

## **APPENDIX 3.1**

### **Preliminary open-ended questions**

**Preliminary open-ended questions**

**Opinion on the instruction in writing English in an English foundation course**

This survey consists of four questions. Please write your answer for each question. Your responses will be very useful for improving methods of teaching English writing. Thank you for your cooperation.

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**Write your answers in the space provided**

1. What problems do you have in writing English?

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2. How do you need your class teacher to help in order to diminish the problems?

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3. What topic do you prefer for writing tasks? (You may write more than one answer)

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4. How do you prefer your teacher to teach writing lessons? These teaching methods would help you improve your writing skills and create positive atmosphere in your classroom. (Please elaborate details)

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### แบบสอบถาม

#### ทัศนคติต่อวิธีสอนการเขียนภาษาอังกฤษในชั้นเรียนวิชาภาษาอังกฤษพื้นฐาน

แบบสอบถามนี้ ประกอบด้วย 5 คำถาม กรุณาตอบคำถามเพื่อแสดงความคิดเห็นของท่าน คำตอบของท่านมีประโยชน์อย่างมากต่อการพัฒนาวิธีสอนการเขียนภาษาอังกฤษของคณะศึกษาศาสตร์ ขอขอบคุณอย่างยิ่งในความช่วยเหลือ

#### กรุณาเขียนแสดงความคิดเห็นของนักศึกษาเอง

1. นักศึกษาประสบปัญหาเรื่องใดบ้างในการเขียนภาษาอังกฤษ

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2. นักศึกษาต้องการให้อาจารย์ผู้สอนช่วยเหลือในทางใดบ้าง เพื่อให้สามารถแก้ปัญหาข้างต้นได้

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3. นักศึกษาชอบหัวข้อใดสำหรับการเขียนบ้าง(เขียนได้มากกว่าหนึ่งหัวข้อ)

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4. นักศึกษาอยากให้อาจารย์สอนการเขียนภาษาอังกฤษแก่นักศึกษาวิธีใด ซึ่งคิดว่าจะช่วยพัฒนาทักษะการเขียนของนักศึกษาเอง และทำให้มีบรรยากาศที่ดีในการเรียนรู้ (กรุณาเขียนให้รายละเอียด)

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## **APPENDIX 3.2**

### **Results of IOC for instruments**

**Results of IOC for the survey questionnaire**  
**Opinion on the instruction in writing English in English foundation courses**

Statements	Experts			IOC
	1	2	3	
<b>Material</b>				
1. The writing tasks are appropriate for my ability.	+1	+1	+1	1
2. The topic of each task is interesting.	+1	+1	0	0.66
3. The topics are relevant to real life situations.	+1	+1	+1	1
4. I need more teaching aids or material to help me write.	+1	+1	+1	1
5. The material is designed to eliminate whatever problems I had in writing.	+1	+1	+1	1
6. It is easy to follow the steps in writing from the material.	+1	+1	+1	1
7. I feel confused with the material.	+1	0	-1	0
<b>Writing process</b>				
8. The steps of writing in the material can improve my writing skills: reading, outlining, drafting, revising and editing.	+1	+1	+1	1
9. The teaching method of writing in steps motivates me to write.	+1	+1	+1	1
10. I want my teacher to teach me from the very beginning, such as how to construct sentences, how to use conjunctions, etc.	+1	+1	+1	1
11. The reading passages help me to generate ideas to write.	+1	+1	+1	1
12. By using the outline diagram, I can brainstorm useful ideas to write.	+1	+1	+1	1
<b>Feedback</b>				
13. Teachers' feedback is clear and easy to understand.	+1	+1	+1	1
14. I prefer my teacher's feedback to focus on grammar and vocabulary.	+1	+1	+1	1
15. I prefer my teacher's feedback to focus on content and organisation.	+1	+1	+1	1
16. After my teacher's checking, my writing skills show improvement.	+1	+1	+1	1
17. I prefer my teacher to explain the feedback to me face-to-face.	+1	+1	+1	1
18. I prefer a peer-review for my writing.	+1	+1	+1	1
19. Write Number 1 – 8 (or 9) to put in order the following items you prefer your teachers' feedback to focus on. (1 for the most preferable / 8/9 for the least)	+1	+1	+1	1

Statements	Experts			IOC
	1	2	3	
___ grammar      ___ vocabulary      ___ organisation      ___ content ___ spelling      ___ punctuation      ___ cohesive devices ___ idioms      ___ Other: _____				
<b>Number of tasks</b>				
20. The number of tasks is appropriate. [two for both English I and II]	+1	+1	+1	1
21. I want to have more writing exercises before I start writing an essay.	+1	+1	+1	1
<b>Timing</b>				
22. The time given for completing each task is adequate.	+1	+1	+1	1
23. Setting clear deadlines is appropriate for learning.	+1	+1	+1	1
24. My teacher provides sufficient time for each step of the writing process.	+1	+1	+1	1
<b>Grading</b>				
25. The criteria for grading should be notified to students.	+1	+1	+1	1
26. It is fair for my teacher to deduct points for late work.	+1	+1	+1	1
27. I am discouraged when earning low grades for writing tasks.	+1	0	-1	0
28. The points should be equally weighted among all elements: vocabulary, grammar, content and organisation.	+1	+1	+1	1
29. If you disagree with Number 38 (Box 2 or 1 checked), write weighting points for the following elements as you would like them to be shared. vocabulary ___ points      grammar ___ points content ___ points      organisation ___ points (The total points must be 10.)	+1	+1	+1	1
<b>Conclusion</b>				
30. After learning how to write from English I and II courses, I am confident about writing English essays.	+1	+1	+1	1
31. Please write Number 1 – 7 for each of the following methods of teaching English writing in your order of preference. (1 for the most preferred / 7 for the least) ___ Text functions: Students are taught to write with well-organised patterns, including topic sentences, supporting details, and transitional signals. <b>Certain</b>	+1	+1	0	1

Statements	Experts			IOC
	1	2	3	
<p><b>patterns</b> are presented to show their particular features: narration, description, definition, exemplification, classification, comparison and contrast, cause and effect.</p> <p>___ Composing processes: Students are producers of a number of essays and teachers guide students to write through <b>writing processes</b>: selecting, prewriting, composing, drafting, revising, reviewing, proofreading and editing.</p> <p>___ Project-based writing: This method is similar to the writing processes method. Students are guided to research, write and edit their task and they have to <b>complete project work</b> on one topic they themselves select in a term.</p> <p>___ Language structure: The method focuses on teaching <b>grammar, vocabulary, syntax and cohesive devices</b>. Using the patterns they have learned, students practice writing by substituting words or phrases from guided model sentences before writing an essay.</p> <p>___ Content: Before writing, students have to read some passages to become familiar with the topics, vocabulary, grammar, patterns or devices. Teachers will focus on structures, composing skills and creation of specific texts so that students can <b>generate content that conforms to context</b>.</p> <p>___ Creative expression: Students are encouraged to express their thoughts through written texts <b>without assessment</b>. Students have freedom to write about anything they want.</p> <p>___ Genre: Students have to emphasise the needs of the readers. Teachers select a <b>variety of genres</b> for particular writing tasks according to their purposes, types of audience, grammar, vocabulary, formality: for example—sales letters, memos, editorials, songs, chats, articles, lectures, etc.</p>				
<b>Total</b>				<b>0.92</b>
<p><i>Additional comments:</i></p> <ul style="list-style-type: none"> <li>- The topics of writing tasks should be restated to remind the samples.</li> <li>- There should 'Other method of teaching' the samples may want to suggest.</li> </ul>				

**Results of IOC for the interview**

**Opinion on the instruction in writing English in English foundation courses**

Statements	Experts			IOC
	1	2	3	
<b>The following questions for both individual interviews and a focus group</b>				
1. Please inform your faculty, major and your English I grade	+1	+1	+1	1
2. Have you ever stayed in an English-speaking country? If so, for how long?	+1	+1	+1	1
3. When did you start studying English?	+1	+1	+1	1
4. Have you ever had special English classes in a language school? If so, for how long?	+1	+1	0	0.66
5. Have you ever had special English writing courses outside Silpakorn University? If so, for how long?	+1	+1	+1	1
6. What kind of writing task do you prefer?	+1	+1	+1	1
7. What topic do you like to write about in order to practice writing?	+1	+1	+1	1
8. Please state your opinion on the material. (difficulty, number of exercises, number of pages)	+1	+1	+1	1
9. What do you think about the reading passages prior to starting to write?	+1	+1	+1	1
10. What is your opinion on the process writing: reading passages, outline, drafting, revising, editing?	+1	+1	+1	1
11. How do you feel about the checking or marking? (frequency, preciseness, focus on vocabulary / grammar / organisation / content, desired ways of checking, improvement after checking, feedbacks)	+1	+1	+1	1
12. What is your opinion on the number of tasks?	+1	+1	+1	1
13. What is your opinion on the time frame? (time allotted for each task, time allotted for each step of the process writing)	+1	+1	+1	1
14. What do you think about the grading criteria? (preciseness, weights of points)	+1	+1	+1	1
15. Please reveal your final opinion on the instruction in writing English. (Problems you had earlier diminished or not? Why or why not? Any preferred method of teaching to suggest?)	+1	+1	+1	1

Statements	Experts			IOC
	1	2	3	
<b>Total</b>				<b>0.98</b>
<i>Additional comments: --none--</i>				

**APPENDIX 3.3**

**Results of reliability testing**

**RELIABILITY ANALYSIS - SCALE (ALPHA)**

## Item-total Statistics

	Scale	Scale	Corrected	
	Mean	Variance	Item-	Alpha
	if Item	if Item	Total	if Item
	Deleted	Deleted	Correlation	Deleted
EASYDIFF	102.3455	89.8599	.2069	.7980
TTOPIC	102.4545	85.9562	.4854	.7875
RELEVANT	102.1636	85.9172	.4625	.7880
MORE	102.4727	85.5502	.3670	.7913
HELP	102.5818	85.4700	.3795	.7907
EASY	102.7636	88.9616	.2904	.7950
CONFUSED	103.5091	96.0323	-.1908	.8197
STEPS	102.1091	84.0990	.5520	.7836
MOTIVAT	102.4182	84.7293	.4563	.7872
EASSTART	101.9091	88.6768	.2127	.7986
READING	102.0727	86.1798	.4140	.7897
OUTLINE	101.9818	81.7589	.6522	.7779
CLEAR	102.5455	88.5488	.2595	.7962
GRAMVOC	102.3818	89.9441	.1445	.8015
CONORGA	102.3091	88.6249	.2620	.7960
IMPROVE	102.2182	85.7663	.4990	.7869
FACE2FAC	102.3091	90.9582	.1176	.8014
PEER	102.8182	91.1515	.0737	.8046
NUMBER	102.5818	84.7293	.4696	.7867
MOREEX	102.5636	85.9542	.3937	.7903
OKTIME	102.3818	84.3145	.4907	.7857
DEADLINE	102.0000	86.9630	.4146	.7903

TIMESTEP	102.2545	84.9340	.5235	.7854
CRITERIA	101.7273	89.0909	.3289	.7941
TARDY	102.4909	83.9212	.3872	.7903
DISCOUR	103.2000	93.3481	-.0640	.8150
WEIGHT	102.5091	88.4397	.1862	.8009
CONFIDEN	102.8182	84.9293	.4811	.7865

#### Reliability Coefficients

N of Cases = 55.0                      N of Items = 28

Alpha = .7997

**RELIABILITY ANALYSIS - SCALE (ALPHA)**

(the items of 'confused' and 'discouraged' deleted)

## Item-total Statistics

	Scale	Scale	Corrected	
	Mean	Variance	Item-	Alpha
	if Item	if Item	Total	if Item
	Deleted	Deleted	Correlation	Deleted
EASYDIFF	96.8036	93.7244	.2437	.8372
TTOPIC	96.9286	89.8130	.5251	.8285
RELEVANT	96.6250	89.4023	.5195	.8283
MORE	96.9286	90.3948	.3360	.8349
HELP	97.0357	89.2351	.4070	.8319
EASY	97.2321	92.4724	.3606	.8338
STEPS	96.5714	88.3584	.5529	.8267
MOTIVAT	96.8750	88.0750	.5109	.8278
EASSTART	96.3750	93.0023	.2185	.8391
READING	96.5536	90.9062	.3927	.8325
OUTLINE	96.4464	85.4516	.6882	.8208
CLEAR	97.0000	91.9273	.3201	.8350
GRAMVOC	96.8571	93.9792	.1701	.8407
CONORGA	96.7857	93.4442	.2371	.8377
IMPROVE	96.6964	89.5971	.5410	.8280
FACE2FAC	96.8036	95.7971	.0906	.8421
PEER	97.3036	96.1789	.0424	.8452
NUMBER	97.0536	88.1971	.5265	.8273
MOREEX	97.0357	90.5805	.3794	.8329
OKTIME	96.8571	88.0519	.5307	.8271

DEADLINE	96.4821	91.1269	.4328	.8314
TIMESTEP	96.7321	89.2542	.5280	.8280
CRITERIA	96.1964	93.2516	.3513	.8343
TARDY	96.9821	88.1269	.3943	.8329
WEIGHT	96.9821	94.3815	.1111	.8447
CONFIDEN	97.2679	89.1451	.4745	.8294

Reliability Coefficients

N of Cases = 56.0                      N of Items = 26

Alpha = .8385

## **APPENDIX 3.4**

**Instruments: survey questionnaire & interview**

## Questionnaire

### Opinion on the instruction in writing English in English foundation courses

This questionnaire consists of three parts. Please follow the instructions in each part. Your responses will be very useful for improving methods of teaching English writing. Thank you for your cooperation.

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#### PART I: Demographic data

Please check (  ) in the boxes or write your responses in the blanks provided.

1. Faculty:            1.  Education    2.  Engineering
2. Major: **Education**   1.  Thai            2.  English        3.  Social Studies      4.  Elementary  
                                  5.  Early Childhood      6.  Sport Science      7.  Ed Tech  
                                  8.  Psychology              9.  Ed for Human Development  
                                  **Engineering**   10.  Bioprocess En        11.  Food Tech        12.  Bio Tech  
                                  13.  Industrial En        14.  Mechanical En      15.  Chemical En  
                                  16.  Electronic            17.  En Business        18.  Petro & Polymeric  
                                  19.  Management En & Logis    20.  Advanced Material & Nano Tech
3. Sex:                1.  Male            2.  Female
4. English I grade:   1.  A                2.  B+                3.  B                4.  C+  
                                  5.  C                6.  D+                7.  D
5. English II mid-term grade from the exam taken on 23 Dec, 2010 (out of 100):  
                                  1.  49 and lower    2.  50-54            3.  55-59            4.  60- 64  
                                  5.  65-69            6.  70-74            7.  75-79            8.  80 and higher
6. How long have you ever stayed in an English-speaking country?  
                                  1.  never            2.  1-3 months    3.  4-6 months  
                                  4.  7-11 months    5.  longer than a year
7. When did you start studying English?  
                                  1.  pre-school    2.  kindergarten    3.  Grade 1 – 3  
                                  4.  Grade 4 – 6    5.  Grade 7 or higher
8. How long have you ever had special English classes in a language school?  
                                  1.  never            2.  1-3 months    3.  4-6 months  
                                  4.  7-11 months    5.  longer than a year
9. How long have you ever had special English writing courses outside Silpakorn University?  
                                  1.  never            2.  1-3 months    3.  4-6 months  
                                  4.  7-11 months    5.  longer than a year

10. Write Number 1 – 8 (or 9) to show the order of the importance of the following problems that you may have in writing (1 for the most important / 8/9 for the least)

- Write ungrammatically     Not know many words     Unable to organise ideas  
 Have no ideas to write     Misspell     Punctuate incorrectly  
 Not know many word/phrases for linking ideas     Not know idioms     Other: \_\_\_\_\_

(Do not write the numbers if you mark in this box) →  I do not have problems in writing

11. To practice writing English, which of the following tasks do you like? (You may choose more than one choice)

1.  essays                      2.  journals                      3.  letters                      4.  advertisements  
 5.  poems                      6.  conversations                      7.  editorials                      8.  plays/short stories  
 9.  reports on your own interesting topic (research)    10.  Other: \_\_\_\_\_

12. Which of the following topics do you like to write about? (You may choose more than one choice)

1.  environment                      2.  hometown                      3.  social problems                      4.  hobbies  
 5.  entertainment                      6.  sports                      7.  pets                      8.  friends  
 9.  food                      10.  jobs                      11.  family                      12.  politics  
 13.  tourist attractions    14.  Other: \_\_\_\_\_

**PART II: Opinion on the instruction in writing English in the English I and II courses**

Please check (✓) in the boxes to respond to the following statements. They refer to the writing tasks you have been assigned for the writing lessons in English I and II courses during Terms 1/2010 and 2/2010.

- 5 = strongly agree  
 4 = agree  
 3 = no opinion / unable to answer  
 2 = disagree  
 1 = strongly disagree

Material	5	4	3	2	1
13. The writing tasks are appropriate for my ability.					
14. The topic of each task is interesting. [English I topics: someone I admire, happiest memories // English II topics: Hiroko, my pen friend, film reviews]					
15. The topics are relevant to real life situations.					
16. I need more teaching aids or material to help me write.					
17. The material is designed to eliminate whatever problems I had in writing.					
18. It is easy to follow the steps in writing from the material.					
Writing process	5	4	3	2	1
19. The steps of writing in the material can improve my writing skills: reading, outlining, drafting, revising and editing.					
20. The teaching method of writing in steps motivates me to write.					

21. I want my teacher to teach me from the very beginning, such as how to construct sentences, how to use conjunctions, etc.					
22. The reading passages help me to generate ideas to write.					
23. By using the outline questions, I can brainstorm useful ideas to write.					
<b>Feedback</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
24. Teachers' feedback is clear and easy to understand.					
25. I prefer my teacher's feedback to focus on grammar and vocabulary.					
26. I prefer my teacher's feedback to focus on content and organisation.					
27. After my teacher's checking, my writing skills show improvement.					
28. I prefer my teacher to explain the feedback to me face-to-face.					
29. I prefer a peer-review for my writing.					
30. Write Number 1 – 8 (or 9) to put in order the following items you prefer your teachers' feedback to focus on. (1 for the most preferable / 8/9 for the least) ___ grammar      ___ vocabulary      ___ organisation      ___ content ___ spelling      ___ punctuation      ___ cohesive devices ___ idioms      ___ Other: _____					
<b>Number of tasks</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
31. A number of tasks is appropriate. [two for both English I and II]					
32. I want to have more writing exercises before I start writing an essay.					
<b>Timing</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
33. The time given for completing each task is adequate.					
34. Setting clear deadlines is appropriate for learning.					
35. My teacher provides sufficient time for each step of the writing process.					
<b>Grading</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
36. The criteria for grading has been notified to students.					
37. It is fair for my teacher to deduct points for late work.					
38. The points should be equally weighted among all elements: vocabulary, grammar, content and organisation.					
39. If you disagree with Number 38 (Box 2 or 1 checked), write weighting points for the following elements as you would like them to be shared. vocabulary ___ points      grammar ___ points content ___ points      organisation ___ points (The total points must be 10.)					
<b>Conclusion</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
40. After learning how to write from English I and II courses, I am confident about writing English essays.					

Please write your comment about the instruction of writing in English I and II: \_\_\_\_\_

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**PART III: Students’ preferred method of being taught English writing.**

*Please write Number 1 – 7 (or 8) for each of the following methods of teaching English writing in your order of preference. (1 for the most preferred / 7/8 for the least)*

<p>___ Text functions: Students are taught to write with well-organised patterns, including topic sentences, supporting details, and transitional signals. <b>Certain patterns</b> are presented to show their particular features: narration, description, definition, exemplification, classification, comparison and contrast, cause and effect.</p>
<p>___ Composing processes: Students are producers of a number of essays and teachers guide students to write through <b>writing processes</b>: selecting, prewriting, composing, drafting, revising, reviewing, proofreading and editing.</p>
<p>___ Project-based writing: This method is similar to the writing processes method. Students are guided to research, write and edit their task and they have to <b>complete project work</b> on one topic they themselves select in a term.</p>
<p>___ Language structures: The method focuses on teaching <b>grammar, vocabulary, syntax and cohesive devices</b>. Using the patterns they have learned, students practice writing by substituting words or phrases from guided model sentences before writing an essay.</p>
<p>___ Content: Before writing, students have to read some passages to become familiar with the topics, vocabulary, grammar, patterns or devices. Teachers will focus on structures, composing skills and creation of specific texts so that students can <b>generate content that conforms to context</b>.</p>
<p>___ Creative expression: Students are encouraged to express their thoughts through written texts <b>without assessment</b>. Students have freedom to write about anything they want.</p>
<p>___ Genre: Students have to emphasise the needs of the readers. Teachers select <b>a variety of genres</b> for particular writing</p>

tasks according to their purposes, types of audience, grammar, vocabulary, formality: for example—sales letters, memos, editorials, songs, chats, articles, lectures, etc.
____ Other suggested method: _____ _____

Please identify the reason for the order: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

-----THANK YOU FOR YOUR COOPERATION -----

## แบบสอบถาม

## ทัศนคติต่อวิธีสอนการเขียนภาษาอังกฤษในชั้นเรียนวิชาภาษาอังกฤษพื้นฐาน

แบบสอบถามนี้ ประกอบด้วย 3 ตอน กรุณากรอกข้อมูลตามคำสั่งในแต่ละตอน ความคิดเห็นของท่านมีประโยชน์อย่างมากต่อการพัฒนาวิธีสอนการเขียนภาษาอังกฤษของคณะศึกษาศาสตร์ขอขอบคุณอย่างยิ่งในความช่วยเหลือ

## ตอนที่ 1 ข้อมูลส่วนตัว

กรุณาทำเครื่องหมาย (✓) ในกรอบสี่เหลี่ยมหรือเขียนข้อมูลในช่องว่าง

1. คณะ: 1.  ศึกษาศาสตร์ 2.  วิศวกรรมศาสตร์
2. สาขาวิชา: ศึกษาศาสตร์ 1.  ภาษาไทย 2.  ภาษาอังกฤษ 3.  สังคม 4.  ประถมศึกษา  
5.  ปฐมวัย 6.  วิทยาศาสตร์ กิฬา 7.  เทคโนโลยี การศึกษา 8.  จิตวิทยา  
9.  การศึกษาเพื่อพัฒนามนุษย์
- วิศวกรรมศาสตร์: 10.  Bioprocess En 11.  Food Tech 12.  Bio Tech  
13.  Industrial En 14.  Mechanical En 15.  Chemical En  
16.  Electronic 17.  En Business 18.  Petro & Polymeric  
19.  Management En & Logis 20.  Advanced Material & Nano Tech
3. เพศ: 1.  ชาย 2.  หญิง
4. เกรดวิชาภาษาอังกฤษ I: 1.  A 2.  B+ 3.  B 4.  C+  
5.  C 6.  D+ 7.  D
5. คะแนนกลางภาควิชาภาษาอังกฤษที่เพิ่งสอบเมื่อ 23 ธันวาคม 2553 (จากคะแนนเต็ม 100):  
1.  49 และต่ำกว่า 2.  50-54 3.  55-59 4.  60-64  
5.  65-69 6.  70-74 7.  75-79 8.  80 และสูงกว่า
6. ท่านเคยอาศัยอยู่ในประเทศที่ใช้ภาษาอังกฤษเป็นภาษาหลักนานเท่าใด  
1.  ไม่เคยเลย 2.  1-3 เดือน 3.  4-6 เดือน  
4.  7-11 เดือน 5.  หนึ่งปี หรือนานกว่า
7. ท่านเริ่มเรียนภาษาอังกฤษในโรงเรียนตั้งแต่เมื่อใด  
1.  ชั้นเตรียมอนุบาล 2.  ชั้นอนุบาล 3.  ประถม 1 – 3  
4.  ประถม 4 – 6 5.  มัธยมศึกษาปีที่ 1 ขึ้นไป
8. ท่านเคยเรียนภาษาอังกฤษในโรงเรียนกวดวิชานานเท่าใด?  
1.  ไม่เคยเลย 2.  1-3 เดือน 3.  4-6 เดือน  
4.  7-11 เดือน 5.  หนึ่งปี หรือนานกว่า
9. ในขณะที่เรียนที่ ม. ศิลปากร ท่านเคยเรียนการเขียนภาษาอังกฤษจากสถาบันอื่นนานเท่าใด  
1.  ไม่เคยเลย 2.  1-3 เดือน 3.  4-6 เดือน  
4.  7-11 เดือน 5.  หนึ่งปี หรือนานกว่า

10. โปรดเรียงลำดับ 1 – 8 (หรือ 9) ต่อความสำคัญของปัญหาที่ท่านอาจจะมีในการเขียนภาษาอังกฤษ  
(1 คือปัญหาสำคัญที่สุด/ 8/9 คือสำคัญน้อยที่สุด)
- \_\_\_ เขียนไม่ถูกหลักไวยากรณ์      \_\_\_ รู้ศัพท์น้อย      \_\_\_ เรียบเรียงความคิดไม่ได้  
\_\_\_ ไม่มีความคิดที่จะเขียน      \_\_\_ สะกดผิดบ่อย      \_\_\_ ไม่รู้เรื่องเครื่องหมายวรรคตอน  
\_\_\_ ไม่รู้คำเชื่อมประโยคหรือย่อหน้า      \_\_\_ ไม่รู้สำนวนที่ถูกต้อง      \_\_\_ อื่นๆ: \_\_\_\_\_
- (หากทำเครื่องหมายในกรอบนี้ ไม่ต้องเรียงลำดับ) →  ข้าพเจ้าไม่มีปัญหาใด ๆ ในการเขียนภาษาอังกฤษ
11. ท่านชอบการเขียนลักษณะใดบ้าง เพื่อใช้ฝึกในวิชาภาษาอังกฤษ(สามารถเลือกได้มากกว่าหนึ่งข้อ)
1.  เรียงความ (essay) 2.  บันทึกส่วนตัว (diary) 3.  จดหมายต่าง ๆ 4.  คำโฆษณาตามสื่อ  
5.  โคลงกลอน 6.  บทสนทนาในสถานการณ์ต่างๆ 7.  วิทยักษ์ข่าว 8.  บทละคร/เรื่องสั้น  
9.  รายงานในเรื่องที่ตนสนใจ (มีการหาข้อมูล) 10.  อื่นๆ: \_\_\_\_\_
12. ท่านชอบหัวข้อใดบ้างเพื่อการฝึกการเขียนในวิชาภาษาอังกฤษ(สามารถเลือกได้มากกว่าหนึ่งข้อ)
1.  สิ่งแวดล้อม 2.  บ้านเกิด 3.  ปัญหาสังคม 4.  งานอดิเรก 5.  บันทึง  
6.  กีฬา 7.  สัตว์เลี้ยง 8.  เพื่อน 9.  อาหาร 10.  อาชีพ  
11.  ครอบครัว 12.  การเมือง 13.  สถานที่ท่องเที่ยว 14.  อื่นๆ \_\_\_\_\_

**ตอนที่ 2: ทักษะการเขียนในชั้นเรียนวิชาภาษาอังกฤษ I และ II**

กรุณาทำเครื่องหมาย (✓) ในช่องที่ตรงกับความคิดเห็นของท่านมากที่สุด ข้อความด้านล่างนี้ อ้างถึงวิธีการสอนการเขียน และงานเขียนที่ท่านได้เรียนในวิชาภาษาอังกฤษ I (เมื่อภาคเรียนที่แล้ว 1/2553) และวิชาภาษาอังกฤษ II (ในภาคเรียนนี้ 2/2553)

- 5 = เห็นด้วยอย่างยิ่ง  
4 = เห็นด้วย  
3 = ไม่สามารถตอบได้ หรือไม่มีความเห็น  
2 = ไม่เห็นด้วย  
1 = ไม่เห็นด้วยอย่างยิ่ง

เอกสารประกอบงานเขียน	5	4	3	2	1
13. งานเขียนมีระดับความยากง่ายเหมาะสมกับความสามารถของข้าพเจ้า					
14. หัวข้อของงานเขียนน่าสนใจ [ภาษาอังกฤษ I มีหัวข้อ: someone I admire, happiest memories // ภาษาอังกฤษ II มีหัวข้อ: Hiroko my pen friend, film reviews]					
15. หัวข้อของงานเขียนมีความเกี่ยวข้องกับสถานการณ์ในชีวิตจริง					
16. เพื่อให้เรียนการเขียนดีขึ้น ข้าพเจ้าต้องการเอกสารหรืออุปกรณ์ประกอบการสอนมากกว่า					
17. เอกสารประกอบการสอนการเขียนช่วยจัดปัญหาที่ข้าพเจ้าเคยมีเกี่ยวกับการเขียน					
18. ขั้นตอนในการเรียนการเขียนง่ายต่อการติดตาม					
การเขียนของนักศึกษา	5	4	3	2	1
19. ขั้นตอนต่างๆ ของกระบวนการเขียนในเอกสารช่วยให้การเขียนของข้าพเจ้าพัฒนาขึ้น (ขั้นตอนต่างๆ ได้แก่ท้อก่อนเขียน การเขียนโครงร่างหรือ outline การร่างเนื้อหาที่จะเขียนหรือ draft การตรวจแก้ การปรับปรุง และการแก้ไขงานเขียน)					
20. ข้าพเจ้ามีแรงจูงใจในการเขียนภาษาอังกฤษ เมื่อเรียนกับวิธีการสอนการเขียนแบบเป็นขั้นต่อ					

21. ข้าพเจ้าอยากให้ผู้สอนเริ่มสอนจากระดับที่ง่ายมาก ๆ ก่อน เช่น สอนให้หัดเขียนประโยค การใช้สันธาน คำเชื่อมความ ฯลฯ					
22. การอ่านเนื้อเรื่องก่อนเขียนช่วยทำให้เกิดความคิดสำหรับเรื่องที่จะเขียนได้					
23. การเขียนโครงร่าง หรือ outline ช่วยให้ผู้สอนจัดระเบียบความคิดเพื่อการเขียนได้					
<b>การตรวจของผู้สอน</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
24. การตรวจของผู้สอนมีความชัดเจนและเข้าใจง่าย					
25. ข้าพเจ้าขอให้ผู้สอนเน้นตรวจตัวภาษา (ศัพท์ ไวยากรณ์)					
26. ข้าพเจ้าขอให้ผู้สอนเน้นตรวจการเรียบเรียงและเนื้อหา					
27. การตรวจของผู้สอนทำให้ข้าพเจ้าได้ปรับปรุงทักษะการเขียนดีขึ้น					
28. ภายหลังจากตรวจแล้ว ข้าพเจ้าขอให้ผู้สอนอธิบายสิ่งต่าง ๆ กับข้าพเจ้าตัวต่อตัว					
29. ข้าพเจ้าอยากให้ผู้สอนมีส่วนร่วมเป็นผู้ตรวจและให้ความเห็นเกี่ยวกับงานเขียนของข้าพเจ้า					
30. โปรดเรียงลำดับหมายเลข 1 – 8 (หรือ 9) ต่อสิ่งที่ท่านขอให้ผู้สอนตรวจและแสดงความเห็น (1 คือสิ่งที่ขอให้ตรวจและแสดงความเห็นมากที่สุด / 8/9 คือขออน้อยที่สุด) ___ ไวยากรณ์      ___ คำศัพท์      ___ การเรียบเรียง      ___ เนื้อหาความคิด ___ ตัวสะกด      ___ เครื่องหมายวรรคตอน      ___ การเชื่อมโยงประโยคหรือย่อหน้า ___ จำนวนภาษา      ___ อื่นๆ (โปรดระบุ): _____					
<b>จำนวนของงานเขียน</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
31. จำนวนของงานเขียนที่ได้รับมอบหมายมีความเหมาะสมแล้ว [2 ชิ้นที่ วิชาภาษาอังกฤษ และ II]					
32. ข้าพเจ้าอยากให้มีแบบฝึกการเขียนเสริมให้มากขึ้น ก่อนเข้าสู่การเขียนเรียงความ					
<b>ระยะเวลา</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
33. ระยะเวลาสำหรับการเขียนงานแต่ละชิ้นมีเพียงพอแล้ว					
34. การระบุวันกำหนดส่งอย่างชัดเจนมีความเหมาะสมสำหรับการเรียน					
35. ผู้สอนได้ให้เวลาอย่างเพียงพอ ในขั้นตอนการเขียนแต่ละข้อ					
<b>การให้คะแนน</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
36. ผู้เรียนได้รับรู้ถึงเกณฑ์การให้คะแนนอย่างชัดเจน					
37. การหักคะแนนเมื่อส่งงานช้าก็เป็นการสมควรดีแล้ว					
38. คำศัพท์ ไวยากรณ์ เนื้อหา และการเรียบเรียง ควรได้รับน้ำหนักคะแนนเท่าๆกัน					
39. ถ้าไม่เห็นด้วยกับข้อ 38 (ข้างข้อ 2 หรือ 1) ท่านเห็นว่าส่วนใดควรได้รับน้ำหนักคะแนนเท่าใดจากทั้งหมด 10 คะแนน คำศัพท์ ___ คะแนน      ไวยากรณ์ ___ คะแนน เนื้อหา ___ คะแนน      การเรียบเรียง ___ คะแนน      (รวมสี่ส่วนแล้วต้องได้ 10 คะแนน)					
<b>สรุป</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
40. หลังจากได้เรียนการเขียนในวิชาภาษาอังกฤษ I และ II ข้าพเจ้ามีความมั่นใจในการเขียนเรียงความภาษาอังกฤษ					

ความเห็นอื่นๆต่อวิธีการสอนการเขียนในวิชาภาษาอังกฤษ I และ II: \_\_\_\_\_

\_\_\_\_\_

**ตอนที่ 2: วิธีการสอนการเขียนที่นักศึกษาชอบ**

กรุณาเขียนเรียงลำดับ 1 – 7 (หรือ 8) สำหรับวิธีการสอนการเขียนต่อไปนี้ที่ท่านชอบที่สุด (1 คือวิธีการสอนที่ท่านชอบมากที่สุด / 7/8 คือ ชอบน้อยที่สุด)

<p>___ การสอนการเขียนแบบเน้นหน้าที่ของบทความ: ผู้สอนเน้นการเรียบเรียงให้ดี เช่น การเขียนประโยคนำ topic sentences) รายละเอียดสนับสนุน (supporting details) และ คำแสดงลักษณะข้อความ (transitional signals) เช่น Likewise, However, First, Second เป็นต้น นอกจากนี้ ผู้เรียนเรียนรู้รูปแบบต่างๆของการเขียนเรียงความด้วยเช่น การเขียนบรรยาย การเขียนพรรณนา การให้คำจำกัดความ การเขียนแบบตัวอย่าง การเปรียบเทียบ การเขียนถึงเหตุและผล</p>
<p>___ การสอนการเขียนแบบเน้นกระบวนการ: ผู้สอนเป็นผู้ให้คำแนะนำต่อผู้เรียน ส่วนผู้เรียนรู้โดยผ่านกระบวนการเขียนอย่างต่อเนื่อง อันประกอบไปด้วย การเลือกหัวข้อ การรวบรวมความคิด การเรียบเรียง การร่าง การแก้ไขการตรวจแก้ โดยผู้เรียนจะเขียนงานจำนวนหนึ่ง ได้รับการตรวจ และแก้ไขจนกว่าจะได้ผลงานที่น่าพอใจ</p>
<p>___ การสอนการเขียนแบบโครงงาน: วิธีการสอนแบบนี้ คล้ายกับการสอนแบบเน้นกระบวนการเขียน ผู้เรียนจะได้รับคำแนะนำเป็นขั้นตอน มีการตรวจแก้ไขจนได้งานที่สมบูรณ์ ในหนึ่งภาคเรียน ผู้เรียนจะทำโครงงานชิ้นเดียวเท่านั้น ซึ่งอาจจะเป็นรายงานต่อหัวข้อที่ผู้เรียนถนัด</p>
<p>___ การสอนการเขียนแบบเน้นโครงสร้างภาษา: วิธีนี้ ผู้สอนจะเน้นสอนไวยากรณ์ คำศัพท์ รูปประโยค และสำนวนสำหรับการเชื่อมข้อความ ก่อนจะเขียนเรียงความ ผู้เรียนจะฝึกการเขียนโดยการเติมคำในช่องว่างในประโยคต้นแบบต่าง ๆ</p>
<p>___ การสอนการเขียนแบบเน้นเนื้อหา: ก่อนจะเริ่มเขียน ผู้สอนจะให้ผู้เรียนอ่านบทความหนึ่งก่อน เพื่อให้คุ้นเคยกับหัวข้อ คำศัพท์ ไวยากรณ์ รูปแบบการเขียน หรือสำนวนต่าง ๆ หลังจากนั้น จึงฝึกเขียน โครงสร้างประโยค การเรียบเรียง การเขียนซึ่งเน้นบริบท และเนื้อหาที่สอดคล้องกัน</p>
<p>___ การสอนการเขียนแบบอิสระ: การเขียนแบบนี้ จะไม่มีการประเมินผลหรือให้คะแนน ผู้สอนจะเน้นให้ผู้เรียนแสดงความคิดอย่างอิสระ ในหัวข้อใด ๆ ก็ได้ที่ผู้เรียนต้องการ</p>
<p>___ การสอนการเขียนแบบเน้นรูปแบบ: ผู้สอนจะคัดสรรรูปแบบการเขียนต่าง ๆ ให้ผู้เรียนศึกษาถึงจุดประสงค์ กลุ่มเป้าหมาย ไวยากรณ์ คำศัพท์ ระดับความเป็นทางการของภาษา เช่น การเขียนจดหมายโฆษณา ตัวอย่างอื่น ๆ เช่น การเขียนบันทึกข้อความสั้นๆ บทพรรณนาธิการ การเขียนเพลง การchat ผ่านอินเทอร์เน็ต การเขียนบทความ การเขียนบรรยายวิชาการ</p>
<p>___ วิธีการสอนการเขียนแบบอื่นๆ ที่ท่านชอบ:</p> <p>_____</p> <p>_____</p>

กรุณาระบุเหตุผลที่ท่านเขียนเรียงลำดับเช่นนี้

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-----ขอขอบคุณที่ให้ความร่วมมือ-----

## Interview

### Opinion on the instruction in writing English in English foundation courses

1. Please inform your faculty, major and your English I grade
2. Have you ever stayed in an English-speaking country? If so, for how long?
3. When did you start studying English?
4. Have you ever had special English classes in a language school? If so, for how long?
5. Have you ever had special English writing courses outside Silpakorn University? If so, for how long?
6. What kind of writing task do you prefer?
7. What topic do you like to write about in order to practice writing?
8. Please state your opinion on the material. (difficulty, number of exercises, number of pages)
9. What do you think about the reading passages prior to starting to write?
10. What is your opinion on the process writing: reading passages, outline, drafting, revising, editing?
11. How do you feel about the checking or marking? (frequency, preciseness, focus on vocabulary / grammar / organisation / content, desired ways of checking, improvement after checking, feedbacks)
12. What is your opinion on the number of tasks?
13. What is your opinion on the time frame? (time allotted for each task, time allotted for each step of the process writing)
14. What do you think about the grading criteria? (preciseness, weights of points)
15. Please reveal your final opinion on the instruction in writing English. (Problems you had earlier diminished or not? Why or why not? Any preferred method of teaching to suggest?)

## คำถามในการสัมภาษณ์งานวิจัย

### ทัศนคติต่อวิธีสอนการเขียนภาษาอังกฤษในชั้นเรียนวิชาภาษาอังกฤษพื้นฐาน

1. คณะ สาขา ระดับคะแนน (เกรด) วิชาภาษาอังกฤษI
2. ท่านเคยอยู่ในประเทศที่ใช้ภาษาอังกฤษเป็นภาษาหลักหรือไม่ นานเท่าใด
3. ท่านเริ่มเรียนภาษาอังกฤษตั้งแต่ชั้นอะไร
4. ท่านเคยเรียนภาษาอังกฤษในโรงเรียนกวดวิชาหรือไม่ นานเท่าใด
5. ท่านเคยเรียนการเขียนภาษาอังกฤษนอกเหนือจากที่เรียนในม.ศิลปากรหรือไม่ นานเท่าใด
6. ท่านชอบที่จะเขียนงานในลักษณะใด
7. ท่านชอบหัวข้อใดบ้างสำหรับการฝึกเขียน
8. มีความคิดเห็นอย่างไรเกี่ยวกับเอกสารประกอบการสอนการเขียน (ยากง่าย ปริมาณแบบฝึกหัด ปริมาณหน้า)
9. ความคิดเห็นต่อบทอ่านก่อนเข้าสู่การเขียนเรียงความ
10. ความคิดเห็นต่อการเขียนแบบเป็นกระบวนการ (บทอ่าน outline draft ตรวจแก้ ปรับปรุง แก้ไขงาน)
11. มีความรู้สึกอย่างไรกับการตรวจงาน (จำนวน ความกระจำง เน้นตรวจ สัพพท์ ไวยากรณ์ ความเรียบเรียง เนื้อหาความคิด ลักษณะการตรวจที่ต้องการ การตรวจงานกับพัฒนาการในการเขียน การสื่อสาร ภายหลังการตรวจกับผู้สอน)
12. ความรู้สึกต่อจำนวนของชิ้นงาน
13. ความรู้สึกต่อเวลา (เวลาในแต่ละงาน ระยะเวลาระหว่างแต่ละขั้นของการตรวจ)
14. ความคิดเห็นต่อการให้คะแนน (ความกระจำง น้ำหนักคะแนน)
15. ความคิดเห็นสุดท้ายต่อการสอนการเขียนภาษาอังกฤษ (แก้ปัญหาที่เคยมีหรือไม่ พัฒนาทักษะการเขียนขึ้นหรือไม่ เพราะเหตุใด มีข้อเสนอแนะเกี่ยวกับวิธีสอนเรื่องใด)

**Appendix 4.1**  
**Audio scripts of focus group**

**Interviewee:** Education student

**Grade:** A

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**Interviewer:** You are from Faculty of Education, aren't you?

**Interviewee:** Yes.

**Interviewer:** What is your major?

**Interviewee:** Early Childhood.

**Interviewer:** What was your English I grade?

**Interviewee:** A.

**Interviewer:** Have you ever stayed in any English-speaking country?

**Interviewee:** Yes. I used to live in the Philippines for a year. I was an exchange student and went there when I was in the last year of high school.

**Interviewer:** When did you start studying English?

**Interviewee:** When I was in kindergarten.

**Interviewer:** Have you ever had an extra English course in a language school?

**Interviewee:** Yes. When I was a secondary student, I learned English with a native speaker. During high school, I took a course in Chiang Mai.

**Interviewer:** How about a writing course? Have you ever taken any?

**Interviewee:** No, never.

**Interviewer:** What do you think about the material for the writing lessons?

**Interviewee:** Generally, it was OK. The reading passages told us what we were going to write about. For example, the latest one was about a film review. So, we realized that was a topic for our essay.

**Interviewer:** Do you think the amount of tasks was sufficient?

**Interviewee:** As for the reading passages, I think there were just enough, not too many, not too few. The amount of the exercises was enough as well. But, we didn't really pay attention to them. We usually skipped the exercises and tried to finish outlining.

**Interviewer:** What do you think about the reading passages?

**Interviewee:** Mostly, I think they were not very helpful for writing, but only for reading skills. We learned new words from them. After we read, we couldn't conclude the passage and make it our own writing essay. Instead, we had to create sentences by ourselves.

**Interviewer:** Let's talk about the level of difficulty of the material.

**Interviewee:** I think in general it was very hard, but I think it depends on each person's English competence. If someone was very weak in English, it might be hard for him/her to think about words or ideas to write. So, I think the reading passages were good only for reading practice.

**Interviewer:** What do think about the steps in composing an essay?

**Interviewee:** I'm positive about it. If we were asked to write freely, our ideas wouldn't be organised. But, when we wrote the outline, we knew how our writing would look like. Talking about the editing and giving feedback, I like this process. My teacher checked the outline and the first draft. It was good because we would know about our mistakes. I think no one's first draft was marked 'excellent.' Then, I submitted the final draft. The teacher gave me a grade. I think writing two drafts was just enough.

**Interviewer:** What if you had to rewrite the essay many times for a perfect one in the end?

**Interviewee:** I don't agree with the idea. In my opinion, I put all attempt to finish the first draft, trying to make it as perfect as possible. All ideas were brainstormed, so I don't think I could write any better. The only thing to be checked on the next draft could be vocabulary and grammar. I would like my teacher to focus on words and grammar because I didn't know how to make sentences which didn't sound like speaking. I thought some sentences were formal enough for writing but they were not. Sometimes I wanted to try to use some new words rather than the simple ones. Giving us feedback, our teacher could point out to us whether those words were appropriate or not. By doing so, we could learn how to use accurate word choice too.

**Interviewer:** How about the content and organisation?

**Interviewee:** Well, organising ideas is also important. These elements should be checked altogether at the same time. If we had good ideas but we didn't know how to organise them, our essay would not read so smoothly. But, I prefer vocabulary and grammar to content and organisation to be checked.

**Interviewer:** Express your opinion about the teacher's feedback.

**Interviewee:** Teachers' feedback was useful. We realised our weaknesses when we saw the marks on our papers. Sometimes I was pretty sure about some sentences. Still, some errors were figured out. That made me more careful.

**Interviewer:** Could you tell me your opinion on the amount of tasks and the timing?

**Interviewee:** I think the amount and the time were compatible. For me, I didn't have any problem at all submitting tasks on time. But, some of my classmates complained about it a lot. Probably, they included tasks from other subjects on their tight timetable as well. The teacher gave us plenty of time to finish the process—3 or 4 weeks. In fact, we could finish the task in only a day. For example, the topic 'my happiest memory' was very simple. It was relevant to our life. So, it didn't take long to finish.

**Interviewer:** What do you think about the grading?

**Interviewee:** Nothing much. It was fair to grade ten points for each task.

**Interviewer:** This is a final question. Do you think your writing skills have improved or not? Why or why not?

**Interviewee:** Well, it hasn't really improved. Nothing much has changed. To tell you the truth, it is hard to be improved. I believe my writing skills become static. Teachers' feedbacks helped me to some extent. Correcting errors according to marks in red pen was a routine. I didn't understand why the sentences were wrong. I wanted the teacher to communicate face-to-face to me. That would help me write better.

In my opinion, my writing skills would have been improved if I'd gotten to know a lot more about grammar rules. I wanted to learn how to write a formal style for composition. I think the style was special for writing. But, don't get me wrong. I also liked the process writing which was applied in the writing lessons. I liked the outlining step. It helped me brainstorm ideas to write.

-----*The End*-----

**Interviewee:** Engineering student

**Grade:** A

**Interviewer:** What faculty are you from?

**Interviewee:** Engineering.

**Interviewer:** What major?

**Interviewee:** Food Tech.

**Interviewer:** Have you ever been to any English-speaking country?

**Interviewee:** No.

**Interviewer:** What was your English I grade?

**Interviewee:** I got an A grade.

**Interviewer:** When did you start studying English?

**Interviewee:** Kindergarten.

**Interviewer:** Have you ever taken any English course from a language school?

**Interviewee:** No, never.

**Interviewer:** So, I suppose you never took any special course for writing, either.

**Interviewee:** That's right.

**Interviewer:** What kind of writing do you prefer?

**Interviewee:** I love to write a journal. It doesn't have a focus on grammar, but vocabulary. My grammar is not very good. By writing a daily journal, I may learn how to use conjunctions.

**Interviewer:** What is your favourite topic for writing tasks?

**Interviewee:** It should be things in real life situations. I was recommended to write anything that came into my mind and then grammar points could be corrected later.

**Interviewer:** What do you think about the material of the writing exercises for both English I and II?

**Interviewee:** I'm positive. It first showed an example and steps how to complete an essay.

**Interviewer:** There is another method, which students can freely express in a written form without any guidelines. Which one do you prefer?

**Interviewee:** I prefer the process writing because at least I had a goal of writing. If I wrote freely, it might be hard to find the end. It could also be hard to see coherence in those sentences.

**Interviewer:** Let's talk about a number of the writing tasks of English I and II. There were two tasks for both English I and II. What do you think about it?

**Interviewee:** I think it was OK. If the topics were simple enough, students wouldn't spend too much time searching for information to write. On the other hand, they might spend too much time on complicated topics. For that reason, two tasks should be enough.

**Interviewer:** What do you think about the reading passages before a writing task?

**Interviewee:** I think there were both an advantage and disadvantage. First of all, the reading passages provided helpful guidelines for students to create their own writing. However, the disadvantage was that someone might only copy the reading passages as their essays. Anyway, if there had been no reading passages for some students, they might have had no idea at all to write about. For me, I used them as a guideline for my writing, for which I usually created a different story. I think it could be a good practice for exams.

**Interviewer:** Do you think the difficulty of the material was appropriate or not?

**Interviewee:** I think it was appropriate for undergraduates. Some might think it was hard for them. In my opinion, the reason might be that they took English courses in their later years. For others, the level of difficulty might be just right.

**Interviewer:** Now, please give your opinion on the process writing, which you have to outline, draft, rewrite, revise, and so on.

**Interviewee:** It was very good because I knew my objective for the writing. After my draft was checked by teachers, I was able to know my errors. While rewriting the draft, I could review my mistakes and recall them. That was useful for any writing in the future.

**Interviewer:** How do you find teachers' comments?

**Interviewee:** They were very useful. I usually translated my Thai spoken language into English sentences, which were not totally correct. But, after my teachers corrected my work, I knew accurate expressions and remembered to use them in my next writing. For me, teachers' repetitious comments on my mistakes were much better than having correct marks on my writing.

**Interviewer:** Which of the following elements would you like your teacher to emphasise when checking: vocabulary, grammar, organisation, content and ideas?

**Interviewee:** I prefer the first three elements. For content and ideas, I believe each person has his/her own dictate which can't be judged. The first elements, surely, will be of use for both future writing tasks and future careers. In writing, grammar is as important as spelling and word choice. The organisation of an essay also makes the writing sound smoother and also helps students avoid redundancy.

**Interviewer:** What do you think about the time allotted for each writing step and for each task?

**Interviewee:** For me, the time was appropriate; however, some students couldn't submit the work on time. They might have rushed to finish the assignments in the last minute, so there wasn't always enough time for them. I never had any problem meeting deadlines.

**Interviewer:** How about grading?

**Interviewee:** I didn't really know about it. Some of my classmates had many mistakes while some had less. Still, the grades were quite similar. By the way, I was usually satisfied with mine. I didn't compare my grades with anyone. I think I should compare my own drafts and see if I had any improvement. A lengthier work might not earn a better grade than a shorter one. I think the longer one may contain nothing much but redundancy.

**Interviewer:** We've come to the final question. Do you think this teaching method of writing in English I and II helped improve your writing skills or not? Why or why not?

**Interviewee:** The method was rather effective for me to improve my writing skills. For one thing, after these courses, I learned the steps of how to generate an essay correctly. For another, the process writing that required me to revise drafts several times made me remember errors. This method

definitely improved my writing skills as I could see lesser errors in my latest work. When I started to write something, certain grammar points just flashed in my mind and I was automatically careful with them. Moreover, I was more aware of my mistakes in the past, such as word choice, punctuations, collocations and conjunctions after the courses.

**Interviewer:** Do you have any suggestion about this teaching method?

**Interviewee:** Yes, but not much. I would like teachers to check those who copied others' work. Sometimes, I felt it was OK for them because they might not have been able to produce any sentences at all. So, teachers should check and provide special assistance to them. I don't really know what I meant by special assistance. It's up to the teacher, I guess. Teachers also need to conclude the most repeated mistakes and teach them to the class so that all students can learn them together.

-----*The End*-----

**Interviewee:** Education student **Grade:** C

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**Interviewer:** OK. Let's start. You are from Faculty of Education and majoring in ...

**Interviewee:** Early Childhood.

**Interviewer:** What was your English I grade?

**Interviewee:** I got a C.

**Interviewer:** Have you ever lived in a country, where English is the official language?

**Interviewee:** No, never.

**Interviewer:** When did you start studying English? I mean in school.

**Interviewee:** When I was in Grade 2.

**Interviewer:** Why was that?

**Interviewee:** I had lived in a rural area and moved to that school. So, I started studying English at that level.

**Interviewer:** Have you ever taken any English course in a language school?

**Interviewee:** Never. But, at Grade 6 I took a free tutorial class at a language school near Kasetsart University. Before my classmates and I took the class, we had to take a placement test. Mostly, the teachers taught us conversations and games.

**Interviewer:** What kind of writing tasks do you prefer for your practice? The choices are essays, poems, plays, advertisements, conversations, letters, news editorials, and so on.

**Interviewee:** I like poems, advertisements and letters. I also like writing about my personal information in a diary.

**Interviewer:** How about your favourite topics for practicing writing?

**Interviewee:** I wrote about the following topics before and I could do well: my personal information, someone I know well, or any topics, with which I'm familiar, such as my family, my study, pets, etc.

**Interviewer:** Now let's talk about the material we used for our writing tasks. What do you think about it?

**Interviewee:** I think the instructions were easy to understand. There were examples for us to follow. Speaking of quantity, it was appropriate—2 or 3 pages a task.

**Interviewer:** How about the level of difficulty?

**Interviewee:** In my opinion, I think it was OK, not too difficult.

**Interviewer:** What do you think about the reading passages before each writing task?

**Interviewee:** They were relevant examples for the writing. I'd know about each topic and style of writing. It was very useful when I didn't know about the topic very well. The grammar points in the passages were very helpful for my writing too.

**Interviewer:** What do you think about the process writing applied in the writing lessons?

**Interviewee:** I think it was effective. In high school, I had to submit a task only once without a chance to learn my errors. I didn't know how to start, what to include and so on. Now that I learned how to outline my essays, it was really easy to write.

**Interviewer:** How about your teachers' markings? What do you think about them?

**Interviewee:** During this term, I found my mistakes concerning word choice because of my teachers' feedbacks. It was great. However, I sometimes didn't know how to correct those mistakes. The teachers should have explained a bit more both by writing on students' papers or talking to them individually.

**Interviewer:** Do you want your teachers to focus on any of the following elements more than the others: vocabulary, grammar, organisation and content and idea?

**Interviewee:** Yes. I'd like my teacher to focus more on grammar and then vocabulary. For me, organising was not a problem as I translated from Thai language. I could see if sentences were in the right places or not.

**Interviewer:** Do you think whether the marking helped improve your writing skills?

**Interviewee:** I think it helped me a lot. Grammar points didn't use to be a focus when studying. On the other hand, after repeating certain structure several times, I learned how to write sentences correctly putting words in a right order, for instance.

**Interviewer:** How do you feel about the number of tasks?

**Interviewee:** I think it was just right—not too many and not too less. There were two tasks in both courses. I could manage the time for all the tasks very well.

**Interviewer:** Talking about timing. What do you think about the time given for each step and also for each task?

**Interviewee:** The timeframe was appropriate. However, the deadlines of all steps should have been clearly set so that students would feel like they had to finish off their tasks to meet deadlines.

**Interviewer:** What do you think about marks or grades of a completed task?

**Interviewee:** I don't know the criteria for grades but I think it was quite fair considering my work and my friends'. In fact, I wanted to know the criteria so that I'd know why each one had different points.

**Interviewer:** The points for the four elements—grammar, vocabulary, organisation and idea and content—were different. What do you think about these different weights?

**Interviewee:** I think the most points should have been weighed to grammar, because it was more important than any others. Weighing marks differently may help students figure out which element is their weakness.

**Interviewer:** This is the final question. Do you think whether or not this method of teaching writing eliminated any problems you'd had about writing and whether or not it improved your writing skills?

**Interviewee:** After studying English here, I learned a lot. Grammar points were only the focus in my high school, but now I learned how to use those points in writing. I used to have my friends finish off work for me. Now, I had to do all tasks by myself. That was really helpful for me. I could write an essay by myself. Obviously, my English skills showed improvement.

**Interviewer:** Do you have any suggestions concerning the instruction in English writing?

**Interviewee:** No, I don't. It was fine.

-----*The End*-----

**Interviewee:** Engineering student

**Grade:** C+

**Interviewer:** What is your major?

**Interviewee:** My major is Petrochemical and Polymeric from the Faculty of Engineering.

**Interviewer:** What was your English I grade?

**Interviewee:** C+

**Interviewer:** Have you ever been to a country, where English is the official language?

**Interviewee:** No, I haven't.

**Interviewer:** When did you start studying English?

**Interviewee:** My school had us first study at Grade 1. Others provided a first English course at Grade 5.

**Interviewer:** Have you ever taken any special courses in a language school?

**Interviewee:** No.

**Interviewer:** What kind of writing do you prefer in order to practice your writing?

**Interviewee:** I prefer writing essays and journals.

**Interviewer:** Let's talk about your favourite topics for writing tasks.

**Interviewee:** I love to write about sports and music.

**Interviewer:** Do you think you would write better on your favourite topics?

**Interviewee:** Yes, I do.

**Interviewer:** What do you think about the writing material?

**Interviewee:** I think there was a variety of difficulty of the tasks. Some were easy; some were difficult. However, there seemed to be more difficult ones. As for the number of the tasks, it was just enough in my opinion.

**Interviewer:** What did you do when you found some tasks difficult?

**Interviewee:** I asked my friends for help.

**Interviewer:** What do you think about the reading passages prior to each writing task?

**Interviewee:** I liked them because they gave pictures of what I was about to write. Moreover, some provided interesting knowledge for me. But, some texts with difficult words did not really help.

**Interviewer:** What do you think about the process writing?

**Interviewee:** I think it was good for a new writer to know the steps in writing; however, this method was not very effective for those whose English ability was weak. The process guided the competent students to outline, to gather information, to write and to revise, but the weak ones still did not know what to write. They, therefore, kept asking for help from their classmates.

**Interviewer:** What do you think about the teacher's grading?

**Interviewee:** I can tell that there was the same standard in teachers' grading. Every feedback was clear and fair.

**Interviewer:** Which of the following would you like your teachers to focus for marking: vocabulary, grammar, organisation, content and ideas?

**Interviewee:** I'd like my teacher to focus on content and ideas. A lot of my friends wanted to complete writing tasks. They also had ideas but they did not know how to write sentences. The ideas were there but it was hard for them to organise grammatical sentences. Some of them, therefore, asked friends to write for them.

**Interviewer:** Do you think whether or not teachers' marking helped improve your writing?

**Interviewee:** I do. I could acknowledge errors that I made.

**Interviewer:** What do you think about the way that your teachers communicated to you after marking?

**Interviewee:** I liked the way my teachers wrote comments on my writing papers. Anyway, it could have been better if the teachers had talked to me individually. By doing so, I think, it should have provided more understanding for me. In my classroom, the teachers did not give any suggestions for how to correct the errors. My friends and I received comments, rewrote the tasks and submitted them without knowing whether the corrected versions were accurate or not.

**Interviewer:** Do you agree with the number of the drafts you had to rewrite?

**Interviewee:** Well, I do. It was acceptable to write one or two drafts before the final one.

**Interviewer:** How about the number of the tasks?

**Interviewee:** I think two tasks a term were fine.

**Interviewer:** Was there enough time for completing each task?

**Interviewee:** I had about four weeks to complete each task, and I think it was adequate. However, I seemed to have lesser time for the second writing. I preferred to have an equal period of time for all tasks. For each step of the process writing, I had enough time to rewrite. My teachers imposed deadlines for all steps which I could catch up well.

**Interviewer:** What do you think about the grading criteria and the marks you gained?

**Interviewee:** Sometimes the marks were not what I had expected. Some who were better at English got lesser marks. I wanted to know the clearer grading criteria for each mark.

**Interviewer:** There were four elements for marking and each one did not have the same weight: vocabulary, grammar, organisation, ideas and content. What weight do you prefer?

**Interviewee:** I like to put the most marks on idea and content, and the second one on grammar.

**Interviewer:** This is the final question: What do you think about the instruction in English writing you experienced in both terms? Did it help eliminate the problems you had had? Did your writing skills improve? Please, explain why.

**Interviewee:** I think there are two points here. First, those whose English competence was good enough could significantly write better because they learned about the correct process writing. Second, for the weak students they might have a chance to expand their vocabulary. They knew how to process a writing task; however, it was still hard for them to write sentences. For me, I could complete some easy tasks by myself and had my friends checked. Anyway, my writing skills became better. Before I took the courses, I had been barely able to write. I am more confident to write English now. Moreover, I've known more about correct word choice, grammar and steps in writing as well.

**Interviewer:** Do you have any suggestion in order to improve the instruction in English writing?

**Interviewee:** I want teachers to begin with teaching how to write grammatical sentences first, not just assigning students to read passages and complete the tasks right away. Grammar is always problematic for weak students. If they know how to write various types of sentences, they may produce better writings. I used to be one of them.

-----*The End*-----

**Interviewee:** Education student **Grade:** D

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**Interviewer:** First of all, what are your major and faculty?

**Interviewee:** I'm from the Faculty of Education, majoring in Social Studies.

**Interviewer:** What was your English I grade?

**Interviewee:** I got a D.

**Interviewer:** Have you ever been to a country, where English is an official language?

**Interviewee:** No.

**Interviewer:** When did you start to study English?

**Interviewee:** When I was in kindergarten. It was a private school, so I started earlier than government schools.

**Interviewer:** Have you ever taken any special English course outside your school?

**Interviewee:** I did. I used to go to a tutorial school during high school.

**Interviewer:** How often?

**Interviewee:** About once a week. A session took about three hours.

**Interviewer:** What kind of lesson did you learn, then?

**Interviewee:** It was like a recap from what I had studied in my normal class because I did not understand English taught in classrooms.

**Interviewer:** Did you ever take a special course for writing?

**Interviewee:** No, never.

**Interviewer:** What kind of writing do you like?

**Interviewee:** I love to write about advertisements because I can use my own ideas. As for essays, the topics are assigned and I have to follow instructions.

**Interviewer:** What topic do you like in order to practice your writing skills?

**Interviewee:** Writing about pets or my future jobs would be nice.

**Interviewer:** What do you think about the material of writing tasks used in both English I and II?

**Interviewee:** Some topics were not understandable. I wasn't sure what accounted for it: either confusing instructions or my lack of vocabulary.

One more thing I'd like to comment is the timing. Some students had other priorities as well, so they didn't set time for only writing tasks. I mean the time provided for each task wasn't enough.

**Interviewer:** What do you think about the reading passages you had to read before outlining and writing?

**Interviewee:** I think they were like guidelines for me. After I read the passages, I could have something to write further. They were very helpful. If I hadn't had them as guidelines, it'd have been hard to start writing right away. I liked to read them before writing.

**Interviewer:** What do you think about the process writing?

**Interviewee:** I was positive about it. If I'd only written and submitted tasks to teachers, I wouldn't have known of my mistakes. The drafts I rewrote helped me to correct errors.

**Interviewer:** Let's talk about the number of the tasks.

**Interviewee:** I liked it when I had only two tasks in the first term because it was new for freshmen. Though we knew things better in the second term, we still needed to have only three tasks in the second term due to tight schedules and a lot of work from other subjects. Furthermore, the marks from the writing tasks could help increase students' total grades too because it was hard to earn good grades from exams.

**Interviewer:** What do you think about your teachers' marking?

**Interviewee:** It was good that I had feedback from teachers so that I would not repeat mistakes again and again.

**Interviewer:** Which element do you prefer your teachers to focus on when marking?

**Interviewee:** I think the teachers should have focused on organisation.

**Interviewer:** Was the marking helpful for you to write better?

**Interviewee:** Definitely, it was. The feedbacks allowed me to know my errors. My writing skills improved. I used to look up in a dictionary word for word when writing.

**Interviewer:** Do you like the way your teachers communicated to you in order to give you feedbacks?

**Interviewee:** In the first term, my teacher didn't seem to have time for us. We hardly got feedbacks for our drafts. However, I liked it very much when my teacher in the second term not only wrote comments on our papers, but also talked to us individually. I prefer teachers to give explanation for comments he/she wrote on our papers as well.

**Interviewer:** What do you think about the grading criteria?

**Interviewee:** I want to suggest that the marks for writing tasks be increased because it is almost impossible to make good marks from exams. For writing, I could search for more information if needed and rewrite drafts as guided by teachers. But, in exam rooms I am vulnerable.

**Interviewer:** What is your opinion on unequal weights for the four elements of writing: vocabulary, grammar, organisation, idea and content?

**Interviewee:** I think every element is equally important, so there should have been an equal weight for all elements.

**Interviewer:** Here comes the final question. Did this instruction in English writing improve your writing skills? Please, explain.

**Interviewee:** Yes. I think it did help me improve my writing. I learned more English rules and I could write more. However, all problems were not solved because not everyone was good at English.

**Interviewer:** Do you have any suggestion for this instruction?

**Interviewee:** I think it was OK. The topics were personalised. The students knew what to write about.

-----*The End*-----

**Interviewee:** Engineering student

**Grade:** D

**Interviewer:** What are your faculty and major?

**Interviewee:** My faculty is Engineering and my major is Mechanical Engineering.

**Interviewer:** What was your English I grade?

**Interviewee:** I got a D.

**Interviewer:** Have you ever been to a country, where English is the official language?

**Interviewee:** No.

**Interviewer:** When did you start studying English?

**Interviewee:** At Grade 5.

**Interviewer:** Have you ever taken any special English course?

**Interviewee:** No, I haven't.

**Interviewer:** What kind of writing do you like to practice?

**Interviewee:** I think I like writing essays because that was the only kind of writing that I practiced in class.

**Interviewer:** What are your favourite topics for practicing writing?

**Interviewee:** I like writing about sports, entertainment, food or anything concerning daily life situations.

**Interviewer:** Do you think you would write better if you wrote about your favourite topics?

**Interviewee:** Definitely.

**Interviewer:** What do you think about the material used for the writing tasks of English I and II?

**Interviewee:** I had to buy the handouts for the English I writing very often. Mostly, they required us to answer questions. But, I bought only a few for English II, for which I had to practice writing a lot more. Talking about the difficulty, I preferred English I to English II. I think the writing tasks in English II were too difficult.

**Interviewer:** What do you think about the reading passages before writing?

**Interviewee:** For English II, the teacher and students read the passages together and helped translate difficult words. After the teacher explained, I was able to complete the tasks. I think the reading passages helped me to understand unknown words. When I didn't know some words, I might look back at the passages and use some of them on my essays.

**Interviewer:** Please give your opinion on the writing process.

**Interviewee:** I think this teaching method was effective. I could see errors and correct them, making my writing better.

**Interviewer:** How about your teachers' marking and feedbacks on your drafts? Were they clear enough?

**Interviewee:** They were very clear. The teachers usually underlined and made corrections for wrong word choice and ungrammatical sentences. Sometimes, I was told to find more relationship to what I wrote. I was satisfied with the marking.

**Interviewer:** Do you like your teacher to focus on any element when marking or not?

**Interviewee:** Many people have different ideas, so I'd like teachers to focus on marking idea and content.

**Interviewer:** Do you think whether or not the marking helped improve your writing skills?

**Interviewee:** Yes, I do. When I had to revise the drafts, it made me rethink about the writing.

**Interviewer:** Were you satisfied with how your teachers communicated to you?

**Interviewee:** It was good that they both wrote comments and talked to us individually. Sometimes, it was hard to read their handwriting, but I could ask for more explanation as needed.

**Interviewer:** What do you think about the number of the tasks?

**Interviewee:** That was OK. I think there should have been about three tasks a term. The number was about all right.

**Interviewer:** How about the time for each task?

**Interviewee:** Well, my teachers informed my classmates and I two or three weeks prior to a new assignment to figure out information about what we were about to write. The teachers also gave deadlines for all steps. I think the time for each task was adequate.

**Interviewer:** What do you think about the grading criteria?

**Interviewee:** My teachers explained for the marks we earned, and I think it was quite fair and clear enough.

**Interviewer:** Usually, the weight of grades was not equal for all elements of writing. What do you think about that?

**Interviewee:** I think there should be an equal weight for all elements because it is fairer. Some students may have good ideas but use wrong word choice. The equal weight may help in that case.

**Interviewer:** What do you think about the instruction in writing English for both terms?

**Interviewee:** For the big picture, I think it was helpful. The exercises and tasks gave us a chance to practice. I had to search for more information for my writing; otherwise, I wouldn't have had any idea how to begin with. I've learned more words and word choice. I think my vocabulary has improved.

**Interviewer:** Do you have any suggestion for teaching writing?

**Interviewee:** I think the writing process was fine.

-----*The End*-----

#### Focus group

**Participants:** Engineering and Education students      **Grade:** an A, 2 Bs, a C and a D

**Interviewer:** What do you think about the material?

**Interviewee 1:** It was easier to write about the topics related to real life situations, such as my pets. However, the topic about film reviews was hard because I didn't really watch films. It was harder when I had to put together the content of what I didn't get used to and difficult grammar. My writing didn't really make sense. I could write well for the easy topics for which I had ideas. Another problem of mine was that I seemed to translate Thai sentences into English before writing. Of course, I made a lot of grammatical errors. Those who were good at English could read and automatically point out there was something wrong with my writing. Talking about the number of the tasks, I think it was appropriate to have only two tasks in both terms. It was like the beginning for some students whose schools hadn't started teaching writing until they were at high school. Worse, I hadn't written English in high school at all.

**Interviewee 2:** I think the level of difficulty was just right. All the topics my classmates and I had to write about were concerning to our daily life, such as our families and pen pals. The variety of the topics helped generate ideas for writing. The length of the reading passages was satisfying as well. Each contained about one or two pages. I also agreed with the number of the tasks for each term.

**Interviewee 3:** The content of the material was neither too easy nor too hard for undergraduates. Though I was not good at writing, I think the level of difficulty was appropriate. The fact that the topics concerned with real life situations made the tasks suitable for all students of various levels of ability. I think some tasks contained too lengthy reading passages and too many exercises. Anyway, the overall number of tasks was appropriate.

**Interviewee 4:** I think the level of difficulty was average for undergraduate students. However, for weak students it might be too hard. Nearly all of the topics were about our real life situations; nonetheless, I feel that the topic 'film reviews' was quite difficult as it was hard to write our feelings. As a result, the students might not have any idea to write about. The length of each task was right. I was also positive about the number of the tasks for both terms.

**Interviewee 5:** In my opinion, the topics should have been more personalised. For example, students should have been assigned to write their journals, telling about their personal routines and so on. By doing so, those who weren't good at English might have started with something they already knew. Talking about the topic 'Hiroko, my pen friend,' it was hard to write about because we did not really have a pen friend. If we had been assigned to write about our own stories, we might have practiced writing more and the use of grammar and the generating of ideas might have been better.

**Interviewer:** What do think about the process writing?

**Interviewee 1:** Let me talk about the feedbacks from the teachers. My friend had a lot of marks in red pen on her draft after her teacher checked it. She knew that there were a lot of errors but she did not know how to correct her work. I suggest the teacher should have spent some time with students explaining errors and how to correct them; or else, those students would repeat the same errors again and again.

**Interviewee 2:** I agree with that point. I also had the same problem but at least my teacher figured out how to write a correct version. For example, the abbreviation 'PL' was written to suggest a plural noun needed here. However, for some students these correction symbols were not understandable. As for the reading passages, I think some of them were too difficult to understand. The passage about film reviews, for example, contained many difficult expressions. There should have been a glossary at the end of the passage to guide readers.

**Interviewee 3:** To my knowledge, not all teachers followed the writing process. Some of them did not give feedbacks to students' writing. I believe that the most important aspect of this instruction was the correcting and revising steps. The reading passages were very useful for students to create an outline for their own writing. I also support the way that outline questions were provided.

**Interviewee 4:** I'd like to add what I liked about this instruction. The outline questions guided how to generate ideas for writing by eliciting answers from students. After they read passages, they had to answer questions and the answers would become information for their first draft.

**Interviewee 5:** One thing I'd like to suggest is that teachers should have notified students of the meanings of correction symbols. After receiving our draft being marked by teachers, we didn't understand some of them.

**Interviewer:** What do you think about teachers' markings and feedback?

**Interviewee 1:** I think feedback helped us recognise mistakes. When the feedback was repeated, I tended to make less errors.

**Interviewee 2:** Feedback also clarified mistakes I made. I realised how to correct the errors. However, I prefer teachers to focus on ideas and content because it might have compensated with other elements. The grammar and vocabulary on my writing were not very good, but I got better marks on ideas and content. I think the idea is more important than grammar. I'd like teachers to decrease a score weight on lexical errors. Sometimes, it was hard to find exactly accurate word choice.

In addition, I'd like teachers to explain more about grammar points. Usually, my teachers showed accurate sentences for wrong ones. I'd like to see how the errors were corrected. If not, copying correct versions did not really help improve my grammar.

**Interviewee 3:** I'd like to support the idea of having a peer review, especially a review by very clever students, because some students were afraid of talking to teachers.

**Interviewee 4:** I'd like to add on 'communication between teachers and students.' I want teachers to be friendlier; otherwise, students are scared to talk to them. Worse, if the teacher spoke English all the time, students, who had weakness in English, would feel that they'd better not ask anything at all. I'd like teachers to speak both Thai and English so that I could understand what he/she is saying. When I found some mistakes on my writing, my teachers orally explained in English and I didn't understand what to do.

**Interviewee 5:** I think teachers' feedback was very useful for our writing. I prefer teachers to focus on all elements when marking. After we knew our mistakes and corrected them, I think our writing skills would improve. As for peer review, I disagree with that idea because not all students are confident enough to give comments on their classmates' writing. I'd better stick to only teachers' feedbacks.

**Interviewer:** What do you think about the grading criteria? Please give your opinion on the weight of marks, time frame, deadlines and so on.

**Interviewee 1:** I agreed with the subtraction of marks for late works. It promoted students' self-discipline. I also agree with the unequal weight of marks for all elements. My reason is that some tasks might need students to generate their own ideas. In this case, the ideas and content should have been given more marks. I liked the way the deadlines were set up for all tasks. Students had enough time to complete each task.

**Interviewee 2:** I definitely agree with the first opinion. Teachers usually gave plenty of time for each task and for each step of writing as well. I also agree with the way the marks were subtracted when we submitted the work late. However, teachers should have considered students' reasons as well. Some students might have forgotten to submit works. Thus, marks should not have been subtracted; otherwise, it would have been discouraging to write any more essays.

**Interviewee 3:** This is what really happened: though I had seven days to complete a task, I usually spent the last two days to finish it. It did not really matter how much time I had. That's all for your information.

**Interviewer:** Please give your final opinion on this instruction in writing English: the process writing.

**Interviewee 1:** I had studied only reading at high school, so my writing ability had been zero. Having taken English I and II, I kept writing and writing. Up until now, I believe that my writing skills were a bit better. During the first term, I only finished off the tasks quickly for grades. On the contrary, I put more attempt to complete tasks in the second term. I felt positive about English. However, some students, who didn't care much about English courses, might have just written and had their friends corrected tasks for them. For those, the course didn't help much. I also believe that students' improvement depended on teachers. Their comments helped students a lot.

**Interviewee 2:** I still want to reiterate that ideas and content should have been given more weight of marks. Students should have been encouraged to express their ideas. By doing so, they would not be afraid of making mistakes.

**Interviewee 3:** In conclusion, my writing skills definitely improved after I took the two courses. I learned from my own writing. Students improved their learning skills when they had to plan for an outline and search for more information. The revision encouraged students to write. I was more confident to write than before. Not all of my problems were eliminated; however, a lot have been solved. I think it depends on individual students. If they were hard-working, they would succeed in studying English.

**Interviewer 4:** I had had some problems before studying the courses. I learned much as well. I gained more confidence when writing; however, I couldn't think of any ideas in exam rooms. Some of my problems were solved as well. I, for instance, could select correct idioms and expressions. Teachers also recommended appropriate connectors for my writing. Finally, I'd like to suggest that some reading passages should have been easier and more personalised to students.

**Interviewee 5:** I definitely support the idea that teachers help students improve how to use connectors. I had known only a few. But, after practicing to write, I realised when and how to use more connectors in paragraphs to make my writing sound smoother.

-----*The End*-----