing ability, as measured by the two tests.

From the results of the statistics on the mean scores of the writing tests, it can be concluded that the students with the process-based writing treatment had gained the ability to write. In addition, they could write better than the other group.

4.2 Results of the Hypothesis

The hypothesis was "There will be a statistically significant difference of the writing scores between students who have received and those who have not received the process-based treatment."

The significant difference was set at $p = 0.05$. The score results of the three tests were used to test the hypothesis.

During the treatment, for the Writing Quiz 1, it was found that there was no statistically significant difference of the mean scores between the students who were participating in the treatment and those who were not. Therefore, the hypothesis was rejected, for the Writing Quiz 1. That is, the two groups of students did not perform differently on the first quiz.

However, for the Writing Quiz 2, it was found that there was a statistically significant difference of the mean scores between the students who were participating in the treatment and those who were not.

Therefore, the hypothesis was accepted, for the Writing Quiz 2. That is, the two groups of students performed differently on the second quiz.

And finally at the end of treatment, for the Posttest, it was found that there was a statistically significant difference of the mean scores between the students who have received and those who have not received the treatment. Therefore, the hypothesis was accepted, for the Posttest. That is, the two groups of students performed differently on the Posttest.

4.3 Qualitative Findings

In this part, the findings of the questionnaire results are presented. The results showed the students' perception and attitudes towards the process-based writing approach and how it had effected their writing.

1. Findings of Part I The answers revealed how the students in the experiment group had felt towards their writing and the writing class.

Table 4.4

Percentage (and Frequency) of Responses to the Ten

Statements

Statement	Percentage (and Frequency) of responses (%)				
	1	2	3	4	5
1. Having received the process-based method, I can write better.	-	-	5.7 (2)	77.1 (27)	17.1 (6)
2. Having received the process-based method, I can think better of what to write.	-	-	20.0 (7)	62.9 (22)	17.1 (6)
3. With the process-based writing, I have more opportunity to express myself in writing more and more clearly.	-	2.9 (1)	34.3 (12)	48.6 (17)	14.3 (5)
4. The step of drafting helps me to write more freely and	-	2.9 (1)	40.0 (14)	34.3 (12)	22.9 (8)

imaginatively.				
5. The step of student-teacher conference helps me write more correctly and lengthily.	-	2.9 (1)	11.4 (4)	54.3 (19)	31.4 (11)
6. The process-based writing activities make writing more interesting and enjoyable.	-	2.9 (1)	45.7 (16)	42.9 (15)	8.6 (3)
7. The process-based writing method makes me feel good about my English writing class.	-	11.4 (4)	37.1 (13)	37.1 (13)	14.3 (5)
8. The step of generating ideas enables me to think freely of what to write.	2.9 (1)	2.9 (1)	22.9 (8)	62.9 (22)	8.6 (3)
9. Knowing steps in the writing process, I am not afraid of writing anymore.	2.9 (1)	11.4 (4)	57.1 (20)	22.9 (8)	5.7 (2)
10. The step of peer response makes me relaxed and gives me an opportunity to interact	-	2.9 (1)	25.7 (9)	54.3 (19)	17.1 (6)

with friends more.					

* 1   =   strongly disagree

  2   =   disagree

  3   =   neither agree nor disagree

  4   =   agree

  5   =   strongly agree

Table 4.4 shows that more students agreed with the ten statements than those who disagreed, and over 50% of the responses agreed with almost every statement.

Regarding the process-method and the students' writing ability (Statements 1, 2, 3, 6, and 7), most students agreed quite strongly that with the method they could think better of what to write and they could write better, as indicated by Statements 1 and 2. Importantly, no one disagreed with these two statements. Statement 1 received 77.1% (Frequency = 27) and 17.1% (Frequency = 6), and Statement 2 received 62.9% (Frequency = 22) and 17.1% (Frequency = 6).

However, when being asked whether the process-based method could give them more opportunity to express themselves more clearly

when writing (Statement 3), the students only moderately agreed with such

question. Statement 3 received 48.6% (Frequency = 17) and 14.3%

(Frequency = 5). Moreover, whether the method made the writing class

enjoyable and interesting to them received moderate responses from the

students, as indicated by Statement 6, which received 42.9% (Frequency

= 15) and 8.6% (Frequency = 3), and Statement 7, which received 37.1%

(Frequency = 13) and 14.3% (Frequency = 5).

Regarding the four writing steps and their impact on the students'

writing ability (Statements 4, 5, 8, and 10), the step that received the most

responses was the step of the student-teacher conference. Students

agreed quite strongly that this step could help them write more correctly

and lengthily, as Statement 5 received 54.3% (Frequency = 19) and 31.4%

(Frequency = 11). The steps of generating ideas and peer response

received quite a number of responses, though not as many responses as

the step of student-teacher conference. The students also agreed that the

two steps helped them think freely and helped them to interact with friends

when writing, as Statement 8 received 62.9% (Frequency = 22) and 8.6%

(Frequency = 3), and Statement 10 received 54.3% (Frequency = 19) and

17.1% (Frequency = 6). However, few students strongly disagreed that

the step of generating ideas could help them think freely of what to write –

2.9% (Frequency = 1) and 2.9% (Frequency = 1)

Obviously, the step that received the least responses, as compared

with the others, was the step of drafting, as Statement 4 received 34.3%

(Frequency = 12) and 22.9% (Frequency = 8).

However when it comes to whether the steps of writing could help

them with the fear of writing, as shown in Statement 9, only few students

agreed with it. Such statement received only 22.9% (Frequency = 8) and

5.7% (Frequency = 2).

It was obvious that the students who had received the process-

based method had quite positive attitudes toward the method and there

were more students who agreed with the ten statements than those who

disagreed.

2. <u>Findings of Part II</u>   The students answered in detail to reveal their attitudes towards the process-based writing.

Table 4.5

Frequency of Responses to Question 1

1. What do you think of the process-based writing; Is your writing class this semester different from before?	
Answers	Total numbers of students that responded (out of 35)
Yes (Different)	27
No (Not Different)	2
Did not respond	6

From Table 4.5, out of 35, 27 subjects stated that the writing class this semester was different from their previous classes.   However, two other subjects stated that they found that this class was not different; one said this class had more focus on the writing steps, which gave him a better start when writing.   Meanwhile, the rest, 6 students, did not mention whether they found the class was different from the previous, yet they

stated their preference of it. One of the six put a rather personal comment

on her past writing experience this way:

> In EN I and II, I did not have a chance to really write. We
>
> started writing in EN III, but writing was not taken seriously.
>
> In EN IV, the teacher seemed serious about writing (with
>
> process). From what I have seen in the past, They did not
>
> teach how to write, nor care about writing basics. You would
>
> get higher scores only if you wrote a lot.

The 27 students who stated that this class was different from their

previous classes gave positive comments mainly on the steps of the

process-based writing, while some comments went to the researcher who

had acted as their writing coach.

Most of them said that they liked the process-based approach since

its steps helped them write. They could write with a better organization

and plan, whereas in the previous writing class they just jumped into the

only one-draft writing. As a result, they just went about writing with no

direction and handed in the paper that had everything on it. Now they

knew how and where to begin and end their writing, and as a result their

works were more substantial and correct. With the process, they found

writing was much easier and more systematic. One subject wrote:

> (This class was) different. I have never seen this kind of
> teaching before (the kind with having a chance to meet with
> the teacher). I like it because it helps me write better and
> more correct (grammatically). For what I thought was correct
> (but was actually wrong), I have a chance to learn that it is
> not. The step of peer response (what friends think about my
> works) really helps me write better.

Another subject described her previous writing classes as "non-

processed." She stated, "When I was given a topic from the teacher, I

started writing right away in one draft with no plan, and the outcome was

not exactly what the teacher had in mind." Regarding the steps in the

process-based class, one subject said she had to be more active in class

since the process writing was delicate and demanded her attention.

A few comments also went to their writing teacher, the researcher herself. Out of 27, 7 students acknowledged the role of the teacher in the class as well as in the conferences. Two said the teacher could help to fix her papers' flaws and grammar mistakes quickly. Having met the teacher in the conferences, one said:

*(The process-based writing) is a good method because you (can) go to the teacher's booth and listen (to) the suggestion and you can develop your writing. I think now my writing is better than (it was in the) past.

(* The asterisk means the student originally wrote the quoted sentence in English.)

One subject gave a personal comment on the teacher's behavior in class, which reflected how he had felt about the new way of teaching (using the communicative approach) or using English as a medium for instruction. He said:

(This class was) different from that in the past. I hated it at first and thought, "Why me? How unlucky I am?" But, my feeling has changed...because of the teacher. You are so kind and nice. You talk to us in class very nicely. That's how my feeling toward the English class has changed. It is not so boring after all. It is because of you...

This answer coincided with another answer from one subject who said that he hated the English class so much, especially writing.

...I was so afraid of writing before. I was so afraid of the teacher – whether the teacher was going to say any bad things if I wrote incorrectly. I don't have that fear in this class. Now I feel like I can use more of my imagination and I feel so free to use my ideas like never before.

Another subject wrote about how he could find help from the teacher, saying that his class was different from before. That is, the teacher gave him an opportunity to ask when he did not know how or what

to write. In addition, one subject said this class was different because it had writing activities for students.

However, out of 35, two subjects wrote that this class was different from what they had studied in the past, yet it had some drawbacks. One wrote:

> (The writing process helps my thoughts to be in a more systematic.) However, it blocks my imagination. Every time I write, I have to have the outline. The outline is good, but it obstructs my flowing ideas. I sometimes want to expand my writing details. But it is difficult for me since I have to stick with the outline.

The other stated that this type of writing or the writing process sometimes made some students uncomfortable. For example, some students might not know where to begin, or some might be more comfortable starting writing right away and could write better that way.

Table 4.6

Frequency of Responses to Question 2

2. Which steps do you like the most. Rate by putting number 1-7.									
Writing Activities	Rating of the Activity							Weight Average	Ranking
	1	2	3	4	5	6	7		
Reading Activity	11	5	8	1	3	3	4	4.86	2
Generating Idea	9	10	4	2	5	4	1	5.00	1
Outlining	2	4	9	6	9	2	3	4.03	3
Writing First Draft	6	2	2	13	2	3	7	3.86	4
Student-Teacher Conference	3	4	5	3	8	5	7	3.51	5
Writing Second Draft	0	7	5	2	3	13	5	3.29	7
Peer Response	4	3	2	8	5	5	8	3.46	6

These were seven main activities incorporated sequentially both inside and outside of classroom. All seven activities were put in ranks, according to the student's preference. It was found that from the first to seventh rank the step of generating idea came first, then the reading activity, outlining, writing first draft, student-teacher conference, peer response, and writing second draft, consecutively.

The following are some examples of comments on the activities.

Subject#27: Reading was his most favorite because it gave him an opportunity to learn sentence structures and interesting idioms that he could use in his own writing. Also, he had an opportunity to read what he might be interested in. The second activity that he liked was generating ideas. It helped him with organizing his thoughts; he could control details or what he was writing to make his work precise and on the topic. The third rank was outlining. It was an activity that took place exactly right after the generating ideas, just like where it originally took place among the seven activities. He liked the way this step happened. After he had decided what points he was going to include, he put those points in the order right away. It was so different from what he had done before.

Then, he would do the "thinking and writing" simultaneously, which resulted in his works being too vague and confusing. The fourth step that he liked was writing the first draft. He put this step in the middle of the ranks because it was right where it belonged, that is, it took place after the first three steps. The fifth step he preferred was the conference because meeting with the teacher helped him learn what he did wrong and learn to correct it. Peer response ranked sixth. The benefit of the step was just the chance to read others' works and to know what people thought of the works. However, his criticizing the works or the friends' criticizing the works did not matter. He though he could learn better with the response from the teacher. The least favorite was writing the second draft because it was just the step after he had learned everything from steps 1-6; he just wrote again in the second draft. It was the least important.

Subject#25: His most favorite was writing the first draft and the least was the student-teacher conference. He found that when he wrote he did not feel like following those seven steps. Since there was little time to write each piece of work, following every step was difficult for him.

Subject#8: He liked outlining the most since he could see right away whether his work was going to come out well. He ranked reading second since he could learn and bring some interesting words or expressions into his writing.

Subject#4: Her most favorite was reading since it gave her patterns for her writing. She could learn more of words and expressions useful for her own writing. The second favorite was the student-teacher conference. It gave her a chance to learn what mistakes she had made, why they were wrong, and how to make corrections. The teacher also gave suggestions for choice of words.

Subject#9: Her most favorite was the student-teacher conference. There were so many things she did not know and always made mistakes in writing. The teacher helped her discover more about sentence and phrase structures, transitions, and interesting expressions.

Subject#17: Writing first draft was his most favorite because he liked to write right away according to what he had in mind. He did not need the generating ideas nor outlining. He was not good at them. He could do better with starting with writing the first draft.

Subject#19: Her most favorite was the peer response. It helped

her a lot when she had a paper to hand in. She needed someone to look

at it first. She herself could not see the mistakes she made on her paper.

Only her friends could.

Table 4.7

Frequency of Responses to Question 3

3. In the writing process, how did you like meeting with the teacher in the "student-teacher conference"? Do you think it helped your writing?	
Answers	Total numbers of students that responded (out of 35)
Yes (It helped me.)	21
No (It did not help me.)	9
Did not respond	5

As shown in Table 4.7, 21 subjects stated that they liked meeting

with the teacher in the conferences very much and that it was a useful

activity that helped them with the writing. Meanwhile, 9 others said that although they though it was a good activity, it could be problematic.

All of the answers were positive. All subjects who answered this question acknowledged the role of the teacher in helping to polish their works. They said that in the conference the teacher helped to correct grammatical errors and gave suggestions for better words or sentence structures. The conference helped them to write in the right direction and be able to get to the points. Also, the teacher suggested some sentence expressions that they themselves could not come up with on their own. One of them wrote that he liked the conference because it was individual and he could understand what the teacher said or explained better. He could also ask anything he wanted to. Interesting comments from the subjects are quoted as examples.

(* The asterisk means the student originally wrote the quoted sentence in English.)

Subject#1: *I think (the) "student-teacher conference" help(s) me so much because I can get the idea(s) and steps to write from the teacher.

Subject#2: *Yes, I like (it) very much because you can get the knowledge (about) (the writing methods), (learn) mistakes of your writing, (and) develop your grammar (and learn about) word(s). (For example), some word can (be) use(d) in one sentence but (not) in the other.

Subject#3: I like meeting with the teacher in the conferences after I finished my first draft. It was the only way to know what mistakes I had made. The teacher could help me with the ideas; what should come first or second. Sometimes she suggested new words to replace the words in my work so that my work would be more complete. She also helped to explain some grammatical usage. The most important thing was she never looked down at my ideas. Even though my ideas were not O.K, she still gave encouragement.

Subject#4: I like the conference. There, I could learn about my weak points in writing and what mistakes I usually made. The conference helped my work to be smoother and the teacher gave me some "writing techniques or tips" to write better.

Subject#5: I have to admit that I did not like the conference at first because I did not have much time and I was afraid of the teacher. But, once I had been in a conference, I found that it was not what I had expected at all. She was nice and kind. When my work was full of

mistakes or could not be understood, she told me how to fix them. Later, whenever or whatever I wrote, I always asked her to look at it first. I think I can write better now.

However, a few other subjects mentioned problems about having to meet with the teacher in the conferences. 9 subjects said the conference cost them time. Most of them did not find that the conference could be much help for them due to the time constraints. They said they did not have much time to spend on the conference. The time they had did not match them time of the teacher. Here are examples of some students' comments on the conference:

Subject#6: Meeting with the teacher was a good idea. However, I usually felt stressed and pressured when I could not make it for the appointment with the teacher. I usually met with her one day before the day I came to class. If I could not make it for the appointment, it would be like I was not responsible for my work. In fact, I had finished my work even though I did not show up for the conference.

Subject#7: I admit that this activity was useful. But, the problem was "time." Students who just walked into the teacher's office without making an appointment first hardly got a chance to talk to her. I used to wait for her for half an hour, twice. Sometimes, I had been waiting for her,

until it was my turn in line. But it was someone else's turn (with appointment) at that time, and I missed talking with the teacher. All of these made the activity "not work" for me.

Subject#8: In my idea, a teacher is something of mysterious or scary. The teacher should have mandated students to attend the conferences. Many of my friends had expected that they were going to be scolded at about their work, or they were going to have to redo their work. Personally, I think meeting with the teacher was fun. But, I don't think it helped me much. If this class was one of my major classes, such activity would be a good idea and I would pay more attention to. I think the activity did not work because of the students' lack of motivation.

Subject#9: I liked meeting with the teacher because it helped me to know about my writing mistakes and not to make the same mistakes again. I felt bored, at first, because I did not have much time. I came to school only three days. I had to adjust myself. Sometimes, I had to come to see her even on the day I was not supposed to come to school. However, it helped me write better and I could write more details in paragraphs.

Subject#10: Personally, I think meeting with the teacher was good because the teacher could be of great help for my writing (to tell me what

was wrong or better). But, sometimes I did not understand what the teacher said or explained. It could be because of my lack of attention or focus on the explanation. I think if I had more time with the conferences, I would have written better.

Subject#11: I liked meeting with the teacher, but not all the time. I sometimes felt not wanting to go to the conferences because I felt like it was a burden of my life, having to meet with her, checking or finding the time. But when I went to see her, it helped me know my writing mistakes and learn how to fix them. I wrote better when I saw what it was that was wrong. If I wrote only one draft and handed in and the teacher marked it, I would not be able to understand what went wrong. I would not know why it went wrong and how to fix it. The conferences helped to prevent this from happening.

Subject#12: Meeting with the teacher was a good activity because not only the students could talk with the teacher about their writing to make their work better, but also the relationship between them and the teacher got better. However, finding time to go to the conferences was difficult for some students. Sometimes they were busy. Sometimes they went and had to wait, but they did not see the teacher.

Table 4.8

Frequency of Responses to Question 4

4. Do you think your writing ability has improved at the end of the course?	
Answers	Total numbers of students that responded (out of 35)
Yes (Ability has improved.)	22
No (Ability has not improved.)	9
Did not respond	4

From Table 4.8, 22 subjects stated that their writing ability had improved a lot at the end of the course and gave comments that showed their being positive and confident. 9 others stated that their writing ability had improved but only a little. The rest, 4 students, gave no comment about their writing ability at the end of the course.

All 22 students wrote that they felt better about their writing now than they did before, especially after they have experienced the process-based writing. Although all of them were not absolutely sure their writing

has become excellent, they felt more confident to write. Having been taught how to write in steps, they were equipped with the writing tools. Now they knew that writing could take place systematically. They knew how to organize their ideas and use words to express them and how to revise their words and sentences. Also, the ability came from the help of the teacher. Some students said they could write to convey their message to the readers. When they wrote, they wrote on, not off, the topics. Their vocabulary had expanded. They could write in the right direction and in a better format with lots of details. And, above all, they were not afraid of writing any more. The following are some interesting examples of comments from these students.

Subject#5: My writing ability has improved a lot. In the past, I had to spend so much time thinking about what to write, and I could write only little with little detail, wrong tenses. I could write nothing at all. Having taken this class with the practice of the process writing, I know what to do first and second, with a better system. I would start writing on a paper right away. Now, I am satisfied with my writing system. I can write anything within a short period of time.

Subject#21: My writing ability is improved. Before, when I wrote, I started writing sentences in Thai and then translated into English,

sentence by sentence. Now, I start to be able to write in English right away.

Subject#20: I think my writing ability has improved. Before, my papers were usually not complete or on the topics. Now with the process-base, I can use the step of generating ideas to make my work more complete, according to the assigned topic. And my grammar is better because of the conferences.

Subject#13: My ability has improved a lot. In the past, I was so afraid of writing and I never expected to get any good score from writing. I feel better now and I feel that writing is not so difficult after all. Now I can write more details and spend less time on them.

Subject#9: My writing gets better. Before, I could write only 3-5 lines, but now I can write longer with more details.

Subject#11: After spending time with the process writing, I feel I can write whatever I have to write better. I know what type of writing is suitable for certain topics, even though I still make mistakes about grammar. I can write longer paragraphs. Without steps of writing, I would still write without any directions.

Subject#3: My feeling now is the confidence in writing. I now feel that I myself can express my thoughts in written English. It is so different

from the past, when I could only dream of writing. Even though it might not be as good, I'm satisfied with my work now. And it is getting better. I also hope to start writing in a diary in English. Having practiced writing, I feel more confident and brave enough to start speaking English.

Subject#4: I think I can write better now because I have learned certain writing techniques from the teacher. The conferences with the teacher really helped me.

For 9 other subjects who wrote that their writing ability has only improved a little, most of them said the main reason was about themselves. Most of them did not fell they had dedicated themselves to the class and their writing. Time was the main constraint. Some said they never did like writing, while some admitted that they were never prepared for the class. One of them said that he wish he could have more time with the class and the teacher.

Chapter 5

Discussion and Conclusion

This chapter presents a summary of the research as well as the sections of discussion and conclusion according to the findings.

5.1 Research Objectives

The objectives of this research are:

1. to study the results of using the process-based approach in an EFL writing classroom, by comparing the effectiveness of the process-based approach and that of the product –based approach, and

2. to study the attitudes of the students responding to the process-based methodology.

5.2 Research Methodology

The researcher had gathered data and information about the process-based writing and prepared the materials that would fit the course EN 202. She also had planned an implementation of the process-based writing approach for this present study. A set of questionnaire to gain students' opinions towards the process-based approach had been constructed to be used with the students at the end of the semester.

Two groups of students enrolling in EN 202 at Bangkok University were purposively selected as participants. The writing proficiency of both groups had been tested with the writing pretest, and their mean scores were found to be of no statically significant difference. One group was then randomly selected as the experiment group and the other as the control group. Then, the experiment group was taught writing with the process-based approach, while the control group with the traditional teaching. The traditional teaching had been used in the mainstream classrooms at Bangkok University.

In the mid-term examination, both groups did a writing quiz and their mean scores were compared. Again, in the final examination, the two groups did another writing quiz and their mean scores were compared.

After 14 weeks of class sessions, the two groups wrote on the writing Posttest, which was the same test as the Pretest. Their mean scores were compared. All papers were graded by two raters, the researcher herself and a part time teacher, and were analyzed, using t-test. On the last day, the experiment group answered the questionnaire. The data or the questionnaire results were used for a qualitative discussion.

5.3 Research Findings

According to the findings of the score results of both the experiment and control groups, it was found that the experiment group outperformed the control group on the Posttest and Writing Quiz 1 and Writing Quiz 2. They gained higher scores on these tests. However, between the two groups, there were statistically significant differences of the mean scores only from the Writing Quiz 2 and the Posttest ($p < 0.05$).

The questionnaire results showed that the students of the experiment group had a positive attitude toward the process-based method. They agreed that the writing steps they participated in the class helped them write better and made the writing class interesting. They also gave comments about the writing activities or the writing steps. Most

agreed that the writing steps could help them think of what to write and that they could write better.

5.4 Discussion of the Quantitative Findings

According to the findings, the students who were taught with the process-based treatment gained higher mean scores than those who were not. In this study, the traditional or product-based teaching treatment was used as with the other group for the comparison. Please be informed that the product-based method has been used traditionally to teach writing in class.

It would be too soon to jump to the conclusion that, because of the process-based method, the students could do better in their writing than the students who received the product-based teaching. However, when considering what lie beneath the two types of treatment, which are the components of the two teaching treatments, it is obvious that the process-based teaching offers more to students than the product-based does.

That is, while the product-based method focuses on what the student is writing, mainly mechanics, grammar, language structures, finding what is right or wrong or shaping each sentence in the writing is

inevitably the main treatment in the class. As its name sounds, the writing piece or product is where the treatment touches most.

From the findings, however, it is obvious that such treatment is not sufficient in students' writing, especially when writing usually occurs in one draft. After all, the treatment that focuses on the writing product or outcome cannot be of help much for students, since writing is a pack of ideas expressed in sentences. These sentences cling together and are difficult to be dismantled. Obviously, with such treatment, students were occupied with "getting everything right", and, thus, were hindered by it in "communicating the message."

Whereas, with the process-based treatment, the main component is "writing in steps" which makes the students realize that they are writing for an audience and that they can follow the steps to come up with a better writing.

One main reason that the process-based teaching has a positive impact on students' writing ability could be that it offers an opportunity for students to spend more time with writing, due to its natural characteristics. The process-based teaching depends mainly on activities that need interactions among students and between the teacher and students. Writing does not just finish in one draft, but it reoccurs anywhere possible.

Some activities, such as giving feedback or the student-teacher conference, may need to take place outside of class, which results in students' involving more with writing.

Another characteristic of the process-based teaching that supports students' writing ability is the "rewriting" and the teacher's coaching through "giving feedback." Grammar and language structures come second to how the students think and what they want to convey. As a result, students can concentrate more on their message, which is rather substantial. With the feedback, one of the activities, they can rewrite and rewrite before they have reached the final draft.

However, such treatment does take time. Its effectiveness takes time to be seen, too. This is evident in the findings of the score results from the Writing Quiz 2 and Posttest, where the differences of the mean scores of the two groups were found statistically significant. Whereas, in the Writing Quiz 1, the difference of the mean scores of the two group was not statistically significant.

5.5 Discussion and Conclusion of the Qualitative Findings and Results

The discussion of the questionnaire can be divided into two main parts. First is about the answers from Part I, which reveal the attitude of the students towards the process-based method and towards the writing steps, as effecting their writing and the writing class. Second is about the written answers from Part II, which support their attitude towards their writing contexts.

1. <u>Discussion and Conclusion of Part I</u> It can be summarized from the responses in Part I that the subjects who participated in the process-based teaching highly agreed that the process-based teaching method and its writing steps could help improve their writing ability. Considering the percentages of the responses given to each statement, it was found that students were quite satisfied with the teaching method used with them.

Each statement in this part was aimed at finding how the students felt about themselves and the wiring class after the treatment. Therefore, it was quite satisfactional to see from the results of this part that students strongly agreed that they thought they could write more correctly and lengthily, or that they could think better of what to write and imaginatively.

After all, these are what a writing teacher would expect as an outcome when teaching writing to students.

However, from the results of this part, it is interesting to find that the students would never stop being afraid of writing, though with the process-based method. It could be assumed that students viewed writing as a duty, which they had to do correctly to get a good grade. To them, probably to all others, writing is not something they could have fun with.

2. <u>Discussion and Conclusion of Part II</u> Part II had four questions which were aimed at revealing the students' attitudes towards the process-based method and its activities.

Question1: "What do you think of the process-based writing; Is your writing class this semester different from before?" It could be said that the majority of the students who have participated in the process-based teaching agreed that they could see the difference in the teaching when compared to their previous classes. Most of them expressed the preference of the teaching, saying that it gave them a clearer direction for writing.

From the findings, students with the treatment learned not to jump into writing right away once they received the writing assignment or once they were asked to write. Rather, they learned to spare some time to

think and plan first, then write and rewrite, with the teacher as a coach. From their points of view, the teacher also played an important role in giving more guideline and supervising the students. The students acknowledged the role of the teacher, as some of them expressed their appreciation towards it.

It could be added here that it is important to make the students aware of the writing class where they are participating in as well as of the role of the teacher in giving support to their writing. The awareness can benefit the students in that they know how to handle writing and where to seek help when needed.

Question 2: Which steps do you like the most or which steps help your writing the most? Although the findings show the ranking of the writing steps, it can be mentioned here that students saw every step or activity useful to them. Some students might prefer one activity to another, or they might feel that one or two particular steps worked well with them, while the others did not. In addition, the students who had participated in the treatment understood well how to employ each step or activity in their writing. Thus, they tried to use all activities provided by the teacher as much as possible so that they could write better.

One interesting point found from the finding was that when the students expressed their less preference of any activity, they gave the reason that rather related to how such activity did not work well with them than to how unuseful the activity was to them.

For example, one student stated that he did not like the step of "generating ideas," and he preferred to start writing right away. The implication here is that, without realizing it, he preferred to start writing "freehand," which is one technique of generating ideas. Another example is that one student ranked the step of "peer response" second to the last. He gave the reason that he could learn more or better with the response from the teacher than with friend's criticizing.

It could be concluded that the process-based teaching of writing comprises of writing steps or activities, which can be beneficial to students. However, students should be taught how to follow these activities so that they can gain the most benefits of the method.

Question 3: In the writing process, how do you like meeting with the teacher in the student-teacher conference? Do you think it helps your writing? Regarding the findings of this question as well as field notes taken during the conferences, it can be stated that the majority of students had a positive attitude towards the step of student-teacher conference.

The crucial element of this step was the teacher – who acted as a consultant and who helped nurture the students' work from the beginning to end or from their blank paper to the final draft. The students acknowledged the importance of the teacher and they were aware of how the step could help them to achieve the final draft.

However, some students expressed that the activity of "student-teacher conference" could be problematic to them. Yet, they stated clearly that the problem was time, not the activity itself. It was the problem that came from time limitation from both sides, the students and the teacher.

It can be stated that conferencing with a student is a time consuming process, and that to make the conferences successful and efficient, they need to be well-planned.

Question 4: Do you think your writing ability has improved at the end of the course? From the findings, the majority of the students admitted that their writing has improved at the end of the course. They can write better now and with more confidence.

The implication is that they were not deserted in the writing classroom. Instead, their written work received attention from the teacher. As a result, the students were equipped with the writing tools they learned

from the treatment, which were the steps or activities that they followed and that helped them write lengthily and correctly.

It can be stated that the process-based method has had an effectiveness on students' writing. Or, at least, it has improved their writing ability. Its components, which are the writing steps, require students' involving in writing and rewriting. This results in students' improvement of their writing ability.

5.6 Implication of the Research

Several implications can be drawn from the information taken from the discussions and conclusions of quantitative and qualitative findings

1. University EFL students need to practice writing and their writing need to be taught by the teacher, either implicitly or explicitly. However, an explicit teaching of writing obviously enhances the students' writing ability. The process-based teaching is one explicit teaching method that can help students increase their writing ability.

2. Writing at the university level can be achieved by a variety of teaching methods. Teachers of writing have a duty of finding a

good method, not necessarily the best method, for their EFL students. The process-based teaching method may be time consuming, yet its elements or components can help improve the students' writing, which as a result makes them have a better attitude towards writing. One reason is that, with the method, the students write in stages. Planning and thinking of what to write are the main focus. With such treatment, students learn to take control of their writing with the help of others, while knowing that their work will be read and responded by others.

3. Though being time consuming, the process-based teaching can possibly be integrated in an English course. However, time is an issue that needs to be taken into consideration, especially time that the teacher of writing has. The consideration may include the adjustment of lessons assigned to be taught in one course, so that enough time is available for a writing conference in a classroom.

4. Feedback is also a very crucial element in students' writing, either feedback from peers or teacher. Feedback can come in the forms of, for example, peer reviewing, teacher's paper marking or verbal comments. Good feedback must be clear and

specific and encouraging so that it will motivate students' learning.

5.7 Suggestions for Future Research

1. A large number of students with different language ability across the disciplinary should be targeted as subjects for the future research.

2. The use of technology for teaching writing, such as, the Internet or computer, could be used as part of the process-based teaching of writing in order to find out to what extent the benefits of the teaching to students could go.

3. More research on feedback to writing should be done, especially in the context of low-proficiency level students.

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Appendices

Appendix A

Guideline for a Student-Teacher Conference

A: During the conference, the teacher and students decide together what improvements should be made in the writing, based on the teacher's notes about the draft. Meaning in the composition is addressed first, and form second.

B: The teacher needs to look past the piece of writing and instead look at the writer – to look not at the subject of the writing, but rather at the writing process. The teacher asks questions about the writing process that he or she wants students to eventually ask themselves on their own.

C: Both the teacher and students must be very selective or focused on what discussion will take place. The teacher must insist that only quick problem be addressed per conference.

D: Conferencing involves a short meeting (5-10 minutes) and no "talk down" to students about their work.

(Adapted from "Conferencing: An Interactive Way to Teach Writing" by Alan Brender)

Appendix B

ESL Composition Profile

Content

25-22   **Excellent to Very Good**: Knowledgeable substantive through development of thesis / genre relevant to assigned topic

21-18   **Good to Average**: Some knowledge of subject / adequate range / limited development of thesis / genre mostly relevant to topic

17-11   **Fair to Poor**: Limited knowledge of subject / little substance / inadequate development of thesis / genre

5-10   **Very Poor**: Does not show knowledge of subject / non-substantive / not pertinent / not enough to evaluate / no relation to assigned thesis or genre

Organization

20-18   **Excellent to Very Good**: Fluent expression / very thorough development of introduction, body, and conclusion / well-organized and very thorough development of supporting details

17-14   **Good to Average**: Somewhat choppy / main ideas stand out, but organization unclear / limited development of introduction, body, and / or conclusion and / or limited development of supporting details

13-10   **Fair to Poor**: Ideas confused or disconnected / lacks logical sequencing and development of introduction, body, and / or conclusion / inadequate development of supporting details

9-7   **Very Poor**: Does not communicate / no organization OR not enough to evaluate

Sentence Construction

20-18   **Excellent to Very Good**: Effective use of simple, compound, and complex sentences (correctly punctuated) / effective use of coordinators, subordinators, and transitions / few errors of S-V agreement, verb tense, number, word order/function, articles, pronouns, prepositions

17-14   **Good to Average**: Effective simple sentences / minor problems in compound and complex sentences / minor problems in the use of coordinators, subordinators, and transitions / several errors of S-V agreement, verb tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured

13-10   **Fair to Poor**: Major problems in simple, compound, and complex sentences / frequent errors of negation, agreement, tense, number, word order / function, articles, pronouns, prepositions and/or fragments, run-ons meaning confused or obscured

9-7   **Very Poor**: Virtually no mastery of sentence construction / rules dominated by errors / does not communicate 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

Mechanics + Proofreading = Finished Form

15-13   **Excellent to Very Good**: Demonstrates mastery of conventions / few errors of spelling, punctuation, capitalization / includes clearly defined paragraphs and title page computerized, double-spaced, appropriately sized margins and type font, paper stapled

12-10   **Good to Average**: Occasional errors of spelling, punctuation, capitalization, unclear paragraphing (no use of computer or spell check) but meaning not obscured

9-6   **Fair to Poor**: Frequent errors of spelling, punctuation, capitalization, paragraphing / poor handwriting meaning confused or obscured

5-3   **Very Poor**: No mastery of conventions / dominated by errors of spelling, punctuation, capitalization, paragraphing handwriting illegible OR not enough to evaluate

(Source: Baak, Erlyn. "Portfolio Development." *Forum* [Online]. 35.2: 11-

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Appendix C

Questionnaire

Dear Students: We have finished our process-based writing practice for this semester. Please answer the following questions truthfully so that your information can be used as research data. Any of your answers will not affect your scores.

Instructions: There are two parts to this questionnaire. Please follow the instructions of each part.

Part I: For each statement, put X on the number that you think is true (1, 2, 3, 4, or 5). You can choose only one number.

1	=	strongly disagree
2	=	disagree
3	=	neither disagree or agree
4	=	agree
5	=	strongly agree

1. Having received the process-based method, I can write better.	1	2	3	4	5
2. Having received the process-based method, I can think better of what to write.	1	2	3	4	5
3. With the process-based writing, I can have more chance to speak English in class.	1	2	3	4	5

4. Steps in the writing process help me a lot with my writing.	1	2	3	4	5
5. The student-teacher conference helps me write more correctly and lengthily.	1	2	3	4	5
6. The process-based writing activities make writing more enjoyable.	1	2	3	4	5
7. The process-based writing method makes writing more interesting.	1	2	3	4	5
8. The student-teacher conference makes me feel more confident in writing.	1	2	3	4	5
9. Knowing steps in the writing process, I am not afraid of writing anymore.	1	2	3	4	5
10. The student-teacher conference is helpful and makes me feel good about the English class.	1	2	3	4	5

Part II: For each question, write your answer down on the space provided. You can write as much as you want to.

1. What do you think of the process-based writing; is your writing class this semester different from before? Explain.

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2. Which steps do you like the most or which steps help your writing the most? Rate by putting number 1-7 in chronological order to indicate your preference, and explain why.

reading activity__   generating ideas__

outlining__   writing first draft__

writing second draft__   peer discussion__

individual conference with the teacher__

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3. In the writing process, how do you like the teacher's intervention(student-teacher conference)? Do you think it helps your writing? Explain.

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4. Do you think your writing ability has improved, at the end of the course? Explain.

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Appendix D

A Portrait of the Product-Based Writing Sessions

The whole semester comprised of fourteen weeks of class sessions – seven weeks before the mid-term examination, and seven weeks before the final examination.

Week 1-2 The first session of the product-based writing group took place similarly as it did in the process-based writing group, in terms of the explicit teaching of reading and how writing could take place as a post activity. The texts "What is Stress?" and "Coping with Stress" were catered for the group, and students were to write on the assignment of the latter text. The prewriting activity included the discussion of questions after reading, the analysis of the writing prompt, making a list of keywords or expressions derived from the reading that they thought would be helpful in writing.

Then, students were introduced to the first type of writing, description, and were given the same handout, as were the students in the experiment group. These were models of descriptive paragraphs with an explanation of the components of the type and its organization.

Technically, they were to write, following the writing models. The writing assignment was to "describe some stressful events" in their life.

Students were also introduced to the techniques of generating ideas. They practiced the technique according to the writing assignment. And the practice was done individually.

As to support their writing, some grammar exercises were handed in to the students with a few minutes of explanation from the teacher before writing. Students then started writing individually. They spent about forty minutes writing and handed in the paper to the researcher-teacher at the end of the period. In the class, the researcher-teacher had also given a set of paragraph models of other type of writing, "process," the same sets as those given to the process-based group, to let them study before they came to the next sessions.

Having collected the papers from this group, the teacher marked them. Her feedback to each writing paper came in the form of comments and suggestions. Having viewed all the writing mistakes, which basically were frequent or common mistakes, the teacher prepared handouts of grammar exercises or reviews that would suit the students' needs. The handouts were to be shown and explained to the whole class in the next class session.

Week 3-4   In week 3, the teacher returned all the marked papers to the owners, who were given some time to review what the teacher had put as comments on the paper. The discussions on writing mistakes and grammar points were held in the class. Then the class started reading and discussing the reading text "Smoking" and their assignment was to give a process of how to reduce the chances of getting heart disease. Students who could not finish writing within the class period were allowed to continue the work at home and to submit the paper the next day at the teacher's office. Then, students started their generating ideas and writing the paper individually. After forty minutes, some students handed in their finished papers, while others were asked to finish the writing at home.

The papers were marked and the teacher wrote comments and suggestions on each paper. Also, the teacher collected the writing mistakes to be used in the next session.

In week 4, the whole class spent most time discussing grammar points, and the writing mistakes were shown on transparencies.

Another set of "effect-to-cause" paragraph models was distributed to the students, so that they could study it before hand. Students were notified that next week would be the week for their first writing quiz.

Week 5-6: The Mid-term Writing Quiz   The class went on the reading text "Teenage Suicide" and got ready to do the writing quiz.   The writing assignment was to state the causes of suicides or the causes that prevent the suicides in teenagers.   Here was the actual assignment, "Is teenage suicide a problem in your country? If yes, what do you think are its main causes and what is done to help prevent teenage suicide? If no, what is it about your culture that helps to discourage teenage suicide?"

Students spent about forty minutes writing on the assignment individually and in class. Discussions were not allowed. The papers were handed in after the allotted time.

The papers were later marked and graded. The writing mistakes were drawn out and more grammar exercises were prepared to be discussed in week 6.

Week 7 Oral Presentation (Speaking Activities)

Mid-term Exam Weeks There were no classes during the weeks.

Week 8: The Final Sessions Students practiced another reading text entitled "Space Communication." After that, the class spent time on a supplementary sheet on some grammar points. In addition, a supplementary sheet for "narration" was distributed to the class for studying before hand.

Week 9 The reading passage was "Initiating Relationship" and the whole class discussed the concepts of how people "initiate" relationships or the dates. The way the teacher led the discussion was the same as that in the process-based group. Students were then given the writing prompt and were asked to narrate a story of how they initiated the relationship with their boy/girlfriend. The type of writing was "narration." After forty minutes, the papers were handed in. Those who could not complete the task were asked to do it at home and submitted the paper the following days.

At the end of the class session, a set of paragraph models and writing explanation on "definition" was distributed to the class.

All papers were marked and the writing mistakes were drawn out. Once again, the teacher prepared handouts of grammar exercises.

Week 10-12(the Final Writing Quiz) The last two weeks before the final writing quiz covered the same reading texts and assignments, just like those in the other group. In addition, grammar exercises and writing mistakes were discussed widely.

Week 13 Since this week was the last for the writing sessions, the class time was devoted to samples of mistakes taken from papers and put on transparencies to be explained to the whole class. These were interesting mistakes from the researcher's point of view. They were either common or frequent mistakes, or mistakes the students did not realize of, such as the mistakes in grammar and word usage or spelling. Students helped out with how to correct them and they were encouraged to look again at their papers to find those mistakes.

Week 14 Oral Presentation (Speaking Activities)

Final Exam Weeks There were no classes during the weeks.

Appendix E

A Portrait of the Process-Based Writing Sessions

The whole semester comprised of fourteen weeks of class sessions – seven weeks before the mid-term examination, and seven weeks before the final examination.

Week 1-2: The Training Period. During the first two weeks, students were geared up for writing, and they were explicitly informed of in-class as well as outside of class activities. At the beginning of the class session and as part of the regular reading and writing class activities, students had practiced a reading text, "What is Stress?" and "Coping with Stress."

Just like how the teacher-researcher had taught reading in any other English classes, she had employed the skill-based teaching with the students. That is, the teacher and students together went over the discussions of topic sentences, main ideas, and details in the text for one period. Students were also explicitly taught to understand the relationship between reading and writing, and that writing did not take place in isolation.

The students had to write on the assignment that followed the second reading text, "Coping with Stress" during the second period of week 2, and their reading was a springboard for writing. The assignment was to "describe some stressful event" in their own life. Students was guided with such questions as, "Did you cope well with the stress? What could you have done differently? Was your physical health affected by this stress?"

They were then asked to discuss further some aspects of what they had read, which mainly aimed at eliciting their points of view and thoughts about it. They were told that this was the "prewriting" stage, which came in the forms of answering and discussing some questions, provided by the researcher to suit the writing assignment. Also, students were asked to make a list of keywords or expressions derived from the reading. These were expressions that they thought would be helpful for their writing.

Students were informed to be aware of the fact that writing could take place in stages, i.e., writing did not start and end in just one draft. They could follow the given list of stages and sub-stages of writing. The researcher also showed them how each stage worked and how they could work on these stages.

Even though students had not yet experienced the process-based writing and some training should have been implemented, the researcher decided to give them a "train on the job." In other words, they were going to practice the stages with their first writing assignment.

Students were then introduced to the first type of writing, "description." The researcher gave out a handout of models of descriptive paragraphs and explained to them the components of the type and its organization. They had finished the first stage, which were reading and gaining information about what to write, as well as some necessary keywords and expressions.

Then they were divided into groups of four to five people. Each group tried the second stage, brainstorming or generating ideas. Later, they did the outlining. Since this was considered a training stage and students were not familiar with the method, the researcher had to monitor each group to give support and suggestions.

Whatever the students came up with as ideas to write about were approved and praised by the researcher, as long as the ideas seemed to fit into the writing topic. Please note that the teacher-researcher realized her role in the process-based context, and, thus, acted more as a "coach" than as an "authority."

After that, students individually wrote their first draft. The researcher showed a sample of a draft and explained how a draft could look like when it came out. It could look like anything, once students started to put sentences together, according to their outlines. Writing individually, students did not necessarily follow everything from the group outlines, i.e., they could add, delete, or alter anything they thought more appropriate.

By the end of the second period, most students could finish and have their first draft. Nevertheless, few did not yet make any accomplishment on the draft. These were students who somehow did not catch up with what was going on in the classroom.

Students were then told to set up an appointment with the researcher, starting the next day and the days that followed until the last hours before the next class. Both students with and without their first draft were asked to meet with the researcher to discuss their writing, and this type of meeting was called "a conference."

For each conference, they were asked to bring any writing materials from the class along with them. In the class, the researcher had also given other set of "process" paragraph models to let them study before they came to the next sessions.

Week 2: The Conference Training Period   The outside of class student-teacher conferences started the following days of the same week (week 2).   Students brought their drafts to the researcher and each spent about ten minutes discussing the drafts with her.   Some students came by themselves, whereas others came in groups of two, three, four, or five. However, a discussion took place individually; it was a one-to-one conference.

The researcher recorded all the conversations between her and the students during conferencing, with students' permission.   The focus of the first conference lied on the content or the organization of the draft; how they went about from the stage of brainstorming for ideas to outlining and writing the first draft.   In other words, the teacher's concern was focused on the metacognition; students were made aware of what they had thought.

For those who came without the first draft, just the outline on a piece of paper, they argued that they did not understand what the teacher wanted them to do, or at least they were not sure of the stages. Given such feedback from the students, the researcher went through the instructions slowly with each of them.   She did not rush the students.

Rather, the students were asked to redo the brainstorming and outlining

since their problem was not with the drafting.

At the end of the first conference, the researcher gave out the

feedback sheet, in which she wrote some comments as well as put marks

on some items of R1 (Revision1) on the sheet. This would remind her of

what to look at in the next conference. All students were then asked to

come back with the second draft. For those who did not have the first

draft this time would come back with their first.

However, some students came back the second time within the

same week prior to the second class session. The researcher went on

their second draft and found some improvement. She gave more

comments as well as put marks on some items of R2 (Revision2) on the

same feedback sheet. This sheet was the teacher's feedback form. Later,

they were told that their second, and first draft for some students, were to

be used for peer response the next time in class. Students then wrote

their second draft after the conference with the teacher.

Week 3-4: The Training Period In the following class session of

the second week, students did the activity of peer responding on a friend's

paper. The researcher asked each student to exchange his or her paper

with someone else sitting next to him or her. This was the stage called "peer responding or reviewing", in which a student would read his or her friend's paper and give some feedback. Also, the researcher distributed a peer response form to each student, in which the student would write his or her name as well as the name of the paper's owner. This sheet was the friend's feedback form. The person who gave feedback was called the reviewer. Each person read the paper first and then responded by answering the questions on the form. The researcher also randomly selected some students to come in front of the class and read the papers they were responding to. This stage was also the "training on the job" stage and it took about thirty to forty minutes. Then, the papers and the feedback forms were returned to their owners, who would read the form and discuss it with the reviewer. Coming toward the end of the activity, students handed in the peer-reviewed papers to the teacher, who later marked the papers. The marked papers were to return to the students the next class session. Students were asked to rewrite their paper to make the third draft. However, writing the third draft was optional. Students had kept all their papers in their own folders.

Then, the next reading text was discussed, as a new cycle of activities was started. The reading text for week 3-4 was "Smoking" and

the writing assignment was "What can a person do to reduce the chances of getting heart disease?" The writing genre introduced to the class was process writing – steps of what to do to reduce the chances of getting heart disease. Students went through the writing stages both in-class and outside of class.

Please note that the teacher-researcher had prepared some exercise handouts that suited individual needs, according to students' language ability recognized from student-teacher conferences. Also, another set of "effect-to-cause" paragraph models was distributed to the students, so that they could study it before hand. Students were notified that next week would be the week for their first writing quiz.

Week 5-6: The Mid-term Writing Quiz The class went through the reading text "Teenage Suicide" and got ready to do the writing quiz. The writing assignment was to state the causes of suicides or the causes that prevent the suicides in teenagers. Here was the actual assignment, "Is teenage suicide a problem in your country? If yes, what do you think are its main causes and what is done to help prevent teenage suicide? If no, what is it about your culture that helps to discourage teenage suicide?"

Students spent about forty minutes writing on the assignment

individually and in class. Discussions were not allowed. The papers were

handed in after the allotted time. The students were asked to meet with

the teacher for the conference, starting the following days and before the

next class session.

Since these papers were to be accounted for the quiz score, they

were photocopied. The researcher marked and graded the photocopied

papers. She used the original papers for the conference with the owners.

Week 7: Oral Presentation (Speaking Activities)

Mid-term Exam Weeks There were no classes during the weeks.

Week 8: The Final Sessions Students practiced reading

comprehension, but they did not start the writing assignment right away.

The reading passage was entitled "Space Communication." Earlier, before

week 8, the researcher had reviewed all previous writing assignments,

both in-class and outside of class, as well as the mid-term writing exam.

She had gathered information about what had been taught and what the

students seemed not to achieve yet. More exercises were prepared for

students' practices. It was evident that some students somehow did not understand some stages in the writing process. Some could not differentiate one writing type from another. The researcher then had prepared a brief note to be discussed at the next conference. Meanwhile in the classroom, after reading was finished, time was spent on a supplementary sheet on some grammar points. Discussions covered a lot of ground of how these grammar points related to their previous writing papers. In addition, a supplementary sheet for "narration" was distributed to the class for studying before hand.

During week 8, a few students had come for the individual conference with the researcher, mainly for "catch-up" practices of how to generate details for a paragraph. These were students who barely wrote anything on their previous papers or who had problems with writing at the level of sentence.

Week 9 The reading passage was "Initiating Relationship," upon which the in-class writing based. After the reading comprehension, the class largely spent time discussing the notions and concepts of how people "initiate" relationships or the dates, basing upon the reading content. For example, students were drawn upon the steps in the

"process of asking for a date," through guided questions. The questions had been prepared by the researcher especially to help their later on-writing activity. For example, the students answered questions about what and why they thought people sought a relationship with somebody; whether they themselves had had such experience; and what and how they initiated such relationship. Important words and expressions related to what to write were introduced. Students were given the writing prompt and they were to narrate a story of how they initiated the relationship with their boy/girlfriend, and the type of writing was "narration." Models of narrative paragraphs were shown and analyzed in the class, including how to make the paragraph narrative by using transitions. With the writing models and information from the reading passage, students were geared up for writing during the second period.

In-group, students started their brainstorming and generating ideas. However, most students seemed reluctant to start the first stage of the writing process. Thus, techniques for brainstorming, namely clustering, listing, and freewriting – mainly used in the class, were reviewed again. The researcher had explained to the students that, as they had also started to realize it, each technique could work better with each specific type of multiple-paragraphs writing. So far, they had experienced the

three brainstorming techniques and four types of paragraph writing –

description, process, cause, and narration. Some of them mentioned their

own preferences of the technique and realized that some technique could

work better with some type of writing. For example, a few students felt

comfortable with clustering for the present writing, narration, and some

with freewriting. While students were writing, the researcher had gone

through each group and found that most of them preferred working

individually. It was understandable since the topic was very personal and

most of them wanted privacy and secrecy. Then, some of them went a

step further, outlining and drafting. They were asked to meet with the

researcher for conferencing about their first draft, starting the following

days. At the end of the class session, a set of paragraph models and

writing explanation on "definition" was distributed to the class.

The researcher still used the conferencing techniques – supporting

the students through the acts of coaching rather than telling or

commanding. She also recorded all the conversations between her and

the students.

Week 10-11   The reading text to be covered in class was

"Friendship Function". The writing assignment for the students to write on

was a definition of the word "friendship". Here was the actual assignment,

"In your own words, write a definition of the word "friendship." "What is

friendship?" Then, the process of conferencing took place. Students also

received the supplementary sheet of "comparison and contrast" in the last

session of week 10. They were well informed of the second writing quiz

that was about to take place in week 12.

Week 12: The Final Writing Quiz The class went on the reading

text "Similarity" and got ready to do the writing quiz. The writing

assignment was to write a comparison and contrast between the students

themselves and their boy- or girlfriend. Here was the actual assignment,

"Compare and contrast you and your boy/girlfriend. In what way or ways

you are similar to or different from him or her".

Again, just like the midterm, students spent about forty minutes

writing on the assignment in class and individually. Discussions were not

allowed. The papers were handed in after the allotted time. The students

were asked to meet with the teacher for the conference, starting the

following days and before the next class session. The photocopied papers

were marked and graded.

Week 13 Since this week was the last for the writing sessions, the researcher decided to have an in-class conference, in which all students shared their writing with their friends and teacher. Students had been informed about the activity before hand and had selected the best paper, or the paper that they liked the most, to bring to the class. There was no reading text to cover in the class and each student took turns reading his or her paper aloud in front of the class. The reading audience was allowed to express how they liked or what they thought of each paper. The researcher tried to encourage everyone in the class to share their ideas.

Week 14 Oral Presentation (Speaking Activities)

Final Exam Weeks There were no classes during the weeks.

Appendix F

The Presentation of Conference Transcripts or the Transcript Findings

A. Making the Students Aware of their Writing Stages

In a conference, the researcher started with the focus on how the student had started the writing, especially on outlining, which was considered the first and most important step in the writing process, as illustrated in the following examples.

Example 1:

Teacher:	Good afternoon Assani, Look at your paper. Do you know what this is?
Assani:	An outline
Teacher:	It is an outline. You can speak Thai or English. "water flood in my village"? I think the topic I want is …. Oh! O.K. You are writing about a stressful event. O.K. This is you title?
Assani:	Yes.
Teacher:	O.K. Let me ask you this. Why did you choose this event?
Assani:	Every time I think about this event, I feel depressed and hopeless.

Teacher:	Is it a real event?
Assani:	Yes.
Teacher:	I see. "Water Flood in my Village." And where is this village?
Assani:	Sahakorn Bangkapi.
Teacher:	Mooban Sahakorn Bangkapi. Not far from Bangkok. O.K. These are your ....(looking at the outline)....You plan to write about this event by saying.... When I go home. You wrote "when I go home." Is it in the past?
Assani:	Yes.
Teacher:	So you should say "when I went home" (teacher and student said together). Very good. (Teacher continued reading the outline aloud) It affected my car....lower road.....
Teacher:	....
Assani:	....

Example 2:

Teacher:	ของบุญเลิศนะคะ อาจารย์ดูซิ เริ่มจาก outline แผ่นแรกนะคะ ก็ลองเขียนกำกับให้อาจารย์ดูหน่อยก็ได้ว่า นี่คือ outline ใช่มั้ย นี่ใช้ด้วยกันกี่คนนะคะ ที่วันนั้นเรานั่งทำในกลุ่ม
Boonlert:	สี่ครับ
Teacher:	สี่ ได้อย่างนี้เลยหรือคะ อันนี้เหรอคะ จากสี่คนเหรอ มีใครบ้างคะ
Boonlert:	อัสนี (เงียบ)
Teacher:	มีบุญเลิศคนนึงล่ะ มีอัสนี แล้วใครอีกคะ
Boonlert:	แล้วก็ธรรมรัตน์

Teacher:	ธรรมรัตน์
Boonlert:	แล้วก็กิตติชัย
Teacher:	แล้วก็กิตติชัย โอเค to reduce อะไรคะอันนี้ ตรง outline นี้ ตอนนี้อาจารย์มองที่ outline อยู่ใช่มั้ยคะ
Boonlert:	ใช่ครับ
Teacher:	how to reduce อะไรคะ
Boonlert:	(เงียบ)
Teacher:	ลดอะไร
Boonlert:	(เงียบ)
Teacher:	ก็คือ chances of getting heart disease ใช่มั้ย
Boonlert:	ใช่
Teacher:	โอเค เราจะมุ่งไปที่สามประเด็นใช่มั้ยคะ ใน outline ของ คุณมีอะไรคะ do not eat a lot of fat, relax, don't smoke จริง ๆ มีมากกว่านี้ แต่เราเอาแค่สามใช่มั้ยคะ
Boonlert:	ครับ
Teacher:	แล้วตรง relax คุณก็แจงไปว่า watch TV, listen to the radio แล้วตรงนี้ จากตรงนี้นี่ทุกคนก็แยกย้ายกันไปทำต่อ ใช่มั้ย
Boonlert:	ครับ
Teacher:	โอเค แล้วของคุณเริ่มที่นี่เลยเหรอ ตรงนี้ลอกมาใช่มั้ยคะ
Boonlert:	ครับ
Teacher:	โอเค ลอก outline มาจากกลุ่มใหญ่นะคะ
Boonlert:	ครับ ครับ
Teacher:	โอเค แล้วเรามาทำอะไรก่อน ของคุณเริ่มจากทำอะไรก่อน อ้อ เดี๋ยว ๆ อันนี้จริง ๆ คือการเขียน free hand ใช่มั้ย
Boonlert:	ครับ
Teacher:	เขียนไปเรื่อย ๆ ก่อน แต่เขียนภาษาไทยก่อนเหรอ
Boonlert:	ครับผม

Teacher:	ตรงส่วนนี้ ใครเขียนหรือช่วยกันแต่ง คุณเขียนเองหรือ เปล่าคะ
Boonlert:	ผมครับ
Teacher:	คนเดียวเลยใช่มั้ยคะ
Boonlert:	ครับ
Teacher:	โอเค ในภาษาไทยของคุณนี่ อาจารย์ยังไม่เห็นมีข้อแรก อ้อ! ข้อแรก first ใช่ไหมคะ
Boonlert:	ครับ
Teacher:	ข้อสองคือ relax
Boonlert:	คือ relax
Teacher:	ข้อสาม don't smoke สามประการ พอเสร็จจากแผ่นนี้ เรา ไปแผ่นไหนต่อคะ
Boonlert:	แผ่นนี้ครับ
Teacher:	heart trouble อาจารย์ใช้คำว่า heart disease ใช่มั้ยคะ อัน นี้อาจารย์ลองอ่าน draft แรกของคุณ (อ่านข้อความ) "If we want to reduce heart disease, first, don't eat a lot of fat food" หรือ "fattening food because" อันนี้คุณต้องการ จะบอกว่า food พวกนี้มันมี hard of calorie ใช่มั้ย cholesterol มันจะทำให้เกิดไขมันสะสม แล้วก็ heart disease และถ้าต้องการจะลด "to reduce heart disease, you have to control the quality" เหรอ quantity of food โอเค second ตรงนี้นี่ โอเค ตรงนี้ first ใช่มั้ยคะ first second อันนี้จำจากซีรอกซ์ได้ไหม เอามาหรือเปล่าคะ
Boonlert:	ไม่ได้เอามาครับ
Teacher:	อ้าว วันหลังต้องเอามาทุกครั้งนะคะ
Boonlert:	ตอนแรกคิดว่าไม่ใช้แล้วครับ
Teacher:	....
Boonlert:	....

Example 3:

Teacher: พงษ์พัฒน์นะคะ อันนี้กลุ่มเดียวกันนะคะ แผ่นไหนแผ่นแรก
คะ

Phongpat: แผ่นนี้แผ่นแรกครับ

Teacher: ถือเป็น draft แรกใช่มั้ยคะ อันนี้คือ...แผ่นไหนนะคะ
outline

Phongpat: แผ่นที่มี brainstorming

Teacher: อันนี้นี่เราลอกมาจากที่ brainstorm กันเป็นกลุ่มใช่มั้ย จับ
แยกออกมาเองใช่มั้ยคะ

Phongpat: ครับ อันนี้คืออันที่อาจารย์บอกว่าให้เขียน

Teacher: อืม ล่าสุดนี่อันไหนคะ

Phongpat: ล่าสุดนี่อันนี้ครับ

Teacher: ล่าสุดนี่อันนี้นะ

Phongpat: ครับ

Teacher: อ้อ อันนี้ assignment 1 นะคะ จะเป็นเรื่องของ heart
disease ใช่มั้ยคะ อันนี้คือเรื่องของ stressful event ค่ะ
โอเค แล้วอันนี้ outline อยู่ไหนนะคะ เอามามั้ย

Phongpat: อยู่กับเพื่อนครับ

Teacher: เหรอ โอเค เอ้อ ก็ ก็คือเราเริ่มจาก outline ด้วยกัน ทำ
outline ด้วยกันใช่มั้ยคะ แล้ว... เอาล่ะ อาจจะต้องตรวจ
outline กันนะ สมมติพอเราทำเป็นกลุ่มใช่มั้ย แล้วพอต่าง
คนต่างไปเขียน เราก็ลอก outline มาเป็นของเรา เวลาดู
อาจารย์จะได้เห็นนะคะ โอเค "the ways you can reduce,
the way you can reduce chances of getting heart
disease..." นะคะ อันนี้คือชื่อเรื่องเหรอคะ ที่คุณตั้งไว้ตรง
กลางนี่

Phongpat: เป็นแค่ topic ครับ

Teacher:	คือถ้า topic นี่นะคะ ลักษณะของ paragraph มันจะเป็นอย่างนี้ ใช่มั้ย พอจะเริ่มประโยคแรกก็จะมีย่อเข้าไปก่อน คือ topic sentence อยู่ประโยคนี้ ประโยคที่หนึ่ง เพราะงั้น ถ้าคุณใส่อะไรบนนี้นี่ มันน่าจะเป็นลักษณะของชื่อเรื่องนะ คะ topic sentence จริง ๆ ใส่อยู่ประโยคไหนก็ได้ แต่ว่า อาจารย์อยากให้เราเขียนประโยคที่หนึ่งเพื่อจะได้เป็น ประโยคหลัก แล้วประโยคสองสามสี่ห้า เราก็จะใส่เป็น support topic sentence ของเรานะคะ โอเค ที่นี้ "There are many ways to reduce chances of getting heart disease such as relaxing, having good emotion, eating health food and ...." โอเค "first, the first way is relaxing..." โอเค คุณก็เปิดประเด็นตรงนี้ก็จะเป็น เหมือนกับเป็น topic sentence ใช่มั้ย
Phongpat:	ครับ
Teacher:	เมื่ออาจารย์หรือคนอ่าน อ่านถึงตรงนี้ ย่อมอยากได้ข้อมูล เกี่ยวกับ "relaxing, having good emotion" แล้วก็ "eating health food" โอเค "the first way is to relax" หรือ relaxing ก็ได้นะคะ เราจะบอกว่า "there are many ways to relax, for example, listening to music or singing a song with your friends, such as singing karaoke" นะคะ "When you have free time, you might go to see a movie. I think you should select a kind of movie such as comedy movie, romantic movie, horror movie" ด้วย เหรอ ดูแล้วมันจะ relax ใช่มั้ย โอเค "It can reduce your stressful."...
Teacher:	....
Phongpat:	....

B. Focusing Only on a Few Points of the Paper

Even though it was tempting for the teacher-researcher to concentrate on every point of mistakes or to explain everything about the paper to the student writer, it was wiser and more effective to focus on only a few things about a paper.

Example 1:

Teacher: พงษ์พัฒน์นะคะ

Phongpat: ครับ

Teacher: (Looking quickly at the draft) โอเค ดี ๆ โอเค "relationship, good friendship" เป็น "relationship between frieds" รู้สึกเพื่อนเราจะเขียนมาเป็น friend หมดเลยใช่มั้ยคะ

Phongpat: ครับ

Teacher: เค้าบอกให้ฟังเหรอคะ

Phongpat: บอกครับ

Teacher: (หัวเราะ) เพื่อน ๆ เค้าตีความว่า good friendship นี่คือ friend แล้วหลายคนจะบอกว่า friendship นี่คือ friend ที่อย่างนั้น อย่างนี้ ซึ่งไม่ใช่ friendship คือสิ่งที่เราได้จาก friend นะคะ โอ้! ดีมากเลย "The relationship,...The relationship between friends"... good friends ก็ได้นะคะ ทีนี้ตรงนี้เป็น fragment มั้ย fragment ใช่มั้ย เราทำยังไงนะ จะเชื่อมดีมั้ย

Phongpat: ครับ

Teacher: ถ้าไม่อย่างนั้นก็ต้องต่อใหม่ โอเค ก็ comma ปิด comma เปิด ไว้นะคะ "friendship,...the relationship between good friends is different" เห็นมั้ย ไม่ต้องใส่ it "...is different from love between man, men and women"...

นิยมใช้เป็น plural ไปเลยนะคะ ดีค่ะ ๆ "It starts..." It นี้ คืออะไรคะ friendship ใช่มั้ย

Phongpat: ครับ

Teacher: โอเค "It starts..." อันนี้ตอนเริ่มเป็น fact ใช่มั้ย งานเขียนที่ เป็น definition อย่างนี้ และถ้าไม่ได้เป็นเรื่องเล่าในอดีต เรา ใช้เป็น present ได้เลยนะ "It starts from normal friend and more and more until they understand, and they feel honest, and that is called friendship. When someone has..." someone นี่คือใครคะ

Phongpat: คือแบบเป็นเพื่อนบางคนอะไรอย่างนี้น่ะครับ

Teacher: ใช้เป็น when a friend ดีกว่ามั้ยคะ

Phongpat: ครับ

Teacher: "When a friend has trouble,..." โอเค "...always, they always help each other, such as talk, stay with him or her. They take care, or they care and worry." โอเค "It isn't necessary to use equipment like sports..." อื้ม... ข้อความตรงนี้นี่ เดี๋ยวนะ "...and it isn't necessary to happen with the same age perhaps will happen with younger or older." หมายถึงว่า friend นี่สามารถจะเป็นได้ กับทั้งคนอายุน้อยกว่าก็ได้ มากกว่าก็ได้ใช่มั้ยคะ โอเค "It isn't easy to develp." โอเค "It takes long time. I used to have a friendship, but something happened, but we broke up. It is about thing that happen to me. I think if you have friendship, you should love each other." อื้ม ...You should try to keep it. ดีกว่ามั้ยคะ

Phongpat: ครับ

Teacher: โอเค สั้น ๆ กะทัดรัด รู้สึกพงษ์พัฒน์เป็นคนเดียวนะที่เขียน แล้วไม่ผิด topic ทุกคนจะพูดว่าเป็นคน อันนี้คือ...คุณ เข้าใจว่ามันคือมิตรภาพ ไม่ใช่คน ใช่มั้ย

Phongpat: ครับ

Teacher: โอเค ดีค่ะ แก้ตามที่เราคุยกันนี่นะคะ

Phongpat: ครับ

Teacher: แล้วเดี๋ยวอาจารย์จะดูให้อีกครั้งหนึ่งตรงส่วน...เอ้อต้องนั่ง นึกก่อนนะคะ เรียบร้อยนะ

Phongpat: มีมาอีกคนหนึ่งครับ

Teacher: โอเคค่ะ

Example 2:

Teacher: อืม ....ของอ้อมอรุณนี่ "...relationship with someone" นี่ เป็นงานเขียนชนิดไหนนะคะ

Aomaroon: Narrate

Teacher: Narration ใช่มั้ย

Aomaroon: ค่ะ

Teacher: โอเค narration คือการเล่า เล่าเรื่อง

Aomaroon: ค่ะ

Teacher: ใช้เป็นอดีตใช่มั้ย เป็น past tense นะคะ "Now, people have many kinds of relationship in society" อืม...ใช้เป็น in their lives ดีกว่ามั้ย สมมติว่าอาจารย์อ่านถึง "people have many rela...many kinds of relationship in their lives" อ่านดูแล้วรู้สึกว่าน่าจะเป็น in their lives มากกว่านะ คะ "For example, boyfriend, girlfriend, or someone who understand them"... ตรงนี้คุณกำลังจะบอกว่า man ...คือถ้าอ้อมอรุณเปิดฉากมาบอกว่า "people have many kinds of relationship..." จะรู้สึกเหมือนกับว่ามี kinds ชนิด ไหนบ้างใช่มั้ย ... boyfriend, girlfriend โอเค ที่นี้..อันนี้นี่

เราเอายังไงดี รู้สึกว่ามัน มัน..เอ้อ ฟังดูแล้วมันไม่หนักแน่น เหมือนกับระบุมาเลยว่า....

Aomaroon: ค่ะ

Teacher: รู้สึกอย่างนั้นเหมือนอาจารย์ไหม

Aomaroon: ค่ะ รู้สึก (หัวเราะ)

Teacher: รู้สึกนะ น่าจะเปลี่ยนเป็นอะไรดี

Aomaroon: (เงียบ)

Teacher: เดี๋ยว ๆ ที่นี้ ๆ อันนี้จากคำถามนี้ อ้อมอรุณได้เอามาใช้หรือ เปล่า

Aomaroon: มีบ้างค่ะ

Teacher: คำถามพวกนี้มีประโยชน์ในแง่อย่างไรบ้าง คำถามพวกนี้ คือการ generate ideas วิธีหนึ่งใช่มั้ย คิด ระดมความคิด ช่วยให้คิดว่าจะเขียนอะไร เป็นแนวทางใช่มั้ย เป็น guided questions เอามาใช้ได้ใช่มั้ยคะ

Aomaroon: ใช้ได้ค่ะ

Teacher: มีการเรียงลำดับอย่างไรคะ หรือว่ามองปุ๊บทราบปั๊บ หรือว่า ยังไง

Aomaroon: ก็มอง ๆ แล้วก็ดึง ๆ มาเขียนบางตอนน่ะค่ะ

Teacher: อืม...โอเค "I don't have a boyfriend, but I have had a puppy love in high school. I had many friends in high school. They had boyfriend and girlfriend, but I did not,...I didn't..." รู้สึกว่าจะเป็นปัญหาในเรื่องของประโยค มันแบ่งวรรคแปลก ๆ หน่อยนะคะ "But I had a person whom I liked. He was older than me. He was a nice guy and he liked to play sport. I thought that he had good relationship with everyone. I liked him so much. I asked my friend what...I asked his..." I asked my friend about his name. จะดีกว่า กระชับกว่ามั้ย อันนี้ให้ เลือกก็แล้วกันนะคะ "...about his name, and I knew.."

อันนี้อาจจะเกิน ๆ มั้ยคะ "...and I knew" นี่น่ะ โอเค "I asked my friend about his name. I hand many questions about him. I wanted to know that, ...I wanted to know about his schedule, what time he goes to...what time he goes home...what sport does he play..." ตรงนี้อ้อมอรุณสามารถใช้เป็นโครงสร้างคำถามให้มันขนานกันได้เลยโดยเป็นประโยคคำถามนะคะ "...what time did he go home, when did he play sports... I always wanted to cheer him. One day, I decided to ask his friend about his telephone number. When I got it, I couldn't call to him because I didn't know what to talk about. One week ago, I decided to call him." นักศึกษาชอบใช้คำว่า to call to จัง to call him. "I asked him what he was doing. If he...was he free? Can I talk to him? He said yes. He asked me my name. And then we talked about anything. I called him everyday. I thought that he had good relationship than in the past. But not only talked on the phone..." อันนี้จุดฟุลสตอพได้มั้ย อ้อ! อันนี้เป็น comma ลองไปดูใน sheet ที่แจกเกี่ยวกับเรื่อง comma นะคะ "We didn't meet...We didn't know about....อื้ม...he didn't know about who I was..." ต้องให้ tense มัน parallel กันใช่มั้ย ขนานกันคือ ถ้าเป็น past ก็ past เหมือนกัน "When he studied in the university, he moved into an apartment. I didn't call him again. Our friendship finished, but I didn't...I didn't feel sad. I thought that it was the best time for me. It means a lot to me." โอเค ดีค่ะ แล้วเดี๋ยววันนี้ทำเขียน response แล้วก็ทำเป็น ทำในเล่มนะ เอ้ย! ไม่ใช่ ทำแผ่นใหม่แล้วเย็บแม็กนะ แล้วรู้สึกปัญหาเราจะมี

เรื่องของอะไรนะ ดูแล้วนะเรามีปัญหาอะไรนะคะชิ้นนี้ อ้อม อรุณดูแล้วชิ้นนี้เรามี...

Aomaroon: (เงียบ)

Teacher: มีปัญหาในเรื่องของอะไรคะ

Aomaroon: เรื่องการแบ่งประโยคค่ะ

Teacher: อื้ม...รู้สึกการแบ่งประโยคเรายัง...ใช้เป็น run on นะคะ ลองไปดู sheet ที่แจกนะคะ

Aomaroon: ค่ะ

Teacher: tense ดีขึ้นนะคะ แต่รู้สึกตรงพวกประโยคนี่ ได้ใจความแต่ ว่าไม่มีการหยุดนะคะ ไม่หยุดประโยคเมื่อต้องหยุด แต่ โดยรวม ๆ ดีขึ้นนะคะ อ่านดูแล้วรู้สึกดีขึ้น โอเค เรียบร้อย นะคะ

Aomaroon: ค่ะ

C. Using Questions as a Means of Eliciting Students' Expressions

Throughout the conferences, questioning was employed as a technique to instruct students' writing.

Example 1:

Teacher: โอเค อันนี้ของปริญญา "Sad, Bad Broken Heart Love Story" โอเค อันนี้คุณเริ่มยังไงนะ แผ่นก่อนแผ่นนี้เราทำ ยังไง

Parinya: ผมก็เขียนเป็นโครงสร้างก่อนครับ ก็คือ...จะเริ่มจาก ตรงไหนก่อนนี่...ประมาณว่าเกริ่นถึงเรื่องราวของตัวความ รักก่อนครับ

Teacher: อื้ม...

Parinya:	ครับ
Teacher:	ลองตอบคำถาม เราตั้งคำถามสัก20คำถาม สมมติอย่างนี้ แล้วเราตอบคำถามเข้าไปก็สามารถจะได้20ประโยค จริง มั้ยคะ
Parinya:	ครับ
Teacher:	นะคะ เอ้าลองดู ...เอ่อ...ลองคราวนี้ดูก็ได้นะ
Parinya:	เอ่อ...อันไหนครับ
Teacher:	ชิ้นใหม่นี่ เขียนชิ้นใหม่นี่ก็สามารถทำเป็นคำถามได้ นะคะ โอเค "If the matter of love, I, myself, believe that such a great feeling, that it is a great feeling. No matter it is a personal matter or others" ตรงส่วนนี้นี่มันเป็น fragment นะคะ
Parinya:	ครับ
Teacher:	ตรงนี้มันเป็น fragment คือมันเป็น "No matter it is a personal matter or the others" อย่างนี้มันยังถือว่ายังไม่ จบประโยคนะ
Parinya:	ครับ
Teacher:	ต้องเชื่อมกับข้างหลัง "A person who is..." จุดฟุลสตอพ ของคุณทำไมเยอะจัง
Parinya:	มันเขียนเหมือนมันติด
Teacher:	เขียนเพลิน
Parinya:	เขียนแล้วมันติ๊ก ๆๆไปน่ะครับ ไม่วางปากกา
Teacher:	โอเค เรามี paragraph นำนะคะ "About my love story, I would not call it love. It was only a one sited affair, and I also lose my faith for that. In ... When I was in the second term of the ...." เอ่อ...
Parinya:	eleven
Teacher:	eleventh grade
Parinya:	eleventh grade

Teacher:	"…at that time, I had to study in computer class every evening, and I met a very cute girl. She was also in the eleventh grade, and her class was next to mine." ก็จะมีเรื่อง tense นิดหน่อยนะคะ ไม่เป็นไร ก็ให้ระวัง "The strength thing was that we lived on the same street, but we never, we never met.." อืม…
Parinya:	met เหรอครับ
Teacher:	ค่ะ "..we never met. I might not noticed her or might not pay attention to her. Taking this computer class with her gave me an opportunity to see her everyday, and many chances." ทีนี้ opportunity กับ chances มันคืออันเดียวกันใช่มั้ย
Parinya:	ครับ
Teacher:	…………………………………………
Parinya:	…………………………………………
Teacher:	โอเค "I got up …………………………." โอเค ดีค่ะ อันนี้เขียนดีเลยนะคะ แล้วอันนี้คุณ…เขียนเองเลยใช่มั้ย
Parinya:	ครับ
Teacher:	แต่คุณต้องแปลงมาเป็นภาษาไทยก่อนเหรอ
Parinya:	มันจะลำดับความคิดได้ถูกไงครับ
Teacher:	แต่อาจารย์ดูการใช้ภาษาของคุณแล้ว มันดีไง คือไม่จำเป็นต้องเขียนใหม่ แต่ว่าเห็นต้องเขียนภาษาไทยนี่ก็เลยแปลกใจว่าเพราะอะไร
Parinya:	เพราะว่ามัน…มันจะได้ลื่นไงครับอาจารย์ บางทีเขียนภาษาอังกฤษ ถ้าผมเริ่มด้วย…เขียนไปมันจะตัน แล้วผมไม่รู้จะขยายความได้ต่อไปยังไง ถ้าผมเล่าเรื่อง ผมกลัวว่ามันจะไม่ต่อเนื่องกันด้วย
Teacher:	คือมันดูรู้สึกเหมือนกับว่า…มันไม่ใช่ว่าคุณมีปัญหาเรื่องการใช้ภาษานะ ไม่ใช่ใช่มั้ยคะ

Parinya:	ไม่ใช่ครับ
Teacher:	เขียนได้แต่ต้องใช้ภาษาไทยก่อนเพื่อให้ได้เหมือน...ได้เนื้อเรื่องแล้วค่อยแปลมาเหรอคะ
Parinya:	???
Teacher:	คือหลายคนที่อาจารย์เห็นนี่ ใช้เป็นภาษาไทยก่อนก็เพราะว่าไม่ทราบว่าจะเขียนเป็นภาษาอังกฤษว่ายังไง
Parinya:	มันก็ด้วยครับ (หัวเราะ)
Teacher:	แต่ว่าภาษาคุณใช้ได้นี่ มันเหมือนกับมันไม่ใช่คุณมีปัญหาอย่างนั้น อันนี้ใครช่วยด้วยหรือเปล่าคะ
Parinya:	มันก็มีตอนหลัง พอเขียนเสร็จก็จะให้พี่ดู แต่พี่เค้าไม่ค่อยดูเท่าไหร่เพราะว่า...
Teacher:	พี่..คือพี่ใครคะ พี่คุณเองที่บ้านเหรอ
Parinya:	ครับ
Teacher:	อ๋อ..ให้เค้าช่วยแก้ให้อะไรอย่างนี้ใช่ไหมคะ
Parinya:	ไม่ได้แก้อะไรครับอาจารย์ เพราะว่าเค้าดู บอกว่านี่น่าจะใช้ น่าจะเปลี่ยน ดูศัพท์ให้ น่าจะใช้คำนี้มากกว่า
Teacher:	อ๋อ เหรอ อืม ๆ
Parinya:	อย่างเรื่อง tense พวกนี้เค้าก็ไม่ได้ดูให้ครับ ก็เขียน ๆ ลงไป
Teacher:	แล้วอย่างตรงนี้ อย่างเช่นสำนวนตรงนี้นะคะ ...เอ่อ "She started to look for her secret in mind by asked his help from other friends" อย่างนี้ใครแต่ง ใครช่วย
Parinya:	แต่งเอง
Teacher:	แต่งเอง...โอเค "The end of my secret activity had come when I was putting the carnation in the...in her drawer one evening." อันนี้ใครแต่งคะ
Parinya:	อันนี้พี่ พี่เค้าจะดูให้ เพราะตอนแรกผมแค่ว่า "secret..the end" เฉย ๆ คือเมื่อความลับมันจบ มันหักไป แล้วพี่เค้าก็

Teacher:	คุณมีอีกแผ่นนึงก่อนมั้ย ที่คุณเขียนเองน่ะ ก่อนที่พี่จะช่วย อาจารย์อยากเห็นแผ่นนั้นน่ะ
Parinya:	ก่อนที่พี่จะช่วยหรือครับ
Teacher:	....
Parinya:	....

Example 2:

Teacher:	....
Phongpat:	....
Teacher:	เขียนยาวดีจัง
Phongpat:	(หัวเราะ)
Teacher:	อันนี้จากที่เป็น ... พงษ์พัฒน์ใช้เป็น guided questions ใช่มั้ยคะ
Phongpat:	ครับ
Teacher:	แล้วอันนี้ก็ เอ่อ ตั้งเป็นคำถาม ก็มาจากที่เราพูดกันใช่มั้ย คะ
Phongpat:	ครับผม
Teacher:	แล้วก็ตอบคำถามลงไป แล้ว...พงษ์พัฒน์ตอบคำถามเสร็จ เอามาใช้ในนี้มั้ยคะ ใช้ในงานเขียนมั้ยคะ
Phongpat:	ผมเขียนเลยครับ
Teacher:	อ๋อ เขียน freehand ไม่ต้องใช้ guided question หรือคะ
Phongpat:	ครับผม
Teacher:	สะดวกกว่าเหรอคะ
Phongpat:	ครับ
Teacher:	แล้ว...ได้มีอะไรที่เป็นคำตอบจากในนี้มาจากใน guided question มาไว้ใช้มั้ยคะ
Phongpat:	มีบางส่วนครับ
Teacher:	เหรอ ตรงส่วนไหนคะ

Phongpat: คือข้างหลังมี มีเอามาใช้บ้าง

Teacher: อ๋อ ส่วนที่เป็นความเห็น โอเค ส่วนที่เอามาใช้ได้นี่คือ เท่าที่อาจารย์ดูนี่คือเป็นส่วนที่ ที่น่าจะเป็นข้อมูลที่อยู่ในเรื่องได้จริงเลยใช่มั้ยคะ

Phongpat: ครับ

Teacher: โอเค นะคะ "About one year ago." เอ๊ะ เราได้ทำชีท fragment กันไปแล้วหรือยัง ถ้าทำแล้วมันไม่น่าจะเขียนเป็นอย่างนี้นะ โอเค ไม่เป็นไร เดี๋ยวอันนี้ก็มี เท่าที่มองก็จะมีปัญหาเรื่อง fragment นะคะ "About one year ago." อันนี้ต้องเชื่อมกันใช่มั้ย "I found a woman who studies one year ago." "who studies" ต้องเป็นกริยาช่องสองใช่มั้ยคะ ใช่มั้ย...one year ago, I found หรือ I met a woman..I met a woman who studied at Bangkok University who was waiting for the university bus จะมีโครงสร้าง who ตรงนี้กับ who ตรงนี้ สองทีนะ ก็ถ้ามากไปจะซ้ำนะคะ อาจจะลอง ลองรวบกันมานะคะ "She..She was on her way home." ใช่มั้ยคะ

Phongpat: กลับบ้านน่ะครับอาจารย์

Teacher: อ๋อ...เอ๊ะ แล้วเราทราบได้ยังไงคะว่ากลับบ้านทางเดียวกับเรา

Phongpat: ก็เห็นเค้ากลับทางนี้มาก่อนแล้ว

Teacher: โอเค คือตรงที่คุณเขียนนี่ ถ้าเกิดคนอ่านมาอ่านว่า "She..She is same way to go back home." ก็จะงงเพราะว่าเวลาที่ดูขึ้นต้นนี่ จะรู้สึกเหมือนกับผู้หญิงคนนี้เราเพิ่งเจอครั้งแรก หรืออาจจะเคยเห็นที่มหาวิทยาลัยแล้วก็กำลังรอรถอยู่ อาจจะบอกว่า She always went home หรือ She always goes home. หรือใช่ we จะดีกว่า เพื่อรวบรัดนะ We always go home in the same direction นะคะ "At first time...The first time...The first time that I

saw her...The first time I saw her, I didn't feel like her. I remember I came back home with her, but never talk to her." โอเค "It was like that last year...It was like that last year until I studied in the second year, I started to like her. I began to feel...I began to like her and wanted to know her because she was so neat. And first semester, I know an older woman from the Internet." ทีนี้พงษ์พัฒน์จะรู้สึกนะคะว่าไอ้ตรงนี้มันเกี่ยวกับคนนึงแล้วใช่มั้ย แต่ยังรู้สึกว่ามันไม่อะไรเลยนะคะ ก็จะมาพูดถึงคนนี้ "So, I asked her about this date." What date?

Phongpat: เอ่อ ทำยังไงให้ได้ไปกับผู้หญิงคนนี้น่ะครับ

Teacher: โอเค "So, I asked her about how to know a woman...how to get to know a woman"... คือ...กรณีนี้เราทราบ แต่คนอ่านนี่อาจจะไม่เข้าใจ หรือพงษ์พัฒน์อาจจะใช้คำนี้ก็ได้แล้วก็ใส่คอมม่า อธิบายว่า how to อันนี้มันจะเป็นโครงสร้างอันหนึ่งนะคะ เป็น style การเขียนอย่างหนึ่งนะคะ มันเป็นการอธิบายเพิ่มใช่มั้ยคะ อาจารย์คิดว่าดีอยู่แล้ว ไม่ต้องไปเอาออก แต่ว่าต้องใช้โครงสร้างนี้นะคะ She told me that...talk to her...go talk to her ไม่ต้องใช้ let's go...go talk to her, but I did not dare จะใช้อย่างนี้ก็ได้ หรือ but I was not brave enough... "I always looked at her when I saw her" เวลาใช้คำว่า watch มันดูจงใจเกินไป "I always looked at her when I saw her. The first time, my friend did not know about this. But finally they knew" "But finally they did" ก็ได้นะคะ "So I asked them" ทีนี้ตรงนี้มันจะเหมือนจะไม่ค่อยสมบูรณ์เท่าไหร่นะคะ เราอาจจะเป็น discuss ดีมั้ย หรือ consult with them ดีมั้ย "They asked me why you...why don't you to talk to her...why don't you talk

to her, just like an older woman had told me" ตอนนี้มัน ต้องไม่ใช้ an แล้ว the ใช่มั้ย คนนั้น ใช่มั้ยคะ "the older woman had told me" ใช้ had told ใช้เป็น past perfect ก็ หมายถึงว่าเหตุการณ์ที่เกิดก่อนหน้าเหตุการณ์นี้นะคะ ทั้ง คู่เป็นอดีตหมดใช่มั้ยคะ ตอนที่เพื่อนบอกก็เป็นอดีต แต่คน นี้จะเป็นอดีตกว่ามั้ยคะ

Phongpat: เป็นอดีตกว่าครับ

Teacher: ....

Phongpat: ....

D. Paying More Attention to the Content or What the Students Want to Write than the Grammar Points

As part of the process-based writing as well as writing in the "communicative approach" context, the focus on the student's writing was on the content or what the student wants or try to write, rather than the grammar points, as the samples of transcribed dialogs were shown.

Example 1:

Teacher: ....

Parinya: ....

Teacher: เอ๊ะ คราวที่แล้วคุณเขียนชิ้นไหนนะคะ ถึงได้มาเป็นชิ้นนี้นี่ อันนี้คือ cause ใช่ไหม

Parinya: ครับ teenage suicide

Teacher:	cause เกี่ยวกับ cause ของ teenage suicide แล้วนี่ paragraph มันสั้นมากนะคะ
Parinya:	ใช่ครับ
Teacher:	สั้นมากด้วยเหตุยังไงคะ
Parinya:	คือไม่รู้จะเขียนต่อไปยังไงครับอาจารย์ แล้วก็...มันยังไม่แม่นฮะ ยังไม่แม่นเรื่องคำศัพท์
Teacher:	จะคิดเขียนเพิ่มไหมคะ
Parinya:	เขียนเพิ่มครับ
Teacher:	generate idea ใช่ไหมคะ ถ้าตามขั้นตอน
Parinya:	ครับ
Teacher:	ถ้าตามขั้นตอน ปริญญาได้มาถึงช่วงที่พูดถึง step ใช่ไหม คะ...คือเราอ่านแล้วก็วางแผนการเขียนใช่มั้ยคะ
Parinya:	ครับ
Teacher:	เอ่อ...generate idea นี่ อาจารย์ได้ทำ pattern มาให้ว่าการสร้างแต่ละประโยคนี่ทำอย่างไรนะคะ
Parinya:	ครับ
Teacher:	อาจารย์ได้จัดให้เป็น cause ของ teenage suicide โดยแยกเป็นประเด็นหนึ่งสองสาม ทั้งสามประเด็นนี้ปริญญามองว่าคืออะไรคะ
Parinya:	มันเป็นสาเหตุที่ทำให้เกิดการฆ่าตัวตายในวัยรุ่นนะฮะ
Teacher:	สาเหตุที่หนึ่งคือ....
Parinya:	สาเหตุที่หนึ่งคือ พ่อแม่ ปัญหาครอบครัว
Teacher:	อืม...family problem สาเหตุที่สองคือ
Parinya:	ก็ปัญหาแฟน อะไรทำนองนี้น่ะครับ
Teacher:	สาเหตุที่สามคือ
Parinya:	ปัญหาจากเพื่อน
Teacher:	friend problems เอ้อ...โอเค อันนี้อาจารย์ยกตัวอย่างให้ดู "The parents got divorce. The teenage...teenagers don't get along well the the...their sisters" โอเค อันนี้ที่

คุณแต่งมา "The parents always have an ... in front of their teenagers" อืม Very good. ก็เขียนได้ดีนี่

Parinya: ครับ

Teacher: เขียนเองหรือเปล่า

Parinya: เพื่อนช่วยคิดด้วยครับ

Teacher: อ๋อ เหรอ

Parinya: ก็เราคิดเป็นภาษาไทยว่า ถ้าเราต้องการที่จะเขียนแบบนี้จะใช้ศัพท์ตัวไหน หรือว่ารูปประโยคมันประมาณไหน คือให้เป็นตามที่อาจารย์ให้ตัวอย่างมา

Teacher: โอเค อาจารย์ให้ตัวอย่าง subject object อันนี้มีประโยชน์มั้ยคะ

Parinya: มีครับ

Teacher: โอเค

Parinya: เพราะว่าเราจะได้หาว่าอันไหนจะเป็นประธานตั้งขึ้นก่อน แล้วก็เอาใช้อะไรมาเชื่อมตัวอะไรอย่างนี้

Teacher: อืม...

Parinya: เพื่อให้ประโยคมันสมบูรณ์ตามไวยากรณ์

Teacher: โอเค "The parents can't give any advice to their teenagers. The parents are very strict."

Parinya: ครับ

Teacher: เอ่อ... "The teenagers lost someone they love. The teenagers...because their boyfriends or girlfriends having an affair with other person" (หัวเราะ) โอเค นี่คือสาเหตุที่ทำให้คนฆ่าตัวตายได้ ใช่มั้ย

Parinya: (หัวเราะ) ใช่ครับ

Teacher: "The teenagers get into a fight with their boyfriend or girlfriend and leave the problem unsolved" friend problems ของอาจารย์คือ The teenagers don't have anyone to talk to at school. The teenagers are teased

at school. อาจจะอธิบายว่า tease เกี่ยวกับเรื่องอะไรใช่มั้ย
คะ อันนี้ประโยคของคุณใช่มั้ย

Parinya: ครับ

Teacher: "The teenagers get picked on by their friends" อาจจะ
อธิบายว่าเรื่องอะไร บางเรื่อง tease นิดหน่อยก็ไม่น่าจะต้อง
ฆ่าตัวตายนะคะ

Parinya: ....

Teacher: ต่อนะคะ "The teenagers get teased at school. The
teenagers get picked on by their friends" อันนี้ดีมาก
จากตรงนี้ ปริญญาสามารถจะเพิ่ม detail

Parinya: detail ขยายผลไปใช่มั้ยคะ

Teacher: ใช่ มันอยู่ที่ว่า ต้องเอาที่มันเกี่ยวข้องใช่มั้ย ถ้าต้องการ
paragraph ใหญ่ก็ให้เพิ่ม detail ถ้าต้องการแค่นี้ก็แค่นี้ แต่
อาจารย์อยากจะให้เพิ่มให้เต็มเพราะมันจะได้มีเนื้อหา
สมบูรณ์มากขึ้น

Parinya: คิดไม่ออกครับ

Teacher: อืม...ก็เป็นไปได้ถ้าหากจะมีเนื้อหาแค่นี้ โอเค ถัดจาก step
นี้ คุณต้องทำอะไรต่อคะ

Parinya: ก็เอามาเป็นประโยคน่ะครับ

Teacher: เป็นประโยคแล้วเอามารวมกันเป็นอะไรคะ

Parinya: เป็น paragraph

Teacher: เป็น paragraph ใช่มั้ย โดยขึ้นต้นเป็น topic statement ว่า
ตรงนี้ดีอยู่แล้วใช่มั้ย แถว ๆ นี้นะคะ แล้วทีนี้ทำเหมือนเดิม
คือ พยายามนำเอาทุกอย่างให้มารวมในนี้ in Thailand
จากประโยคเก่าของคุณนี่นะคะ จาก paragraph เก่านี้ "In
Thailand, because of the change of society, the
problem of the teenagers are more and more" คุณ
อาจจะบอกจากตรงนี้นะ แล้วตรงนี้คุณอาจจะไม่เอานะ

Parinya: ครับ

Teacher:	คุณอาจจะเปลี่ยนเป็นว่า There are...three main causes ใช่มั้ย แล้วคุณก็เริ่มเปิด paragraph หนึ่ง สอง สาม หรือ อาจจะเขียนเรียงกันไปหมดแล้วให้มีคำ transition word คือคำเชื่อมบ้าง จาก...
Parinya:	คำเชื่อมของแต่ละเรื่อง...เอ้อ..แต่ละ...
Teacher:	แต่ละประโยค จากประโยคหนึ่งไปสอง เลือกคำเชื่อมที่ เหมาะสม คือถ้าไม่มีคำเชื่อมก็ไม่ผิดแต่ถ้ามีคำเชื่อมจะทำ ให้ smooth ราบรื่นนะคะ อาจจะลองเขียนไปก่อนแล้วค่อย เติมคำเชื่อมก็ได้ คือถ้านั่งคิดคำเชื่อมแล้วมันเขียนไม่ออก แล้วทีนี้จากตรงนี้ and..but...in addition...moreover เห็น มั้ยคะ...เพราะฉะนั้นของปริญญานี่จากstepนี่ อีกแผ่นหนึ่ง รวมเข้าไป แผ่นนี้ห้ามทิ้งนะคะ คุณก็เอานี่มาใช่มั้ย...แล้วก็ บอกว่ามี how many...there are three main causes of teenage suicide...ตรงนี้จากความคิดเรา...
Parinya:	ครับ
Teacher:	แล้วคุณก็เริ่มเลย "The first...the first cause is a family...the first cause is because of the family problem"
Parinya:	คือเป็นแบบขั้น คือแต่ละ cause ไปให้จบ
Teacher:	ค่ะ
Parinya:	สาเหตุของมัน
Teacher:	ค่ะ แล้วก็ เอ่อ อาจจะแยกเป็น paragraph ก็ได้ หรือเขียน ต่อก็ได้ แต่ปกติถ้ามันมีเยอะนี่ เราแยกเป็น paragraph มัน ก็อ่านง่ายนะคะ
Parinya:	cause หนึ่ง ก็ paragraph หนึ่งใช่มั้ยครับ
Teacher:	ค่ะ ... โอเคนะคะ
Parinya:	ครับ
Teacher:	เอาสั้น ๆ ง่าย ๆ เอาอีกแผ่นหนึ่งมารวมด้วย
Parinya:	ครับ ก็คือเขียนลงเป็น paragraph อีกแผ่นหนึ่งเลย

Teacher:	เป็น paragraph แผ่นหนึ่ง แล้วเอาแผ่นนี้ค้างไว้นะคะ อาจารย์จะดูให้
Parinya:	ครับ
Teacher:	ดูแล้วมันจะได้ improve ไปได้ด้วย คุณทำอย่างนี้ไปนะคะ
Parinya:	ครับ

Example 2:

Teacher:	.... เป็นอย่างไรบ้าง เขียน ได้มั้ย
Nareerat:	ทำไม่ค่อยได้ค่ะ
Teacher:	ทำไมล่ะ
Nareerat:	ไม่มีแฟนค่ะ
Teacher:	อ๋อ (หัวเราะ) ไม่มีประสบการณ์ตรงใช่มั้ย อย่างนี้จะเขียน หัวข้อนี้คุณใช้วิธีการใด
Nareerat:	ก็ที่อาจารย์บอก ตั้งคำถามค่ะ
Teacher:	อืม...ตั้งคำถามนะคะ โอเค "What do you think make people want to have a relationship with somebody? How you..." แล้วคุณต่อเป็นประโยคเลยใช่มั้ยคะ
Nareerat:	ค่ะ
Teacher:	"Explain when did you meet him or her" โอเค แล้ว จาก คำถามนี้เอามาใช้เลยมั้ยคะ หรือว่า...
Nareerat:	เอามาเรียงกัน มันจะไม่ตรงตามนี้ค่ะ ก็เอามาจัด
Teacher:	ในนี้มีทั้งหมด 7 คำถาม เมื่อเรียงแล้ว มีการเสริมเข้าไป ด้วยใช่มั้ยคะ
Nareerat:	มีบ้างนิดหน่อยค่ะ
Teacher:	แต่ส่วนใหญ่เรียงยังไงคะ จัดลำดับยังไงคะ
Nareerat:	ก็จะเกริ่นก่อน

Teacher:	โอเค "I think people want to have a relationship because they want someone to stay with them when they are alone. I think people should do anything" ตรงนี้หมายถึงต้องการจะบอกว่าควรจะ.....
Nareerat:	เปิดเผยตนเองค่ะ
Teacher:	"I think people should be themselves, be honest when they started when they start a relationship" ดีมั้ย ทีนี้สำหรับอันนี้ อันนี้ paragraph แรกนะคะ ทีนี้จาก paragraph แรกนี่มาดูเป็นตรงนี้นี่ "One time, I had a boyfriend..." ทีนี้จากตรงนี้นะคะ มาตรงนี้ น่าจะทำให้มันเชื่อมยังไงได้มั้ย เพราะรู้สึกมันกระโดดหน่อยมั้ย
Nareerat:	อืม...
Teacher:	ปกตินี่ถ้าคุณมีหลาย paragraph paragraph แรกมันคือ introduction ใช่มั้ย introduction paragraph จะนำไปสู่ paragraph สอง แล้วไปสาม เท่าที่อาจารย์มองนี่มันไม่ค่อยเชื่อมกันเท่าไหร่นะคะ
Nareerat:	ค่ะ
Teacher:	คุณพูดถึง people ใช่มั้ย คือคุณบอกว่า "I think" ก็จริง แต่คุณไม่ได้พูดถึงตัวคุณ
Nareerat:	อืม...
Teacher:	คุณพูดถึง people แสดงว่าเรากำลังพูดถึง
Nareerat:	people
Teacher:	people นี่เป็นใครก็ได้ ซึ่งเป็นประเด็นใหญ่ แล้วเราก็ค่อย ๆ ดึงเข้ามาหาเราดีมั้ยคะ ถ้าอย่างนี้ ตรงนี้เราอาจจะบอกว่า ฉันเองก็เหมือนกัน ใช่มั้ย แล้วเราถึงจะนำมาถึงเรานะ ใช่มั้ยคะ เพราะฉะนั้น ตรงนี้นี่มันใหญ่มาก มันเหมือนกับเราจริง ๆ มันไม่ควรจะหมดแค่นี้ อันนี้คือ response จากคนอ่าน นิตยารู้สึกเหมือนอาจารย์มั้ยคะ คุณอ่านงานเค้าแล้วเหมือนกันหรือ

Nitaya: อ่านผ่าน ๆ ค่ะ

Teacher: การเขียนขึ้นต้นอย่างกว้าง ๆ อย่างนี้เป็นเทคนิคหนึ่งใน
การใช้ introduction เช่น บางคนอาจจะเขียนเรื่อง
ครอบครัว ขึ้นต้นว่าโลกเราเป็นเหมือนครอบครัวใหญ่ หรือ
บางทีเริ่มจากจักรวาลไล่เข้ามา แล้วก็ไล่เข้ามาหาที่เล็กกว่า
อันนี้เป็นเทคนิคหนึ่ง "People should...People want to
have a relationship because they want someone to
stay with them when they are alone" อืม This is a nice
introduction. โอเค เราอยากเจอใครสักคน อยากมี
ความสัมพันธ์กันก็เพราะไม่ต้องการจะโดดเดี่ยว และในการ
จะไปรู้จักใครก็ควรจะเป็นตัวของตัวเองและซื่อสัตย์ต่อคน
ๆ นั้น หมายถึงอย่าหลอกคนอื่น ตรงนี้เป็น fact เป็น
present tense ใช่มั้ยคะ เริ่มตีวงเข้ามาเรื่อย ๆ แต่ตรงนี้ฟัง
ดูมันยังกระโดดเล็กน้อยนะคะ จากตรงนี้กับตรงนี้มัน
เหมือนกับพยายามตัดเข้ามา รู้สึกมั้ยคะ คือตรงนี้นี่มันดี
แต่ตรงส่วนนี้นี่รู้สึกเหมือนเกินมานะคะ ถ้านารีรัตน์ไม่เอา
ตรงส่วนนี้ก็ไม่เป็นไร ตรงนี้โอเค ฉันเองก็เหมือนกัน ฉันก็มี
ประสบการณ์บางอย่างเหมือนกัน "Once time, I had a
boyfriend...Once, I had a boyfriend." เราใช้ once นะคะ
ครั้งหนึ่งเคยมีแฟน "I met him at my friend's house in
an up-country. In the first place, I was attracted...In
the first place..." ดีค่ะ "In the first place I was attracted
to him. I didn't like him" ฟังแล้วเป็นอย่างไรคะ

Nareerat: มันขัดกัน

Teacher: ขัดกันมั้ย attracted คืออะไร เราต้องดูว่าเราอาจจะไม่
เข้าใจความหมาย attracted...attracted คือ like...In the
first place, the..the day that you met him ใช่มั้ย "I was
attracted to him. I didn't like him" เลือกดูว่าจะเอา
อย่างไรนะคะ in the first...at first...นี่คือเมื่อเจอกันครั้ง

แรก At first, I didn't like him. ดีกว่ามั้ยคะ "At first, I didn't like him and was afraid of him, but, because he looked..." เอ่อ...อันนี้ต้องนึกนะคะว่า because he looked อย่างไร but..in fact...อันนี้นี่ต้อง....เขียนเป็นตัวใหญ่เลยก็ ได้นะ พอจบประโยคหนึ่งก็ปิดประโยคเลยนะคะ แล้วขึ้นตัว ใหญ่ But, in fact, he was a good person. นะคะ

Nareerat: ค่ะ

Teacher: "The first word was...The first word he said was my name" เอ่อ...อันนี้คุณต้องการจะบอกว่าสิ่งที่เค้ากล่าวคือ เค้าถามชื่อฉันใช่มั้ย "But he was a good man...he was a good person. The first thing he asked was my name. The day later, my friend took me to the waterfall" ดีมั้ยคะ "...took me to the waterfall, and he went along with us." ดีมั้ยคะ "The next day, my friend took me to the waterfall, and he went with us...he came with us, so that we have been more intimate..." ตรงนี้อาจารย์ว่ามันไม่ค่อยจะเข้ากันเท่าไหร่นะคะ เดี๋ยวดูซิ ... "When I came back to my house...When I came back home..." อันนี้เป็น fragment ใช่มั้ย...อันนี้มี when ยังจบไม่ได้ ต้องมีอะไรต่อคะ

Nareerat: อืม...comma

E. Giving a Grammar Explanation Once the Content Has Been Taken Care of

Though grammar points were not the main concern of both the students and the teacher, a grammar explanation could be added in teaching the process-based writing. In conferencing, the researcher

helped out with what the students wanted or tried to write and with how they could shape their writing with grammars and word usage.

Example 1

Teacher: ....

Nareerat: ....

Teacher: ... อืม... นี่คือ fragment sheet ที่แจกไป เรื่องของ fragment ลองดู "When I came back hom, he called me...he telephoned me afterwards" อันนี้ก็ต้องจุด ถ้าเขียนอย่างนี้มันไม่มี punctuation marks นะคะ มันหยุดไม่เป็นที่นะ "Afterwards, we went to the movie, and we became closer and closer. Afterwards, we went to the cinema. We went to the cinema...to the movie and we became closer and closer. He was an easy guy." นะคะ

Nareerat: ค่ะ

Teacher: "He was an easy guy with an easy dress. He like to wear T-shirt and jeans." ต้องแก้ไขอย่างไร ได้ไหม

Nareerat: ได้ค่ะ (หัวเราะ)

Teacher: tense พวกนี้ต้องใช้เป็น...

Nareerat: ใช้ verb ช่องสองใช่มั้ย

Teacher: ใช้ has น่ะค่ะ ....

Nareerat: ....

Teacher: อันนี้ tense พวกนี้นี่คือมันถูก แต่มันไม่สอดคล้องกันระหว่างประธานกับกริยา

Example 2:

Teacher:	....
Patcharin:	....

Teacher: โอเค ตรง prevention นี่ก็จะมี "give attention to them...teach them how to solve the problems..." ที่นี้ อาจารย์จะอ่านให้ฟัง "Teenage sui...Teenage...Teenagers...ใช่มั้ย อันนี้อาจารย์จะขีด เส้นใต้ให้เราไปทำ self correction นะคะ "Teenage are people who was young, about twelve to nineteen years old..." โอเค ดีค่ะ เปิดมาอธิบายก่อนว่า teenagers คือใคร "There're many problems about teenagers, and one of them is suicide..." ดีค่ะ "That is tragic and sound of..." อันนี้ดี เป็นโครงสร้างมาจากหนังสือใช่มั้ย ที่นี้ ตรงส่วนจาก outline ตรงนี้ ที่เราบอกว่า yes..teenage suicide is the problem in my country นี่ ตรงนี้มีการระบุ ถึง ... รู้สึกไม่มีใช่มั้ย ตรงนี้ต้องไปทำใหม่อีกทีหนึ่ง เพราะฉะนั้นตรงนี้จะเป็น draft ที่เท่าไหร่นะคะ draft หนึ่ง ใช่มั้ย ก่อนส่งอาจารย์นี่สามารถทำได้อีกอันหนึ่งก่อน คือ ไม่ได้หวังว่าทุกคนจะส่งเพียง draft เดียว คือจากอันนี้แล้ว ก็เขียนข้างล่างมาก่อนแล้วก็ปรับอีกที แต่เวลาไม่ทันใช่มั้ย อึ้ม... โอเค "Why so many young people committed suicide?" ดีค่ะ ทำไมเราถึงใช้ประโยคคำถามขึ้นต้น มี จุดประสงค์มั้ย

Patcharin: มีนิดหน่อย

Teacher: จุดประสงค์ของเราที่เราใช้เป็นประโยคคำถามขึ้นต้นเพื่อ อะไรคะ

Patcharin: เพื่อเกริ่นเป็นอันแรก

Teacher: To get attention ใช่มั้ย

Patcharin: ประมาณนั้น

Teacher: การขึ้นต้นด้วยประโยคคำถามเป็น style อย่างหนึ่ง เป็น
การเรียกร้องความสนใจจากผู้อ่านให้รู้สึกว่าเป็นคำถามที่
ต้องตอบ ต้องหาคำตอบน่ะค่ะ "There are many factors
that have been found to be related to committed...to
suicide..." ...to suicide...ก็ได้นะคะ ทีนี้ตรงที่บอกว่า
There are many factors ตรงนี้ฟังดูเหมือนคุณกำลังเปิด
ประเด็น ใช่มั้ย "There are many factors that have been
found to be related to suicide among teenagers." อย่าง
นี้ก็ได้นะ ตรงนี้เป็นการเปิดประเด็นหรือเปล่าคะ

Patcharin: เปล่าค่ะ

Teacher: อาจารย์อ่านดูแล้วเหมือนเป็นการจะต้องบอกว่า factors
คืออะไร คือ causes ใช่มั้ย อันนี้คือเป็นงานเขียนที่บอก
cause ใช่มั้ยคะ ถ้าอย่างนั้น factors เหล่านั้นคือ cause
หรือเปล่าคะ

Patcharin: เป็นค่ะ เป็น cause ของการฆ่าตัวตาย

Teacher: cause ของ teenage suicide นะคะ โอเค "Sometimes,
when you are lonely...nobody stays with you ...
Sometimes, when you are lonely, nobody stays with
you..." เป็นอย่างไร รู้สึกว่ามันเป็นอย่างไรคะ

Patcharin: ก็ (หัวเราะ)

Teacher: มันซ้ำซ้อนหรือเปล่า

Patcharin: ค่ะ

Teacher: คือก็ไม่ได้ผิดอะไร แต่นี่เป็น response หนึ่งจากคนอ่าน
ส่วนตรงนี้ ถ้าจะ clarify หน่อยว่าคืออะไร อาจารย์ใส่
เครื่องหมายคำถามให้ "When you are hopeless...When
you are hopeless, you may think nobody understand
you...everything that you do is not good. Besides,
broken hearted...it's important cause..." ตรงนี้นี่
โครงสร้างประโยคนี่ subject มันเกินนะคะ broken hearted

กับ it นี่มันตัวเดียวกัน เลือกอันใดอันหนึ่งนะคะ "...that makes teenagers in Thailand committed suicide..." โอเค สอง cause แล้วใช่มั้ยคะ อันแรกอะไรนะคะ...feeling lonely...

Patcharin: …………………..………………..

Teacher: hopeless...feeling lonely...broken hearted...อืม ..."There are many young people...many pregnant ดีกว่ามั้ย pregnant เป็น adjective ใช่มั้ย "There are many young pregnant people..." adjective เป็นคำมา ขยายนะคะ ตรงนี้ before graduation...graduate เป็น กริยา "They can't graduate..." "They can't solve..." can ต้องตามด้วยกริยาแบบไหนคะ

Patcharin: กริยาช่องที่หนึ่ง

Teacher: ค่ะ ต่อนะคะ "They can't solve the problems..." "These factors..." factors อะไรบ้างคะ จากทั้งหมดที่กล่าวนี่นะคะ "These factors can make teenage committed suicide..." หมายถึง teenagers ใช่มั้ยคะ

Patcharin: ค่ะ

Teacher: teenage เป็น adjective และ teenagers เป็นคำนาม "There are many ways that we can prevent teenagers from suicide...We should give attention to them and teach them to solve..." to ตามด้วยกริยาอย่างไรคะ ...to solve the problem...the problems มีหลายปัญหาใช่มั้ย

Patcharin: …………………..……………..……

Teacher: ……………………..………………….

Appendix G

Chapter 1.1 What is Stress?

The term **stress** has been defined in several different ways. Sometimes the term is applied to stimuli or events in our environment that make physical and emotional demands on us, and sometimes it is applied to our emotional and physical reactions to such stimuli. In this discussion, we will refer to the environmental stimuli or events as **stressors** and to emotional and physical reactions as stress.

Many sorts of events can be stressors, including disasters such as hurricanes or tornadoes, major life events such as divorce or the loss of a job, and daily hassles such as having to wait in line at the supermarket when you need to be somewhere else in ten minutes. What all these events have in common is that they interfere with or threaten our accustomed way of life. When we encounter such stressors, we must pull together our mental and physical resources in order to deal with the challenge. How well we succeed in doing so will determine how serious a toll the stress will take on our mental and physical well-being.

Reacting to Stressors

The Canadian physiologist Hans Seyle has been the most influential researcher and writer on stress. Seyle has proposed that both humans and other animals react to any stressor in three stages, collectively known as the *general adaptation syndrome.* The first stage, when the person or animal first becomes aware of the stressor, is the *alarm reaction.* In this stage, the organism becomes highly alert and aroused, energized by a burst of epinephrine. After the alarm reaction

comes the stage of *resistance*, as the organism tries to adapt to the stressful stimulus or to escape from it. If these efforts are successful, the state of the organism returns to normal. If the organism cannot adapt to continuing stress, however, it enters a stage of *exhaustion* or collapse.

Seyle developed his model of the general adaptation syndrome as a result of research with rats and other animals. In rats, certain stressors, such as painful tail-pulling, consistently lead to the same sorts of stress reactions. In humans, however, it is harder to predict what will be stressful to a particular person at a particular time. Whether a particular stimulus will be stressful depends on the person's subjective appraisal of that stimulus. How threatening is it? How well have I handled this sort of thing in the past? How well will I be able to handle it this time? For one person, being called upon to give a talk in front of a class is a highly stressful stimulus that will immediately produce such elements of an alarm reaction as a pounding heart and a dry mouth. For another person, being called on to give a talk is not threatening at all, but facing a deadline to complete a term paper is extremely stressful. In humans, moreover, the specific stress reaction is likely to vary widely; some stressful situations give rise predominantly to emotions of fear, some to anger, some to helplessness and depression.

Chapter 1.3 Coping with Stress

It is Friday evening and two young lawyers get phone calls at home. The trial date for an important case has been moved up. Both of the lawyers will now have to prepare a report for the case by Monday morning. It is a threatening situation for both. Each must do extensive research and write a complex document of some forty pages all in a single weekend. Furthermore, each knows that her work will be evaluated by the firm's partners, and how well she does may greatly influence her future in the firm. One of the lawyers finds the situation extremely stressful; she feels tremendous anxiety, experiences headaches and stomach upsets, and has difficulty working. She somehow manages to produce a report, but she is not at all happy with it. The other lawyer, although she too feels the pressure of the situation, sees it not so much as a threat but as a challenge -- an opportunity to show how good she is. She moves into the firm's offices for the weekend and, sleeping only three hours a night, completes a brilliant report with a clear mind and a surge of energy.

As this example helps illustrate, stress is caused not so much by events themselves as by the ways in which people perceive and react to events. As the Greek philosopher Epicetus declared almost 2,000 years ago, "We are not disturbed by things, but our opinions about things." To cope with stress effectively, we often need to redefine the situation from one of threat to one of challenge or opportunity.

Degree of Control

An important influence on people's ability to cope with stressful situations is the degree of control they feel they can exercise over the

situation. Both animals and humans have been found to cope better with painful or threatening stimuli when they feel that they can exercise some degree of control rather than being passive and helpless victims (Thompson, 1981). Such a sense of control can help minimize the negative consequences of stress, both psychological and physical. In one well-known experiment, Jay Weiss (1972) administered electric shocks to pairs of rats. In each pair, one of the two animals was given a degree of control over the situation; it could reach through a hole in the cage and press a panel that would turn off the shock both for itself and for its partner. Thus, the two rats received exactly the same number of shocks, but one was passive and helpless, and the other was in control. After a continuous 21-hour session, the animals were sacrificed and their stomachs examined for ulcers. Those rats who could exert control had much less ulceration than their helpless partners.

The ability to control painful stimuli often benefits humans, too. For example, the loud music coming from your stereo is probably not stressful; in fact, it's quite enjoyable. But the same music coming from the place next door can be terribly irritating and stressful. Merely knowing that one can control a noise makes it less bothersome. That's one reason why your blaring stereo does not bother you – you know you can always turn it off.

Predictability

Even when you cannot control them, unpleasant events ten to be less stressful if they are predictable – if you at least know when they will occur. This was demonstrated by Weiss (1972) in another study with rats. One group of rats heard a buzzer about ten seconds before they would received a shock; although the animals could not

escape the shock, at least they had a chance to prepare themselves for the expected pain. A second group of rats received no such warnings; the shocks came unpredictably. Weiss found that the rats who were forewarned of the shocks developed fewer ulcers than the rats who were not forewarned. This finding, too, has parallels in human life. The death of a loved one, for example, is usually less traumatic when it is anticipated than when it is unexpected. On a less tragic level, many students find surprise quizzes to be more upsetting than scheduled quizzes that they can prepare for.

Personality Factors

Are some people generally better than others at coping with stress are? Recent research suggests that the answer is yes – that there is a certain kind of person who has a relatively **stress-resistant personality**. Suzanne Kobasa (1982) has found that people who cope well with stress tend to be "committed" to what they are doing (rather than alienated), to feel in control (rather than powerless), and to welcome moderate amounts of change and challenge. In studies of people facing stressful situations, Kobasa and her associates have found that those with stress-resistant personalities – that is, those who are high in commitment, control, and challenge – experience fewer physical illnesses than those whose personalities are less hardly.

Until recently it was generally believed that to maintain good health people should strive to avoid stressors in their lives. Such a strategy can be quite limiting, however. The desire to avoid stress may also lead people to avoid potentially beneficial changes in their lives, such as job changes or promotions. Moreover, the attempt to avoid stress is often unrealistic. How, for example, can a person avoid such shocks as a parent's death? In fact, if people do not confront a certain amount of stress in their lives, they will end up being bored and

unstimulated, which can also be physically harmful. In the last analysis, each person needs to come to terms with stress in his or her own way, sometimes trying to avoid it, but sometimes accepting it or even seeking it out as a challenge to be mastered.

....

Writing assignment

Describe some stressful event in your life. Did you cope well with the stress? What could you have done differently? Was your physical health affected by this stress.

Description

Three important skills we use to develop a paragraph of description are:

1. How to create a topic sentence with a "dominant impression"

"The dominant impression" is the overall impression, often summed up by one word or phrase in the topic sentence.
Topic sentence without a dominant impression: It was morning in Harrington.
Topic sentence with a dominant impression: Early morning in Harrington was terrifying.

2. How to support the topic sentence with details that use "sensory images" (We develop a paragraph by using "specific details" or specific words to create a physical image in the mind of the reader)

"Sensory images" are those details that relate to our senses: sight, smell, touch, taste, or hearing.

Not descriptive: It was morning in Harrington.

Descriptive: As thick fog rolled down the rocky hills and into the sleepy village of Harrington, the early morning....

3. How to put the details in a logical order, which in descriptive writing is usually some kind of spatial order

"Order" in descriptive writing is often a "spatial order." Details can be given as one's eyes might move, for example, from top to bottom, left to right, outside to inside, or around in a circle.
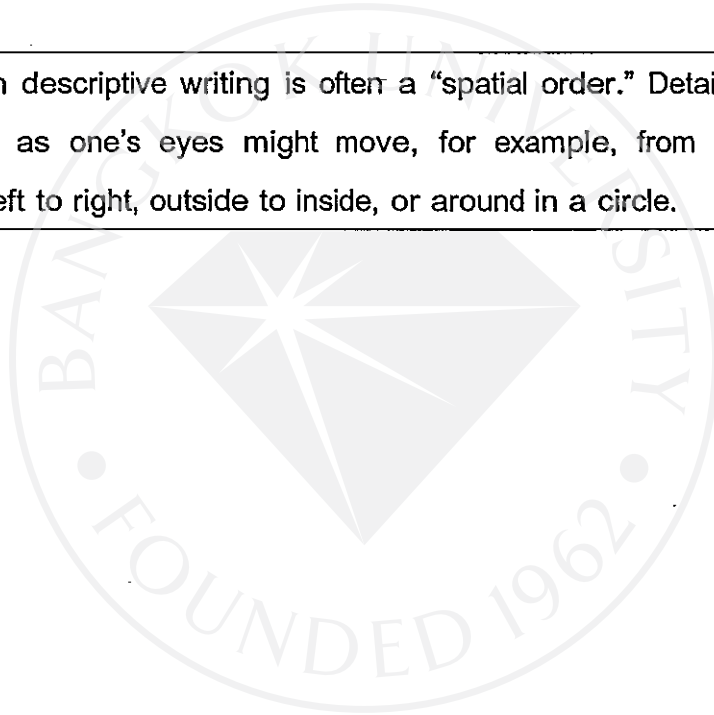
A sample model paragraph: a description of a home

> It was dark when we entered his bungalow, and when we switched on the light I was shocked. The place was empty and drab. In his room was an old iron bed with a light bulb hanging over the head of it. A rickety old table and one chair were the other furnishings. Near the bed was a wooden box upon which was a brass ashtray filled with cigarette butts. The room allotted to me was almost the same, only it was minus a grocery box. Nothing worked. The bathroom was unspeakable. One had to take a jug and fill it from the bath tap and empty it down the flush to make the toilet work. This was the home of G. M. Anderson, the multimillionaire cowboy.

A sample model paragraph: a description of a person

The bodies of the men I knew were twisted and maimed in ways visible and invisible. The nails of their hands were black and split, the hands tattooed with scars. Some had lost fingers. Heavy lifting had given many of them finicky backs and guts weak from hernias. Racing against conveyor belts had given them ulcers. Their ankles and knees ached from years of standing on concrete. Anyone who had worked for long around machines was hard of hearing. They squinted, and the skin of their faces was creased like the leather of old work gloves. There were times, studying them, when I dreaded growing up. Most of them coughed, from dust or cigarettes, and most of them drank cheap wine or whiskey, so their eyes looked bloodshot and bruised. The fathers of my friends always older than the mothers. Men were out sooner. Only women lived into old age.

A sample model paragraph: a description of a place

The wreckers would put a one-story scaffold in front of the building to protect automobiles and pedestrians, then begin at the top, working down story by story, gutting the rooms, ripping out woodwork, electrical wiring, plumbing, and fixtures. Once this was done, the men would hammer the shell of the house with sledges. Sections of brick wall would shudder, undulate for a second and dissolve into fragments that fell in slow motion. When the fragments hit the ground, the dust rocketed several feet into the air. The heaps of brick and plaster, coils and stems of rusty pipe attracted children from all over the area.

A sample model paragraph: a description of a time of year

Most of the time there was hardly any way of telling the seasons. To us in Jamaica, as elsewhere in the tropics, there were only two seasons-the rainy season and the dry season. We had no idea of spring, summer, autumn, and winter like the peoples of northern lands. Springtime, however, we did know by the new and lush burgeoning of grasses and the blossoming of trees, although we had blooms all the year round. The mango tree was especially significant of spring, because it was one of the few trees that used to shed its leaves. Then, in springtime, the new leaves sprouted-very tender, a kind of sulphur brown, as if they had been singed by fire. Soon afterwards the white blossoms came out and we knew that we would be eating juicy mangoes by August.

Chapter 2.2 Smoking

In 1964, the Surgeon General of the United States issued a famous report concluding that cigarette smoke is a direct cause of lung cancer. And since 1966, every pack of cigarettes in the United States has carried a health warning. More recently, the major role of smoking in causing heart disease has been firmly established. Smoking has been conclusively linked to many other diseases as well, including bronchitis, emphysema, larynx cancer, and pancreatic cancer. There is also mounting evidence that simply being exposed to other people's smoke increases the risk of lung disease, especially in children. Despite these deadly effects, however, about 35 percent of adult men and 25 percent of adult women in the United States smoke cigarettes, averaging one and a half packs a day for a national grand total of some 600 billion packs a year (U.S Department of Health and Human Services, 1981). Because cigarette smoking is generally viewed as the most important behavioral risk to health, it has become a central concern of health psychologists.

Given the general knowledge of health risks of smoking, it is no wonder that the majority of smokers have tried at some time in their lives to quit. But in most cases their attempts have been unsuccessful. People begin smoking, often when they are adolescents, for a variety of reasons, including the example of parents and pressure from peers. If others in one's group of friends are starting to smoke, it can be hard to resist going along with the crowd. Once people start smoking, they are likely to get hooked. The addiction to smoking is partly physiological; smokers become used to the effects of nicotine and experience painful withdrawal symptoms when they give it up. In addition, people become psychologically

dependent on smoking as a way of reducing anxiety and coping with particular situations. Because of these physiological and psychological forces, quitting is difficult and the relapse rate is high.

Psychologists have developed a variety of behavior modification techniques to help people stop smoking. In the *rapid smoking technique*, smokers in a clinic or lab are asked to smoke continually, puffing every six to eight seconds, until they can't tolerate it any longer. This technique is an example of a form of classical conditioning called *aversive conditioning*. Making smoking a painful (or aversive) rather than a pleasant experience can create a conditioned aversion in the smoker, motivating her to avoid smoking even when she leaves the clinic. Smoking cessation programs also commonly teach people techniques of *stimulus control*, in which smokers learn first to become aware of the stimuli and situations that commonly lead to smoking, and then to avoid these situations or to develop alternative behaviors. If you find, for example, that you usually smoke while drinking an after-dinner cup of coffee, you might do well to give up coffee and take an invigorating, smokeless after-dinner walk instead.

Programs that include such techniques often help people stop smoking for a period of weeks or months. The problem is that within six months to a year 80 to 85 percent of the "quitters" return to their smoky ways (Lichtenstein, 1982). One factor that often seems to help a reformed smoker stay off cigarettes is the encouragement and support of a spouse or other close family members or friends (Ockene et al., 1982). There is reason to believe that a large proportion of smokers can quit for good if they are strongly motivated to do so (Schacter, 1982). But the fact remains that so far there is no program that can consistently enable people to stay off the weed.

The difficulty of quitting emphasizes the importance of preventing cigarette smoking by young people. Various sorts of smoking prevention programs have been attempted, often in junior high schools. Traditionally, these efforts have focused on explaining the long-term health risks of smoking. But people often have the knack of putting such gloomy long-term warnings out of their minds, and these programs have been notably ineffective. More recently, Richard Evans and his coworkers (1981) have emphasized teaching children and adolescents how to resist the social pressures that often lead young people to try smoking. For example, students are shown videotapes of a situation in which an adolescent is offered a cigarette by a friend but turns down the offer. The students are then given the opportunity to practice, or role- play, the behavior of refusing a cigarette. Such training helps prepare the 12- or 13-year-old to deal effectively with similar social influence situations in real life and seems to have been successful in influencing students in the direction of deciding not to smoke.

A total solution to our society's smoking problem will not come, however, until society's expectations change in a major way; that is, until smoking is no longer viewed as a "grown-up" or approved thing to do. Such a change has begun to take place in recent years and there have been significant reductions in the numbers of smokers in America. More smokers have been quitting and fewer young people have been deciding to take up smoking in the first place.

....

Writing Assignment

What can a person do to reduce the chances of getting heart

> disease?

Process

When you write a process paragraph, you explain how to do something or show how something works. Two types of process are "directional" and "informational."

For a directional process paragraph, for example, you direct how to make salads.

For an informational process paragraph, for example, you tell how something is or was done for the purpose of informing about the process.

Transitions for Process		
The first step In the beginning To start with First of all	While you are .... As you are .... Next, then, first, secondly After you have	The last step The final step At last, finally, eventually

Sample model process paragraph: how to accomplish a physical task (Directional)

> Making a good cup of tea is exquisitely simple. First, heat the teapot by filling it with water that has just come to a boil. Discard this water, and place 1 teaspoon of loose tea per cup in the teapot (the exact amount may vary according to taste). Pour in fresh water that has just come to a boil, 6 ounces for each cup of tea. Allow the tea to steep for 3 to 5 minutes; then, pour it through a strainer into a cup or mug. A pound of loose tea will yield about 200 cups of brewed tea.

Using a tea bag eliminates the strainer, but it is still best to make the tea in a teapot so the water stays sufficiently hot. The typical restaurant service, a cup of hot water with the tea bag on the side, will not produce the best cup of tea because the water is never hot enough when it reaches the table and because the tea should not be dunked into the water; the water should be poured over the tea. Tea in a pot often becomes too strong, but that problem can be dealt with by adding boiling water.

Sample model process paragraph: how to care for your health (Directional)

The process of getting a good night's sleep depends on several factors. First, the conditions in your bedroom must be correct. Be sure that the room temperature is around sixty-five degrees and that the room is as quiet as possible. Next, pay attention to your bed and how it is furnished. A firm mattress is best and wool blankets are better than blankets made of synthetic material. In addition, pillows that are too soft can cause stiffness of the neck and lead to a poor night's sleep. Also, keep in mind that what you eat and how you eat are part of the process of preparing for bed. Do not go to bed hungry, but do not overeat, either. Avoid candy bars or cookies; the sugar they contain acts as a stimulant. Finally, do not go to bed until you are sleepy; do something relaxing until you are tired.

Sample model process paragraph: how something scientific works
(Informational)

The Anse method of converting sea water to fresh water is a cheap and efficient way to produce drinkable water from the sea. First, you cover an area of water with a sheet of black plastic. Air-

filled channels in the plastic keep it raised slightly above the water. Underneath this plastic is another sheet of plastic that floats on the water; this plastic has small holes that allow sea water to seep up between the two layers of plastic. The heat of the sun, striking the upper layer of the plastic, causes the water to evaporate, leaving the salt behind. The hot air, filled with water, is then forced through a pipe and into an underground collection chamber by wind that is channeled between the plastic sheets by air ducts built on top of the plastic. When the hot air enters the collection chamber, the water in the air condenses, leaving fresh water on the bottom of the submerged chamber. This fresh water can then be pumped out of the chamber and used.
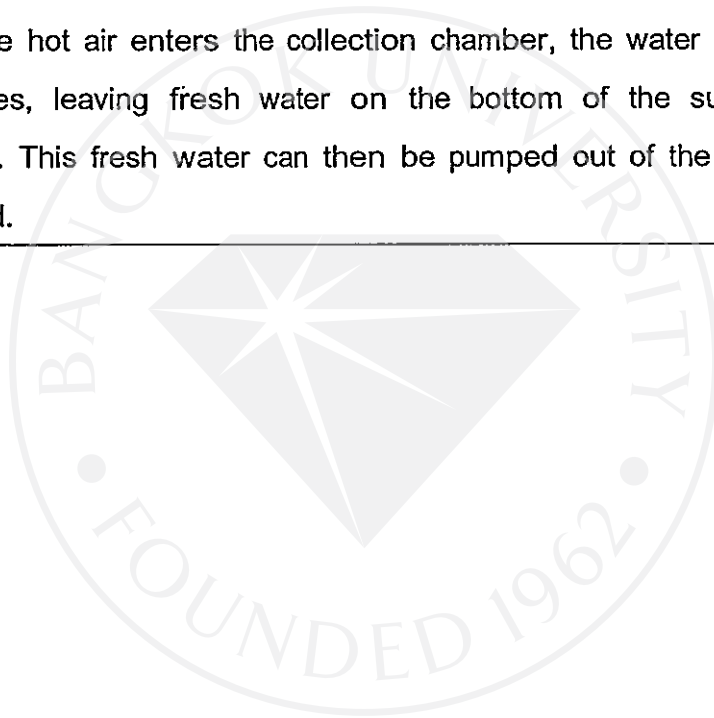
Chapter 3.4 Teenage Suicide

The death of any young person is a tragic and sad occurrence. When that death is the result of suicide, our emotional reaction is often magnified. As a final solution to perceived problems, suicide is certainly final, but it solves little. Rates of successful and failed suicide attempts among the young are definitely on the increase (for example, Curran, 1987). Holinger (1978) estimates a 131 percent increase in successful suicide attempts between 1961 and 1975. Colt (1983) claims a 300 percent increase since 1960. Peck (1982) suggests that more than one million adolescents think seriously about killing themselves each year. After accidents and murder, suicide is the third leading killer of teenagers.

In an effort to determine why so many young people turn to suicide, Allen (1987) recently surveyed the research literature and came up with a number of helpful insights. Allen suggests that there are many general determinants of suicide. These are broad, *predisposing factors*. In addition, there are a number of *predictors* of suicide, which usually are found through some sort of psychological testing or assessment. And finally, there are *precipitating events* that may lead directly to an attempt at suicide. These determinants, predictors, and precipitating events are summarized in Figure 3.2.

What can be done to begin to stem the tide of teenage suicide? Allen suggests a number of things can be done, and most revolve around education. First, we all must realize that suicide among teenagers is a real and present problem, and we must bring discussions of suicide out into the open. In addition, we must all

learn the signs and symptoms of impending suicide. Peers must be educated to be good and open listeners and to suggest therapy and professional help for friends and acquaintances who may be contemplating suicide. When one considers the cost in terms of grief, as well as in terms of lost human resources, there is ample reason for our commitment to efforts to mount a national campaign against suicide.

....

Writing Assignment

Is teenage suicide a problem in your country? If yes, what do you think are its main causes and what is done to help prevent teenage suicide? If no, what is it about your culture that helps to discourage teenage suicide?

Figure 3.2 Some of the general determinants of suicide among adolescents (list modified from Allen, 1987)

Predisposing factors (general background variables)

1. Family. Family problems such as divorce, poor communication, strict parental control, and alcoholism; alcohol use in the family may be more important than alcohol use by the youngster

2. Peers. Isolation from peers or having no good relations with people your own age

3. A difficult birth. (Surprisingly) difficulty at or soon after birth may predispose for later problems

4. Personal factors. Low self-esteem; drug/alcohol use; loss of boy/girlfriend; poor academic performance; loss of a close

friend; depression (the highest single predictor); sex (most suicide attempts are by females, most successes by males)

5. Technological advance. The inability to handle new technology may lead some to a sense of helplessness, perhaps despair

6. Acceptance of suicide. Knowing other people or about other people who have committed suicide may lead to the feeling that suicide is acceptable

7. Mobility and rootlessness. Moving frequently may lead to a lack of long-term relationships that could be used for support

Predictors (diagnoses from psychological tests)

1. Depression. Many measures of depression are related to suicide

2. Control. Believing that one's life is under the control of others including fate and chance

3. Hopelessness. May be more important than depression, perhaps even the cause of depression

Precipitating events (factors that lead directly to suicide attempts)

1. Clustering. Sometimes teen suicides come in "clusters," that is, several at a time in a community; it becomes "contagious" -- the thing to do, like a fashion!

2. Independent traumatic events. Things beyond the control of the individual, such as death or loss of a close friend or relative, parental divorce, sudden money problems

3. Nonindependent event. Events caused by the suicidal individual, such as drug or alcohol consumption, purchase of a gun, pregnancy when not married, accidents resulting from

deliberately dangerous behaviors

Effect-to-Cause

An effect-to-cause or cause writing is a form of explaining **why something happened** or **what caused the effect.**

Transitions:

For **cause**: because / caused by / results from / the reason is that .....+ a sentence / since

For **effect**: accordingly / as a result, resulted in / consequently / for this reason, / so, so that / then / therefore / thus

Model paragraph (Cause: Explaining WHY) 1

Headaches can have several causes. Many people think that the major cause of headache is nervous tension, but there is strong evidence that suggests diet and environment as possible factors. Some people get headaches because they are dependent on caffeine. Other people may be allergic to salt, or they may have low blood sugar. Still other people are allergic to household chemicals including polishes, waxes, bug killers, and paint. If they can manage to avoid these substances, their headaches tend to go away. When a person has recurring headaches, it is worthwhile to look for the underlying cause, especially if the result of that search is freedom from pain.

Model paragraph (Cause: Explaining WHY) 2

One of the most tragic events of the twentieth century was the sinking of the British ship Titanic in the Atlantic Ocean on April 15, 1912, with the loss of over 1500 lives. The immediate cause of this terrible loss of life was a large iceberg that tore a three hundred foot gash in the side of the ship, flooding five of its watertight compartments. Some believe that the tragedy took place because the crew members did not see the iceberg in time, but others see a chain of different events that contributed to the tragedy. First was the fact that the ship was not carrying enough lifeboats for all of its passengers: It had enough boats for only about half of the people on board. Some of the lifeboats that were used were not filled to capacity when the rescue ships eventually found them. Finally, the tragedy of the Titanic was magnified by the fact that some ships nearby did not have a radio crew on duty and therefore missed the distress signals sent by the Titanic. Out of all this, the need to reform safety regulations on passenger ships became obvious.

Exercise:

1. Causes for spanking a child ....
2. Causes for a bad habit you have ....
3. Causes for an unreasonable fear you have ....
4. Effects of tuition increases in your university ....
5. Effects of horror movies on young children ....

Definition

A definition is a form of writing that explains **what something is** or that **give a meaning to something**. When writing a definition, the writer **identifies the characteristics of something or someone that make that thing or person different from others.**

A sample paragraph model: Family 1

> The word "family" has four meanings, according to a dictionary. "Family" means the "most instinctive, fundamental social or mating group in man and animal, especially the union of man and woman through marriage and their offspring; parents and their children." The word "family" can also mean someone's spouse and children, or mean persons related by blood or marriage. Family also includes all the members of a household or those who share one's domestic home.

A sample paragraph model: Family 2

> In every society, social norms define a variety of relationships among people, and some of these relationships are socially recognized as family or kinship ties. A family is a socially defined set of relationships between at least two people who are related by birth, marriage, or adoption. We can think of a family as including several possible relationships, the most common being between husband and wife, between parents and children, and between people who are

related to each other by birth or by marriage. Family relationships are often defined by customs, such as the relationship between an infant and godparents, or by law, such as the adoption of a child.

Chapter 8.3 Space Communication

Edward T. Hall, in "A System for the Notation of Proxemic Behavior" (1963), defines **proxemics** as "the study of how man unconsciously structures microspace – the distance between men in the conduct of their daily transactions, the organization of space in his houses and buildings, and ultimately the layout of his town." In his analysis of the physical space between people in their interpersonal relationships, Hall (1966) distinguishes four distances that he feels define the type of relationship permitted. Each of these four distances has a close phase and a far phase, given us a total of eight clearly identifiable distances. These four distances, according to Hall, correspond to the four major types of relationships: intimate, personal, social, and public.

Intimate Distance

In intimate distance, ranging from the close phase of actual touching to the far phase of 6 to 18 inches, the presence of the other individual is unmistakable. Each individual experiences the sound, smell, and feel of the other's breath. The close phase is used for lovemaking and wrestling, for comforting and protecting. In the close phase, the muscles and the skin communicate, while actual verbalizations play a minor role. In this close phase, whispering, says Hall, has the effect of increasing the psychological distance between the two individuals. The far phase allows us to

touch each other by extending our hands. The distance is so close that it is not considered proper for strangers in public, and because of the feeling of inappropriateness and discomfort (at least for some Americans), the eyes seldom meet but remain fixed on some remote object.

Personal Distance

Each of us, says Hall, carries a protective bubble defining our personal distance, which allows us to stay protected and untouched by others. In the close phase of personal distance (1 to 2 feet) we can still hold or grasp each other, but only by extending our arms. We can then take into our protective bubble certain individuals – for example, loved ones. In the far phase (2 to 4 feet) two people can touch each other only if they both extend their arms. This far phase is the extent to which we can physically get our hands on things, hence it defines in one sense the limits of our physical control over others. Even at this distance we can see many of the fine details of an individual – the gray hairs, tooth stains, clothing lint, and so on. However, we can no longer detect body heat. At times we may detect breath odor, but generally at this distance etiquette demands that we direct our breath to some neutral corner so as not to offend.

At this distance we cannot perceive normal cologne or perfume. Thus it has been proposed that cologne has two functions. First, it serves to disguise the body odor or hide it; and second it serves to make clear the limit of the protective bubble around the individual. The bubble, defined by the perfume, signals that you may not enter beyond the point at which you can smell me.

Social Distance

At the social distance, we lose the visual detail we had in the personal distance. The close phase (4 to 7 feet) is the distance at which we conduct impersonal business, the distance at which we interact at a social gathering. The far phase (7 to 12 feet) is the distance we stand when someone says, "Stand away so I can look at you." At this distance, business transactions have a more formal tone than when conducted in the close phase. In offices of high officials, the desks are positioned so that the individual is assured of at least this distance when dealing with clients. Unlike the intimate distance, where eye contact is awkward, the far phase of the social distance makes eye contact essential – otherwise communication is lost. The voice is generally louder than normal at this level, but shouting or raising the voice has the effect of reducing the social distance to a personal distance. It is at this distance we can work with people and yet not constantly interact with them. The social distance requires that a certain amount of space be available. In many instances, however, such distances are not available; yet it is necessary to keep social distance, psychologically if not physically. In order to achieve this, we attempt different arrangements with the furniture. In a small office, for example, people sharing an office might have their desks face in different directions so that each worker many stay separated from the other. Or they may position their desks against opposite walls so that each will feel psychologically alone in the office, and thus be able to maintain a social rather a personal distance.

Public Distance

In the close phase of public distance (12 to 15 feet), an individual seems protected by space. At this distance, one is able to take a defensive action should one be threatened. On a public bus or train, for example, we might keep at least this distance from a drunkard so that should anything happen, we could get away in time. Although at this distance we lose the fine details of the face and eyes, we are still close enough to see what is happening in case we need to take defensive action.

At the far phase (more than 25 feet) we see individuals not as separated individuals but as part of the whole setting. We automatically set approximately 30 feet around public figures who are of considerable importance and we seem to do this whether or not there are guards preventing us from entering this distance. This far phase is, of course, the distance from which actors perform on stage; consequently, their actions and voices have to be somewhat exaggerated.

Chapter 9.1 Initiating Relationships

Perhaps the most difficult and yet the most important aspect of relationship development is the process of initiating relationships – meeting the person and presenting yourself. Murray Davis, in "Intimate Relations" (1973), notes that the first encounter consists of six steps, similar to those represented in Figure 9.1, "The process of asking for a date."

Examine the Qualifiers

The first step is to examine the *qualifiers*, those qualities that make the individual you wish to encounter an appropriate choice. Some qualifiers are manifest or open to easy inspection, such as beauty, style of clothes, jewelry, and the like. Other qualifiers are latent or hidden from easy inspection, such as personality, health, wealth, talent, intelligence, and the like. Qualifiers tell us something about who the person is and help us to decide if we wish to pursue this initial encounter.

Determine Clearance

Try to determine if this person is available for an encounter. Is the person wearing a wedding ring? Does the person seem to be waiting for someone else?

Open the Encounter

Open the encounter, both nonverbally and verbally. Davis suggests that we look for two things: (1) a topic that will interest the other person (and you) and that could be drawn out of the opener and (2) indications by the other person of a readiness to engage in a more protracted encounter. If yes/no answers are given to your questions or if eye contact is not maintained, then you have some pretty good indication that this person is not open to an extended encounter with you at this time. If, on the other hand, the person responds at length or asks you questions in return, then you have some feedback that says "Continue!"

Select and Integrating Topic

An *integrating topic* is one that will interest the other person

and you, and will serve to integrate or unite the two of you. Generally, such topics are found through an analysis of free information and questions and answers. Look, therefore, for *free information* – information about the person that you can see or that is dropped into the conversation. For example, a college ring or jacket, a beeper, or a uniform will tell you something about the person and will suggest a possible topic of conversation. Similarly, a casual remark may include the person's occupation or area of study or sports interests – all of which can be used as take-off points for further interaction. Look and listen, therefore, for the free information that will enable you to continue the interaction and that will suggest additional communication topics. Further, ask questions (none that are too prying, of course) to discover more about this person and to communicate your interest.

Create a Favorable Impression

Display what is called a *come-on self*, a part of you that is inviting, engaging, and otherwise interesting to another person. Display a part of you that will make the other person want to continue the encounter.

Establish a Second Meeting

If you and your new partner seem to be getting along, then a second meeting should be established. This may vary from a very general type of meeting ("Do you always eat here on Fridays?") to a very specific type of meeting ("How about going to the beach next Saturday?")

....

Writing Assignment

Narrate an event when you had a date or when you had known your boy/girlfriend. What or how did you do to start the relationship? Tell that story.

Narration

A narrative writing is one way to tell a story in written words. We tell people about things, such as a movie or a book. In narration, we may give **information about what happen at a certain time in the movie from the beginning to the end of it, or what the book said from page one to the end.**

Transitional Words or Expressions:

At once, then, next, after a little while, first, by now, now, later on, later, suddenly, in the next moment, immediately, etc.

A sample paragraph model

My day was a disaster. First, it had snowed during the night, which meant I had to shovel before I could leave for work. I was mad that I hadn't gotten up earlier. Then I had trouble starting my car, and to make matters worse, my daughter wasn't feeling well and said she didn't think she should go to school. When I eventually did arrive at school, I was twenty minutes late. Soon I found out the secretary had forgotten to type the exam I was supposed to give my class that day. I quickly had to make another plan. By three o'clock, I was looking forward to getting my

paycheck. Foolish woman! When I went to pick it up, the girl in the office told me that something had gone wrong with computers. I would not be able to get my check until Tuesday. Disappointed, I walked down the hill to the parking lot. There I met my final defeat. In my hurry to park the car in the morning, I had left my parking lights on. Now my battery was dead. Even an optimist like me had the right to be discouraged!

Comparison and Contrast

Comparison is an explanation of how two or more things, events, persons, places, and so on are similar or alike, whereas contrast explains how they are different. In comparing and contrasting any two or more things, we relate them together in terms of their similarities and differences.

Transitional Words or Expressions:

For **comparison:** also, like, similarly, similar to, moreover, just like, the same way, resemble, in a like manner, at the same time, etc.

For **contrast:** on the other hand, although, however, unlike, while, in contrast to, different from, instead, differ from, but, etc.

A Sample Paragraph Model: Comparison

This year's recipients are no different, as you will find out. They are ordinary rural folk who have dedicated themselves to

restoring dignity to their rural farming communities through back-to-nature principles. As you read about these two leaders, you will find similarities in their stories. Both faced obstacles in the beginning; both took action to overcome those obstacles; both were undaunted in their efforts; both were organizers who shared their knowledge within their communities; and both empowered their neighbors by encouraging them to manage their own affairs.

A Sample Paragraph Model: Contrast

Even though Choosak Hadprom and Kluen Naraj are similar in that they do not give up on any obstacles, they are different in a few aspects of their lives. For example, while Choosak is a farmer from Nan province, Kluen is a teacher from Buri Ram. Unlike Choosak who is having obstacles with personal debt and poor health, Kluen deals with trying to keep his students to continue their education at school. To Choosak, he thinks his success comes from the moral support and information-sharing among other like-minded farmers. On the other hand, Kluen's success, which is much harder to measure, comes from his working hard with people.

A Sample Paragraph Model: Combination of Comparison and Contrast

Though on the surface there seem to be some slight differences between the Russian workman and the American laborer, basically they are much alike. To be sure, the one

speaks Russian and the other speaks English; the one most likely lives in a government housing unit while the other may own his own home; the one likes borscht and the other prefers meat and potatoes and gravy. But their similarities far outweigh any differences you may notice. Both fall in love with the girl of their dreams; both celebrate a wedding as hilariously as they can afford; both rejoice at the birth of a son or daughter; both worry about their little ones when they are sick; both grieve when death enters the family. In these fundamental issues of life they are essentially the same. And so it is that, regardless of the official policies of their governments, when you come right down to it, both sincerely and dearly want peace to prevail.

Chapter 9.3 Friendship Functions

Need Satisfaction

Friendships develop and are maintained to satisfy our needs. Selecting friends on the basis of need satisfaction is similar to choosing a marriage partner, an employee, or any person who may be in a position to satisfy our needs. Thus, for example, if we have the need to be the center of attention or to be popular, we choose friends who fulfill these needs – that is, people who allow us, and even encourage us, to be the center of attention or who tell us, verbally and nonverbally, that we are popular. As we grow older or develop in different ways, our needs change, and in many instance old friends are dropped from our close circle to be replaced by new friends who better serve our new needs.

Five Friendship Values

Interpersonal researcher Paul H. Wright (1978, 1984) has identified more specifically the needs that we seek to have satisfied through friendships. We establish and maintain friendships, Wright observes, because they provide us with certain "direct rewards."

1. *Friends have a utility value.* A friend may have special talents, skills, or resources that may prove useful to us in achieving our specific goals and needs. We may, for example, become friends with someone who is particularly bright because such a person might assist us in getting better grades, in solving our personal problems, or in getting a better job.

2. *Friends have an affirmation value.* The behavior of a friend toward us acts as a mirror that serves to affirm our personal value and enables us to recognize our attributes. A friend may, for example, help us to recognize more clearly our leadership abilities, our athletic prowess, or our sense of humor.

3. *Friends have an ego*-support value. By behaving in a supportive, encouraging, and helpful manner, friends enable us more easily to view ourselves as worthy and competent individuals.

4. *Friends have a stimulation value.* A friend introduces us to new ideas and new ways of seeing the world and helps us to expand our world view. A friend enables us to come into contact with issues and concepts with which we were not previously familiar – modern art, foreign cultures, new foods, and hundreds of other new, different, and stimulating things.

5. *Friends have a security value.* A friend does nothing or hurt the other person or to emphasize or call attention to the other person's inadequacies or weaknesses. Because of this security value, friends can interact freely and openly without having to worry about betrayal or negative responses.

Pleasure and Pain Functions

The other function of friendship is to maximize pleasure and minimize pain. This is actually a special case of the need-satisfaction function.

If you were to ask people to complete the statement "I most need a friend when ...," they would probably answer in one of two ways. One would be to say, "I most need a friend when I'm down," "I most need a friend when I'm feeling sorry for myself," or "I most need a friend when I'm depressed." Such statements exemplify the function that a friendship can serve when it helps us to avoid or lessen pain. We want a friend to be around when we are feeling down so that he or she will make us feel a little better, lift our spirits, or in some way alleviate the pain we are feeling.

The other way to complete the statement would be to say, "I most need a friend when I'm happy," "when I want to share my good news," or "when I want someone to enjoy something with me." These statements typify the general function friendships serve to augment one's pleasure. A great part of the pleasure in winning a game, in receiving good news, and in experiencing good fortune is in telling someone else about it and in many cases sharing it with them.

....

Writing Assignment

In your own words, write a definition of the word "friendship." What is "friendship"?

Chapter 10.1 Similarity

If people could construct their mates, the mates would look, act, and think very much like themselves. By being attracted to people like ourselves, we are in effect validating ourselves, saying to ourselves that we are worthy of being liked, that we are attractive. Although there are exceptions, we generally like people who are similar to ourselves in nationality, race, ability, physical characteristics, intelligence, attitudes, and so on. We are often attracted to mirror images of ourselves.

The Matching Hypothesis

If you were to ask a group of friends, "To whom are you attracted?" they would probably name very attractive people; in fact, they would probably name the most attractive people they know. But if we were to observe these friends, we would find that they go out with and establish relationships with people who are quite similar to themselves in terms of physical attractiveness. Useful in this connection is the **matching hypothesis**, which states that although we may be attracted to the most physically attractive people, we date and mate with people who are similar to ourselves in physical attractiveness. Intuitively, this too seems satisfying. In some cases, however, we notice discrepancies; we notice an old person dating an attractive younger partner or an unattractive person with a handsome partner. In these cases, we will probably find that the less attractive partner possesses some quality that compensates for the lack of physical attractiveness. Prestige,

money, intelligence, power, and various personality characteristics are obvious examples of qualities that may compensate for being less physically attractive.

Attitude Similarity

Similarity is especially important when it comes to attitudes. We are particularly attracted to people who have attitudes similar to our own, who like what we like, and who dislike what we dislike. The more significant the attitude, the more important the similarity. For example, it would not make much difference if the attitudes of two people toward food or furniture differed (though even these can at times be significant), but it would be of great significance if their attitudes toward children or religion or politics were very disparate. Marriages between people with great and salient dissimilarities are more likely to end in divorce than are marriages between people who are very much alike.

Generally, we maintain balance with ourselves by liking people who are similar to us and who like what we like. It is psychologically uncomfortable to like people who do not like what we like or to dislike people who like what we like. Our attraction for similarity enables us to achieve psychological balance or comfort. The person who likes what we like in effect tells us that we are right to like what we like. Even after an examination it is helpful to find people who wrote the same answers we did. Notice the next time you have an examination how you prefer the company of others who have given the same answers as you!

....

Writing Assignment

Compare and contrast you and your boy/girlfriend. In what way or ways you are similar to or different from him or her.

Appendix H

<u>Peer Response Sheet for a Paragraph</u>   (Assignment.......)

Respondent: ....

Author:...

*Please answer the following questions, keeping in mind that the purpose of peer response is to help each other write better.

1. This writing assignment should be only ....paragraph(s) long. How many paragraphs has the author written? ....

2. Can you find the topic sentence?

   ....Yes ....No ....I don't know

3. Please underline what you think is the topic sentence.

4. Please read the paragraph carefully and underline everything you don't understand.

5. What do you like the best about this paragraph?

6. What questions, comments, suggestions do you have for the author?

**After you have answered the questions, discuss your answers and the paragraph with the authors(s). Remember that you are trying to help your classmates improve their writing, so it's important that they understand your answers.

(Adapted from "Preparing ESL students for peer response" by E. Cathrine Berg; *TESOL Journal,* 8, 24.)

Appendix I

Course Syllabus

Bangkok University

Language Institute

EN 202 Second Semester 2001

Course Objective:

1. To instill into students the necessity of effective reading and provide them with useful reading materials in order to develop their reading, vocabulary and study skills

2. To help students improve paragraph writing and to increase their writing ability

3. To develop communication skills such as asking, answering questions, and expressing their opinion and to practice and improve their pronunciation.

Textbook: Bernard Seal, <u>Academic Encounters: Reading, Studying Skills, and Writing</u>. Cambridge University Press, 1997.

Grading System for Midterm and Final

	MT	FN	Total
Reading	50	50	100
Writing	50	50	100
-Writing Quiz (in-class)	20	20	
-Dictation Quiz	10	10	
-Writing exam	20	20	
Speaking	50	50	100
-Participation	15	15	

-Presentation of Self-Study Reading	15	15
-Oral Presentation	20	20

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300
</div>

Weeks   **Topics for Midterm**

1-6   Chapter 1.1 **What is Stress?**

             Chapter 1.3 **Coping with Stress + Writing assignment**

             Chapter 2.2 **Smoking + Writing assignment**

             Chapter 3.4 **Teenage Suicide + Writing quiz**

7   Oral Presentation

Weeks   **Topics for Final**

1-6   Chapter 8.3 **Space Communication**

             Chapter 9.1   **Initiating Relationships + Writing assignment**

             Chapter 9.3 **Friendship Functions + Writing assignment**

             Chapter 10.1 **Similarity + Writing quiz**

7   Oral Presentation

Note   1. Topics for writing are adjustable

         4. For any writing assignments or writing quizzes, students are supposed to write a composition of at least 100 words.

Supplementary sheet

Midterm: 1. Paragraph Writing   2. Linking Words   3. Vocabulary Exercise

Final: 1. Fragments   2. Run-on Sentences   3. Vocabulary Exercise

Appendix J

Pre-writing Activity

1. You are assigned to write "a paragraph" about your life at Bangkok University. As you begin to make a decision about what you want to communicate to your reader, you will find that this subject is broad and can take several paragraphs to try to tell. You can make a list of possible topics, as pre-writing.

Listing

My life at Bangkok University

    What I like about Bangkok University

    My friends at Bangkok University

    My classes at Bangkok University

    How I commute to the university

    Problems with my school life

    etc.

2. You narrow your topic and continue thinking about the ideas, information, or example that you could use in this paragraph. You may write what you want to write in a variety of ways. One way is called "clustering."

Clustering

classes

problems with my school life

friends

teachers
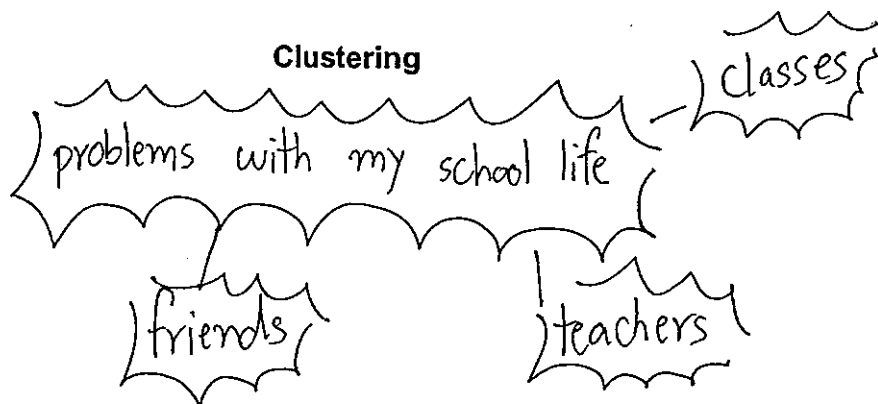
3. Another form of pre-writing is called "freewriting." The writers write everything that comes into their minds, about the topic without stopping. They allow the storms of ideas in their brains to flow onto the paper, without worrying about organization or grammar.

Freewriting

I hate writing in English, but I have to write in English more because

      - I have to prepare all my other classes

      - I write my American friends

      - When I'm writing letters, it takes me a long time to find right words which are adequate for my feelings............Once I was writing an article (in English).....I don't think that writing in English is easier for me.....