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NONGSIRI CHOTIRAT: AN INVESTIGATION ON WRITING
STRATEGIES EMPLOYED BY STUDENTS WITH HIGH AND LOW
WRITING ABILITY. THESIS ADVISORS: KANCHANA PRAPPHAL Ph.D.,
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This study was conducted to investigate writing strategies employed by 100 third-year accounting undergraduate students with high and low writing ability at Dhurakijpundit University in the academic year of 1997-1998. Special attention was paid to the extent to which these two groups used specific strategies. The data were obtained through a questionnaire. The subjects were classified into two groups based on the scores from the writing test. The results of the study were:

The students with high writing ability used all six groups of strategies with moderate frequency of overall use. Five of the strategy groups: compensation, metacognitive, affective, cognitive, and social strategies were used with medium frequency while memory strategies were used with low frequency. The students with low writing ability also used all six groups of strategies but the frequency of their overall strategy use was low. Affective strategies were used with medium frequency while the others were used with low frequency. There was a slight difference in the order of strategy use between these two groups. There was a significant difference in the overall use of strategies between the two groups of students. Students with high writing ability used almost all of the strategy groups (excluding affective strategies) significantly more frequently than low writing ability students did. This study indicates that high writing ability students use writing strategies more frequently than low writing ability students. However, the results reveal that both groups of students have a small repertoire of writing strategies and they do not know how to use them appropriately. Strategy training is suggested in this study. By integrating strategy training with the tasks, objectives and materials used in regular writing courses, students will better understand how the strategies can be used in a meaningful context.