CHAPTER I

INTRODUCTION

1.1 Preview

This chapter attempts to present the nature and framework of the present study. The main content of the first chapter consists of two parts. The first part deals with the significance of English language as the global language and it also looks into a brief historical background of Thai education and English language teaching. This chapter highlights the fact that Thai Government realizes the significance of English language by giving much emphasis on English language in the National curriculum. The chapter also provides information on the status of English teaching in Thailand. Moreover, it deals with the current situation of problems of English language teaching and learning. Thai government expects Thai citizen to have communicative skill to cope with the new global changes. English curriculum has been changed and revised from time to time. Text books, teaching materials and training programmes for teachers become the main areas of discussion pertaining to unsatisfactory result of English language teaching and learning.

This chapter also discusses the nature of the problem under investigation, the rationale, the significance of the study, the questions, the hypotheses, and the delimitations of the study. Moreover, the chapter clarifies the kinds of data used and the method adopted for the analysis of the data and definitions of the specialized terms used in the study. Then, the second part focuses on the research works done in the area of the present study (review of literature).
1.2 The nature and framework of the study

1.2.1 An account of significance of English language as a global language

The use of English language becomes more and more significant as far as the cross-border communications like education, trade, tourism and technology, is concerned. It is obvious that English is far more world wide in its distribution than all other spoken languages. It is an official language in 52 countries as well as many small colonies and territories. Shankar (2007) estimates the number of people across the globe using English language. The estimated number is over 350 millions and one person out of every four persons in the world can be reached through English. (p. 1). Based on data from Ethnologue 1/4 to 1/3 of the people in the world understand and speak English to some degree. (Source: http://anthro.palomar.edu/language_1htm)

In 2001, the 189 member countries in the United Nations were asked about the language they wish to use for communication purpose with diplomatic mission (embassies) from other countries. More than 120 chose English, 40 selected French, and 20 wanted to use Spanish. Those who wanted English to be the common language included all of the former Soviet republics, Vietnam, and most of the Arab world. English is also the dominant language in electronic communication. About 75% of the world's mail, telexes, and cables are in English. Approximately 60% of the world's radio programs are in English. About 90% of all Internet traffic is in English as well. This means English language has its role to play in global network in terms of language medium used in the world communication. This fact reflects the role of English language in the world in various aspects.

The Asia-Pacific Economic Cooperation (APEC) Member countries, where English is not spoken as the first language, realize the significance of the English language as the medium among them. This is stated clearly in the APEC Agenda or
the APEC Ministerial Meeting (AMM) on 29 April 2004. The Agenda issued a Joint Statement showing and reflecting the leader’s commitment on the adequate knowledge and practical use of English as a working language within the APEC region. In the heading III of Joint Statement ‘Facing Educational Challenges with Collaborative Strategies’, a clear statement regarding the importance of teaching English and other foreign language is given.

‘Building upon the successful work to date, we defined the following four priority areas for future network activities: Teaching English and Other Foreign Languages; Stimulating Learning in Mathematics and Science; Using Technology for Teaching and Learning; and Governance and Systemic Reform in Education’,

(Joint Statement from the 3rd APEC Education Ministerial Meeting (AEMM) 2004, p.2)

The importance of English language was again clearly stated in the following Sub-theme I- in the same meeting.

‘The ability to communicate across language barriers is essential to international trade and to building mutual understanding among interconnected global economies. Due to the primacy of English in diplomacy and trade, APEC Region members from Eastern economies have further stressed English language education’

(APEC Ministerial Meeting (AMM) 2004, P.3)

A number of challenges emerged under the four key themes discussed at the meeting is given below:
‘Improving the learning of English and other foreign languages at the school level is essential to ensure long-term impact. This will be achieved by setting and measuring clear standards and implementing context-relevant strategies for professional development of teachers. However, the importance of learning of English and other foreign languages is not limited to traditional students; it extends to workers, small business entrepreneurs, women, and disadvantaged groups, to enable them to interact successfully in a globalized world’.

The problems and barriers also have been found among these countries while communicating. Thus, each government from East Asia, mainly South East Asia has launched an effective model project to encourage the internalization of English as a second language. The mentioned phenomenon becomes a trend in many developing countries. Thailand, as one of the Southeast Asian countries, has its own history of English language teaching. The significance of the use of English language as the language medium had been seen clearly when Thailand opened its threshold to the outside world.

1.2.2 An account of the history of English language teaching in Thailand

The significance of English language already occurred in Thailand in the middle of the 18th century. The history started when Siam or Thailand started its relationship with the outside world. The King of Siam, Rama III realized the importance of the foreign language, English for diplomatic reasons on the one hand and for education on the other. The reign of King Rama IV (Rama IV, r. 1851–68) marked a new opening to the Western nations. To avoid the humiliations suffered by China and Burma in their wars with Britain and the resulting unequal treaties,
Bangkok negotiated and signed treaties with Britain, the United States, France, and other European countries between 1855 and 1870 (Library of Congress, 2007 p. 3-4). Donald (1987, p.3) mentions that the most significant historical event was the ground-breaking Bowing Treaty with Britain which was signed by King Mongkut in 1855. This Treaty opened up Thailand to international trade and investment. Besides, a group of missionaries was hired to teach royal children. The King Rama V, the successor, also followed this step. Royal children were also taught by English instructors.

In the reign of King Rama V, the importance of English language was highly placed. To support Thai people who were fluent in English language, the King’s scholarship was offered. The first school named Suan Anan was established in 1878. After a long period of inward looking economic policies starting in the 1930s, Thailand again changed the course in the mid of 1980s. Exports and international trade were now encouraged instead of import substitution. The period saw soaring numbers for exports, direct foreign investments and tourist arrivals.

1.2.3 Thailand and the educational reform policy towards English language teaching: an overview

The Thai government realized the high competition in the global market. Thailand has been encountering with forces of current new technology, international trade, and social and cultural changes. To deal with these changes that have negative effects on Thailand, the introduction of widespread reforms in education has been done by the Thai government. This education reform has been introduced in the 8th National Economic and Social Development Plan (1997-2001). The main aim of the education reform is to prepare the Thai nation to cope with the 21st century.
To equip the Thai students for the new economy, the Educational Reform has been enacted by the Royal Thai Government and consequently a new curriculum was enforced in 2002. Therefore, at the primary level, English language is selected as one of the core subjects and students pay particular attention to the language skills at the secondary level. According to one of the national goals, Thai students are required to be able to communicate proficiently in English. Thus, the significance of communication in English as a global language for Thai population has been emphasized as far as the economic and social development of the country is concerned.

Dorothea and Erlinda (2004, pp.13-14) observe the educational reform recently and notice the roles of technology played in the language teaching as well. Among the programmes are the Thai TESOL Conference professional developments for all levels of ELT practitioners. These include distance learning through internet and satellite broadcasting technology; web-based and computer adaptive testing. Besides, even a videoconference with American academic, a full-scale teacher training programme linking a foreign site directly with Thai schools has been provided. This also utilizes the Thai Ministry of Education’s Distance Learning Foundation satellite broadcast system, which has been used to deliver students classroom instruction.

1.2.4 Rationale of the Study

So far as the role of Thai universities, both state universities and private institutes, is concerned in providing their students the appropriate and effective teaching methodology, more units of English language study as the core subjects and supplementary subjects have been added to the curriculum. The language teaching also focuses on the four skills: speaking, listening, reading and writing to
meet the language requirement as expected by the Ministry of Education. This leads to a noticeable English language educational competition among the educational institutions.

As a result, a number of language institutes were established across the country. Some business-minded institutes have set up their own language centres in order to serve their students’ demand on language study on one hand, and to meet the requirement of the educational quality assurance on another. In each skill, there are various supplementary materials to assist learners to learn with confidence. For example, tape cassettes, CDs, video scripts, and computer programmes are used for listening and speaking skills, text books and authentic materials also provided for the reading skill. However, for writing skill, it is very challenging for a teacher to teach as this productive skill needs times and process.

According to the National goals and standards of the 1996 and 2001, Thai students are expected to have ability in using English communicatively and efficiently after completing high school. Thai students have to study English between eight and twelve years at school. They are also required to use English to communicate with native and non-native speakers with great confidence. But in reality, Thai students’ language performances are not satisfactory as expected. This fact is revealed by educators and researchers.

In this regard, Chunthawithet (1997, p.12) points out that Thai students are not able to understand and communicate in English satisfactorily as required by the Ministry of Education. They have problems with the language in both linguistics and social aspects of communicative competence.

In the same line of thought, Koanantakool (2001) observes that a small percentage of Thai population can read and write English.
In the report entitled “Bits and Bahts: Thailand Internet Case Study” written by Gray, Kelly, and Minges (2002), the ICT market indication in Thailand is high in Asian countries. One of the barriers for Thais is English language which is the main language used in ICT, “There is no avoiding the fact that if Thailand is to emerge as a competitive ICT player and a knowledge-based society it must improve its English language skills. This is less of an issue for user access as more locally relevant content in Thai language is developed. However, it is another story for software development where most tools, documentation and training courses are in the English language. In addition, major markets for to which software development could be exported are English speaking. It is estimated that less than five per cent of the Thai population speaks English. English language courses and teaching must be required at least at the secondary level. Programs to provide ICT professional certification should have a strong English language element”, (p.49).

Wiriyachitra (2002, p.1) in her work entitled ‘English Language Teaching and Learning in Thailand in this Decade’ provides very clear information about Thais’ English competency in the International test level like TOEFL in comparison with other Asian countries. According to her, Thais’ level of English proficiency is low in comparison with many countries in Asia (e.g. Malaysia, Philippines, and Singapore).

In the actual situation, the echo from the public reflects the fact that the English language competency of graduates was not satisfactory. Researchers on the topics of needs and wants of English in workplaces have also suggested that the English curriculum in Thai universities cannot meet the demands for English used in the workplace. The skills used most at this level are listening and speaking which are not the focus skills in the Thai tertiary education English curriculum (Wiriyachitra and Keyuravong, 2007, p.16)
The comments from the leading key persons from both state and private sectors showed the problems in teaching and learning English. The products from education institutes were not qualified to meet the requirements of the present markets.

Praphal (2001) conducted a research on the English proficiency of Thai learners by using Chulalongkorn University Test of English Proficiency (CU-TEP) which is regarded as the standardized test for undergraduates who study at the graduate level at Chulalongkorn University, Thailand. The research findings revealed that the majority of the students could not meet the standard required to study at the graduate level at Chulalongkorn University. This calls for an urgent need to enhance the English proficiency of Thai students at various levels.

For writing skills, it is widely accepted that this productive skill is complex and needs grammatical precision. Thus, “Written English not simply the transcription of spoken English”( Kress, 1988 in Lush (2002, p.75). Writing needs complex and effective process and writer has no opportunity to explain what he or she intentionally wants to convey message to the reader verbally, through intonation, gesture or immediate feedback. This means role of grammar is inevitably played.

From the research works and articles on writing skills of Thai students, an unsatisfactory writing performance due to various language erroneous factors has been revealed. According to contrastive grammar analysis, common errors were made by undergraduate Thai students due to the fossilized knowledge of Thai grammar. In writing class, the size of the class is problematic among Thai teachers who are responsible for writing period. Later, many studies had been done to find solutions and the findings revealed that large class is not the cause of problem but much emphasis should be made on the instructional qualities and kinds of activities. Tangsajjanuraks (2006) mentions in her work entitled “ESL students’ attitude
toward using peer revision in writing class”. She also observes that when teaching English as a foreign language in Thailand, one problem that arises among Thai teachers teaching writing class is dealing with large classes. Thus, many studies had been done to find out what problems and solutions were. The findings show that it is not the size of the class but the instructional quality and kinds of activities that have to be considered.

To improve the quality of teaching writing skills, peer revision has been used in writing class that is; students correct, suggest, and discuss each other’s work in terms of mechanics and contents. Students exchange ideas, contents, and get prompt feedback from peers. Teachers are able to pay more attention to weak students. Tangsajjanuraks (2006) again maintains that in America, teachers use peer revision in writing class. The positive or negative attitude of ESL (English as a Second Language) students toward using peer revision will benefit teachers, teaching large classes and using this technique.

Lush (2002) during teaching writing courses at undergraduate level in Thailand finds that common errors among undergraduate Thai students are mainly from grammatical points and they were repeatedly making similar grammatical errors (p.75). The actual writing classes are dominated by the role of teacher. Students just sit and try to produce a piece of written work for marks. In this regard, the role of teacher is very much emphasized whereas the learners’ role is neglected.

From the above mentioned studies, it is obvious that writing skills become problematic among Thai learners, especially undergraduates. Since in writing skills students need to have knowledge of vocabularies, sentence structures, grammatical rules, mechanics, organization, coherence etc., writing teachers are required to be ready to prepare effective and adequate teaching materials for the writing class. Besides, proper teaching methods should be carefully and appropriately chosen. To
implement the educational plan regarding language study, Process Approach to teaching writing, which gives much emphasis on learner and process of writing rather than the finished product (written work) should be introduced in order to enforce the role of learners in the class. In this regard, writing teacher, instead of using traditional approach to writing, should employ the process approach. Teaching materials in writing classes should also be designed based on the principles of the process approach.

With the above mentioned reasons, the present study tries to create effective supplementary materials to support teaching writing at undergraduate level majoring in English at Naresuan University, Phayao Campus, Thailand. This study is a quasi experimental research conducted with the belief that the effectiveness of the Process Approach with complementation of Learner-Centred Approach would bring out the apt and suitable supplementary materials to help the writing class in the university in particular and in writing classes in general.

1.2.5 Needs and significance of the Study

English language teaching in Thai context, especially writing skills, is very challenging as Grammar Translation method and Audio-lingual method are still active in Thailand. Recently the Learner-Centred Approach has been introduced and emphasized and it becomes widely known among educators in Thailand. A great emphasis on its (Learner-Centred) significance, effectiveness and benefits has also discussed along with its implication in the pedagogical scope. In the language teaching, the principles of Learner-Centred Approach can be applied as well. So far as the theories and teaching writing approaches are concerned, the Process Approach where the role of the teacher is minimized, but the significant role is given to the learners is very applicable and has been introduced into the teaching of writing. Both approaches are complementary as they maintain the learner’s role in learning.
At undergraduate level, the policy of the university follows the 8th National Economics and Social Development Plan and the National Education Act (1997) in which the Learner-Centred Approach is emphasized. In addition, the national goal of the National Education Act on English language teaching requires the Thai population to be able to proficiently communicate in English to cope with the rapid changes of the globalization. It is clearly stated in the newest version of National English Curricula 2001. The emphasis is placed upon the four strands of English competency and performance; communication, cultures, integration with other fields of study, and connection with communities and the world. In the first strand (communication) students will demonstrate an understanding of speaking and writing processes, present information ideas and concepts on a variety of topics creatively, efficiently and appropriately. This study aims to implement the teaching of writing by designing the materials to assist writing class. This would be complementary side by side with the Learner-Centred Approach and help undergraduate learners communicate in English in written form effectively and proficiently. On the other hand, principles of Process Approach and of Learner-Centred Approach allow learners to work independently, In other words, Process Approach to teaching of writing on which the supplementary writing materials are based will function smoothly and complementarily in writing class in which Learner-Centred Approach is applied and students will become autonomous learners.

1.2.6 Research questions and hypotheses of the Study

The research questions posed and addressed by this study are:

- Are there any positive changes in students’ attitude towards writing after the supplementary writing materials are used?
• Do students react positively towards supplementary writing materials when Learner-Centred is applied?

The hypotheses expected in this study are as follows:

• Students in writing class, where supplementary writing materials are used, perform their writing skill more satisfactorily.
• Interest and opinion of students towards writing activity will change if they encounter with supplementary writing materials.
• Students react positively towards supplementary writing materials when Learner-Centred is applied as complementary task.

1.2.7 Objectives of Study

This study intends to:

1. Design materials to assist the writing classes mainly for undergraduates majoring in English.
2. Provide effective samples of writing processes and lesson plans for writing classes.
3. Use the designed materials with the writing classes where the Leaner-Centred Approach is applied.

1.2.8 The design of process writing materials

To design the supplementary process writing materials including lesson plans, the researcher followed the steps given below:

1. Surveying and gathering information related to Thai curriculum and English syllabus
2. Focusing on the general information about the process writing approach from related literature.
3. Designing supplementary writing materials
4. Developing and revise materials and lesson plans.
5. Experimentation of the supplementary writing materials and lesson plans.

1.2.8 Design of the Study

The study is quasi-experimental designed using experimental group. The experimental group received the prepared lesson plans as models. Three questionnaires were used as the tools for data collection. The first questionnaire was used as a pretest and the second and third questionnaire was used to assess process writing and process writing materials from students’ opinions.

The schematic representation of the design is:

G1 (purposive selected) T1 X T1, T2, T3

G1 = group,
T1 = pretest,
X is used to indicate the treatment,
T1 = posttest
T2, T3 = questionnaire two and three (measurement to assess the effectiveness of supplementary writing materials)

1.2.9 Research instruments

Three questionnaires were used as the tools for data collection. The first questionnaire was administered as the pretest prior to the beginning of the experimental research being conducted and as a posttest after experiment, whereas the second and third questionnaire were used to assess process writing and process writing materials from students’ opinions.
1.2.10 Sample of the Study

The 56 second year undergraduate students majoring in English in academic year 2005 at Naresuan University, Phayao Campus, Thailand, were the subjects of the study. There were two main reasons in choosing students from this department. Firstly, 56 students from English department were considered adequate for this study as they passed at least nine units of English subjects as foundation. Secondly, the students’ competence and their familiarity with English were quite sufficient as their background of English languages in primary and secondary school was quite good.

1.2.11 Data analysis

Five average levels of degree of students’ interest and awareness of studying writing skills, the degree of performance and opinion toward the process writing, and the degree of students’ opinions toward the process writing were analyzed with arithmetic mean and percentage. All items in three questionnaires were rated by using Five point Likert Scaling to score the levels of the degree.

1.2.9.1 Degree of practice and feeling based on five points Likert Scaling

1 = strongly disagree
2 = disagree
3 = neither agree nor disagree
4 = agree
5 = strongly agree

(Source: Research Method Base www.socialresearchmethods.net/kb/scallik.php-15k)

1.2.9.2 Statistic formula

During data analysis, mean and Student test (t-test) are used.
1.2.9.3 Criteria mean
4.51-5.00 – the highest degree  3.51-4.50 - high degree  2.51-3.50 - medium degree 1.51-2.50 low degree 0.51-1.50- the lowest degree

1.2.12 Scope of the study

The researcher limits this experimental study with the following:

1. The scope of this study is focused on the second year undergraduates, majoring in English, second semester, academic year 2005, Naresuan University, Phayao Campus, Thailand.

2. The experimental study is limited to the second year undergraduates majoring in English, second semester, academic year 2005 at Naresuan University, Phayao Campus, Thailand in which Writing 205321, one of the core English subjects, is taught to the second year students majoring in English.

3. The designed supplementary writing materials for writing class are innovated in accordance with basic types of composition text namely, description, narration, exposition. Therefore, it should be mentioned here that other types of compositions are excluded in this study.

1.2.13 Definition of the terms

The relevant definitions related to the study are as follows:

- **Process Approach** refers to an approach where the focus and emphasis lie on techniques and procedures rather than on the learning outcome(s).

- **Writing class** means the class in which Writing 205321, one of the core English subjects, is taught at Naresuan University, Phayao Campus, Thailand in the second semester academic year 2005.
• **Designed supplementary materials** means the materials innovated based on the Process Approach to assist the writing class (Writing Subject: Code 205321 taught in Naresuan University, Phayao Campus, Thailand).

• **Supplementary Materials** refer to lesson plans designed based on Process Approach including language activities, passage models, techniques for gathering information for writing.

• **Lesson plans** are referred as the lessons designed according to the Process Approach procedures along with language activities.

• **Learner-Centred Approach** or Learner-Focused Approach means an approach or descriptive of humanistic perspective in education in which learner is assumed to have a high degree of autonomy. The learners’ role is emphasised.

• **Communicative Approach** means communicative language that makes use of real-life situations that necessitate communication. (Galloway, 1993)

1.3 Research works done in the area of the study

The Literature review in this study has been done based on sources from researches, studies, and other related to teaching of writing. Types of researches done in this area are classified into two major kinds:

i) Researches, dissertations, abstracts, books, articles and electronic (websites) documents in Thailand.

ii) Researches, dissertations, abstracts, books, articles and electronic (websites) documents in abroad.

The main focus of literature review is based on topics related to the present study. In other words, the present study deals with major topics which are grouped as follow:
A. Writing skills
B. Approaches to teaching of writing
C. History of teaching English as a second language (L2) writing
D. Process Approach and application
E. Writing techniques
F. Writing feedback and writing assessment
G. Instructional materials
H. Other related data

1.3.1 Writing

- **Writing skills**

  Among four language skills, speaking, listening, reading and writing, writing is generally regarded as the most difficult skill as far as the processes and complexity are concerned. As the means of communication, writing is recognized as an effective skill. Through writing people can communicate effectively. In this review section, works done in the area of definition are hereby presented together with components of writing.

- **Definition of writing**

  Ghazi (2002) defines writing as a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed (p.1).

  Finnochiaro and Brono (1973, p.130) define writing as the act of expression of idea through letters. The learners will express their thoughts, experiences and
even emotion through letter. Bell and Burnaby (quoted in Nunan 1992, p.36), regards writing as an extremely complex cognitive activity and writers are required to demonstrate control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Moreover, to be able to structure and integrate information into cohesive and coherent paragraphs and text is a must for the writers. This therefore not surprising that writing is a very difficult skill for learners to acquire.

Widdowson (1978, p.36) defines the term of writing as “the organizing of the ideas objectively in order to communicate between writers and readers.” This opinion points the form of communicative sentences used by the writers to convey messages to the target readers for comprehending purpose.

Sarikul et al. (1972, p.10) defines writing as the process of the writer’s expression in terms of ideas and knowledge to give comprehensive message to readers. To accomplish this, the competence of lexis, grammar, language use and the basics of discretion and imagination is necessary for writers.

This is accorded with what White (1980) who points out the significance of capability in grammatically organizing sentence as far as the competence in communicative is concerned. This means that the significance of the competence of grammar, mechanics, and organization which are useful for improving writing and should not be overlooked (p.16).

Nunan (1989) opines, “All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write” (p.36)

According to Kaweera (2003), due to the fact that writing is usually learned through formal instruction rather than through the natural acquisition a process, becoming a writer is a complex and ongoing process. Based on the reasons cited
above, people need to learn to write in English that is useful for both academic and professional purposes.

Patty and Becking (1985) point out that writing needs competence of language to organize the ideas and to develop the thesis and concluding a well organized composition to make possible.

1.3.2 Approaches to teaching writing

Several approaches to teaching writing came into existence in the area of English language teaching with a basic belief that writing is the skill that can be taught with complex process. Raimes (1983, p.3) pointed out several approaches to teaching writing. First, the Controlled-to-Free Approach is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by changing questions to statements, present to past, or plural to singular. It emphasizes accuracy rather than fluency or originality. Secondly, the Free-Writing Approach stresses writing quantity rather than quality. Teachers who use this approach assign vast amounts of free writing on given topics with only minimal correction. The emphasis in this approach is on content and fluency rather than on accuracy and form. Thirdly, the Paragraph-Pattern Approach, instead of accuracy of grammar or fluency of content, tresses on organization. This approach is based on the principle that in different cultures people construct and organize communication with each other in different ways. The fourth approach is the Grammar-Syntax-Organization Approach. This approach stresses on simultaneous work on more than one composition feature. This approach links the purpose of writing to the forms that are needed to convey message. Next, the Communicative Approach stresses the purpose of writing and the audience for it.
The last approach is the Process Approach. This approach focuses on teaching of writing from a concentration on written product to the process of writing. (See detailed discussion in Chapter III pp.169-185)

1.3.3 History of teaching English as second language (L2) writing

Reid (2001, pp.28-29)) has pointed out the successive development of teaching English second language writing stating that as late as the 1970s, teaching English as a second language (L2) writing differs from teaching other language skills in two ways. First, it is not to be taught but it is regarded as a supporting skill in language learning. Second, as the theory and practice of L2 composition teaching gradually developed, it followed the path of US native English speaker (NES) composition theory. In early 1980s, from teachers’ awareness of current practice in NES composition, there was a shift from strictly controlled writing to guided writing. In this situation, writing was limited to structuring sentences, direct to questions, combining sentences. So writing looks like a short piece of discourse. From language-based writing classrooms to the study of composition techniques and strategies, writing was systematically started with two reasons, from researchers’ recognition of the newly developing field of NES composition and from teachers’ realization of the needs of English L2 students in academic environment, particularly the role or writing in gate-keeping in post-secondary institutions (e.g. entrance an placement examination). From this time, writing skills were taught by focusing on the teaching of organization patterns common in English academic prose, topic and thesis sentences, and paragraph and essay modes like process, comparison-contrast, and cause-effect. Products (paper or essay) from students were mainly expected. This approach is known as tradition approach which is widely used.
During the 1980’s new trend of teaching writing approach called ‘the expressive approach’ came into being in NES composition classroom. Nearly decades later, this approach came to play the role in the English L2 classroom and became known as ‘process moment’. This process approach focuses on personal writing with fluency rather than accuracy. The processes (generating ideas, expressing feelings) were more important than the product. In other words, a process teacher teaches students to writing by steps of processes while writing with fluency whereas a product teacher conducts writing class with solely accuracy, appropriate rhetorical discourse and linguistic patterns to the exclusion of writing processes.

Hyland (2003, pp.2-3) discuses the development of EFL/ESL writing stating that in 1980’s writing in English L2 pedagogy came into existence as a distinctive area of scholarship. Teachers’ efforts to understand L2 writing were given supports by number of theories. These theories provide L2 writing focusing on language structures, text functions, theme or topics, creative expression, composing processes, content, and genre and contexts of writing. The fact reveals that few teachers adopt and strictly follow just one these orientations in their classroom, but they tend to adopt an eclectic range of methods that represents several perspectives, accommodating their practices to the constraints of their teaching, situations and their beliefs about how students learn to write.

Davis and Mackay (1996) in their textbook “Structures and Strategies: An Introduction to Academic Writing” have provided writing and research skills that are central to academic writing at university and college levels. This text comprises explanations of concepts and genres such as narration, description persuasion, an academic argument, with a wide range of exercises and essay topics to develop and explore these ideas. The four key steps of researching, planning, drafting and
revising essays and assignments are emphasized, and numerous useful suggestions for improving the approach to these tasks are included.

Furneaux (1998) has given a brief history of the development of process writing approach. According to her, process writing represents a shift in emphasis in teaching writing from the product of writing activities (the finished text) to ways in which text can be developed: from concern with questions such as ‘what have u written?, what grade is it worth to? ‘how will you write it?, ‘how can it be improved?’ This major paradigm shift has entered L2 teaching, under the influence of exponents such as Raimes, Spack and Zamel, from L1 teaching and research in America since the 1960s.

Grabe and Kaplan (1996) describe four – stage division in history of process writing approaches. According them, the first stage is the expressive stage which focused on the need for the writer to express himself freely in his own ‘voice’. The second stage, the cognitive approach regards writing as thinking. This approach came into being in 1970s. The most popular pioneering work which later became the model for subsequent research and writing pedagogy in L1 and L2 was proposed by two psychologists, Flower and Hayes. They claimed that their theory of writing is a highly complex, goal – directed, recursive activity. It develops over time as writers move from the production of egocentric, writer-based texts (typically, writing everything they know on a topic without thinking of what the reader wants or needs to know) to reader-based texts), which are written with the reader in mind. (See Figure 1.1 below)

The third stage called the social stage came in the 1980s emphasizing the studies in sociolinguistics headed by Halliday. The last stage is discourse community developed from the third view of writing as a social activity.
Figure 1.1 A Cognitive process theory of writing (Flower and Hayes, 1981)

White and Arndt (1991) also propose their process writing technique as framework which tries to capture the recursive, not linear, nature of writing. (See figure 1.2 below)
1.3.4 Process Approach and implications

With regard to Process Approach and its application, research works done in the area of the study are presented as follows:

Tanthitanon (2006) has carried out a research entitled “Development of a model for teaching English writing based on the Alternative process approach for undergraduate students”. The purposes of this research were to develop a model for teaching English Writing based on the process approach for undergraduate students and compare the achievement mean scores before and after teaching the sample group. The samples were 36 undergraduate students (accounting 2) enrolled into the first semester of the 1998 academic year at Rajamangala Institute of Technology, Northern Campus. The research tools were 4 English writing teaching models based on the process approach, English writing ability test and questionnaire. The data were analyzed using SPSS/PC to find means, percentage, standard deviations and
t-test. This developed model contained 4 units aiming at teaching the following subjects---writing a paragraph of narration, writing a paragraph of describing or giving opinion, writing a paragraph of explaining a process and writing a paragraph of comparison and contrast. The process of teaching was carried out 650 minutes (13 periods) for five weeks. In each unit was consisting of time, content, instructional objectives, procedure and activities, teaching materials and evaluating. Moreover, in presenting the procedure and activities, the writing process steps of prewriting, drafting, sharing, revising, editing, evaluating and publication were employed. The findings of the research were that the process approach model positively affected the sample's writing ability; the students’ English writing ability after the experiment was significantly higher at.01.

Laohawiriyanon (1990) in her Thesis entitled “Adapting evaluating a process writing approach in an integrated skills EST course at PSU Hadyai” investigates the effect of the introduction of the process writing approach on students’ performance, and attitudes to writing as well as major factors involved in creating any such effects. A case study of one class of eighteen, second year students majoring in Agro-Industry enrolled in the course, “English for Students of the Faculty of Natural resources” was made. Data were collected from student, teacher and observer diaries, student’s evaluation of their own peer’s writing, semi-structured interviews and a final test. The results of the investigation show that the process writing approach enhanced the students’ writing performance although the study dies not show a remarkable change. Further, the students’ attitudes to writing made positive changes over the period of the experiment. Brainstorming, drafting, self and peer-correction, the use of a composition evaluation checklist together with the teacher’s flexibility and understanding, modeling of writing processes, feedback strategies and dairy writing emerged as important factors facilitating such change.
Vessakosol (1989) presents her Ph.D. thesis entitled “The development of a model for teaching English writing based on process approach for Thai students at the higher education level”. This study aims to develop a model for teaching English writing based on the process approach for Thai university students. The model developed consists of five main components, students, course objectives, course content, instruction and evaluation:

Jansiriyotin et al. (2000) in their Independent Study entitled “Supplementary Process Writing Materials for Mattayom Suksa 3 Students” aimed at designing materials for developing process writing for students in Mattayom Suksa 3 and to provide some samples of process writing lesson plans of English 016- Fundamental English 10 and portfolio assessment of process writing. The subjects of the study were 206 Mattyomsuksa 3 (M.3) students studying in the academic year 1999 at the four home schools of the authors in Lampang and Kamphangphet Province, Thailand. The lesson plans and materials were tried out at the four home schools. The 3 questionnaires were completed. The statistics used in the analysis of the data were arithmetic means and standard deviation.

The findings indicated that the students were highly interested in and aware of the writing skill and they considered that the process writing materials and portfolio assessment were highly effective in helping them to learn language. The teachers who conducted the lessons considered that the lesson plans and the materials were highly appropriate for conducting classes. Moreover, process writing and portfolio assessment will help students to develop language learning process to become autonomous learners. It was suggested that portfolio assessment should be conducted and incorporated into classroom instruction.
Klomkhum et al. (2000) presented their work entitled “A Comparison of English writing ability of grade 10 students learning through process writing approach and traditional writing approach: Sukhothai Wittayakhom School, Sukhothai Province”. The purpose of this study is to compare English Writing ability learning through process Writing and traditional writing. The samples of the study were 90 grade ten students in the first semester of the 1999 academic year at Sukhothai Wittayakhom School, Sukhothai Province with an experimental group of 45 students and control group of 45 students. Before the experiment, they were not significantly different in English writing ability at .005 level. The research plan was the pretest-posttest control group design. Both groups were taught by the researchers with the same content but different in teaching techniques. That was the experimental group was taught by process writing while the control group was taught by traditional writing. The experiment covered 8 weeks, each week for 2 periods, 50 minutes per period, total 16 periods per group. The instruments in this study consisted of two lesson plans constructed by the researchers: lesson plans for the experimental group and the control group. The English writing proficiency score collected from the student’s written products were statistically analyze by means of arithmetic mean, standard deviation, and t-test.

The results of this study reveal that the English writing ability of the students learning through process writing was significantly and statistically higher than those learning trough traditional writing at the level of .01, and also the English writing ability in the areas of content, organization, vocabulary and mechanics of the students learning through process writing were significantly and statically higher than those learning through traditional writing at the level of .01.

and the teaching of ESL composition. The research done provides a major area of study in traditional product approach to writing and Process Approach to writing under the headings; Product: not Process, Product to Process, process to Product, process or product, teachers’ role and learners’ role, Process student- students’ role and process-writing, teachers role and the role of instructional activities. According to this study, writing is a complex process and it a privilege which acquired in later stages of the process of learning. Three stage processes in writing deal with prewriting, writing and rewriting.

Ratwattee (2007) in her paper entitled “Gliding swans or leaping frogs: psycholinguistic processes in Academic Writing” points out that writing is not merely a means of communicating information, but also the means by which one expands one’s knowledge through reflection. It is a process that leads to the generation of new ideas. Therefore, in academia, writing and critical thinking are perceived as being strongly linked. Skilled writing is therefore the visible outcome of complex psycholinguistic processes that are closely linked to analytical or argumentative thinking. In her paper, the focusing area is on the writing of second year undergraduate students from two universities in Sri Lanka. The purpose of the investigation is to see whether they (students) have developed the analytical thinking, synthesizing and reasoning abilities which signify intellectual development. The study also seeks to find out if training in academic writing impacts on the students’ cognitive skills and intellectual development at university level.

Keh (1990) had designed and taught a 6-week, 30-hour writing course using a process approach. She wrote about a process approach. A process approach to writing sees writing as a process of several steps, beginning first with generating ideas (via various sources /methods, writing to discover what one wants to say,
revising, getting feedback from various readers (between revisions), and writing again. Only at final stages is editing done for grammatical and mechanical accuracy. Her designed and developed course comprises seven steps as shown below.

Figure 1.3 Seven steps of writing

- Input
  - 1-½ sessions generating idea
- Final draft
- Write first draft
  - Outside class
- Peer evaluation (dicto-com)
  - Focus on content only
- Write second draft
  - Outside class
- Writing workshop
  - Teacher collects second drafts and looks at content and grammar separately
- Students-teacher sessions (remedial grammar)
- Final draft
  - Outside class

Source: Keh (1990)

In Input session, there is a mixture of idea-generating activities, which include brainstorming/listing, reading, listening, survey-taking, and quick writing. In first draft sessions, students are reminded not expect perfection or even work towards it, but just try to discover ideas and what one wanted to say.
For peer–evaluation session, students work in pair or trios (three). They were given photocopies guidelines to help them focus exclusively on content/ideas as they responded to classmates’ written pieces. In second draft, students are encouraged to make changes in content or even start over. An informal outline of students’ ideas could be made as they made decisions about content. In writing workshop, there is a session of instruction on some element of writing such as description, definition, or coherence. The second drafts were collected during this session for teacher feedback. In student-teacher sessions, an individual session was appropriate for student’s paper. Grammar queries were answered only after content was discussed. Remedial grammar lessons were included in this session. Final draft was handed in along with all notes, lists, quickwrites, etc. and previous drafts. The final draft was read for overall content and readability.

The writer of this paper concluded that overall evaluation of the course was positive partly because of the results and partly because of her own conviction that such an approach to writing is beneficial to students. The results indicated the improvement in students’ writing in content, organization, and even grammar. There was also a change in students’ attitude toward writing–more positive and less frustrated. The greatest benefit of this approach was the increased interaction between the student and teacher throughout the writing process.

1.3.5 Writing techniques

Steele (2005) in her article submitted to BBC in Teaching English website has suggested mind maps as a technique to develop writing. According to her, a mind map, or spidergram (see Figure1.4), is a strategy for making notes on a topic, prior to writing. It is a structured strategy, which shows the (hierarchical) relationship of ideas, as opposed to an unstructured strategy, such as brainstorming, in which students produce notes at random on paper. In practical aspect, mind map
strategy can be used to assist students to choose topic and make a note. They also help teacher in providing feedback to student’s written works.

Figure 1.4 Mind Maps by Steel


The application of the process approach can also be used with a composition type called a genre (anything from a menu to a wedding invitation, from newspaper article). Morley (2004) had applied techniques from a process approach for her
planning a writing lesson. In her stages of a writing lesson, a genre of the writing can employ the first stage of a process approach, which is generating ideas and focusing ideas. The next steps of writing (genre) are focusing on a model text, organizing ideas, writing, peer evaluation and finally re-viewing stage.

Steel (2004) in her article entitled “Product and process writing: A comparison” points out the two popular, yet very different approaches in teaching of writing, a product approach and a process approach. According to her, there is not necessarily any 'right' or 'best' way to teach writing skills. The best practice in any situation will depend on the type of student, the text type being studied, the school system and many other factors. In the same article she clarifies distinctive features of both approaches.

A product approach is a traditional approach, in which students are encouraged to mimic a model text, which is usually presented and analyzed at an early stage. There are four stages in a product approach. In stage 1, model texts are read, and then features of the genre are highlighted. Stage 2 consists of controlled practice of the highlighted features, usually in isolation. Stage 3 focuses on organization of ideas. Stage 4 is the end of learning process whereby students choose from a choice of comparable writing tasks.

A Process Approach: Process approaches to writing tend to focus more on the varied classroom activities which promote the development of language use; brainstorming, group discussion, re-writing. Such an approach can have any number of stages like, generating idea by brainstorming, extending ideas into note form, and judge quality and usefulness of ideas, organizing idea into a mind map, spidergram, or linear form. Then, students write the first draft. This is done in class and frequently in pairs or groups. Drafts are exchanged, so that students become the readers of each others work. By responding as readers, students develop an awareness of the fact that a writer is producing something to be read by someone
else, and thus can improve their own drafts. Drafts are returned and improvements are made based upon peer feedback. A final draft is written. Students once again, exchange and read each others' work and perhaps even write a response or reply.

Steel further summarizes major differences of these two approaches (see table 1.1 below).

Table 1.1 Major differences between Process writing and Product writing

<table>
<thead>
<tr>
<th>Process writing</th>
<th>Product writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. text as a resource for comparison</td>
<td>1. imitate model text</td>
</tr>
<tr>
<td>2. ideas as starting point</td>
<td>2. organization of ideas more</td>
</tr>
<tr>
<td></td>
<td>important than ideas themselves</td>
</tr>
<tr>
<td>3. more than one draft</td>
<td>3. one draft</td>
</tr>
<tr>
<td>4. more global, focus on purpose,</td>
<td>4. features highlighted including</td>
</tr>
<tr>
<td>theme, text type, i.e., reader is</td>
<td>controlled practise of those</td>
</tr>
<tr>
<td>emphasized</td>
<td>features</td>
</tr>
<tr>
<td>5. collaborative</td>
<td>5. individual</td>
</tr>
<tr>
<td>6. emphasis on creative process</td>
<td>6. emphasis on end product</td>
</tr>
</tbody>
</table>

Furthermore, the writer also pointes out that both approaches are useful depending on teacher, and on the students, and the genre of the text. Some genres may require techniques from one approach which is most apt and effective. Formal letters, for example, or postcards, in which the features are very fixed, would be perhaps more suited to a product-driven approach, in which focus on the layout, style, organization and grammar could greatly help students in dealing with this type of writing task. Other genres, such as discursive essays and narrative, may lend themselves to process-driven approaches, which focus on students’ ideas. Discursive
activities are suited to brainstorming and discussing ideas in groups, and the collaborative writing and exchanging of texts help the students to direct their writing to their reader, therefore making a more successful text. According to writer’s idea, the two approaches are not necessarily incompatible. She believes that process writing, i.e. re-drafting, collaboration, can be integrated with the practice of studying written models in the classroom. The process approach emphasizes the collaborative work, the discussion which is so important in generating and organizing ideas. Once students have written their first drafts, model texts can be introduced as texts for comparison.

In *Creative Writing* edited by Anderson (2006), the editor regards writing as a craft with elements which can be learned. Writing like every other art, writing requires practice, an idea taken for granted by musicians and painters but sometime doubted by readers and aspiring writer alike. This text book has provided the creative process by developing a writing habit, postponing perfection and using techniques to free one’s writing. The clustering technique developed by Gabriele Lusser Rico (1983) in her book *Writing the Natural Way* is one of the methods used for gathering information before writing. The method is based on the distinctive functions of the brain’s two hemisphere.

Anderson (2006) points out “The clustering method aims to rouse a generous flow of connected images and ideas and to bypass the ordering, analytical functions of the brain which might constrain writing at the outset” (p.24) (see Figure 1.5) A cluster gives one a visual map of one’s thought and help in organizing writing organically rather than sequentially. In an actual way, when one sees or perceives a visual object or hear something, thinking process works automatically. A critical thinking process functions in classifying what one perceives, hears, smells, and touches etc. into group assisting one to cluster what one experiences with senses.
It can be clearly when cluster is presented in written form and used when one wants to cluster information.

1.3.6 Written feedback and writing assessment

Lipp et al. (1997) in the article entitled “Praise- Question-Encourage, Guidelines for Writing Teacher-Comments between Essay Drafts”, has provided guidelines for writing teachers how to respond effectively student’s drafts. The process of writing described by, and White and Arndt (1991) was implemented. Based on these intensive English programs, writing teachers offered their students topics that were meaningful to them. The teacher taught prewriting techniques, asked students to write multiple drafts of essays, and gave students multiple drafts of essay and gave students multiples opportunities for feedback about their drafts-sometimes through peer editing groups, sometime through written teacher comments and sometimes through one-to-one conferences with the teacher about their drafts. As the name suggests, the core of the guidelines consists of praise, question, and encourage (PQE). For example, the guidelines encourage teacher to comment between drafts, to offer students questions about their writing, and to include comments of praise and encouragement.

William (2003) in his article on feedback on ESL students’ written assignment has presented written feedback as an essential aspect of any English language course. This is especially true now with the predominance of the process approach to writing that requires some kinds of second party feedback, usually the instructor, on students’ drafts. According to the author, the goal of feedback is to teach skills that help students improve their writing proficiency to the point where they are cognizing of is expected of them as writers able to produce it with minimal errors and maximum clarity. There are categories of feedback methods, feedback on form and feedback on content. The first category is the work of the teachers for
Figure 1.5 Clustering technique

correction of surface errors. The second type consists of comments written by teachers on drafts that usually point out problems and offered suggestion for improvements on future rewrite.

Perpignan (2003) has presented her research paper on written feedback conducted in an EFL Academic Writing context. This paper reports on research, conducted in an EFL Academic Writing context, about a written dialogue between a teacher and her learners. This dialogue consists of the learners’ written text, the teacher’s written feedback and the ongoing responses that ensue from this initial exchange. The paper begins by inserting the current research into the context of qualitative research literature, leading directly to EP principles. Reporting on the research itself, it shows how some of the principles were manifested in the research practices. The findings reveal that it is precisely through dialogue (the written exchange as a social enterprise) between the participants in the learning-teaching situation (in a spirit of collegiality), that an understanding of the feedback dialogue can best be reached. Herein lies the promise of an improvement in the quality of life, quality of education and ultimately quality of learning.

Hu (2005) has used peer review technique with Chinese ESL writers. According to the author, Peer review has a prominent place in process-oriented writing instruction. The author has shared the developing use of peer review in an academic writing course for Chinese ESL learners. After reviewing the relevant literature, Wu described the context in which he implemented peer review and conducted practitioner research into its productive use. Next, Wu presented and discussed the training activities and follow-ups the author used to prepare his students for effective peer review. The various instructional practices have been experimented with and refined in a 3-year action research effort to best facilitate
students’ acquisition of academic writing skills and hence enhance the quality of classroom life. In conclusion Wu summarized student performance in his most recent writing class and consider several instructional changes that are likely to help students understand better and thus benefit more from peer review.

Pholsward (1998) in her paper entitled “Error Treatment in the classroom context: Learners in focus” has examined two major error treatment methods “editing” and “consulting” which are commonly used by native speaker (NS) and non-native speaker (NNS) ESL teachers in the classroom context. The perspectives of the two methods were discussed from the viewpoints of both NS and NNS ESL teachers in terms of (a) error perception, (b) error treatment procedures, and (c) error treatment in the classroom setting. With some limitations of the two error method treatment methods, the researcher proposed a modification of the consulting method by identifying specific language points for students to work on in their writing tasks, thereby shifting the correction focus to the learners.

According to her, both methods can be used in the classroom context in that the editing method is treated as class, explanation and the consulting method as individual or group discussion or consultation.

The study investigated how NS and NNS ESL writing teachers treat errors and thirty-two university writing teachers (10 NS and 22 NNS) provided information by means of questionnaires and interview on error perception and error treatments in individual paper as well as in class. From students’ reaction to the class editing method, the researcher noted that most students were quite relaxed as the help each other in a group’s attempt to identify errors. However, the editing method cannot effectively sensitize students to take responsibility for their own errors and thus make it difficult for the teacher to help then reach the ultimate goal of self-correction. Pholsward concludes that NS and NNS ESL teachers who
preferred the editing method could incorporate the modified consulting method into their error treatment. This is an option to help develop learners’ awareness of specific types of errors that would lead to self-correction for better writing performance.

Mujumdar (2005) has presented paper entitled “‘Reader Based Response’ to Non-Native Student Writing” to point out main focus of English curriculum in India which focuses primarily on Reading–Writing skills and problems found in students’ ability in writing in English. At tertiary level, learners are found weak and even unable to construct sentences and express their intent through their writing in English. The author further indicates the significance of teachers’ response to student writing. This paper attempts to investigate whether teachers, while assessing student writing, focus on ‘form’ or ‘content’ and what type of comments teachers write in the margins. Based on this question, a small task was given to the teachers and it is obvious to indicate that teachers focused on ‘form’ rather than ‘content’. The author strongly proposes that “In-Writing Feedback” should be provided to the learners while they are in the processes of constructing texts. This constitutes the type of feedback to be provided to the learners and the appropriate time when it should be provided. The author is certain that this reader-based response system helps the teachers to assume different roles as consultants, assistants and facilitators, but not as a judges or authoritarians. Moreover, this reader-based response would help students use their language resources and face challenges of TL (Teaching Language) performance and also assist them to make the necessary shift from “writer-base” prose to a “reader-base one”.

A Model of Reader Based Response to student writing is proposed by the author as shown in figure 1.6 below:
According Mujumdar, the Reader Based Response System provides meaningful feedback on student writing which is the most important constituent of In-Writing-Feedback: (1) kind of feedback (2) the time of feedback. (see figure 1.7)

Gordon (2003) has presented paper entitled “Providing Feedback on ESL Students Written Assignments” with the purpose of looking at the way of providing effective feedback on English language learners’ written assignment. This paper attempts to examine some of the common methods of feedback and what they are at time ineffective. Besides, it also looks at effectual ways of providing feedback as well as student preferences for feedback. Suggestions and examples for providing effective feedback are provided.
Figure 1.7 Meaningful Feedback

**Meaningful Feedback**

**Focus on 1\textsuperscript{st} Draft stage**

- Organisation kind
- Development content
- Use of transitions and cohesive devices
- Examples and Personal experiences
- Coherence and cohesion
- Use of appropriate words

- Respond as **Time common reader**

**2\textsuperscript{nd} Draft Stage**

- Respond as **Editor**

**Focus on**

Audience awareness
Using literary devices, direct quotes
Using examples or personal experiences
Using 1\textsuperscript{st} person plural or 2\textsuperscript{nd} person

**Subsequent Drafts**

- Respond as **Proof-readers**

**Focus on**

Language and related items
Combining sentence patterns
Using variety of clauses and phrases
Using the most precise synonyms
Correcting grammar, punctuation and spelling

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In this paper, the most prominently used methods feedback fall into two common categories: feedback on form and feedback on content. The most common methods of feedback on form are outright teacher correction of surface errors, teacher markings that indicate the place and type of error but without correction, and underlining to indicate only the presence of errors.

Feedback on content consists mainly of comments written by teachers on drafts that usually point out problems and offer suggestions for improvements on future rewrites. Furthermore, Examples of feedback to EFL students and fostering improvement in their writing skills has been developed and suggested by the authors. The example of feedback consists of questions for consideration when giving feedback such as “Is the feedback consistent with the goals of the course?”, form like “Is the feedback clear and easy for the students to understand?”, content such as “Is the feedback clear and easy for the students to see and understand?”, comments for Feedback on Content e.g. “I usually insert the numbers instead of writing out the comments”, conferences-pre-conference questions for students such as “Were there any comments or markings that you did not understand?”, Pre-conference questions for teachers such as “What aspects of this course/assignment are the student performing well on?”.

Guénette (2007) in his article ‘Is feedback pedagogically correct?: Research design issues in studies of feedback on writing’ discusses the continuous debate on the effectiveness of corrective feedback to students in order to improve their written accuracy. There are two major camps, one camp agrees and the other opposes. The results of the many experimental studies on written corrective feedback carried out over the last 20 years have been so contradictory that second language teachers looking to support their pedagogical choice to correct, or not correct, the grammar of their students’ written production are left in the midst of controversy.
In this article, he examines these studies from a different perspective. Rather than interpret the conflicting results as a demonstration of the effectiveness or ineffectiveness of corrective feedback on form, the author suggests that findings can be attributed to the research design and methodology, as well as to the presence of external variables that were beyond the control and vigilance of the researchers.

Mohammad (2005) bases his study on the idea proposed by Truscott’s (1996) extreme and controversial article in which he rejects every possible positive effect of written feedback given by language teachers to their students in order to improve students’ writing and minimize their errors but with no reference to students’ believes and preferences. This study will investigate a number of Saudi university-level ESL students’ perception of written feedback they receive from their teachers using structured questionnaires. The study hypothesizes that: 1) Saudi ESL University level students want to receive written feedback on their surface-level errors and 2) Saudi ESL university level students do believe that surface-level feedback help them improve their writing.

The focus will mainly be on linguistic errors, i.e. form feedback, as they are L2 learners, in their ESL writing. The main purpose of the study then is to investigate whether ESL students would prefer to have their written work corrected and commented on or not, and if they do believe or not in teachers’ comments’ effectiveness, i.e. students’ beliefs, in the light of the relative literature. Data from questionnaire revealed that most ESL writing students not only agree on the importance of feedback, actually they do so passionately which can be drawn from the very high mean (4.36). The very high mean (4.40) gives the strong impression that Saudi ESL students profoundly maintain the belief that they can improve their writing with reference to the issues of accuracy and fluency. The most outstanding finding obtained from the study is that Saudi ESL student writers at KAAU
(University) by all means desire and expect feedback from their writing teachers. It also shows that students do believe that they benefit a lot from such feedback.

South (1998) pays specific attention to the teacher’s comment on student's first draft by raising a statement given by scholars like Bates, Lane, Lange, (1993); Cohen & Cavalcanti (1990) who point out that some teachers think that it is best to focus on content rather than form on a student's first draft but what if the paper has so many badly misspelled words, convoluted grammar, and inaccurate word choices that it is incomprehensible?” The author also discussed about errors found in students’ writing. To the question put forward by Leki (1990) “Does L2 writing need to be error free or merely free of global errors that impede understanding” (p.58), the author answered that it depended heavily on the purpose of the writing. For students who are learning “general” English concerned mainly with improving their overall fluency, perhaps only errors that impede understanding are important. But if students have to write business correspondence or college papers, their final drafts should be relatively error-free.

The author observes that teacher response to student writing is very essential. He also refers to positive findings from various researchers like (Leki, 1990; Fathman & Whalley, 1990; Reid, 1993), Lalande (1982). These researchers after conducting researches found that an experimental group of students who had been given information on the kinds of errors they made showed significant improvement over the control group whose errors were simply corrected by the teacher. The author further, points out that the use of a self-editing checklist combined with teacher marking codes gives students information on the kinds of errors they make. In this article, A Grammar Review and Checklist, Proofreading Checklist consisting of Sentences, Clauses & Punctuation, verb, punctuation, number agreement, and word forms etc. are mentioned. Next, the author provides procedures, making codes
for the second draft. Finally, the Value to Students and Teachers, Self editing with checklist gives students information on the nature of their errors is proposed and correction for errors is done by the teacher.

Brender (1998) has pointed out the significance of feedback to students’ writing. According to him, normally feedback is given on the student’s final draft. Recently there is a shift from this aspect to providing feedback to the initial draft offering suggestions for the future development of the final drafts. Even so, many ESL/EFL students find written comments problematic. Since written comments may prove very difficult for ESL students to comprehend and to act upon, Brender also cites a solution for problem from Zamel’s (1985) recommendation. Based on recommendation, teachers and students carry on a face-to-face dialogue so that "dynamic interchange and negotiation" can take place. Moreover, suggestion by Xu (1989) is that in one-on-one conferences, perceptive teachers can reduce students' anxiety, trace the cause of the problems, and apply strategies for enhancing language acquisition.

In Brender’s work, traditional conferencing involves a short meeting (10-15 minutes) between the student and the teacher is mentioned. He suggests other forms of conferencing including collaborative conferencing, small group conferencing, third person conferencing, journaling, emailing, and journaling cum emailing. With regard to advantages or merits of conference, Brender (1998) states “In many ways, one-on-one conferencing, whether it is student-teacher or third-party conferencing, is the most advantageous method for ESL students. Students who have three or more conferences in a term not only improve their writing ability, but also significantly improve their listening and speaking skills”(p.2) The effectiveness of conferencing is also mentioned although few cases of the researches indicated a negative effect for conferencing.
Currier (2005) in his article entitled “Suggestions for Evaluating ESL Writing Holistically” has emphasized the effective assessment for ESL students’ writing by using holistic evaluation in establishing overall writing ability of the learners. According to Mathew, assessing second language writing can be a daunting task for ESL teachers. However, by becoming familiar with some common writing assessment techniques, ESL teachers can be better positioned to manage and evaluate their student's progress. Many teachers choose holistic evaluation because of its effectiveness in establishing overall writing ability.

**Holistic evaluation** involves reading a paper quickly in order to gain a broad impression of a writer's skill. Holistic evaluation is often used for informing placement decisions and measuring student achievement. Mathew further suggests ESL writing teacher to familiarize with a Holistic Scoring Rubric, A holistic scoring rubric guides teachers by explaining what features to scrutinize as they read. A rubric may suggest evaluating a text according to the extent to which it develops a main idea, supports that idea, uses appropriate vocabulary and punctuation, and makes clear transitions. Next, ESL teachers are suggested to read for an overall impression, keeping the writing prompt in mind as teachers read and knowing students' backgrounds. Finally, Mathew concludes that by being aware of the aforementioned issues, ESL teachers can more effectively assess their students’ writing. Holistic evaluation is a useful tool that informs teachers and allows them to more capably meet their students’ needs.

### 1.3.7 Instructional materials

Saraswathi (2004) recognizes the significance of materials in language curricular confirming that a language curriculum without materials is inconceivable. In her work ‘English Language Teaching, principles and Practice’ the term
‘materials’ refers to anything that facilitates learning either in the classroom or through self-direction. Traditionally, materials are textbooks. At present materials include audio, video cassettes and CDs. (pp.110-111). In the same work the author further comments designing materials as a challenging task. Material design needs times and creativity. The learners’ enjoyment from materials is the greatest reward for the designers.

But according to her point of view, material design is basically a pedagogic problem rather than a linguistic or psychological one. The function of materials is to enable the learners to learn quickly and make the teachers’ job enjoyable and profitable as well. She also presents some factors that have impact on materials. The factors that have impact on materials consist of theory of language, learner needs, learning objectives and theory of learning. The diagram below shows the factors (p.111). (See figure 1.8)

Chaushan (2004) states about the development of Model of teaching, tracing back to Socrates, the Greek philosopher who developed a model of question-answer (dialect), and Indian teaching model developed by ancient teachers. Several models of teaching have been developed in the last two decades in western countries. Models of teaching function in assisting the practicing teacher in classroom teaching-learning process. Model of teaching serves as guidance for teachers what to do. On the other hand, teaching becomes a scientific, controlled and goal-directed activity.
With regard to step for instructional material designers, Ramadevi (2002) provides systematic steps for IMs designers to follow. Here are the steps:

1. Selection of the language input that would best realize the syllabus, that is, the language objectives and content that have been pre-specified or prescribed beforehand.

2. Choice or writing of texts as language input and the designing of activities, exercises, drills, etc. that would convert the language input into effective learning experiences for learners.
3. Organization of all these into learning units or lessons suitable for a classroom.
4. Grading an arranging all these in the most appropriate manner—from simple to difficult—with a view to promoting learning in the most efficient and effective manner possible (p.190).

1.3.8 Other related works in the area of ESL/EFL writing

Byleen (1997) conducted a research on writing skill exposed by Vietnamese students resettled in the United States since the fall of Saigon in 1975 including migration between 1975 and 1977, and 1977. Students whose parents in the above mentioned groups are included in this study. The researcher points out the ESL program for Vietnamese students to meet the demands of university work. University programs in English as a Second Language (ESL) are expected to provide English instruction for those Vietnamese students who have not yet achieved this proficiency. The purpose of this study is to assess the writing needs of advanced Vietnamese students and propose an approach that will not only effectively meet these needs but also be sensitive to the students' background. The researcher also states the factors which influence the motivation and language problems of advanced ESL students by focusing on the struggles of refugee resettlement and their educational background in Vietnamese and American classrooms. Specifically, the researcher pays attention to mother language, Vietnamese language, which is different from English may influence errors in their writing including suffixes, tense, be sentences, negation and articles.

Chen (1997) has presented the use of computer to generate error feedback and writing process. This study examines a possible link between computer generated feedback and changes in Taiwan EFL business writing students' writing
strategies. Chen employs computer software to measure details of students' writing, including: time spent on a document, amount of editing on a document, specific errors made in the document, and the amount of text copied from resource material, the author was able to perform numerous detailed analyses. The following procedures are conducted by Chen. Students were randomly assigned to test and control groups with control students receiving a placebo computer feedback and the test group receiving real computer generated feedback on their errors. While the majority of feedback was teacher based and exactly the same for the two groups, different writing strategies were evident in the two groups by the third assignment.

Chen, finally, concluded his study with the important impact computer generated feedback on students, including the encouragement of a more process oriented approach in their writing. Such a finding indicates the potential of allowing teachers to incorporate more process writing in their classrooms where they once thought impossible, due to the large EFL class sizes so common in Asia.

Martin (2005) in his article “How to be an Effective EFL Writing Teacher” has provided suggestions for EFL writing teacher to assist students to be better writers. According to his options, it is essential to first understand students and the writing process. He observes that it is not a great secret that the majority of students dislike writing; in fact, some hate it. Why is this so? What makes writing so unpopular? He further points out that it is not to say that there are not those who love the activity of writing, but they are rare. In this regards, what Martin notes is that the writing teacher needs to know is: “We are not dealing with ESL but rather TSL: Thinking in a Second Language. If we can get our students to do that we have surely taught them something” (Raimes, 1985, p.92) So, since writing is avoided and disliked, what writing teacher can do to make writing more likable and less avoided are suggested by Martin. First, the student needs to learn to turn off the
editor when s/he writes. S/he needs to learn to generate ideas without destroying them at the same time. The student can go back to the piece later (with a chain saw if necessary) and edit, after all the ideas are safely down on paper. But until all the ideas are down on paper, the editor must remain turned off.

Finally, Martin proposes the suggestions for writing teachers to help students to be better writers. What he suggested is as follows:

The most effective way in which EFL writing teachers, can help students to be better writers is by:

1. helping them get rid of negative attitudes towards writing through the free- writing process.
2. giving them feasible writing assignments, complete with specific instructions.
3. giving specific feedback and correction in writing conferences, or in written form (p.1)

Alonso et al. (2003) provided the way to improve the progression of information through thematic patterning proposed by Danes (Danes, 1974) in the writing classroom. The writers observed that in the ESL writing classroom, learners often write essays that consist of sentences which do not seem to connect together into a cohesive text. While ELT writing materials provide some focus on cohesive devices, little attention is paid to the progression of information in texts. Thus, the writers applied thematic patterning as a tool to help in the rewriting of a student text, and suggest how it might be of practical use in the ESL classroom. Thematic patterning involves connecting sentences together in a way which moves the reader from the Given to the New. There are several main types of thematic patterning according to the different sequences of thematic and rhematic choices made
throughout the text. In conclusion, writers also believe that thematic patterning can provide the basis for activities to help students produce naturally flowing texts.

Coleman (2003) has issued a handout to help students in editing and revision portion of the writing process. She observes that students while writing pay more attention to grammatical issues than the structured. This handout is designed to offer second language students global revision which consists of an overall analysis of the structure and content of an essay; surface revision consists of an analysis of the paper's grammar, punctuation, word usage, etc. at the sentence level. There are two sections under each revision category: the first, Questions to Ask, includes a list of questions that students can ask themselves about their essays the second, Revising Strategies, provides specific methods that students can immediately employee in their writing. The first category, Questions to Ask, consists of introduction, the thesis, the paragraphs, and the conclusions. Revising Strategies consists of pointing finger, surface revision, word choice, verb tense, punctuation and miscellaneous questions. Surface revising strategies deal with reading aloud, isolation of specific problems, identification of repeating words, looking it up and time and distance.

Sima and Xiao (2002) in their article entitled “The Contextual Reshaping of Beliefs about L2 Writing: Three Teachers’ Practical Process of Theory Construction” has presented the idea how teaching experience at a newly implemented L2 writing center contributed towards personal theory development of ESL writing for three teachers. According authors, in the last two decades there have been discussions of the theoretical knowledge base for ESL writing pedagogy. By combining the literature on teacher knowledge with ESL writing, the study aims at studied teachers' changing beliefs about ESL writers, readers, texts and contexts. The data were collected from three teachers who had planned collegial experience-
sharing activities and from writing center feedback that created a story of each teacher's orientation. Then opened-ended interviews to gather responses from the protagonists of the stories have been done. Through inductive analyses of the data finding is that all three teachers have critically examined and somewhat revised their content and pedagogic content knowledge of ESL writing.

Bayne (2005) in his article "Tips for ESL Students on Reviewing and Improving Written Work" provided useful tips for ESL students who do review and improvement for their written work. He also provides guideline for ESL teacher how to deal with students’ writing. Tips for ESL students to do review and an improvement of written works are provided by Bayne by first preparation of stationery sets like colored pencils, highlight pens, a record-play back source (cassette MD) a thesaurus a piece of original writing. The second tip is to do upgrade vocabulary. Most students write using their existing and largely surface vocabulary - words that come to students without much thought. Next tips is understand one own problems and weaknesses. Next tips include listening to one own writing, checking spelling in reverse, and finally finding a friend: peer review. These are only basic ideas students could use to improve the quality of their writing before they submit it.

Chen (1996) in her work “Gender Differences in Taiwan Business Writing Errors” aims at investigating differences between males and females in the same classes, using identical software and receiving the same type of computer generated error feedback. This study demonstrates the ease with which computers can be integrated into the writing class and how that integration can play a role in helping a teacher achieve a deeper understanding of his/her students' abilities and progress. Analysis of errors for each assignment reveals that males and females did have differing rates of errors. Overall, male students scored higher error rates on 71.5
percent of the error types measured. Female students’ errors were higher on 28.5 percent of the error types. On the most common errors, females consistently scored lower error rates than their male counterparts. Trend analysis and complete listing of error types and the differences between groups is included.

In conclusion, the Literature review in this study has been done based on the researches, studies, and other related to teaching of writing. Types of researches done in this area are classified into two major kinds: Researches, dissertations, abstracts, books, articles and electronic documents in Thailand and researches, dissertations, abstracts, books, articles and electronic documents in abroad. The main focus of literature review is based on topics related to the present study consisting of writing skills, approaches to teaching of writing, history of teaching English second language (L2) writing, Process Approach and its application, writing techniques, writing feedback and writing assessment, Instructional Materials and other related data

1.4 Overview

The first chapter deals with the content of research framework in the first part starting from rational of the study from the significance of English language as a global language. Thailand and history of English language teaching, problems of English competence in of Thai students are brought into light. The reason for designing supplementary writing materials to assist writing class is given. The discussion on the nature of the problem under investigation, the rationale, the significance of the study, the questions, the hypotheses, and the delimitations of the study is also done in this chapter. Moreover, the chapter clarifies the kinds of data used and the method adopted for the analysis of the data and definitions of the specialized terms used in the study.
The second part focuses on the research works done in the area of the present study (review of literature). The area of research works done in this present study cover the writing skills, approaches to teaching of writing, history of teaching English second language (L2) writing, Process Approach and its application, writing techniques, writing feedback and writing assessment, Instructional Materials and other related data.