



**A STUDY OF WRITING STRATEGIES USED BY  
THAI EFL HIGH SCHOOL STUDENTS**

**BY**

**MS. NITCHAPAPHA NOPMANOTHAM**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS  
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**LANGUAGE INSTITUTE  
THAMMASAT UNIVERSITY  
ACADEMIC YEAR 2016**

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THESIS

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ENTITLED

A STUDY OF WRITING STRATEGIES USED BY  
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was approved as partial fulfillment of the requirements for  
the degree of Master of Arts in Teaching English as a Foreign Language

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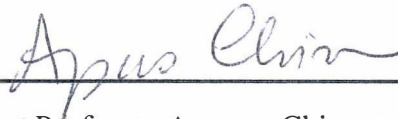
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### **ABSTRACT**

The study aimed to investigate the English language writing strategies used by 80 Thai EFL high school students: the 12<sup>th</sup> grade Arts-Mathematics-programme students at Triam Udom Suxsa School, a government school, Bangkok, Thailand. The primary purposes are to examine and compare the writing strategies of the high and the low English ability groups. This study is a mixed research design method using a questionnaire and a focus group interview.

The result of the study shows that: 1. the participants use the overall writing strategies: cognitive strategies, metacognitive strategies, affective strategies, and social strategies in their writing process. 2. there is no statistically significant difference between the usages of overall writing strategies of the two groups. However, the findings of the interviews show the similarity and differences of the usage of writing strategies between the two groups. Based on the data analysis, it is advised that writing strategies should be taught explicitly at the beginning of the writing class and the students should be encouraged to use them.

**Keywords:** writing strategies, writing process, writing ability, writing factors

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# CHAPTER 1

## INTRODUCTION

This chapter aims to foreground general particulars for the readers. It comprises background of the study, statement of problems, purposes of the study, research questions, definitions of terms, significance of the study, delimitation of the study, limitation of the study, and organization of the study.

### 1.1 Background

In the age of globalization, English plays an important part in various kinds of transactions and communications. Speakers of different mother tongues use it as a medium of communication and exchange of knowledge. Several countries use English as an official language and some use it as a second language in different dimensions such as education, administration, government, and a means of communicating between speakers of diverse languages.

Recently, English has been increasingly becoming more essential; particularly for Thai people. In 2015, Thailand became a member of the ASEAN Economics Community (AEC), and English has definitely been used as a medium for communication among its member countries. The Thai government is concerned over the English ability of the Thai citizens. At present English is essential not only in education but also in occupations. Learning English, therefore, is a focus and has become an urgent issue being carried out.

As a consequence of the importance of the English language in the AEC, the study of English has become necessary for everyone to be able to communicate. It is undeniable that in our daily life we use an integration of four skills; listening, speaking, reading, and writing, to communicate.

*'When we learn a second language, we learn to communicate with other people: to understand them, talk to them, read what they have written and write to them.'* (Raimes, 1983, p. 3).

At this point, teachers have to promote and teach all four skills to students in order to help students become successful in learning English and help build students' confidence in the use of English in any circumstances.

Apart from speaking, writing is another way to convey ideas and information, in other words, it is the process of turning ideas, knowledge, perceptions, and emotions into texts (Zamel, 1987). Writing is a skill that we cannot overlook. It allows writers to explain their thoughts and to share new knowledge and experiences to audiences. In many different aspects, writing is prominent in business letters, cover letters, newspapers, and advertisements. Furthermore, writing enhances and supports English learning. Raimes (1983) pointed out the importance of writing apart from communicating with a reader. Firstly, writing is the way to express ideas in a non-face-to-face communication context. Next, it is also the way to record experiences or to explore a subject. Lastly, writing helps learners to get used to the context of writing English discourse.

Even though writing is one of the essential skills, writing seems to be a basic problem which is still happening among students, because writing requires various kinds of skills related to language learning and the act of writing also involves the process of thinking. Raimes (1983) explained the relationship between writing and thinking. After gathering information by reading, talking, observing, and evaluating data, students need the thinking process to link the information together with their idea in order to express them into written form. According to Maarof and Murat (2013), writing is challenging for both mother tongue users and the foreign language students. Similarly, Heydari and Bagheri (2012) said that writing is an intricate process even for native speakers or the first language students. Unsurprisingly, it is more difficult and challenging to write in a foreign language or the second language. English as a Second Language (ESL) students or English as a Foreign Language (EFL) students also face the same situation; they have to make great effort to write or compose a piece of writing. There are a number of studies which found that many English as a foreign language (EFL) students have difficulty in writing English. Nunan (1999) also pointed out that writing is the most difficult and complex task to do in language learning, especially for second language learners. Many Thai EFL students struggle to write a coherent paragraph or an essay in their assignments. They

have many chances to write, however; they are not unwilling to write. They always feel that writing is the most difficult part or skill for them. Most of Thai EFL students rate writing as the toughest skills among other skills. According to Wongsothorn (2003), Thai students' poorest English skill, which needed improving, is writing. In addition, the study of Jandaprom (1988) also confirms that the writing ability of high school students in public secondary school was lower than the Education Ministry's writing standard score.

From the researcher's experience, writing is the most difficult task and skill among the other skills; speaking, listening, and reading, since the researcher was young. In the classroom, the writing class began with a topic and then the teachers let the students write. Teachers assigned the writing task without any guidelines or examples. They didn't promote any tips or tools to help students to write. When the researcher became a teacher, the researcher found that the students felt the same way. When the students were asked or assigned to write, even a couple of lines or a short paragraph, many of them felt unwilling to do it because they did not know how to start.

To master writing, the students need to be taught how to write before they begin to write. Apart from learning to write, they should have their own techniques or strategies to assist them and help them with writing. Oxford (1990) highly recommended the use of strategies in language learning, which helps students feel more confident when writing. The studies of Chotirat (1998) and Jarunthawatchai (2001) claimed that the successful Thai students employed more writing strategies than poor students did during writing tasks.

To help the students overcome their weaknesses, it is suggested that teachers understand explicitly the students' writing problems, realize the significance of writing strategies, and promote the strategies to the students who are less successful in writing. Rubin (1987) revealed that students who employed writing strategies to assist their learning seemed to be more successful in language learning than students who did not use writing strategies. The researcher hopes that the result of conducting an investigation of the writing strategies employed by high and low English ability students will allow a better understand of how the students use their writing strategies and the extent to which they use these strategies while writing.

## **1.2 Statement of the Problem**

As previously mentioned, writing is an essential skill for students; however, writing skill tends to be the most difficult and complicated skill for both native speakers and second-language students. The students face the problems of grammar, vocabulary, ideas, and organization, with writing. The students should have writing strategies or techniques to assist them in their writings. Besides, teachers need to realize the weakness of the students in order to solve the problem directly. To help solve these problems, the present study intends to explore what writing strategies EFL high school students use as well as to investigate the similarity and difference of writing strategies used by the high and the low English ability students. The obtained findings will be beneficial and valuable in assisting learners themselves in writing, and will help teachers to better understand writing strategies that the students used in order to help develop students' writing skills.

## **1.3 Purposes of the Study**

1. To examine writing strategies employed by EFL high school students.
2. To compare writing strategies used by high and low English ability students

## **1.4 Research Questions**

1. What writing strategies do EFL high school students employ?
2. Is there any difference in using writing strategies between the high and the low EFL English ability students?

## **1.5 Research Hypothesis**

1. EFL high school students use all types of writing strategies.
2. There is no statistically significant difference in using writing strategies between the high and low EFL English ability students.

## 1.6 Definition of Terms

### **Thai EFL high school students**

In this particular study, Thai EFL high school students refer to the 12<sup>th</sup> grade Arts-Mathematics-programme students at Triam Udom Suksa School, a government school, Bangkok, Thailand.

### **High English ability students**

The Thai EFL 12<sup>th</sup> grade Arts-Mathematics programme students whose school written test scores are above 7 will be classified as high English ability students based on “IELTS writing band descriptors”.

### **Low English ability students**

The Thai EFL 12<sup>th</sup> grade Arts-Mathematics programme students whose school written test scores are lower than 4 will be classified as low English ability students based on “IELTS writing band descriptors”.

### **Writing**

Writing is one of the ways for communication. Raimes (1983) pointed out that writing is the process of transferring thoughts and ideas to language. The writing is also vital for both readers and writers. For the former to understand the message or thought, the encoding is incorporated (Hammer, 2004). The ability to convey the idea through written text is an important skill for academic and professional success. In the same way, for the latter to make writing a successful form of communication, a piece of writing needs to be written well in order to make the meaning as clear as possible because writing presents only its own context. The other elements such as tone of voice, stress, intonation, or speed, each of them helps convey meaning which is often not present in a written form (Byrne, 1988).

*“In short, writing is not private; it is always a form of social dialogue, a way of talking to someone. Writing is a discovery process, a way of finding out what you are thinking and what you want to say in particular situation.”* (Gould, DiYanni, & Smith, 1989)



### **Writing strategies**

Writing strategies are part of the learning process. They are vital tools which facilitate students in writing. In the process of writing, students employ many writing strategies to complete their writing tasks. This study focuses on four writing strategies, which were presented by Oxford (2011), and are used during the writing process of planning, drafting, and revising. The four writing strategies are as follows:

1. **Cognitive strategies** involves the mental process which helps learners to understand and practice the new language by different methods.
2. **Metacognitive strategies** refer to the thinking about the writing process. They help learners control their cognitive process when learning.
3. **Affective strategies** regulate learners' attitudes and temperaments. The students acknowledge and control the feelings during writing tasks.
4. **Social strategies** requires the interaction with others which helps students learn from sharing or interacting with others.

### **1.7 Significance of the Study**

This particular study aimed to investigate the writing strategies employed by high and low English ability students and to compare the writing strategies used by both groups in writing process; planning, drafting, and revising. The findings obtained are beneficial and valuable for both teachers and students. If the use of writing strategies in both groups is different, it can increase the teachers' awareness of the significance of writing strategies. The findings will also encourage the teachers to improve writing teaching in order to facilitate the students' writing process and skills. Moreover, the results of the study can be used to improve and develop writing skills in low English ability students by exposing them to more effective strategies, in order to create more high English ability students. Last but not least, the results can be used for further studies relating to writing.

### **1.8 Delimitation of the Study**

This particular study focused on the writing strategies employed in the writing process of both high and low English ability students. The participants of the study were 80 of 12<sup>th</sup> grade Arts-Mathematics-programme students from a government school in Bangkok. They were classified into two groups; high English ability and low English ability, due to their writing ability as evaluated by three writing teachers using the same scoring criteria, “IELTS writing band descriptors”.

### **1.9 Limitation of the Study**

They were two limitations mentioned in the study as follows:

1. The participants were 12<sup>th</sup> grade Arts-Mathematics-programme students from Triam Udom Suksa School.
2. The result of this study was based on the data collected from a questionnaire and an interview.

### **1.10 Organization of the Study**

This study is divided into five chapters, of which the details are as follows:

Chapter 1 addresses background of the study, statement of the problem, objectives of the study, research questions, research hypothesis, definitions of terms, significance of the study, and organization of the study.

Chapter 2 provides topics relating to the study such as language learning strategies, writing strategies and previous related research.

Chapter 3 presents the research methodology; including, participants, instruments, and research procedures.

Chapter 4 introduces the results of the study from the data collection methods.

Chapter 5 presents the conclusion of the study, the findings, discussion, and recommendations for further research.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This study was designed to investigate the writing strategies of Thai EFL high school students. The literature and research related to the topic are presented in five main aspects:

1. Principles of second language writing
2. General background of language learning strategies
3. Writing strategies
4. Research studies on writing ability and writing strategies

#### **2.1 Principles of Second Language Writing**

##### **2.1.1 Writing**

According to Rogers (2004), writing is the most wonderful creation of human beings. It can convey information and expression beyond the limitations of time and distance. Many of the old sayings can be passed on to the next generation anywhere and anytime through writing. Last but not least, writing is the pile of the source of knowledge representing people and cultures.

Writing is not the language but it symbolizes the language. The brain produces and interprets the language into the sound or utterance. However, writing makes the sound visible and tactile (Rogers, 2004). Writing is a complex task because it involves the encoding of a message of some kind: that is, we translate our thoughts into language (Byrne, 1988).

Byrne (1988) explains that writing is not just the production of symbols or information. The information must to be arranged to form words and words have to be arranged to form sentences, the sequence of sentences placed in a particular order and linked together in certain ways.

As a definition, writing refers to a method of representing language in a visual form by transforming the information in the brain systematically. Writing is an

important skill that has to be taught because not only is it a communicative skill, but it can also record anything the human mind could devise.

### 2.1.2 Nature of Writing

Many educators associated writing with other skills from the linguistic dimension and from language use. It is easier to understand the natures or characteristics of writing by comparing them to the spoken language.

Raines (1983) pointed out that writing needs to be learnt, unlike speaking which naturally occurred for every native speaker. Since writing relies on words without using gestures or voices, it is not spontaneous like speaking; writing needs to be more focused on grammar structures and punctuation conventions in order to eradicate any misunderstanding.

Similarly, Hyland (2002) proposed that speaking is more contextualised, taking place in a context, which focuses on a shared situation. Writing uses the prose to communicate. It is one-way communication. Speaking and writing are different in terms of the communication and linguistic aspects. He also compiled the summary of many writers towards the dissimilarities of speech and writing into Table 1.1 below.

Table 2.1 The Differences between Speaking and Writing

<b>Differences between Speaking and Writing</b>	
<b>Speaking</b>	<b>Writing</b>
<ul style="list-style-type: none"> <li>• No spelling and punctuation conventions</li> <li>• Relies on gesture and paralanguage</li> <li>• Concrete, fragmented, informal and context-dependent</li> <li>• Characterised by turn-taking</li> <li>• Characterised by monologue</li> <li>• Less modal modification</li> </ul>	<ul style="list-style-type: none"> <li>• More hesitation, interruptions and self-corrections</li> <li>• More subordination and passives</li> <li>• Longer sentences</li> <li>• More explicit coding of logical relations</li> <li>• Structurally elaborate, complex, abstract and formal</li> </ul>

### **2.1.3 Writing is Difficult**

Writing is the most difficult skill for both mother tongue learners and second language learners. According to Byrne (1988) the three headings; psychological problems, linguistic problems, and cognitive problems, below can answer why writing is difficult for both language learners.

#### **Psychological Problems**

Spoken discourse is the most common communicative skill that is used in most situations. Speech is the means of communication, which requires physically present interactions and immediate feedback. Conversely, writing is an isolated act; working on its own without any actual interaction and feedback from readers. The different characteristics of writing makes writing difficult.

#### **Linguistic Problems**

Spoken discourse is spontaneous; speakers have little time to pay attention to sentences or grammar structures and organization because it is the process of interaction. Incomplete and ungrammatical utterances can be acceptable if there is no interference with the meaning. Sometimes tone, body language, and facial expressions can convey the meaning of incomplete features. In writing, those features have to be compensated for or substituted. The sentences have to link together and the sequence has to be in the proper order. To compose a piece of written text, one thing that writers have to bear in mind is that readers have to interpret and understand the text without any clarification from the writers. That is why sentences, grammar structures, and organization are significant.

#### **Cognitive Problems**

People learn to speak automatically and intuitively because of social matters. Speaking requires little conscious effort because people are willing to speak with others. The other reason is that speech is a normal medium for communication with others. However, writing has to be taught through the process of instruction. In order to write, a written form of the language and certain grammar structures need to be learned and mastered. These features are least important in spoken language, but in written language, these are the most important elements needed in order to

communicate effectively. Apart from these features, the writers have to learn how to organize their ideas to make it easier for the readers to understand.

### 2.1.4 Approaches to Teaching Writing in ESL Classes

There are many textbooks written about the approaches to the teaching of writing to ESL students. Some of the most common and popular ones are Ann Raimes, Donn Byrne, and Ken Hyland's. The following table summarizes the main points of each. Details are discussed after Table 1.2

Table 2.2 Approaches to Teaching Writing in ESL Classes

Approaches to teaching writing in ESL classes		
Ann Raimes (1983)	Donn Byrne (1988)	Ken Hyland (2003)
1) The Controlled-to-Free Approach	1) Focus on Accuracy	1) Focus on Language Structures
2) The Free-Writing Approach	2) Focus on Fluency	2) Focus on Text Functions
3) The Paragraph Pattern Approach	3) Focus on Text	3) Focus on Creative Expression
4) The Grammar-Syntax-Organization Approach	4) Focus on Purpose	4) Focus on Writing Process
5) The Communicative Approach		5) Focus on Content
6) The Process Approach		6) Focus on Genre

Raimes (1983) grouped teaching approaches for writing as follows:

#### 1. The Controlled-to-Free Approach

Around the 1950s-1960s, the Audio-Lingual Approach was distinguished. The Controlled-to-Free Approach had been developed from the Audio-Lingual Approach. Learners are provided the patterns of sentences, and then they imitate those sentences repeatedly until they are able to form their own sentences. This kind of approach focuses on grammatical structures, vocabulary, and accuracy.

## **2. The Free-Writing Approach**

Unlike the Controlled composition, the Free-Writing Approach encourages learners to produce their compositions in vast amounts. They can express their ideas freely without worrying about the accuracy.

## **3. The Paragraph Pattern Approach**

Rather than the accuracy and fluency, the Paragraph-Pattern Approach emphasizes on the organization of paragraph which includes a topic, a topic sentence, supporting sentences, transition, cohesion, and unity. Sentences are formed into a paragraph. Learners analyze the model paragraph and manipulate the paragraph.

## **4. The Grammar-Syntax-Organization Approach**

In terms of the Grammar-Syntax-Organization Approach, in addition to looking at grammar and syntax, this approach also emphasizes the organization. During composing, learners have to review and think about the grammatical and syntactic rules as well as the organization. In other words, they have to focus on the connection of conveying the message into the corrected form of writing.

## **5. The Communicative Approach**

In terms of the Communicative Approach, the purpose of writing and the audience, the reader, are promoted. It is believed that the best writing can talk to the readers. Previously, a teacher is only the audience who read the piece of writing. This approach makes the writing communicable and usable in the real world. The readership is expanded to others learners. The teacher can design the purpose and target audience through the writing assignment such as writing to a pen pal, replying to a classmate's letter, and giving peer comments.

## **6. The Process Approach**

Later, the focus of writing changed from the product to become the process of writing. The Process Approach answers the question how to start writing. Learners learn how to write and organize their pieces of writing systematically and methodically. This provides them the time to explore topics, brainstorm ideas or discuss before writing, to freely express their ideas, and plan their writing. After that, learners write their drafts and are given the feedback from readers. As a result, the process approach promotes time for learners to try out new things, to express their

ideas, as well as gives feedback for them to improve their compositions. However, this style is a discovery process for the learner: “discovery of new ideas and new language forms to express those ideas.” (Raimes, 1983, p. 11)

While Raimes (1983) grouped the teaching to write approach into six groups, Byrne (1988) classified the approaches into four main types as follows:

### **1. Focus on Accuracy**

The idea of this focus or approach comes from the difficult features of writing. As the result of allowing learners to write what they want, the learners tend to make mistakes. To eradicate the mistakes, this approach is promoted. In the early stage, the learners are taught the model sentences. Then they manipulate the sentences. The limit or control of writing declines gradually. In the later stage, the learners are allowed to write their own products. This approach is sometimes called “the Controlled-to-Free Approach”. In short, this focus emphasizes the progressive learning and accuracy of writing.

### **2. Focus on Fluency**

Unlike the Focus on Accuracy, the Focus on Fluency promotes the opportunity for learners to write what they want as much as they can. There are several activities that help increase the writing fluency such as writing a diary, writing a short story, writing a letter, etc. These activities can reduce the anxiety towards incorrectness. Without being concerned over mistakes, the learners write freely.

### **3. Focus on Text**

This approach focuses on the significance and organization of the paragraph. Learners are taught to form paragraphs from gathering sentences together. In addition, the learners are taught to develop the paragraph to be more efficient. This focus or approach also provides the basics of academic writing for the learners.

### **4. Focus on Purpose**

According to this focus, writing is just one way to communicate with others. It is undeniable that every single composition consists of a reason or a purpose. Similar to the Focus on Fluency, writers can express their ideas freely; however, they have to be concerned about the purpose of writing. Nevertheless, this approach does not provide the solution for particular problems during the writing



process; it encourages the learners to write in different situations and write purposefully.

Hyland (2003) recollected and generated the focuses or approaches to the teaching of writing into six categories as follows.

### **1. Focus on Language Structures**

This approach sees the writing as a product consisting of grammatical and linguistic features. Learners developed their writing skills by guided compositions exercises such as completing sentences, filling in gaps, or changing forms. They learn to imitate the model of writing before they produce their own composition. The aim of this process is to help eliminate and avoid errors. Accuracy is the main goal of this approach as well as the criteria of good writing. There are four basic steps to teaching of writing under the language structures approach (Hyland, 2003, p. 3):

(1) **Familiarization:** Learners are taught certain grammar and vocabulary, usually through a text.

(2) **Controlled writing:** Learners manipulate fixed patterns, often from substitution tables.

(3) **Guided writing:** Learners imitate model texts.

(4) **Free writing:** Learners use the patterns they have developed to write an essay, a letter, and so forth.

### **2. Focus on Text Functions**

Writing is not only grammar and syntax functions, but it also involves the meaning or purpose function. This idea proposed the language forms which present the communicative function that relate to the learner's need. This approach helps the learners effectively develop different types of paragraphs, which are the basics of academic writing. The learners are free to produce a composition. However, they are guided to connect the sentences or arrange the sentences into a paragraph by following the model of writing pattern: introduction, body, and conclusion. Furthermore, the learners are taught to write in different purpose patterns such as narrative, descriptive, expositive, etc. This kind of approach presents the good scaffolding for writing. Apart from developing an outline, it generates the awareness of language used to express the target function.

### **3. Focus on Creative Expression**

Writing in this approach is seen as a creative act of the writer's discovery. Writing is not a passive process; instead, it is the method that the writers use to express their own voices or personal meanings. Creative Expression Approach encourages learners to produce their writing creatively and spontaneously. A teacher as a collaborator or assistant provides space for learners to present their views or meanings. The teachers have to stimulate the learners' ideas, give nondirective guidance, and encourage the learners' creativity. The feedback of the teachers toward students' products focuses on their ideas and creativity without focusing on grammatical errors. The achievement of this approach is writer's creativity.

### **4. Focus on Writing Process**

This focus is similar to the Creative Expression Approach; the writer is seen as the independent writer. However, this approach requires a teacher to teach the model of writing. Through cognitive process, learners develop planning ability. The model of writing includes planning, writing or drafting, and reviewing stages. This model is like a framework for the writer to follow. The teachers stimulate the learners by applying many activities to generate ideas about contents and structure. After brainstorming, the students come up with their outlines. They have to write many drafts. They are also given extensive feedback from teachers or friends. Apart from that, error correction and grammar teaching are beneficial to improving students' writing.

### **5. Focus on Content**

As its term suggests, the Content Approach refers to what learners are required to write about. The learners are asked to write under the provided topic. It is easy and effective to write when they have personal knowledge or schemata on the topic. They can express their idea in a meaningful way. This approach can be applied to the learners with varieties of proficiency, age, and ability. Building schema is one of a teacher's duties. There are several activities to help develop a learner's background knowledge. The learners conduct a small research to generate their ideas. There is a close link between reading and writing in this focus. Reading is regarded as an input; the learners reflect on what they have read into their own words through writing.

## **6. Focus on Genre**

In terms of genre, the writing is considered as a way to communicate with readers. It is the process of using language to undertake coherence and a particular purpose. Texts are not considered only linguistic patterns but also discourse aspects. A teacher is responsible for advising a learner to distinguish the differences in a variety of texts, consider how a text works as a choice of communication with the audience, and develop learners' writing to be more effective by promoting the structure or writing. As a result, the instruction of writing based on the Genre Approach includes the purpose for communication. The writers or learners have to express their ideas relating to certain goals.

Based on Raimes (1983), Byrne (1988), and Hyland's (2003) writing approaches or focuses, there are similarities between them. For Raimes and Byrne, the Controlled-to-Free Approach is similar to the Focus on Accuracy. Second, the Free-Writing Approach is similar to the Focus on Fluency. In addition, the Paragraph Pattern Approach is similar to the Focus on Text. For Raimes and Hyland, the Paragraph Pattern Approach is similar to the Focus on Text Function; the Grammar-Syntax-Organization Approach is similar to the Focus on Language Structures, and the Process Approach is similar to the Focus on the Writing Process.

To conclude from the above, there are five main teaching approaches or focuses as follows:

1. Focus on Grammar/ Accuracy
2. Focus on Process
3. Focus on Purpose/ Genre / Communication
4. Focus on Product/ Text
5. Focus on Paragraph Pattern/ Text Function

## 2.2 General Background of Language Learning Strategies

### 2.2.1 Terminology

As a result of the shift of language learning, not only has the main focus of language teaching shifted to strategies and techniques, but there is also the change of the world into a diverse universal culture, which can affect the learners' learning. The learners have become the mainstream of language learning. They need to excel in their language skills, especially, second language or in foreign languages. Therefore, these factors stimulated the attention of various researchers to conduct an investigation on learning strategies. Those researchers have proposed the definitions of language learning strategies as follows:

Wenden and Rubin (1987) explained that learning strategies directly affected learners' learning and they helped to construct and develop the language system for learners.

Oxford (1990) defined the term of learning strategies technically as the operations that are taken by learners in order to enhance their own learning; attaining, retaining, regaining, and using new found knowledge.

According to O'Malley and Chamot (1990, p. 1) learning strategies are "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information."

In short, learning strategies are the essential tools; active and self-directed involvement, for learners to improve their intellectual, analytical, and integrated skills.

### **2.2.2 Features of Language Learning Strategies**

The following key features presented by Oxford (1990, pp. 8-14) can clearly explain the characteristics of language learning strategies:

#### **1. Contribute to the main goal, communicative competence**

Learning strategies aim to develop learners' communicative competence and promote learners' cognition. They stimulate the learners to use a new language beyond their limitation, to feel more confident, and to interact and participate with others increasingly. Moreover, the learners also develop the ability of linguistics through the use of strategies.

#### **2. Allow learners to become more self-directed**

Learning strategies encourage student to learn by themselves. Self-direction is important for language learners because it is impossible for teachers to be with the learners at all time. Self-direction assists the learners to develop the ability in a new language actively and responsibility, increasing their learning and knowledge.

#### **3. Expand the role of teachers**

The role of the teachers has shifted. The teachers serve as a consultant, coordinator, or facilitators. The change of the teacher's role endorses the quality and importance of the relationship with the learners.

#### **4. Are problem-oriented**

Language learning strategies serves as tools. They are used for solving problems, completing tasks, and reaching a goal or objectives. The learners feel more confident when they can solve or find solutions for their problems themselves.

#### **5. Are specific actions taken by the learner**

Learning strategies as the action basis or behaviours that are naturally performed by the learners.

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

Learning strategies involve not only cognitive functions but also other functions; metacognitive and social.

### **7. Support learning both directly and indirectly**

Learning strategies can be divided into two types. The direct strategies are the strategies that contribute directly to learning. The other type is the strategies that contribute indirectly, which are called the indirect strategies.

### **8. Are not always observable**

Not every learning strategy can be observed through the human eye. Some strategies can be observed from the productions of the learners. If they can complete the task and reach their goals, it means that they can use strategies.

### **9. Are often conscious**

According to the Greeks, strategies reflect consciousness and intentionality. These two things have a great impact on learners' control. After a certain amount of time practicing, the strategies become habits, unconscious skills, which no longer requires the learners to think. However, some learners employ strategies unthinkingly or instinctively, they are not concerned about whether they use it appropriately or not. Learners need to take assessments and training; this is to help the learners become more aware of the strategies they use.

### **10. Can be taught**

Learning strategies can be taught and modified through strategies training. The training helps the learners to gain self-awareness of their chosen strategies and learn to use the strategies appropriately. The using of strategies will be effective when the learners learn the reason behind the strategies they have chosen. It will teach them how to use the strategies in new situations and experiences to the best of their advantage.

### **11. Are flexible**

The use of learning strategies is not predictable or found in fixed patterns. Individuality is one of the factors that influence the decision of using strategies.

### **12. Are influenced by a variety of factors**

Personal characteristics, age, gender, nationality, cultural background, learners' awareness, learning styles, task requirements, motivation, teacher expectation, and purpose of learning influence the choice of strategies.

The use of learning strategies has been proved by many educators. The more students who employed the strategies, the more they became successful in their language proficiency learning. It is difficult to rate the use of strategies because many students are not aware of using strategies. It seems that the strategies that they use are done subconsciously.

### **2.2.3 Learning Strategies Classifications**

Many researchers have classified language learning strategies into various categories. The followings are the four categories of learning strategies, which were presented by Wenden and Rubin (1987), O'Malley and Chamot (1990), Oxford (1990), and Oxford (2011)

#### **2.2.3.1 Learning strategies by Wenden and Rubin (1987)**

Wenden and Rubin (1987) divided language learning strategies into two main types: direct and indirect. These two includes cognitive strategies, metacognitive strategies, communication strategies, and social strategies.

##### **(1) Cognitive Strategies**

Cognitive strategies require the mental process to understand, to transform, and synthesize a new language. These steps are divided into six types such as Clarification, Guessing, Deductive, Practice, Memorization, and Monitoring. They facilitate the learners' attention, comprehension, and ability to retain.

##### **(2) Metacognitive Strategies**

Metacognitive strategies refer to the awareness about cognitive operation. They help to regulate or oversee the ability of language learning through planning, setting goals and self-managing. O'Malley et al. (1983, P. 6, as cited in Wenden & Rubin, 1987, p. 23) pointed out the necessity of metacognitive strategies, "Students without metacognitive approaches are essentially learners without direction and ability to review their progress, accomplishments, and future learning directions."

### **(3) Communication Strategies**

Participating in conversation is the main focus of communication strategies. These strategies are essential for the new language learners. They provide an opportunity to participate in the real conversation, also they support the learners to remain in the conversation. These strategies can also enhance the learners' motivation.

### **(4) Social Strategies**

Social strategies promote the opportunity for the learners to be exposed to and practice their knowledge with others. These strategies are useful for the learners in order to prepare themselves for real conversations. In 1981, Rubin also listed the activities called “creates opportunity for practice”, creating situations for practicing conversation with friends, teachers, and native speakers, listening to the radio, and watching movies.

#### **2.2.3.2 Learning strategies by O'Malley and Chamot (1990)**

O'Malley and Chamot (1990, pp. 44-45) compiled the data from interviews with experts and novices on psychological tasks, from theoretical analysis of reading comprehension and problem solving. They classified the strategies into three subtypes, namely: metacognitive, cognitive, and social.

#### **(1) Metacognitive Strategies**

Metacognitive strategies involve thinking about the learning process; planning for learning, monitoring learning activities, and evaluating the achievement of learning. These strategies are applied to a variety of learning tasks:

- 1) **Selective attention:** focusing on special aspects of learning
- 2) **Planning:** organizing written or spoken discourse
- 3) **Monitoring:** reviewing the comprehension and monitoring the production
- 4) **Evaluating:** evaluating the language production after completing the tasks



## (2) Cognitive Strategies

Cognitive strategies refer to the strategies that are directly involved with learning. These strategies enhance and elaborate learning. Cognitive strategies mentioned are as follows:

- 1) **Rehearsal**: repeating the names of the objects to remember
- 2) **Organization**: grouping concepts or terms according to semantics or syntactic features
- 3) **Inferencing**: using information to guess or predict the meaning of new items
- 4) **Summarizing**: summarizing the information that has been remembered
- 5) **Deduction**: using rules to understand language
- 6) **Imagery**: applying visual image to remember new information
- 7) **Transfer**: utilizing known linguistic knowledge to assist new learning
- 8) **Elaboration**: linking new information to known information

## (3) Social/Affective Strategies

Social/ Affective strategies requires interaction with others and the ability to have control over affect. These strategies assist the learners' learning. They include:

- 1) **Cooperation**: working with friends or others in order to solve a problem, check a note or get feedback
- 2) **Questioning**: asking teachers or friends for further examples, explanation, or rephrasing
- 3) **Self-talk**: reducing stress or anxiety by mentally controlling oneself during completing the tasks

### 2.2.3.3 Learning strategies by Oxford (1990)

Oxford (1990) presented the new classification of language learning strategies that are more comprehensive and more systematic. The learning strategies of Oxford (1990) are also classified into two broad collections: direct and indirect, depending on the extent in which they are involved with language learning.

#### Direct Strategies

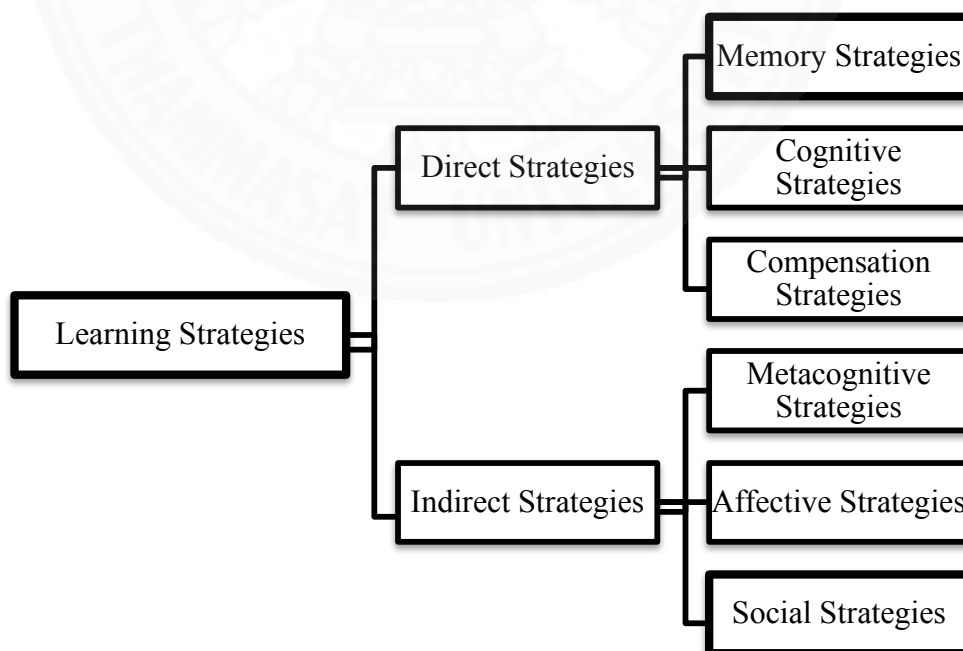
Direct strategies use the target language and require mental processing of the language directly for different purposes. These strategies include memory, cognitive, and compensate.

#### Indirect Strategies

Indirect Strategies support language learning without directly involving the target language. These strategies are useful in all language learning situations. These strategies are made up of metacognitive, affective, and social.

These strategies are grouped into six groups and 19 sets. They are described as follows:

Figure 1.1 Overview of Learning Strategies by Oxford (1990)



### **(1) Memory/ Mnemonics Strategies**

Memory strategies, which are known as “Mnemonics, involve the linking or association of materials or methods of remembering. New information or knowledge must have significance and be personally involved with the learners in a meaningful way. These strategies help learners develop their skills such as storing new information, learning new knowledge, and regaining information easily. The followings are strategy sets of memory strategies.

- 1) Creating mental linkage
- 2) Applying images and sounds
- 3) Reviewing well
- 4) Employing action

### **(2) Cognitive Strategies**

Cognitive strategies are important and a popular strategy in language learning. They require the practice of the target language in order to reach the acceptable proficiency. Cognitive strategies involve the manipulation and transformation of the target language to enhance learners’ acquisition and comprehension; for instance, repeating, analysing, translating, summarizing, and note taking. Four strategy sets are listed as follows:

- 1) Practising
- 2) Receiving and sending messages
- 3) Analyzing and reasoning
- 4) Creating structure for input and output

### **(3) Compensation Strategies**

Compensation strategies help learners use their new language for comprehension or production under the incomplete knowledge condition by guessing wisely, adjusting, and coining words. Not only for beginners but also for advanced learners, they employ these strategies when they face an unknown word or expression. They are intended to compensate for inadequate linguistic skills or insufficient knowledge of the learners in the immediate context and in their new experiences. The two strategy sets for compensation strategies are addressed as follows:

- 1) Guessing intelligently
- 2) Overcoming limitations in speaking and writing

#### **(4) Metacognitive Strategies**

“Metacognitive” is beyond the cognitive. Learners investigate their own learning process and develop the ability to control their learning through planning, organising, paying attention to interesting aspects, and evaluating oneself. These strategies are well-used by successful language learners. Metacognitive strategies are divided into three sets as follows:

- 1) Centering your learning
- 2) Arranging and planning your learning
- 3) Evaluating your learning

#### **(5) Affective Strategies**

“Affective” involves emotions, motivation, values and attitudes. These factors affect the ability to learn and the success of learning. These strategies require self-reinforcement, positive attitude, and relaxation to control such factors. Successful language learners know how to utilize these strategies to control their emotions and regulate their stress in learning. The three strategy sets for affective strategies are addressed as follows:

- 1) Lowering your anxiety
- 2) Encouraging yourself
- 3) Taking your emotional temperature

#### **(6) Social Strategies**

Social strategies are crucial in language learning. Learners need them to complete and develop their tasks. Learning a language involves the interactions between or among people because language is a form of social performance. These strategies provide the opportunities to improve language skills through learning, asking, and cooperating with others. The three sets of social strategies are mentioned as follows:

- 1) Asking questions
- 2) Cooperating with others
- 3) Empathizing with others

#### **2.2.3.4 Learning strategies by Oxford (2011)**

The latest learning strategies classification was categorized by Oxford (2011), who refined her 1990's learning strategies taxonomy, into a four strategy category; namely, the Strategic Self-Regulation (S<sup>2</sup>R) Model. Oxford (2011) claimed that "Self-regulation is one of the most exciting developments in second or foreign language learning. (Oxford, 2011, p. 7)"

The Self-Regulation Model is like the goal-directed attempts or tools which facilitate students to manage and control their learning. Using the model will make their learning become easier, faster, and more effective.

The model consists of two major elements: strategies and metastrategies. Each major element includes sub-strategies. The strategies are comprised of cognitive strategies, affective strategies, and sociocultural-interactive strategies. Cognitive strategies help students create, transform, and apply the new knowledge. Affective Strategies assist students to control their emotions, form positive emotions and attitude and stay focused and motivated. Oxford (2011) showed indifference to the strategies of memory, compensation, and social strategies. Then she regrouped compensation and social strategies into a new strategy group called 'sociocultural-interactive'. Sociocultural-Interactive Strategies help students understand the way of communication and the cultural identity and context. While the metastrategies, which help students to regulate the use of each strategy, subsume metacognitive, meta affective, and meta sociocultural-interactive.

Table 2.3 Metastrategies and Strategies in the Strategic Self-Regulation (S<sup>2</sup>R) Model of L2 learning by Oxford (2011, p. 16)

<b>Metastrategies and Strategies in The Strategic Self-Regulation (S<sup>2</sup>R) Model of L2 Learning</b>	
<b>Metastrategies and Strategies</b>	<b>Purpose</b>
<p><b>8 metastrategies (metacognitive, meta-affective, and metasociocultural-interactive):</b></p> <ul style="list-style-type: none"> <li>• Paying Attention</li> <li>• Planning Obtaining and Using Resources</li> <li>• Organizing</li> <li>• Implementing Plans</li> <li>• Orchestrating Strategy Use</li> <li>• Monitoring</li> <li>• Evaluating</li> </ul>	<p>Managing and controlling L2 learning in a general sense, with a focus on understanding one's own needs and using and adjusting the other strategies to meet those needs.</p>
<p><b>6 strategies in the cognitive dimension:</b></p> <ul style="list-style-type: none"> <li>• Using the Senses to Understand and Remember</li> <li>• Activating Knowledge</li> <li>• Reasoning</li> <li>• Conceptualizing with Details</li> <li>• Conceptualizing Broadly</li> <li>• Going Beyond the Immediate Data</li> </ul>	<p>Remembering and processing the L2 (constructing, transforming, and applying L2 knowledge)</p>
<p><b>2 strategies in the affective dimension:</b></p> <ul style="list-style-type: none"> <li>• Activating Supportive Emotions, Beliefs, and Attitudes</li> <li>• Generating and Maintaining Motivation</li> </ul>	<p>Handling emotions, beliefs, attitudes, and motivation in L2 learning</p>
<p><b>3 strategies in the sociocultural-interactive dimension:</b></p> <ul style="list-style-type: none"> <li>• Interacting to Learn and Communicate</li> <li>• Overcoming Knowledge Gaps Communicating</li> <li>• Dealing with Sociocultural Contexts and Identities</li> </ul>	<p>Dealing with issues of contexts, communication, and culture in L2 learning</p>

### 2.3 Writing Strategies

Learning strategies can be divided into four skills; speaking, listening, reading, and writing. The writing strategies table in this particular study is selected from the model of Oxford (1990). However, the researcher has adapted it into four strategies; including cognitive strategies, metacognitive strategies, affective strategies, and social strategies. Besides, all the four writing strategies were arranged according to the writing process; planning, drafting, and revising.

Based on many researchers; Oxford (1990), Gaskins and Elliot (1991), and Matsumoto (1995), cognitive strategies and metacognitive strategies are vital for language learning. Practicing the target language, reviewing and creating the structure for summarizing help the students get used to the target language and transform what they receive in the target language easily (Oxford, 1990). The successful language students employ metacognitive strategies as the directions to plan, monitor, and review their learning process (O'Malley & Chamot, 1990).

Oxford (2011) suggested that affective strategies can motivate writers to complete their task by creating the positive feelings and attitudes. Therefore, affective strategies are counted into this model.

Similarly, social strategies are considered to be the essential mechanism in language learning because writing is the medium of communication; which involves social interaction in order to develop and internalize the language (Simeon, 2016).

The writing strategies are illustrated in Table 2.4. Each writing stage addresses a strategy set as well as a description.

Table 2.4 Writing Strategies in the Writing Process

Planning		
Writing Strategies		Descriptions
Cognitive Strategies	Translating	Writing an outline in Thai and then translate it into English.
Metacognitive Strategies	Overviewing and linking with already known material	Using background knowledge to link with the topic that they are going to write

	Paying attention	Concentrating on organizing ideas Taking about 20-30 mins for planning stage
	Finding out about language learning	Searching for information to write about the assigned topic Discussing with others about the topic Preparing vocabulary and grammar structure for writing
	Organizing	Making an outline Grouping ideas Ordering ideas
	Identifying the purpose of a language task	Reading the instruction carefully in order to identify the purpose of writing; topic, purpose, audience, and form
	Planning for a language task	Planning the ways to complete writing task
	Self-evaluating	Considering the planning and achievement of writing
Affective Strategies	Using progressive relaxation, deep breathing, or meditation	Relaxing while planning
	Making positive statement	Encouraging oneself to finish an outline
	Listening to your body	Listening to feelings during planning
Social Strategies	Cooperating with peers	Sharing an outline with friends
	Cooperating with proficient users of the new language	Discussing with friends for suggestions for planning
<b>Drafting</b>		
<b>Writing Strategies</b>		<b>Descriptions</b>
Cognitive Strategies	Repeating	Using the same patterns of sentences
	Formally practicing the writing system	Practicing using new sentence patterns in the writing
	Practicing naturalistically	Managing to practice writing with daily writing
	Translating	Drafting in Thai first, then translating into English Finding unknown words by using a dictionary
Metacognitive Strategies	Paying attention	Concentrating on writing
	Finding out about	Finding more information while writing



	language learning	
	Seeking practice opportunities	Having positive thinking towards writing
	Self-monitoring	Correcting grammatical mistakes and vocabulary while writing
	Self-evaluation	Checking the progress of the draft
Affective Strategies	Using progressive relaxation, deep breathing, or meditation	Taking a short break while writing
	Using music	Listening to music while writing
	Using laughter	Making oneself relax by watching Youtube or surfing internet
	Making positive statements	Encouraging oneself to keep on writing
	Rewarding yourself	Giving oneself rewards for encouragement to continue writing
	Listening to your body	Recognizing the feelings while writing
Social Strategies	Cooperating with peers	Consulting friends about the ideas
	Cooperating with proficient users of the new language	Asking the proficient friends to help with grammar and vocabulary
<b>Revising</b>		
<b>Writing Strategies</b>		<b>Descriptions</b>
Cognitive Strategies	Formally practicing writing system	Practicing sentences in writing
	Translating	Using dictionary or google translate to check some mistakes in their writing
Metacognitive Strategies	Paying attention	Focusing on revising the draft
	Planning for a language task	Planning the ways to edit the written work
	Self-monitoring	Correcting grammar, vocabulary, ideas, as well as organization after finishing their writing
	Self-evaluating	Checking coherence and relevance of their writing
Affective Strategies	Using progressive relaxation, deep breathing, or meditation	Taking a break while editing their work
	Rewarding yourself	Rewarding themselves with many activities and foods after finishing their

		editing
	Writing a language learning diary	Expressing their feelings and what they have learnt from writing in the diary
Social Strategies	Asking for correction	Seeking someone to check errors of their writing
	Cooperating with peers	Sharing their work with their friends for comments
	Cooperating with proficient users of the new language	Asking their proficient friends or teachers to help them for editing

## 2.4 Research Studies on Writing Ability and Writing Strategies

### 2.4.1 Research on Writing Ability

Several studies on writing ability were conducted by both native and non-native speakers of English.

Kobayashi and Rinnert (2001) examined 53 Japanese EFL university students on the factors affecting writing ability. The participants were divided into three groups according to the results of the background questionnaire, the English proficiency test, and the Revision test. To investigate students' ability, the researchers analysed the Revision test under the two large categories of detection and correction of discourse level problems. The findings showed that writing instruction, English proficiency, and writing experience were all factors relating to the students' writing ability or writing performance. The students who had writing instruction and writing experience outperformed those who had less or lower writing experience. In other words, the longer they studied and the more writing practice they had, the more they tended to write better.

The investigation of Nik, Hamzah, and Rafidee (2010) showed the five aspects; content, vocabulary, organization, language use, and mechanics, affecting undergraduates writing performance in EFL. There were 40 participants who were from Bachelor in Business Administration and Bachelor in Office Management programs. Each participant was asked to write two essays. The essays were rated based on the ESL Composition Profile which was developed by Jacobs et al (1981, p. 90). The criteria focused on the five aspects, including content, vocabulary, organization, language use, and mechanics. The data presented that the mechanics aspect was the highest score among the participants while the language use aspect was the lowest score. To improve students' writing, the help of teachers is needed. Apart from those factors or aspects that the researchers analyzed from essays, they found that the frequency of reading and writing exposure could help improve students' writing performance.

Sahla (2014) investigated some linguistic factors which hindered the writing ability of second year students of English language at Mohamed Kheider University of Biskra. She applied an error analysis of the 30 students' written paragraphs and a questionnaire to 12 teachers of written expression in order to gather the data. The error analysis of students' productions showed that the errors of tenses, prepositions, punctuations, and spelling had been found in high frequency. All these errors could be caused by the under practice of certain rules. The findings concluded that the interference of the mother tongue, the intralingual errors, and the lack of practice in English negatively affected mastering the writing skill.

Huy (2015) studied the problems that affected learning writing skills in Vietnamese students. The study of Huy (2015) revealed that there were five obstacles which made students unsuccessful in writing. According to a questionnaire and observation from 200 high school Vietnamese students, the first challenge was the lack of vocabulary. Secondly, students spend more time on grammar structures and found that the grammar structures were difficult to follow. Next was about the topics that they were assigned to write. Some topics didn't engage students to write. The fourth obstacle was that students do not have many chances for being corrected. Lastly, the material sources were not various and enough for them.

Jani and Mellinger (2015) studied the factors influencing students' writing outcomes. The researchers used the semi-structured interview as the data tool. They interviewed 25 participants in three topics; writing history, writing skills, and methods of assistance. Follow-up questions were asked for more details and clearer understanding. After analyzing the data by grounded theory methods, the data could be gathered into five factors that affecting writing ability of the students. They were the level of students' effort, the relationship with content, feedback, students' support, and students' efficacy. Different environments, new circumstances, race and economic diversity also affected the students' efforts, the students' roles, as well as students' efficacy. It implied that all the five themes were influenced by environment changes or circumstances.

#### **2.4.2 Research on Writing Strategies**

There are a number of studies on writing strategies with both English native and non-native English speakers at various levels. However, there are few studies conducted with students at high school level. Therefore, this section mainly discusses studies on writing strategies in general.

Maarof and Murat (2013) examined the strategies used in essay writing by ESL upper secondary Malaysian students. The 50 participants were divided into high and low proficiency groups and were given a 33-item, 5 point Likert scale questionnaire, which was adopted from Petric and Czarl's writing strategies, to assist in identifying the strategies that they used during the writing task.

The findings revealed that the most frequently used strategies was the while-writing strategies, whereas the least frequently used strategies was the revising strategies. Moreover, the English proficiency also influenced the type of strategy use. The high-intermediate students were more focused on planning and brainstorming before they started writing. The low proficiency students were more concerned with the strategies that helped them complete the task such as translation and bilingual dictionaries.

Chotirat (1998) found that the high proficiency students used almost all of the strategies more frequently than the students with low proficiency. Besides, the

high proficiency group tended to use the writing strategies to complete their tasks more than the low proficiency group did. The highest rating among the high proficiency students is compensate strategies while the affective strategies was rated as the highest strategies used in the low proficiency students.

On the other hand, Jarunthawatchai (2001) found that both groups: high and low proficiency, used all the six strategies, based on Oxford's (1990) version, while they were working on free writing activities and during essay writing examinations. The extent to which the strategies were used was different. The high proficiency students seemed to embrace the use of metacognitive strategies more than the less proficiency students'.

Alnufaie and Grenfell (2012) distributed questionnaires to 121 ESL undergraduate Saudi Arabian students. They classified the writing strategies into two groups: process-oriented writing strategies and product-oriented writing strategies. Most subjects confirmed using both kinds of strategies. However, the process-oriented writing strategies were the most popular among the students.

Torrance, Thomas, and Robinson (1994) and Peeravudhi (2006) also used questionnaires to investigate the writing strategies employed by social science and English for Careers Programme students, respectively.

Torrance et al. (1994) divided questionnaires into students' writing strategies, experience of writing, students' productivity and background information. The participants were divided into three groups according to the results of the questionnaires. There were Planners, Revisers, and Mix Strategy. During the cluster analysis, the strategies that distinguished the groups was the process of their thinking. The result of the three groups showed that they involved the drafting and revising stage the most. The Planners showed higher productivity than the other two groups. It was surprising that planning is an effective writing strategy but it is not the indicator for success.

Peeravudhi (2006) classified students into two groups; proficient and less proficient in English writing. The participants were asked about the writing strategies which they used during the process of writing. The findings presented that the less proficient students claimed to employ writing strategies more than the proficient

students. Both groups presented cognitive strategies as the highest frequency used skill, while memory strategies are the lowest frequency.

Mohite (2014) studied the strategies that the students were equipped with while they were composing a draft in a foreign language. The use of the Likert scale questionnaires helped to support the hypothesis that good writers employed several strategies, while the open-ended questions in the interviews were used in order to gain in-depth details. The results from the questionnaire are confirmed in the hypothesis. Besides, it was found that the students struggled with writing due to the lack of the compositional aspect of writing and the lack of awareness of the importance of writing.

El-Aswad (2002) compared the strategies used by 12 Arab university students in L1(Arab) and L2(English). Apart from answering the questionnaires, the 12 participants were observed and interviewed to gather data in a triangulated case study. The finding showed that most participants set the purpose of writing without concerning themselves about the audience. The researchers also found that the subjects shared common writing strategies in L1 and L2. Besides, the students used L1 to help them complete their task in L2; translating from L1 to L2.

The research of Pingping (2006) explored the strategies used by 48 Chinese non-English major students at Zhejiang Normal University. She employed questionnaires to investigate the frequency of strategies that the students have chosen in their writing process. For further information and the reason for choosing the strategies, the interviews were applied. The finding presented that memory strategy is the most frequently employed while the affective strategies gained the least attention. Surprisingly, the students revealed that the problem that they faced was due to the lack of practice. The other learning activities were provided more often than the writing activities.

Qingquan, Chatupote, and Teo (2009) studied the frequency of strategies used by first-year Chinese students. There were 184 random sampling participants. The result revealed that the successful students employed overall strategy more frequently than the unsuccessful students. Besides, the successful students seemed to be more aware of the importance of the affective and social strategies than the unsuccessful students.

Chen (2011) investigated the correlation between writing strategies and writing achievement of college students. The participants were 132 mathematics major students at Dezhou University. The questionnaires were distributed to explore the students' writing strategies used during their writing process; while the interview was used to gather the supporting information. The data showed that the students used while-writing strategies more often than the pre-writing and revising strategies. The finding of Chen (2011) was in contrast to the finding of Pingping (2006). Chen (2011) found that the memory strategies were used with the highest frequency. Interestingly enough, Chen (2011) elaborated on her study by focusing on the correlation between writing strategies and writing successes. She found that the more the students employed the strategies, the higher the score on content scores and language scores.

Abdullah et al. (2011) analysed the written product and writing strategies in four ESL Malay undergraduate students. The study compared the two groups of students' proficiency; good and weak. Many data tools such as think-aloud protocols, written essays, post-session interviews and audiotapes were used to examine the writing strategies. The analysed finding revealed that the subjects employed many similar strategies in both groups. Cognitive strategies were mainly used among the two groups. The strategies were not used separately but were used in a combination to complete the composition.

Guo (2012) conducted a study to explore the writing strategies of 35 Chinese ESL learners by using think-aloud protocols and retrospective interviews. The findings showed that the overall strategies used in L1 and L2 were similar. The researcher also found the link between the use of L1 strategies and L2 strategies; transferring the approach, rhetorical, communication, and cognitive strategies across language.

Mu and Carrington (2007) added retrospective post-writing discussion and written drafts which were used as tools for data collection. It was found that all participants employed high frequency of all writing strategies; rhetorical strategies, metacognitive strategies, cognitive strategies, and social/affective strategies. Moreover, they also found that the L2 learners or students use different writing process from their L1 in order to complete their writing task in L2.

On the other hand, Pimsarn (2013) used only semi-interviews and questionnaires to collect data from 370 EFL second-year graduate students: the higher proficiency and the lower proficiency. It was found that the higher proficiency group used the strategies at a high rate while the lower proficiency students used them at a moderate rate. The arrangement of the frequency strategies used by the higher proficiency were metacognitive strategies, cognitive strategies, social strategies, and affective strategies, respectively. The lower strategies used metacognitive strategies, social strategies, affective strategies, and cognitive strategies. It was concluded that the writing strategies influenced the proficiency.

To conclude, research tools used in the previously mentioned studies are as follows:

1. Questionnaires
2. Interviews
3. Error Analysis
4. Observation
5. English Proficiency Test
6. Writing Test



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

The main purpose of the study was to examine the similarities and differences of writing strategies used by EFL high school students; high and low ability. The mixed method research design is indispensable for seeking the answers to these following questions:

1. What writing strategies do EFL high school students commonly adopt?
2. Is there any difference in using writing strategies between the high and the low EFL English ability students?

This chapter supplies a detailed description of research methodology; including, research design, population and participants, research instruments, data collection and procedures, data analysis, and ethical considerations.

#### **3.1 Research Design**

The present research investigated how students employed writing strategies in their writing process. This research was a mixed method research which involved the data collection of both quantitative and qualitative methods, using questionnaires and interviews.

According to Nunan and Bailey (2009), a case study can best be classified as a type of naturalistic inquiry in that they typically do not involve any sort of treatment. In addition, “by gathering data using questionnaires and tests with interviews or observations, researchers would be able to make a stronger case for the quality of their research” (Lichtman, 2013, p. 105). However, some claim that “many did not accept case study research approaches, and saw them as less rigorous and not scientific”(Lichtman, 2013, p. 91).

#### **3.2 Population and Sample**

In this study, the population was 203 Grade 12 Arts-Mathematics-programme students in academic year 2016 at Triam Udom Suksa School, Bangkok,

which is one of the government high schools in Thailand. To select the participants, all the population were assigned to write a composition. The composition tests were graded by three teachers and rated by “IELTS Writing band descriptors”. Students whose written test scores were above 7 out of 9 were classified as high English ability students while students whose school written test scores were lower than 4 out of 9 were classified as low English ability students. Based on the result of the composition test, 40 of the high and the low ability groups were purposely selected as the participants.

After that, all of the 80 participants were required to complete writing strategies questionnaires. Apart from the questionnaires, four participants were randomly selected from each group for interviews about how they employed the writing strategies in their writing process.

### **3.3 Instruments**

The instruments used in this study include a questionnaire and a focus-group interview. The questionnaires were distributed to the participants in order to check their writing strategies. According to Brace (2014), a questionnaire is a good way to access the learner’s point of view.

The questionnaire was mainly adapted from Mohite (2014), who excluded affective strategies in her 30-item questionnaire. From the review study, cognitive strategies, metacognitive strategies, and social strategies are commonly used in many studies. Oxford (2011) suggested that affective factors affect writing ability. They help motivate writers to continue their writing until the writers complete their writing tasks. In addition, many researchers such as Chotirat (1998), Jarunthawatchai (2001), Peeravudhi (2006), Peñuelas (2012), and Pimsarn (2013) trust that affective strategies does play a role in a student’s writing ability; therefore, the researcher included affective strategies into the researcher’s questionnaire.

The researcher added seven new questions to the original questionnaire, making it a 37-item questionnaire. Two social strategy statements and five affective strategy statements were added in the three writing stages, as follows;

In planning, an affective strategy statement was added; *“I relax myself before starting to write by using meditation or deep breathing.”* (Aff 1)

In drafting, there were two social strategy statements added; *“When I am in doubt, I usually seek assistance from the internet or a Google search.”* (Soc 4) and *“When I am in doubt, I consult teachers or friends about what I am writing.”* (Soc5). In addition, three affective strategy statement were added; *“I try to relax when I am anxious about my writing.”* (Aff 2), *“I encourage myself to keep writing by saying positive statements to myself.”* (Aff 3), and *“I talk to others about my feelings and problems regarding my English writing.”* (Aff 4)

When revising, there was one affective strategy statement added; *“I sometimes reward myself when I am given a good grade in writing or when I write well.”* (Aff 5)

Table 3.1 shows the differences of the questionnaires between the version of Mohite (2014) and the revised one. In the planning phase, there are nine metacognitive strategies, one social strategies and one affective strategies items. In the drafting phase, there are two metacognitive strategies, 8 cognitive strategies, two social strategies, and 3 affective strategies item. In the revising phase, there are seven metacognitive strategies, one cognitive strategies, two social strategies, and one affective strategies.

Table 3.1 The Questionnaires between Mohite’s Version and Revised Version

Strategies	Mohite’s version	Strategies	Revised version
<b>Planning</b>		<b>Planning</b>	
Met1	I use study guides to English writing a lot.	Met 1	I often use a study guide when writing in English.
Met 2	I revise rules of writing in English before I start writing.	Met 2	I always revise English grammatical rules before I start writing.
Met 3	Reading around the topic helps me in writing	Met 3	Pre-reading about the topic of concern helps me with writing.
Met 4	I plan out first what I want	Met 4	I plan out first what I want

	to write.		to write before beginning.
Met 5	I plan out text organisation as I write.	Met 5	I organize the sentences before I write.
Met 6	I practice grammatical structures which are required for a writing task beforehand.	Met 6	I practice grammatical structures which are required for a specific writing task beforehand.
Met 7	I prepare a list of useful keywords or vocabulary items.	Met 7	I prepare a list of useful keywords or vocabulary items.
Met 8	I brainstorm many ideas first before I start a writing task.	Met 8	I brainstorm many ideas first before I start a writing task.
Met 9	I study some samples of writing first before I start writing my task.	Met 9	I review some writing samples first before I start my own piece.
Soc 1	Sharing and discussing ideas with other students or teacher help me a lot in writing.	Soc 1	I share and discuss ideas with other students or my teacher before writing.
		<i>Aff 1</i>	<i>I relax myself before starting to write by using meditation or deep breathing.</i>
<b>Drafting</b>		<b>Drafting</b>	
Cog 1	I refer to my personal experience which is relevant to the topic when I write.	Cog 1	I cite my personal experience related to the topic when I write.
Cog 2	I pay attention to the meaning than to the grammatical correctness.	Cog 2	I pay more attention to the message than grammatical correctness.
Cog 3	If I lack the right word, I describe what I want to say.	Cog 3	If I lack the exact word, I describe what I want to say.
Met 10	The more writing task I do, the better my writing gets.	Met 10	The more writing task I do, the more skillful I am.
Met 11	If I don't know what to write next, I take a short break to refresh my mind.	Met 11	If I don't know what to write next, I take a short break to refresh my mind.
Cog 4	I think in English when writing the text.	Cog 4	I think in English when writing in English.

Cog 5	I think in Polish first and then translate my ideas into English.	Cog 5	I think in Thai first and then translate my ideas into English
Cog 6	I use a monolingual dictionary.	Cog 6	I use a monolingual dictionary. (English-English)
Cog 7	I use a bilingual dictionary.	Cog 7	I use a bilingual dictionary. (Thai-English)
Cog 8	I only use the grammatical structures I know well to avoid mistakes.	Cog 8	I only use the grammatical structures I know well in order to avoid mistakes.
		<i>Soc 4</i>	<i>When I am in doubt, I usually seek assistance from the internet or a Google search.</i>
		<i>Soc 5</i>	<i>When I am in doubt, I consult teachers or friends about what I am writing.</i>
		<i>Aff 2</i>	<i>I try to relax when I am anxious about my writing.</i>
		<i>Aff 3</i>	<i>I encourage myself to keep writing by saying positive statements to myself.</i>
		<i>Aff 4</i>	<i>I talk to others about my feelings and problems regarding my English writing.</i>
<b>Revising</b>		<b>Revising</b>	
Met 12	I always write a draft and then I revise it and correct it.	Met 12	I always write a first draft, then revise and correct it.
Soc 2	I benefit from peer feedback a lot.	Soc 2	I benefit from peer feedback a lot.
Met 13	The error correction and teacher's feedback help me to improve my writing.	Met 13	Error correction and my teacher's feedback help to improve my writing.
Met 14	I check the content for clarity and logic.	Met 14	I check the content of my writing for clarity and logic.
Met 15	I check my grammar.	Met 15	I check my grammar.
Met 16	I check my vocabulary.	Met 16	I check my vocabulary.

Met 17	I read the text to myself to check if it is easy to follow for the reader.	Met 17	I read the text to myself to make sure if it is easy for readers to follow.
Met 18	I check if the content is relevant to the topic.	Met 18	I check to make sure the content is relevant to the topic.
Cog 9	I break down too long sentences into shorter and simpler ones.	Cog 9	I break down sentences which I deem too long into shorter and simpler ones.
Soc 3	I read the teacher's feedback on my previous assignments and follow the advice received in the new assignments.	Soc 3	I read the teacher's feedback on previous assignments and follow the advice received.
		<i>Aff 5</i>	<i>I sometimes reward myself when I am given a good grade in writing or when I write well.</i>

The questionnaire was divided into 2 sections: demographic data and writing strategy. The writing strategy questionnaire consisted of three phases (planning, drafting, and revising) of writing process, having four writing strategies under them: cognitive strategies, metacognitive strategies, social strategies, and affective strategies. Each item is fixed to a 5-point Likert scale, ranking from "Strongly agree" (5) to "Strongly disagree" (1).

Once the drafting questionnaire was completed, it had to be tested for its clarity and unambiguity. The evaluation form of the Index of the Item – Objective Congruence (IOC) was employed by five experts; the thesis advisor, the English department head at the researcher's school, a retired English teacher, and two English native speakers, all were involved in the field of English teaching for more than 10 years, to evaluate the congruence between the questions and the objectives. The criteria for the Item – Objective Congruence (Rovinelli & Hambleton, 1977) were as follows:

+ 1 means the question is congruent with the objectives

0 means the question is uncertain to be congruent with the objectives

- 1 means the question is not congruent with the objectives

The questions gaining the IOC between 0.5 – 1.0 were considered to be acceptable but the questions obtaining the IOC lower than 0.5 had to be revised. Checked by the experts, most of the questionnaire items gained the IOC in between 0.6 – 1.0, which is suitable to be used. A few items were adapted to be suitable for the participants' context by the five experts. For clear understanding, the revised questionnaire was translated into Thai version by the Thai language experts (Appendix B).

Then the questionnaire was piloted with a group of 30 twelfth grade students, who were not the participants of the study, to check for any mistakes and eliminate any ambiguity. The piloted group was selected regardless of their writing ability.

Table 3.2 Results from Pilot Study

<b>Pilot Study (30 respondents)</b>			
<b>Writing Strategies</b>	<b>Mean</b>	<b>S.D.</b>	<b>Cronbach's alpha</b>
Cognitive Strategies	31.17	4.85	0.662
Metacognitive Strategies	63.21	11.07	0.902
Affective Strategies	16.27	3.93	0.640
Social Strategies	18.63	3.57	0.742
Overall	129.21	19.92	0.925

Table 3.2 shows means, and standard deviations of writing strategies used by the 30 respondents who took part in the pilot study. The mean and standard deviation of overall writing strategies are 129.21 and 19.92. For cognitive strategies, the mean and the standard deviation are 31.17 and 4.85. For metacognitive strategies, the mean and the standard deviation are 63.21 and 11.07. For affective strategies, the mean and the standard deviation are 16.27 and 3.93. For social strategies, the mean and the standard deviation are 18.63 and 3.57.

From the 37-item questionnaire, the maximum score for the strategy total which could have been achieved in the sample was 185 if any of the respondents strongly agreed to all of the statements in the questionnaire. The strategy total mean in the pilot study was 129.21 with the standard deviation of 19.82, which is equal to 69.84%. It indicated that the respondents in pilot study employed writing strategies for more than half of the total score.

The Cronbach's alpha was weighed according to the following criteria:

$\alpha \geq 0.9$	means excellent
$0.9 > \alpha \geq 0.8$	means good
$0.8 > \alpha \geq 0.7$	means acceptable
$0.7 > \alpha \geq 0.6$	means questionable
$0.6 > \alpha \geq 0.5$	means poor
$0.5 > \alpha$	means unacceptable

The Cronbach's alphas for cognitive strategies, metacognitive strategies, affective strategies, social strategies are 0.662, 0.902, 0.640, 0.742, respectively. The Cronbach's alpha of overall writing strategies is 0.925, which indicates that the questionnaire is excellent.

After the pilot project, the revised questionnaires (Appendix A) were distributed to 80 participants.

In addition to the questionnaire, the researcher selected focus groups as a procedure to gather data. A focus group is a type of in-depth interview providing the opportunity to collect the data from group interaction (Nagle & Williams, 2013). Focus groups are advisable for generating ideas or for investigating the perception of the participants. It may encourage participants to make connection to various concepts and stimulate some new ideas through the discussion that may not occur during individual interviews (Freitas, Oliveira, Jenkins, & Popjoy, 1998).

The questions were set to ask the interviewees to explain their writing strategies used in their writing task. Some questions were adapted from Jarunthawatchai (2001) and Mohite (2014), while some questions were developed from the questionnaire's result. Apart from the organized questions, a set of impromptu questions were also asked in order to allow new ideas to be brought up during the interviews. There were 17 organized questions, including 7 questions in



planning stage, 5 questions in drafting stage, and 5 questions in revising stage (Appendix C). Moreover, there were 9 additional questions which popped up during the interviews (Appendix E).

Each focus-group interview lasted approximately 30 minutes. The participants were interviewed about their writing strategies in their first language—Thai (Appendix D). A tape recorder and field notes were involved during the interviews.

### **3.4 Data Collection and Procedures**

In this present study, there were two phases. In the first phase, participants were divided into two groups: high writing ability and low writing ability, based on their writing composition test scores. Then the questionnaires were distributed to 80 participants in order to investigate the writing strategies that the participants employed in their writing. In the second phase, four participants from each group were randomly chosen for interviews about their writing strategies they used during the process writing. During the interviews, the interviewees were tape recorded and transcribed later. Both groups used the same questions and process.

### **3.5 Data Analysis**

The data gathered from the questionnaire were analyzed, categorized, and interpreted through Statistical Package for Social Sciences (SPSS) software. The descriptive statistics including Arithmetic Mean, Standard Deviation, and T-test were used in the present study carried out to summarize the average of writing strategies employed by the participants.

The data gathered from interviews were analysed by qualitative methods, using a content analysis, based on grounded theory (Corbin & Strauss, 1990). After gathering data, the researcher transcribed and coded themes and sub-themes based on the writing strategies. The researcher used a checklist matrix to help the coding and categorization process. The checklist matrix is a table format for analyzing field data

(Miles & Huberman, 1994). Then, the data collected were classified and organized according to such themes and other factors.

Table 3.3 Questionnaire and Interview Matrix

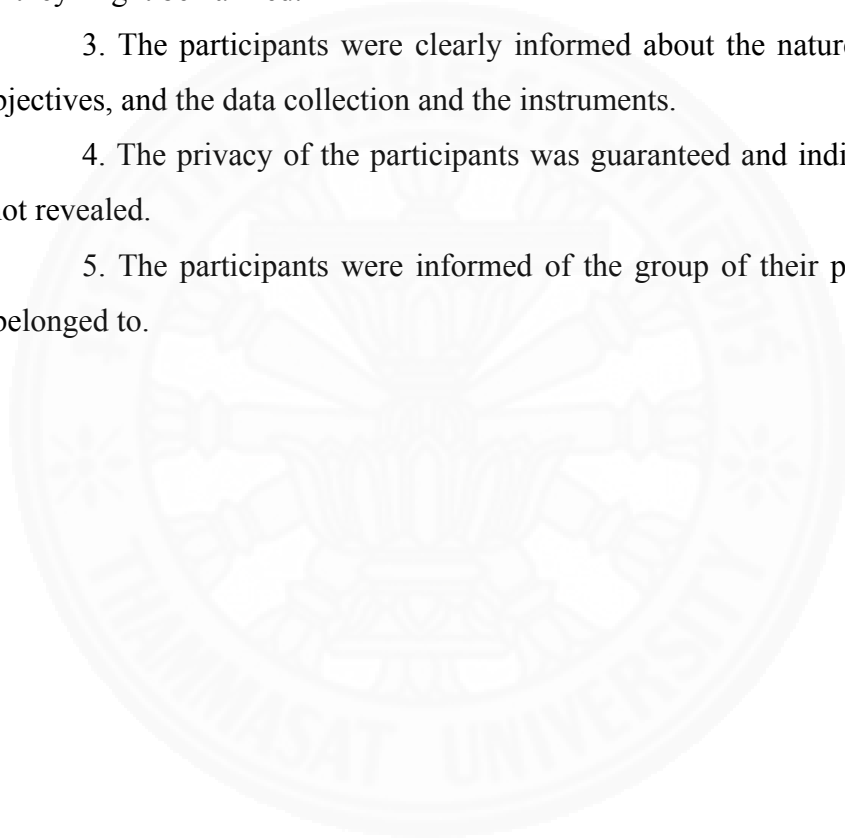
<b>Planning</b>			
<b>Writing Strategies</b>		<b>Questionnaire Item</b>	<b>Interview Item</b>
<b>Cognitive Strategies</b>	Translating		Item 7
<b>Metacognitive Strategies</b>	Overviewing and linking with already known material	Met 1	
	Paying attention		Item 4
	Finding out about language learning	Met 2, Met 3, Met 6, Met 7, and Met 9	Item 5
	Organizing	Met 5 and Met 8	Item 3
	Identifying the purpose of a language task		Item 6
	Planning for a language task	Met 4	Item 1
	Self-evaluating		
<b>Affective Strategies</b>	Using progressive relaxation, deep breathing, or meditation	Aff 1	
	Making positive statements		
	Listening to your body		Item 2
<b>Social Strategies</b>	Cooperating with peers	Soc 1	
	Cooperating with proficient users of the new language		
<b>Drafting</b>			
<b>Writing Strategies</b>		<b>Questionnaire Item</b>	<b>Interview Item</b>
<b>Cognitive Strategies</b>	Repeating	Cog 8	
	Formally practicing writing system	Cog 1	
	Practicing naturalistically	Cog 2	
	Translating	Cog 3, Cog 4, Cog 5, Cog6, and Cog 7	
<b>Metacognitive Strategies</b>	Paying attention		
	Finding out about		

	language learning		
	Seeking practice opportunities	Met 10	
	Self-monitoring		
	Self-evaluation	Met 11	
<b>Affective Strategies</b>	Using progressive relaxation, deep breathing, or meditation	Aff 2	Item 12
	Using music		
	Using laughter		
	Making positive statement	Aff 3	
	Rewarding yourself		Item 12
	Listening to your body	Aff 4	
<b>Social Strategies</b>	Cooperating with peers		Item 8, Item 9, Item 10, and Item 11
	Cooperating with proficient users of the new language	Soc 4 and Soc 5	Item 8, Item 9, Item 10, and Item 11
<b>Revising</b>			
<b>Writing Strategies</b>		<b>Questionnaire Item</b>	<b>Interview Item</b>
<b>Cognitive Strategies</b>	Formally practicing writing system	Cog 9	
	Translating		
<b>Metacognitive Strategies</b>	Paying attention		
	Planning for a language task		Item 16
	Self-monitoring	Met 14, Met 15, Met 16, Met 17, and Met 18	Item 15 and Item 17
	Self-evaluating	Met 12 and Met 13	
<b>Affective Strategies</b>	Using progressive relaxation, deep breathing, or meditation		
	Rewarding yourself	Aff 5	
	Writing a language learning diary		
<b>Social Strategies</b>	Asking for correction		
	Cooperating with peers	Soc 2	Item 13 and Item 14
	Cooperating with proficient users of the new language	Soc 3	

### 3.6 Ethical Considerations

In this particular study, the researcher was concerned about the ethical issues of the participants. The following were used to protect the participants' rights.

1. All of the participants received a consent form before they participated in the research study. They could decide whether to take part in the study or not.
2. The participants were informed not to be involved in any situation in which they might be harmed.
3. The participants were clearly informed about the nature of the study, the objectives, and the data collection and the instruments.
4. The privacy of the participants was guaranteed and individual identity was not revealed.
5. The participants were informed of the group of their proficiency that they belonged to.



## CHAPTER 4

### RESULTS AND DISCUSSION

This chapter reports the finding of the study gathered from the data collection methods; a questionnaire and an interview. The results of the questionnaire were analysed through SPSS program while the analysis of the data from the interviews was based on the grounded theory method.

#### 4.1 The Results from the Questionnaire

##### 4.1.1 General Information of the Students

The table below shows the percentage of students in each group involved in the study. There were 80 students responding to the questionnaires. Those students were classified into two groups; high and low ability, by their writing test scores. The percentage of male participants in the high ability group is 27.50%, which is slightly higher than the male participants in the low ability group; 22.50%. The female participants in the high ability group and the low ability group are 72.50% and 77.50% respectively.

Table 4.1 The General Information of the Students in the Study

Students	Male		Female		Total
	No.	%	No.	%	
<b>High Ability Group</b>	11	27.50	29	72.50	40
<b>Low Ability Group</b>	9	22.50	31	77.50	40
<b>Total</b>	20	25	60	75	80

#### 4.1.2 Means and Standard Deviation of Students' Writing Strategies

From Table 4.2, the mean and standard deviation of the overall writing strategies the students used are 129.62 and 17.04. For cognitive strategies, they are 31.82 and 4.73. The mean and standard deviation of metacognitive strategies are 63.47 and 9.06. For affective strategies, they are 15.97 and 3.81. Last but not least, the mean and standard deviation of social strategies are 17.77 and 3.50.

Table 4.2 Means and Standard Deviation of Students' Writing Strategies

Participants (80 students)		
Writing Strategies	Mean	S.D.
Cognitive Strategies	31.82	4.73
Metacognitive Strategies	63.47	9.06
Affective Strategies	15.97	3.81
Social Strategies	17.77	3.50
Overall Writing Strategies	129.62	17.04

When converted into percentage, the overall writing strategies the students used were 70.06%. They used cognitive strategies, metacognitive strategies, and social strategies at a high level: 70.70%, 70.50%, and 71.08%, respectively. However, they used affective strategies at the moderate level, 63.00%.

Table 4.3 Means and Percentage of Students' Writing Strategies

Participants (80 students)		
Writing Strategies	Mean	Percentage
Cognitive Strategies	31.82	70.70%
Metacognitive Strategies	63.47	70.50%
Affective Strategies	15.97	63.00%
Social Strategies	17.77	71.08%
Overall Writing Strategies	129.62	70.06%

### 4.1.3 Means, Standard Deviation, and Ranking of High and Low Ability Groups' Writing Strategies

Table 4.4 presents the descriptive statistics; including mean and standard deviation, of the use of four writing strategies employed by both the high and the low ability groups. Apart from the descriptive statistics, the table also provides the ranking of the use of writing strategies.

For the overall writing strategies, the means and standard deviations of the high ability group and low ability groups are 3.40 and 0.45, and 3.48 and 0.55, respectively.

Based on the table below, the mean and the standard deviation of cognitive strategies in the high ability groups are 3.61 and 0.46, which are ranked No.1, while the low ability group are 3.45 and 0.58, which are ranked No.3.

For metacognitive strategies, the mean and the standard deviation of the high ability group are 3.53 and 0.41, whereas the mean and the standard deviation of the low ability group are 3.51 and 0.61. The metacognitive strategies were ranked No.2 in both groups.

For affective strategies, the mean and the standard deviation of the high ability group are 3.07 and 0.84, while the mean and the standard deviation of affective strategies in the low ability group are 3.27 and 0.75. The high and the low ability groups ranked affective strategies as No.4.

The mean and the standard deviation of social strategies in the high ability group are 3.42 and 0.67, ranked as No.3, while they are 3.70 and 0.71 in the low ability group, which are ranked No.1.

To sum up, the ranking from the highest to the lowest frequency of writing strategies used by the high ability group are as follows:

1. Cognitive Strategies (M=3.61)
2. Metacognitive Strategies (M=3.53)
3. Social Strategies (M=3.42)
4. Affective Strategies (M=3.07)

While, the ranking from the highest to the lowest frequency of writing strategies used by the low ability group are as follows:

1. Social Strategies (M=3.70)
2. Metacognitive Strategies (M=3.51)
3. Cognitive Strategies (M=3.45)
4. Affective Strategies (M=3.27)

Table 4.4 Means, Standard Deviation, and Ranking of High and Low Ability Groups' Writing Strategies

Ranking	High Ability Group			Low Ability Group		
	Writing Strategies	Mean	S.D.	Writing Strategies	Mean	S.D.
1	Cognitive Strategies	3.61	0.46	Social Strategies	3.70	0.71
2	Metacognitive Strategies	3.53	0.41	Metacognitive Strategies	3.51	0.61
3	Social Strategies	3.42	0.67	Cognitive Strategies	3.45	0.58
4	Affective Strategies	3.07	0.84	Affective Strategies	3.27	0.75
	Overall Writing Strategies	3.40	0.45	Overall Writing Strategies	3.48	0.55

#### 4.1.4 Significant Differences of Participants' Writing Strategies

The responses from the questionnaires provided the information for the study about the use of writing strategies in both high and low ability groups. To compare the frequency of writing strategies' use, the t-test was computed to find statistical significances of both groups. The tables below present mean, standard deviation, t-test score, and p-value of the participants' writing strategies.

The finding shown in Table 4.5 below is the significant differences of overall writing strategies; cognitive strategies, metacognitive strategies, affective strategies, and social strategies. For the high ability group, the mean and the standard deviation are 3.40 and 0.45, while the mean and the standard deviation results from the low ability group are 3.48 and 0.55. When t-test was applied to find the statistical significance of the use of the overall writing strategies of the two groups, the  $t$  is 0.700, and the  $p$ -value is 0.486. According to the  $p$ -value, it means that there is no



statistically significant difference between the uses of overall writing strategies of the two groups.

Table 4.5 Comparisons of Overall Writing Strategies Employed by High and Low Ability Groups

Writing Strategies	Groups	N	Mean	SD	<i>t</i>	<i>p-value</i>
Overall Writing Strategies	High Ability	40	3.40	0.45	0.700	0.486
	Low Ability	40	3.48	0.55		
*Significant Level at 0.05						

Table 4.6 below provides the mean, standard deviation, t-test score, and p-value of each writing strategy employed by the high and the low ability groups.

For cognitive strategies, the mean and the standard deviation of cognitive strategies of the high ability group are 3.61 and 0.46, while 3.45 and 0.58 are the mean and the standard deviation from the low ability group. The result from the t-test presents that *t* is -1.374, and the *p-value* is 0.173, which shows that there is no statistically significant difference between the two groups.

For metacognitive strategies, Table 4.6 presents the average mean and the standard deviation of writing strategies used by both groups. 3.53 and 0.41 are the mean and the standard deviation for the high ability group and 3.51 and 0.61 are the mean and the standard deviation for the low ability one. The *t* is -1.38, and the *p-value* is 0.890, which presents that there is no statistically significant difference between the use of metacognitive strategies in the high ability group and the use of metacognitive strategies in the low ability group.

The means and the standard deviations of the affective strategies used by the high and the low ability groups are 3.07 and 0.84 for the high ability group, and 3.27 and 0.75 for the low ability one. When the t-test was computed to find the statistical significance of these two groups, the *t* is 1.097, and the *p-value* is 0.276. This means that there is no statistical difference between the uses of affective strategies between the high and the low ability groups.

Based on Table 4.6, the mean and the standard deviation of social strategies usage in the high ability group are 3.42 and 0.67, whereas the mean and the standard deviation of social strategies usage in the low ability group are 3.70 and 0.71. When t-test was applied, the  $t$  is 1.819, and the  $p$ -value is 0.073. The table shows that there is no significant difference between the uses of social strategies between the high and the low ability groups.

Table 4.6 Comparisons of Each Writing Strategy Employed by High and Low Ability Groups

Writing Strategies	Groups	N	Mean	SD	$t$	$p$ -value
Cognitive Strategies	High Ability	40	3.61	0.46	-1.374	0.173
	Low Ability	40	3.45	0.58		
Metacognitive Strategies	High Ability	40	3.53	0.41	-1.38	0.890
	Low Ability	40	3.51	0.61		
Affective Strategies	High Ability	40	3.07	0.84	1.097	0.276
	Low Ability	40	3.27	0.75		
Social Strategies	High Ability	40	3.42	0.67	1.819	0.073
	Low Ability	40	3.70	0.71		
*Significant Level at 0.05						

## 4.2 The Results from the interviews

For more in-depth details, the interview was carried out to find how each ability group employs writing strategies during their writing process. In this section, the findings are divided into two parts: the writing strategies used by the high and the low ability groups in writing process, and the additional findings from the interviews.

### 4.2.1 The Writing Strategies Used by the High Ability Group in Writing Process

#### 4.2.1.1 Writing Strategies in Planning

##### (1) High Ability Group

### **Cognitive Strategies**

#### Translating

Most of the high ability interviewees use an online Thai-English dictionary to look up some words they don't know. However, all of them don't write their first draft in Thai and translate it into English. They preferred writing in English since they start outlining their writing. High Ability Interviewee 1 (HAI1) stated that;

(1) I find it easier to draft my outline and write in English from the beginning.

### **Metacognitive Strategies**

#### Overviewing and linking with already known material

Most of the high ability interviewees use their background knowledge during planning stage. Two interviewees also collect and search for more information to use in their writings as HAI 2 explained:

(2) I also add my own knowledge into my writing but if I don't have enough information to write, I search for more information for my writing.

#### Paying attention

The high ability interviewees always concentrate on their outlines, and take time to understand the topic and the assigned writing tasks. In the planning stage, all of them spend about 30 minutes on each stage; while in the writing or drafting stage, they spend more time to finish for about one or two hours as cited by HAI3:

(3) During the planning stage, it takes me about 20-30 mins to plan what to write and to search for more details. Then I start writing.

#### Finding out about language learning

Before they compose their written tasks, they always find out more information in order to write. If they are assigned to write an unfamiliar topic, they will take twice their time finding out about the topic. HAI 2 shares the idea as follow:

(4) If turning down the request is not possible; I will have to research about the topics twice as much.

### Organizing

Organizing is the strategy that helps writers arrange and develop their ideas. Most of the high ability interviewees use organizing during the process of planning. After searching information for writing, they group the ideas and order those ideas in their outlines. Then they will write based on their outlines. HAI 4 explains how they organize their writing:

(5) I will define the main idea, make a list of sub-ideas, draft the work from the beginning, write based on the outline, then revise it again.

### Identifying the purpose of a language task

During their planning process, all of the high ability interviewees read the topic or the instruction carefully. They identify the topic and purpose of writing. They search for some information if it is necessary in their writings. Apart from that they always use organizing strategy along with identifying the purpose of a language task strategy to develop their outlines and their drafts. HAI1 describes the planning step of writing:

(6) I take time look at the topic identifying the purpose of writing. Then make a list of ideas, collect some information for writing, and I organize my thought by creating an outline.

### Self-evaluating

The process of self-evaluation is defined by considering if the plan achieves the objectives of a particular subject. Based on the responses of the 4 interviewees, they are all aware of the need to review their planning achievement of their writing instruction. For example, interviewee HAI4 claims:

(7) I will check my planning whether it achieves the purpose of writing task before starting to my first draft.

## **Affective Strategies**

### Using progressive relaxation, deep breathing, or meditation

Using methods like relaxation, deep breathing or meditation helps reduce anxiety, relieve stress and improve focus. Amongst the strategies implemented by the interviewees are taking short relaxing walks, stretching, and

meditation when they feel tired from planning their outline. One of the interviewee (HA1) claims the following:

(8) When I feel exhausted during my planning stage, I'd do some stretches or might walk around a bit.

### **Social Strategies**

#### Cooperating with proficient users of the new language

When they run out of ideas and have a problem with their writing, two of the high ability interviewees preferred to ask people who are more proficient; for example, their friends, their Thai teachers, and their English native speaker teachers. The HAI2 explains his answer as follow;

(9) During my planning stage, sometimes I run out of ideas and run out of word to describe things, I always seek advice from my English teacher.

### **(2) Low Ability Group**

#### **Cognitive Strategies**

##### Translating

Translating is a famous strategy for the low ability interviewees. All of them create their outline in Thai. They all think in Thai and then translate it to English. Low Ability Interviewee 3 (LAI3) said;

(10) I will plan out my outline in Thai first and translate it into English later. It is easier for me to think in my native language first than to think in English.

#### **Metacognitive Strategies**

##### Overviewing and linking with already known material

When the low ability interviewees are assigned to write an essay or written work, they try to think about the topic, searching for some information and linking what they have known or don't know together in their own words is the process involved in their planning stage. If they are not sure about the topic or the

instruction, they always discuss with their friends or ask their teacher to explain it again as cited by LAI3.

(11) I have to form my idea to write according to the topic that the teacher assigned. I also have to search for more ideas on the internet. Then I put my ideas and the ideas that I find on the internet together in my writing. Sometimes, I ask for suggestions from my friends and take notes while my friends are explaining it to me.

#### Paying attention

Because of the difficulty of writing, most of the low ability interviewees take a long time to do the task. It takes them about 30 minutes to one hour to write their outline. They, as cited by LAI2, also claim that the difficulty of the task influences the writing time.

(12) The time spending doing the task depends on the assignment's difficulty. Normally it takes me about more than 30 minutes for planning.

#### Finding out about language learning

Before they compose their written tasks, they always find out more information in order to write.. Apart from discussing with others about grammar, vocabulary and ideas, they search on the internet. LAI 3 shares the idea as follows:

(13) Normally I will find writing guidelines by reading other people's work on related topic to see the ideas and search for grammar points and vocabulary, then adapt it to my work.

#### Organizing

Most of the low ability interviewees use organizing during the process of planning. They include their relevant information into the outline, then they will write based on their outlines.

(14) I will write my outline first based on the information that I search from the internet but I will draft my outline in Thai, then I start writing it in Thai. Later I will translate it into English.

### Identifying the purpose of a language task

During the planning stage, all of the low ability interviewees contemplate the instruction in order to understand the topic and purpose of the writing. Sometimes they discuss with their friends for clearer understanding. Then, they will plan out their outline. One of the statements provided by interviewee LAI2 is:

(15) When a teacher assigns me a writing task, I will read the instruction carefully before planning my outline. If I am not sure about the instruction, I will ask or discuss with my friends.

### Planning for a language task

After identifying the purpose of the writing task, the low ability interviewees write an outline in Thai and look up words on the internet for some difficult words as mentioned by LAI 4 as follows:

(16) I do write an outline before I start my writing but I write it in Thai first. Later I translate it into English and I sometimes search on the internet for some difficult words.

### Self-evaluation

It takes them a few times to edit their work before starting to write. The low ability interviewee read the instruction again to check whether their writing is relevant to the topic. One (LAI 1) of the low ability interviewees said that:

(17) Before I write my first draft, I always check my outline to make sure that it achieves the instruction and goal of writing.

## **Affective Strategies**

### Using progressive relaxation, deep breathing, or meditation

The low ability interviewees (LAI3) reveal that they feel worried and bored when they are assigned to write an essay because writing is the hardest task for them, they take a deep breath and try to encourage themselves to complete the task.

(18) I try to focus on my assigned task since writing is a difficult task for me. I give myself encouragement that I can do it.

### Making positive statements

They say positive statements to themselves when they have to do what they do not like, especially writing. One (LAI 1) of the low ability interviewees said that:

(19) When my teacher assigns writing as homework, I have to encourage myself to keep on doing what I do not like to do.

### **Social Strategies**

#### Cooperating with proficient users of the new language

The low ability interviewees consult their friends who are proficient in English to help them with their outline. LAI 3 said;

(20) There are many of my friends who are good at English. I usually ask them to help me with my writing; grammar, vocabulary, and content.

### **4.2.1.2 Writing Strategies in Drafting**

#### **(1) High Ability Group**

#### **Cognitive Strategies**

##### Repeating

During the stage of writing or drafting their work, all of the high ability interviewees always use the repeating strategy. They repeat the familiar patterns or imitate the sentence patterns from others in order to avoid mistakes and to improve their work as stated by HAI 4.

(21) I sometimes use the same pattern in my writing. If I have to use the new sentence patterns, I will search on how to use it or imitate it from the other work.

##### Formally practicing writing systems

Some of the high ability interviewees often imitate some sentence forms or patterns from others. This strategy always involves reading. Most of the high ability interviewees are book lovers and internet users. They learn many new sentence patterns and try to use them in their compositions like HAI 3 described;



(22) I read a lot and when I find the new way or patterns of writing, I always try imitating and practicing those patterns in my writing.

#### Practicing naturalistically

All of the high ability interviewees said that they always practice their writing skills by using the language in daily life as much as possible. Two of them mentioned that they like to write in a diary and share their stories online. Most of them always post their status or comment on Facebook in English. HAI3 described her techniques to improve her writing skills.

(23) I read as much as I can and I use the language as much as possible in my daily life. One way to practice my writing is to post my status on Facebook in English and sometimes I comment on my friend's post in English as well.

#### Translating

During their drafting stage, most of the high ability interviewees consult a Thai-English dictionary online to look up some words they don't know. HAI1 stated that;

(24) When I have the problem about vocabulary, I look the word up on the internet. An online dictionary is the easiest way to find my wanted word while I am writing my draft.

### **Metacognitive Strategies**

#### Paying attention

In the writing or drafting stage, they spend extra time to finish their writing, for about one or two hours, as cited by HAI3:

(25) After finishing my outline, I start to write. It takes me about 1-2 hours to finish my essay. But if I run out of ideas, it might take longer than two hours.

#### Finding out about language learning

During writing, they search for more information when they have new ideas to add to their writing. HAI 2 shares the idea as follow:

(26) Sometimes I search for more details or information to write about when I get some ideas popping up in my mind.

### Seeking practice opportunities

Two of the high ability interviewees admitted that they are stressed when they are assigned to do the writing task. But they still think on the very bright side. They said it is the good opportunity for them to practice their writing. Based on the feedback provided by HAI1, his statements were:

(27) When given a task to write in English, I will be eager to face the challenges posed by such tasks. Though many students are highly reluctant to take up the assignment, my willingness allows myself to improve on my English writing skills and that could enable me to take on future challenges in writing.

### Self-monitoring

Some of the high ability interviewees check and correct their grammar and vocabulary while they writing. However, some do checking and correcting after they finish their writing. HAI 4 shares the idea as follows:

(28) If I find my grammatical errors while I am writing my essay, I always correct and edit them. However, I still check my errors again after I finish my draft.

## **Affective Strategies**

### Using progressive relaxation, deep breathing, or meditation

The task of writing can be a stressful ordeal, therefore affective strategies complement the quality of work from the students. Many of them prefer to take a short break while writing. One of the interviewee (HA1) claims the following:

(29) When I feel stressed or get bored of my writing, I stop for a while and take a rest, finding some nice food to eat or watching TV.

### Using music

Music is also a form of relaxation incorporated by the students in their study plan. Studies show music helps calm the mind during time of distress. Students who use music while writing state that their mental focus improves significantly. In contrast, the other two interviewees argued that listening to music while writing distracts them from their tasks. They preferred to listen to music as a form of reward. One of the statements provided by interviewee HA4 is:

(30) I will focus on my task without doing other things. For me listening to music or watching TV while writing makes me finish my task slower. But I do listen to music after completing my work.

#### Using laughter

Many people claim that laughter is the best medicine. Laughter helps release stress by releasing endorphins which in turn makes the body feel good. Laughter can be obtained through watching comedy programs through media such as television, internet and radio. In the researcher's interview group, a certain number of students uses this method as a stress reliever. To quote one of the interviewees (HAI2):

(31) I always listen to music, watch television or Youtube to relieve my stress from writing. Sometimes, I stop my writing to watch movies when I don't know what to write. It is one of my relaxation techniques that I always do during my drafting process.

#### Listening to your body

Listening to your body is the ability to recognize one's body response, whether negative or positive. This ability is more of a natural body response mechanism which alerts the brain that it requires to take some time off to recuperate. The answers show how they relax themselves during the writing task. It shows that all the interviewees (HAI3) sense their feelings when faced with such a task.

(32) I take a short break when I run out of ideas. I just sit still and acknowledge what I am feeling.

### **Social Strategies**

#### Cooperating with peers

All of the high ability interviewees sometimes cooperate with their friends for comments and improvement for their work as mentioned from HAI 3 as follows:

(33) Sometimes, I ask my friends for suggestions about my writing while I am writing. My friends always do give me advice which makes me feel happy. I also help my friends with their writings.

### Cooperating with proficient users of the new language

Two of the high ability interviewees preferred to ask people who are more proficient; especially, their Thai teachers, and their English native speaker teachers to help them with grammar and vocabulary during their first draft. Based on the feedback provided by HAI1, his statements were;

(34) At some point, I cannot think of the word that I want or I'm not sure about the grammar that I use, I prefer to ask my Thai teacher or my English native speaker teacher to help me and explain the grammar for me.

## **(2) Low Ability Group**

### **Cognitive Strategies**

#### Repeating

All of the low ability interviewees stated that they always use the same patterns of writing. Sometimes, they imitate some forms or patterns from the internet and use them repeatedly in their writing. Moreover, they review their writing many times until they finish their work. One of the statements provided by interviewee Low Ability Interviewee (LAI4) is:

(35) I always use the same sentence patterns in order to avoid mistakes. However, it takes me some time to review my work because I am not sure whether my sentences are correct or not.

#### Formally practicing writing systems

When they find the new and different forms of sentences, two of the low ability interviewees occasionally practice using them. They tend to ask other proficient friends before using the new patterns in their writing, as cited by LAI2.

(36) I sometimes try to use the new patterns of sentences but I will discuss with my friends who are good at writing before I apply them with my writing.

#### Translating

They all think, write their outline, and write their draft in Thai, then translate it to English. Sometimes they ask their friends to help them translate it into English. One interviewee (LAI3) said;

(37) After I write my outline and my draft in Thai, I translate it into English, but I will have my friends translate it for me if I get stuck.

### **Metacognitive Strategies**

#### Paying attention

All of the low ability interviewees spend more time during drafting stage than any other stage, as the mentioned from LAI 3 as follows:

(38) It takes me more than two hours to finish my draft because I am not good at writing. Sometimes, it takes me one day to finish it.

#### Finding out about language learning

During their drafting stage, they search for more information through the internet. LAI 3 shares the idea as follows:

(39) While I am writing, I surf the internet to help me with grammar and ideas. Sometimes I adapt some sentences into my writing.

#### Self-monitoring

The low ability interviewees check their draft as to whether the contents of their writing is relevant to the objective of writing. Many of them, as cited by LAI 3, check their composition during writing.

(40) I recheck my draft with the instruction or the objectives that the teacher gave me after I finish my draft.

### **Affective Strategies**

#### Using progressive relaxation, deep breathing, or meditation

All of the low ability interviewees said that they all take a break when they run out of ideas or they are tired. One of the interviewees (LAI 1) shares some relaxing methods.

(41) I always take a break for a while during my drafting stage. I am sometimes chatting with my friends, watching Youtube videos, or having sweets.

#### Using music

Some low ability interviewees (LAI 2) use music as a relaxing technique. They said they like to listen to music while they are writing.

(42) Sometimes I turn the music on while I am writing. I feel more relaxed to listen to the songs. I always listen to Thai song and sing along sometimes.

#### Using laughter

All of the low ability interviewees claim that they always use Facebook, Instagram, Twitter, and Youtube when they are stressed from writing. LAI 2 said that:

(43) When I don't know what to write or get bored of writing, I will surf the internet, watch Youtube, and use Facebook. I feel relaxed when I use social media.'

#### Making positive statements

The low ability interviewees encourage themselves to finish their writing by talking to themselves such as "*I can do it.*" or "*This work is better than the last time*". One interviewee, LAI 4, talks to herself through her diary and expresses her feelings when she faces a problem during the writing.

(44) I always share my feelings; what and how I feel in each day, through my diary. I feel more relaxed and comfortable to express my feelings in my diary.

### **Social Strategies**

#### Cooperating with peers

The low ability interviewees share their work with their friends for checking for errors in their work. LAI 2 states that:

(45) My best friend always helps me with grammar. She will check errors and help me correct them.

#### Cooperating with proficient users of the new language

With limited knowledge, the low ability interviewees ask help from others who are proficient in English to help them with their written work. LAI 3 states that:

(46) When I write my draft, I sometimes ask my friend who is good at English to help explain to me some grammatical structures and some confusing words.

### 4.2.1.3 Writing Strategies in Revising

#### (1) High Ability Group

##### **Cognitive Strategies**

###### Translating

During the process of editing, the dictionary and thesaurus are very important for the high ability interviewees. HAI1 stated that:

(47) I use an online dictionary to find the words for me. I find a thesaurus very useful because I can use many different words to describe the same meaning which make my work interesting.

##### **Metacognitive Strategies**

###### Paying attention

The high ability interviewees pay attention to their writing in all stages. In revising stage, all of them spend about 30 minutes to edit their work as cited by HAI3:

(48) I use about 30 minutes to edit my essay before I submit my work to my teacher.

###### Self-monitoring

Amongst the responses obtained from interviewing the 4 interviewees, the majority of them focuses on all aspects of writing which covers grammar, vocabulary, ideas and organization. For example, the feedback provided by HAI3 states that:

(49) I focus on all aspects of writing with no inclination to any particular part, as they are all integral to writing.

However, interviewee HAI2 claims that vocabulary is beyond his control therefore, he places his focus entirely on grammar and organization. His statement is mentioned below:

(50) I focus on grammar and organization. Ideas should have been settled long before this process and we can't do much about vocabulary except those words we are familiar with.

### Self-evaluating

Most of their responses are such that they place emphasis on grammatical errors, vocabulary, expressing their ideas and organization of sentence structures. For example, interviewee HAI4 claims:

(51) I will edit my composition both during and after writing. During writing, I do so, whenever a better idea comes in to mind, while, after writing, I usually do so to correct any grammatical errors, spelling, and the contents.

### **Affective Strategies**

#### Using progressive relaxation, deep breathing, or meditation

The task of writing can be a stressful ordeal therefore affective strategies complement the quality of work from the students. One of the interviewee (HA1) claims the following:

(52) When I feel tired editing my work, especially when I expect it to be excellent, I'd take a short break, playing games on a mobile phone or chatting with my friends through Facebook chat.

#### Rewarding yourself

Rewarding is a form of encouragement which enables the student to give their best or at least to maintain their enthusiasm while writing. Rewarding oneself is also regarded as a sense of accomplishment no matter how big or small the goal is. The interviewee HAI4 states the following:

(53) After I finish my writing, I reward myself in many different ways such as watching a movie, chatting online with friends, hanging out with friends, having desserts or sweets with my family.

### **Social Strategies**

#### Asking for correction

Some of the high ability students occasionally ask their friends or teachers to correct the errors in written drafts. Apart from accuracy, they also ask the favour from others to check on the fluency. One of the high ability interviewees (HAI1) claimed that:



(54) If the written task is very important such as writing for the test or for the scholarship, I will ask my friend or my teacher to check any grammatical errors and irrelevant contents.

#### Cooperating with peers

Sharing written work with friends is another strategy that not only helps the high ability interviewees correct and develop their work but also provides them the confidence in their work. All of the high ability interviewees sometimes share their work with friends for comments and improvement as mentioned from HAI 3 as follows:

(55) Once, I asked my friend to proofread my work. She provided me valuable comments regarding my writing style and she shared various new ideas which gave me new perspectives on alternative writing techniques. Since then, I made it a habit to consult my friends to read and review my writing.

#### Cooperating with proficient users of the new language

When editing their work, the high ability group consult people who are more proficient; for example, their friends, their Thai teachers, and their English native speaker teachers to help check their grammatical errors. HAI2 explains his answer as follows:

(56) I always seek advice from my English teacher. An English native speaker teacher is the most familiar with the language, thus I am sure that he or she can help me about that particular problem.

## **(2) Low Ability Group**

### **Cognitive Strategies**

#### Translating

The low ability interviewees find translating important. They employed translating in every stage, even the revising stage. They use a Thai-English dictionary or Google Translate Application to help them finding the right words. Sometimes they ask their friends to help them translate it into English. One interviewee (LAI3) said;

(57) Apart from my friends, I use the online dictionary or Google Translate Application – I just type the Thai sentence I want to translate in the provided box, then the application translates it for me.

#### Paying attention

Because of the difficulty of writing, the low ability interviewees take a longer time to do edit and correct their written work, as cited by LAI 2.

(58) Sometimes I spend too much time on editing my work and I have to wait for my friend to help me correct my work.

#### Self-monitoring

Two of the low ability interviewees focus on their grammar during the revision stage. One interviewee focuses on the idea and the other focuses on the organization. Many of them, as cited by LAI 3, correct their composition during writing:

(59) Mostly I edit my writing task while writing, but I will revise after I finish everything once again.

#### Self-evaluation

It takes them a few times to edit their work before submitting it to their teacher. They ask their friends to read their writing in order to check for mistakes and to give them the comments. One (LAI 1) of the low ability interviewees said that:

(60) Before I submit my writing to my teacher, I recheck it again. But sometimes, it is beyond my ability. I ask my friends for help checking my writing.

### **Affective Strategies**

#### Using progressive relaxation, deep breathing, or meditation

The low ability interviewees (LAI3) reveal that they are more relaxed when they reach the revising stage. They occasionally relax themselves by using various entertainment.

(61) During the revising stage, I don't feel stressed because it is the end of my writing process. However, I still take a short break doing fun stuff while I am correcting or editing my written work.

### Rewarding yourself

There are many several ways to relax themselves for the low ability interviewees. Having done their written work, they (LAI3) rewarded themselves by reading comic books, playing games, eating something nice, and going outside with friends.

(62) After finishing my writing, I go outside to have fun and have something nice with friends. Sometimes, I spend time at home relaxing, watching TV, and reading comic books.

### Writing a language learning diary

Only one interviewee, LAI4, states that she writes a diary. After finishing her writing, she expresses her feelings through her diary. She has written a diary since she was in grade 8 but her diary is written in Thai.

(63) I feel happy when I can finish my writing in time and my teacher said it is interesting. I smile, laugh, and praise myself in my diary.

## **Social Strategies**

### Asking for correction

This strategy is very important for the low ability interviewees. They always ask someone to correct the mistakes or errors for them; especially, the grammatical structure. LAI4 states that:

(64) When I finish my essay, I always ask someone to read it for me. Sometimes I ask my friend, but if she is not free, I will ask my sister to check it for me.

### Cooperating with peers

The two low ability interviewees claim that they always share their work with their partners or friends for comments and checking errors in order to improve their written work. LAI2 states that:

(65) I always ask my close friend to check my writing because I can approach my friend any time and it is easier to seek help from friends.

### Cooperating with proficient users of the new language

As mentioned above, the low ability interviewees tend to use the social strategy more, one (LAI3) presented that she is lucky that her best friend is good at English. Therefore, she always asks her friend for help.

(66) When the teacher assigns me a written task, my best friend always helps me because she is good at English and she is one of the gifted English students. I think I am so lucky!

## **4.2.2 The Additional Findings from the Interviews**

The findings from the additional questions which popped up during the interviews show much interesting information about their opinions and writing. In this section, the additional findings are divided into three parts: the solutions to the writing struggles, participants' opinion towards writing skills, and the needs in writing.

### **4.2.2.1 The Solutions to the Writing Struggles**

When both of the high and the low ability groups face the problems about writing, for example, running out of ideas, lacking of vocabulary, and misunderstanding about grammar, there are some solutions that they preferred doing to overcome their writing struggles.

#### **(1) High Ability Group**

In the globalized world, with technology, people can easily access information from all over the world. Apart from asking for corrections or help from others – friends or teachers, the high ability interviewees always use internet or Google search to help them when they face problems such as grammatical structures, vocabulary, ideas, or organization during their writing. From the feedback, some interviewees seek out some grammar usages on the internet. When they have a problem with words, especially the confusing words, they always use Google search to find out the answer. Since the technology makes people lives convenient, all of the

high ability interviewees preferred to use Google search to help them solve the problems, as stated by HAI4:

(67) When I get problems in my writing, I always use Google search to find the answer and solve those problems. Because it's the fastest and easiest way. And usually the ones that answer the problems are those who are native speakers, so I do trust them.

## **(2) Low Ability Group**

For the low ability interviewees, when they face the problems about grammar and vocabulary, they both prefer to ask someone and use the Google search engine. Friends are important to them. They always ask their friends first. It seems that teachers are the last option for them. They feel more relaxed to ask their friends or their classmates. Some of them ask for help from their seniors or family. LAI3 reveals how she solves the problem during writing as follows:

(68) I always ask my friends because they will normally answer quickly and not complain much when there are many questions. I also sometimes ask my sister and look it up on Google, but it is not convenient when I have many questions.

Apart from using the social strategies and Google search, sometimes they use Google Translate to help their writing. Two of the low ability interviewees claimed that the Google Translate is useful for them because it provides them with a fast answer and is convenient. But they (LAI)1 still have to ask their friends to make sure that the answer from Google Translate is correct.

(69) When my friends are busy or not available, Google Translate is the first helper for me because it is fast and convenient; just typing what I want to express in the provided box, in only a second it gives me the answer. I sometimes use it but I need to check it with my friends or ask someone whether it is correct or not.

When they do not know what to write or run out of ideas, they will ask their friends or family members for ideas. Some stop writing for a while and try to relax such as by surfing the internet, chatting with friends, or taking a nap. Later they start writing again.

#### 4.2.2.2 Participants' Opinions towards Writing Skill

Apart from the data about writing strategies used by the high and the low ability groups, the results from the interviews also provide some opinions towards writing skill, which are as follows:

##### (1) High Ability Group

Based on the feedback, the high ability interviewees share their opinions towards English writing skill. All of them unanimously think English is important in globalization. Language is the medium of communication and the technology is the path that allows people from one place to connect with the people who live in another part of the world. For people who speak different languages to communicate with one another, people need the tool which is called lingua franca. English is the one of the famous universal languages or lingua franca in Thailand and Asia, as said by HAI 4:

(70) English is very important because nowadays we are living in a big society that contains people from various nations. So, knowing English, which is the most common spoken language, is a key that enables us to understand one another.

While asked about the most difficult English skills, many of the high ability interviewees think writing is the most difficult English skill, but one interviewee said speaking is the most challenging skill for him. Even though writing is the toughest skill for many of them, it is also an important skill for communication, especially on the internet. Apart from communication, writing is the way to represent the language and symbols, to store the knowledge and share the knowledge without speaking. One of the interviewees (HAI 1) explained as follows:

(71) Writing is the most widely used method for recording and collecting knowledge, information, and for learning about culture. Therefore, perfecting writing skill allows us to keep our knowledge, findings, and discoveries for later usage.

To improve their writing, amazingly, all of them share that they read a lot of English articles, news, books, and novels. Reading helps them to expand

their lexical storage and provides them many new ideas to adapt to their work. One of the interviewees (HAI3) reveals that:

(72) The more I read the more I get used to the usage of the language, and the more I get used to it, the closer I get to producing words solely by thinking.

Some of them read a writing guidebook, which is a self-learning way of improving writing. They claimed that it presents the patterns of sentences and organizations, as well as they can imitate the patterns and adapt them to their writing. Some of them once used to take the writing course; however, they stated that the most common and useful technique to develop their writing skill is to write more or to use the language as much as possible in daily life. One of the interviewees (HAI 2) shared his methods:

(73) I am a book lover, I read English books and news, I have to say that it helps me with my writing. It helps expand my vocabulary, allowing me to come up with the right word to describe my thoughts, Furthermore, reading opens me to new ideas that I can use or adapt in my own writing. Aside from that the best way to improve my writing is to simply to write more, just like the old saying “practice makes perfect.

Based on the survey conducted, the statistics shows that various external or internal factors also affect the students’ writing capabilities. During the survey, students quoted that factors such as media influence during study highly affect their capabilities in writing. One student quoted “Writing on a computer tends to distract me more often than writing on paper”. Besides that, personal health and mood also plays a contributing factor to their writing quality. Depleted ideas and grammatical errors were amongst the results of poor health and mood. Interestingly, one student responded that life experience influenced her writing skills.

## **(2) Low Ability Group**

For the low ability group, all of the low ability interviewees agree that English is essential because it is an international language used worldwide. A lot of information provided on the internet is written in English. Nowadays people’s

daily life involves English. To be able to communicate in English is vital for everyone, as claimed by LAI3:

(74) I think English is very important because it has now become a part of our daily life, being able to speak English is better.

According to the answer about English skills, three out of four admit that writing skill is the most challenging skill among other skills. The rest of the interviewees said that speaking skill is the most difficult skill for him. They explain that writing is difficult because of grammar and sentence structures. Despite the difficulty of writing skill, they (LAI4) all agree that writing is an important skill because it is the medium of communication.

(75) Writing is important because writing skill is needed in both studying and working, and is also a common mean of communication.

Writing is not only a useful skill but also the way to help learning new vocabulary, as cited by LAI1. When they want to write a word or sentence that they not familiar with, they have to look it up in the dictionary or search for it online. Therefore, they can learn new words or sentence patterns while doing the written task.

(76) For me writing is an important skill because writing will help enhance others' communication skills, and also help me learn new words. There are many new words that I learn while I was writing my essay.

Regarding the essentials of writing, the low ability interviewees try to improve their writing skill learning by practicing writing in English, reading English books or articles, taking writing courses after school, and learning from the teacher's feedback. The low ability interviewees try to use English in their daily life such as writing a photo's caption, posting their Facebook status, and commenting on their friend's status. Some watch movies and listen to music; therefore, they can develop their writing and expand their lexicons. Only one interviewee (LAI1) said that he took a writing course after school, it helps him a lot. Apart from that he learns from the mistakes, he said the feedback from teachers also help him.

(77) I took the writing course after school. It was difficult at first but it helped me to form my sentence easily. It was like the guideline for me. To take the writing course forced me to write more. Because I already paid for the course, I



had to pay attention to the course. Moreover, I keep all my writings so that I can compare them and improve my writing skill. The feedback and corrections from teachers is very useful for me. I like to read the feedback from my teachers.

They all said that reading did enhance their writing and other English skills. Occasionally, they spend time reading novels and trivial articles in English. Some interviewees explained as follows:

(78) I do read books or articles in English. I think reading helps me become more careful with my writing which helps me improve my writing skill.

There are some internal factors which affect the low ability interviewees' writing. They said mood and emotion also affect their writing. When they feel sad, they cannot produce their written work but when they are delighted and cheerful, they can encourage themselves to write. In addition, their lifestyle and hobbies can affect their writing. Some like watching movies, listening to music, and reading novels. Those activities can enhance their English learning and writing. Most of them agree that friends are the factors that support them to write because it is easier for them to talk and consult with their friends rather than with their teachers. None of them said family affects their writing skill.

#### **4.2.2.3 The Needs in Writing**

Each interviewee has different needs in writing. They knew what they lacked and needed but sometimes they did not have a chance to ask or consult to their teachers because of the limited time in class and the anxiety to talk to teachers. The following is some feedback from the high and the low ability interviewees from this study.

##### **(1) High Ability Group**

According to the aspects of writing, including grammar, vocabulary, idea and organization, two interviewees said that idea is the most needed aspect that they want teachers or instructors to help with. For them, ideas are important in writing to express various ways to convey a message. In writing, ideas help to elaborate on supporting points with the objective of achieving the intended

goal of a given topic/title. HAI1 states that running out of ideas is the biggest challenge for them:

(79) I would like teachers to help me on ideas the most because I always get stuck with my idea. I don't know what to write and it keeps me annoyed.

On top of that having, various and different ideas encourage the writer to write more on different topic and to have the outstanding written work, as cited by HAI3:

(80) For me, I think idea is the vital aspect that I need help with from teachers, I want my writing to be different from others.

The other two interviewees need vocabulary help from the teachers the most. Lexicon is the important aspect of writing. To form the sentence, words are arranged. Lacking of vocabulary is one of the problems that many students face. Some students try to explain the word when they don't know the exact word to use. The interviewees need help from teachers to improve their lexicon or vocabulary because, as HAI 4 stated, the variety of words tend to make her writing interesting and fancy.

(81) Vocabulary is the major problems for me. I want teachers to help me expand my vocabulary. I sometimes stop my writing because I don't know how to explain the word and I need the specific word in my writing. The other thing is lacking of words causes me to use the same words in my writing. I want to make my writing more interesting.

## **(2) Low Ability Group**

According to the answers from the two low ability interviewees, the aspects of writing, including grammar, vocabulary, idea, and organization, that they want their teachers or instructors to help them with the most is grammar. Both (LAI4) of them agree that grammatical structure is the most important for English writing because only the sentence can convey the meaning or expression of the writers. If there are any grammatical errors or mistakes, it can be misunderstood and can change the meaning of the sentence.

(82) For me, I want my teacher to help me about my grammar. I think grammar is most important aspect for writing. I want to form correct sentences and want the reader to fully understand what I am trying to tell them.

The other two low ability interviewees think the other way round, they said, regarding the writing aspects, that the most needed for them is vocabulary. They (LAI1) said they lack words during their writing. It is the main obstacle that stops them from writing. They want the teachers to help them expand their vocabulary and provide them techniques to build or memorize the new vocabulary. Word choice is one of the problems that they face while writing their tasks.

(83) It takes me some time to look up a word in a dictionary or search online to find the word that I want to write. When I get the word, I have to check it again with my friends. Some words have to be used with the certain context; therefore, sometimes I misunderstand and use it wrong.

### **4.3 Writing Strategies' Ranking between High and Low Ability Groups**

Though the t-test scores show there is no significant differences between the uses of all writing strategies between the high and the low ability groups, when looking closely at each writing item, the researcher found that there are some obvious differences of the writing strategies used by the high and the low ability groups. To elaborate more details about each writing strategies item that the participants noted, Tables 4.7, 4.8, 4.9, and 4.10 below provide the means and rankings of all writing strategies, comparing between those groups.

#### **4.3.1 Cognitive Strategies**

According to the means in the Table 4.7 below, the top-three rankings of cognitive strategies statements of the high ability group are as follows;

1. Item Cog 8 "*I only use the grammatical structures I know well in order to avoid mistakes.*" (M=3.92)

2. Item Cog 7 “*I use a bilingual dictionary. (Thai-English)*” (M=3.87)

3. Item Cog 3 “*If I lack the exact word, I describe what I want to say.*” (M=3.82)

While, the top-three rankings of Cognitive Strategies statements of the low ability group are as follows;

1. Item Cog 5 “*I think in Thai first and then translate my ideas into English.*” (M= 4.23)

2. Item Cog 7 “*I use a bilingual dictionary. (Thai-English)*” (M=4.08)

3. Item Cog 9 “*I break down sentences which I deem too long into shorter and simpler ones.*” (M=3.73)

When looking closely at Items Cog 5, Cog 8, and Cog 9, there are some differences among them:

While the high ability group ranked Cog 5 No. 6, the low ability group ranked it No. 1. The reason behind this is that the low ability group, based on the interview, used more translation than the high ability group in every writing process.

The high ability group ranked Cog 8 No. 1; whereas, the low ability group ranked it No. 5. From the interview, the high ability group are more concerned with grammar accuracy than the low ability group.

The high ability group ranked Cog 9 No. 7; in contrast, the low ability group ranked it No. 3. The low ability group indicated during the interview that writing long sentences was difficult for them, therefore, they preferred writing simple sentences.

Table 4.7 Means and Ranking of Each Cognitive Strategies Item between High and Low Ability Groups

Item	Cognitive Strategies Statements	High Ability Group (n=40)		Low Ability Group (n=40)	
		Mean	Ranking	Mean	Ranking
Cog 1	I cite my personal experience related to the topic when I write.	3.69	5	3.30	7
Cog 2	I pay more attention to the	3.77	4	3.55	4

Item	Cognitive Strategies Statements	High Ability Group (n=40)		Low Ability Group (n=40)	
		Mean	Ranking	Mean	Ranking
	message than grammatical correctness.				
Cog 3	If I lack the exact word, I describe what I want to say.	3.82	3	3.43	6
Cog 4	I think in English when writing in English.	3.33	8	2.65	8
Cog 5	<i>I think in Thai first and then translate my ideas into English.</i>	3.47	6	4.23	1
Cog 6	I use a monolingual dictionary. (English-English)	3.18	9	2.63	9
Cog 7	I use a bilingual dictionary. (Thai-English)	3.87	2	4.08	2
Cog 8	<i>I only use the grammatical structures I know well in order to avoid mistakes.</i>	3.92	1	3.45	5
Cog 9	<i>I break down sentences which I deem too long into shorter and simpler ones.</i>	3.44	7	3.73	3

### 4.3.2 Metacognitive Strategies

Based on Table 4.8 below, the top-three rankings which the high ability group rated towards the metacognitive strategies statements are as follows;

1. Item Met 14 “*I check the content of my writing for clarity and logic.*” (M=3.95)
2. Item Met 17 “*I read the text to myself to make sure if it is easy for readers to follow.*” (M=3.89)
3. Item Met 4 “*I plan out first what I want to write before beginning.*” (M=3.82)

While, the top-three rankings of metacognitive strategies statements of the low ability group are as follows;

1. Item Met 11 “*If I don’t know what to write next, I take a short break to refresh my mind.*” (M= 4.03)
2. Item Met 13 “*Error correction and my teacher’s feedback help to improve my writing.*” (M=3.88)

3. Item Met 3 “*Pre-reading about the topic of concern helps me with writing.*” (M=3.78)

There are some obvious differences between the high and the low ability groups in Items Met 4, Met 11, and Met 15.

For Met 4, the high ability group ranked it No. 3 while the low ability group ranked it No. 10. From the interview, the high ability group focused on outlining before drafting while the low ability group paid low attention to outlining.

For Met 11, the high ability group ranked it No. 5; in contrast, the low ability group ranked it No. 1. The low ability group found it difficult to write at any stage, therefore, they had to take several breaks before resuming writing.

For Met 15, it was ranked No. 8 by the high ability group; on the other hand, it was ranked No. 14 by the low ability group. With limited knowledge in grammar and vocabulary, the low ability group rarely checked grammar errors by themselves. They tended to rely on more proficient friends or classmates.

Table 4.8 Means and Ranking of Each Metacognitive Strategies Item between High and Low Ability Groups

Item	Metacognitive Strategies Statements	High Ability Group (n=40)		Low Ability Group (n=40)	
		Mean	Ranking	Mean	Ranking
Met 1	I often use a study guide when writing in English.	3.18	13	3.58	9
Met 2	I always revise English grammatical rules before I start writing.	2.68	15	2.80	17
Met 3	Pre-reading about the topic of concern helps me with writing.	3.68	7	3.78	3
Met 4	<i>I plan out first what I want to write before beginning.</i>	3.82	3	3.53	10
Met 5	I organize the sentences before I write.	3.33	10	3.50	11
Met 6	I practice grammatical structures which are required for a specific writing task beforehand.	3.20	12	3.03	16
Met 7	I prepare a list of useful keywords or vocabulary items.	3.15	14	3.08	15
Met 8	I brainstorm many ideas first	3.68	7	3.40	12

Item	Metacognitive Strategies Statements	High Ability Group (n=40)		Low Ability Group (n=40)	
		Mean	Ranking	Mean	Ranking
	before I start a writing task.				
Met 9	I review some writing samples first before I start my own piece.	3.35	9	3.33	13
Met 10	The more writing task I do, the more skillful I am.	3.79	4	3.67	6
Met 11	<i>If I don't know what to write next, I take a short break to refresh my mind.</i>	3.74	5	4.03	1
Met 12	I always write a first draft, then revise and correct it.	3.28	11	3.63	7
Met 13	Error correction and my teacher's feedback help to improve my writing.	3.72	6	3.88	2
Met 14	I check the content of my writing for clarity and logic.	3.95	1	3.75	4
Met 15	<i>I check my grammar.</i>	3.62	8	3.23	14
Met 16	I check my vocabulary.	3.72	6	3.60	8
Met 17	I read the text to myself to make sure if it is easy for readers to follow.	3.89	2	3.75	4
Met 18	I check to make sure the content is relevant to the topic.	3.79	4	3.70	5

### 4.3.3 Affective Strategies

Table 4.9 below shows the top-three preferences which the high ability group rated towards the affective strategies statements are as follows;

1. Item Aff 2 "*I try to relax when I am anxious about my writing.*" (M=3.59)
2. Item Aff 3 "*I encourage myself to keep writing by saying positive statements to myself.*" (M=3.51)
3. Item Aff 4 "*I talk to others about my feelings and problems regarding my English writing.*" (M=3.10)

In contrast, the top-three rankings of affective strategies statements responded by the low ability group are as follows;

1. Items Aff 2 and 3 “*I try to relax when I am anxious about my writing.*” and “*I encourage myself to keep writing by saying positive statements to myself.*” (M= 3.75)

2. Item Aff 4 “*I talk to others about my feelings and problems regarding my English writing.*” (M=3.28)

3. Item Aff 5 “*I sometimes reward myself when I am given a good grade in writing or when I write well.*” (M=2.95)

There is only one distinctive difference in using affective strategies between the high and the low ability groups. The high ability group ranked Aff 5 No. 5 while the low ability group ranked it No. 3. From the interview, the low ability group wanted to improve their writing skill and finish their writing assignment so that they could enjoy their time doing relaxing activities.

Table 4.9 Means and Ranking of Each Affective Strategies Item between High and Low ability groups

Item	Affective Strategies Statements	High Ability Group (n=40)		Low Ability Group (n=40)	
		Mean	Ranking	Mean	Ranking
Aff 1	I relax myself before starting to write by using meditation or deep breathing.	2.75	4	2.60	4
Aff 2	I try to relax when I am anxious about my writing.	3.59	1	3.75	1
Aff 3	I encourage myself to keep writing by saying positive statements to myself.	3.51	2	3.75	1
Aff 4	I talk to others about my feelings and problems regarding my English writing.	3.10	3	3.28	2
Aff 5	<i>I sometimes reward myself when I am given a good grade in writing or when I write well.</i>	2.62	5	2.95	3



#### 4.3.4 Social Strategies

Regarding the top-three rankings of the social strategies statements shown in Table 4.10 below, the high ability group offered their opinion towards the social strategies statements as follows;

1. Item Soc 4 “*When I am in doubt, I usually seek assistance from the internet or a Google search.*” (M=4.00)
2. Item Soc 3 “*I read the teacher’s feedback on previous assignments and follow the advice received.*” (M=3.46)
3. Items Soc 5 and 2 “*When I am in doubt, I consult teachers or friends about what I am writing.*” and “*I benefit from peer feedback a lot.*” (M=3.23)

On the other hand, the top-three rankings of social strategies statements responded by the low ability group are different as follows;

1. Item Soc 4 “*When I am in doubt, I usually seek assistance from the internet or a Google search.*” (M= 4.28)
2. Item Soc 2 “*I benefit from peer feedback a lot.*” (M=3.93)
3. Item Soc 5 “*When I am in doubt, I consult teachers or friends about what I am writing.*” (M=3.65)

One difference in using social strategies between the high and the low ability groups is that the high ability group ranked Soc 3 No. 2 while the low ability group ranked it No. 5. From the interview, the high ability group admitted that they learnt more and felt satisfied with teacher feedback to improve their writing skill.

Table 4.10 Means and Ranking of Each Social Strategies Item between High and Low ability groups

Item	Social Strategies Statements	High Ability Group (n=40)		Low Ability Group (n=40)	
		Mean	Ranking	Mean	Ranking
Soc 1	I share and discuss ideas with other students or my teacher before writing.	3.13	4	3.35	4
Soc 2	I benefit from peer feedback a lot.	3.23	3	3.93	2
Soc 3	I read the teacher’s feedback on	3.46	2	3.30	5

Item	Social Strategies Statements	High Ability Group (n=40)		Low Ability Group (n=40)	
		Mean	Ranking	Mean	Ranking
	previous assignments and follow the advice received.				
Soc 4	When I am in doubt, I usually seek assistance from the internet or a Google search.	4.00	1	4.28	1
Soc 5	When I am in doubt, I consult teachers or friends about what I am writing.	3.23	3	3.65	3

To sum up, both the high ability group and the low ability group employ all of the four writing strategies; cognitive strategies, metacognitive strategies, affective strategies, and social strategies in their writing process. Cognitive strategies are the most popular among the high ability groups while social strategies are employed the most by the low ability group. As the findings from the interviews suggest, they present more in-depth details about how both groups use each strategy. Even though the rates of writing strategies usage in both groups are similar, both the high and the low ability groups manage to use each writing strategy differently. The opinions towards writing, as well as the methods to solve the writing problems, are quite different. Apart from that, what each group needs in writing is not similar. Due to the differences, teachers can help the students who have different abilities to improve their writing skill based on what they need.

## **CHAPTER 5**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents a summary of the study, a summary of the findings or a conclusion, discussion and recommendations for further studies.

#### **5.1 Summary of the Study**

This study aims to investigate the writing strategies used by Thai EFL high school students and to compare the use of writing strategies in English writing between the high and the low ability students. This study attempts to answer the following questions:

1. What writing strategies do EFL high school students employ?
2. Is there any difference in using writing strategies between the high and the low EFL English ability students?

To achieve the objectives of the study, 80 out of 203 Thai EFL 12th grade Arts-Mathematics programme students at Triam Udom Suksa School, a government school, Bangkok, Thailand, were purposely selected by their writing test score to be the participants of the study. Those 80 students were classified into two groups: high and low ability groups, based on their writing test scores, which were graded by three teachers using the same criteria. The participants, whose writing test score was above 7, were classified as a high ability group while the participants, whose writing test score was lower than 4, were classified as a low ability group. 37-item questionnaires were distributed to both groups. Then Statistical Package for Social Sciences (SPSS) software was applied to carry out the descriptive statistics including arithmetic mean, standard deviation, Cronbach's alpha, and t-test of writing strategies employed by the participants. Later, four participants from each group were randomly selected for focus group interviews. The participants were interviewed about their writing strategies in their first language--Thai. Apart from the organized questions, impromptu questions were allowed to be asked during the interview. The interview lasted about 30 minutes for each group. A tape recorder and field notes were involved

during the interviews. The data from the focus group interview were analyzed by a content analysis, based on grounded theory (Corbin & Strauss, 1990). After gathering data, the researcher transcribed and coded themes and sub-themes based on the writing strategies. Then, the data collected were classified and organized according to such themes and other factors.

## 5.2 Summary of the Findings

### 5.2.1 Research Question One

Research question one: *What writing strategies do EFL high school students employ?*

Research hypothesis one: *EFL high school students use all types of writing strategies.*

According to the data analysis of the questionnaires analyzed by the Statistical Package for Social Sciences (SPSS) software, the findings showed that the 80 participants employed all writing strategies: cognitive strategies, metacognitive strategies, affective strategies, and social strategies almost equally. They employed cognitive strategies, metacognitive strategies, affective strategies, and social strategies at the percentages of 70.70%, 70.50%, 63.00%, and 71.08%, respectively. Moreover, the result from the interviews confirms that both high and low ability groups use all the four writing strategies. Therefore, research hypothesis one is confirmed.

### 5.2.2 Research Question Two

Research question two: *Is there any difference in using writing strategies between the high and the low EFL English ability students?*

Research hypothesis two: *There is no statistically significant difference in using writing strategies between the high and low EFL English ability students.*

To conduct the comparison, the t-test was applied to find the difference of the usage of writing strategies between high and low English ability groups. It is

found that the level of significance of the usage of overall writing strategies is at 0.486, which shows that there is no statistically significant difference between the usages of overall writing strategies of the two groups. Therefore, hypothesis two is confirmed.

However, when looking into each item carefully, there are some differences among some items in each writing strategies. Moreover, the results from the interviews revealed differences in the usage of all types of writing strategies in every writing process; especially cognitive strategies and metacognitive strategies which showed distinctive differences among the high and the low ability groups. In addition, cognitive strategies were the most preferable strategy among the high ability group while social strategies were the most preferable strategy among the low ability group. The least preference in both groups is affective strategies.

### 5.3 Discussion

This study yielded the same result as the pilot study. That is, the total participants of both studies used almost the same degree of writing strategies,  $\bar{x}$  129.62 and  $\bar{x}$  129.21, respectively.

Green and Oxford (1995) along with Chotirat (1998), Jarunthawatchai (2001), and Pimsarn (2013) revealed that higher-proficient learners employ writing strategies more frequently than lower-proficient learners. However, this study shows that the frequency of using the writing strategies in both groups are not different. The low ability group slightly used overall writing strategies more than the high ability group did. The studies of Peeravudhi (2006) and Cohen and Weaver (1998) demonstrate that sometimes the high proficient students employ writing strategies less than the low proficient students. It is possible to find the result that the low ability students employed more writing strategies than the high ability students. “Presumably, the use of fewer strategies would mean that the better learners can get by with fewer consciously selected moves, while the poor learners keep trying different things without comparable success, so they end up using more strategies altogether (Cohen & Weaver, 1998).”

For cognitive strategies, the use of cognitive strategies was ranked No.1 in the high ability group like the result from Peeravudhi (2006). The use of cognitive strategies was claimed by many researchers; Chotirat (1998), Jarunthawatchai (2001), Peeravudhi (2006), Peñuelas (2012), and Pimsarn (2013) all found that the high-proficiency learners employ these strategies more than the low-proficiency learners. The finding confirms Gaskins and Elliot (1991) that cognitive strategies are vital in producing and completing the written work. The low ability students use these strategies during their planning and drafting the same as the high ability students. The result from the interviews shows that the low ability students use the same patterns (*Repeating*) to avoid mistakes while the high ability students tend to use new sentences in their writing (*Formally practicing writing systems*) as well as in daily life as much as possible (*Practicing naturalistically*). One of the obvious differences between both groups is the use of *Translating*. The low ability students manage to write outlines and drafts in Thai, then translate it later. Opposite to the high ability students, they think and write the outlines and drafts in English, using a Thai-English dictionary when they want to use specific words. This result supports the statements of Peeravudhi (2006) that "...more proficient students are adept enough at English grammar; therefore, they do not need to use Thai structure in their writing." It also confirmed the finding of Mohite (2014) that when learners face the problem with vocabulary, they tend to use a monolingual and bilingual dictionary.

For metacognitive strategies, the high-proficient writers, found in many studies, use metacognitive strategies more than the low-proficient writers (Jarunthawatchai, 2001), (Peeravudhi, 2006), (Peñuelas, 2012), and (Pimsarn, 2013). However, the finding of this study shows a contrast to the previous studies. These strategies were ranked second in the order of usage of the two groups in this study. The result also shows that the students in both groups use metacognitive strategies in all stages of writing; planning, drafting, and revising. Especially, the high ability students were concerned more about the planning stage; "...the investigation into their planning, execution and revision strategies in English writing showed that the planning stage was usually concerned with the development of the general outline, which they developed in the execution stage and then they simply proofread their final product. (Mohite, 2014, p. 48)" Moreover, the result of this study coincides with

Zamel (1992) that learners explored or searched for ideas to write about and organized the ideas before writing (*Organizing*). Both groups search for ideas before creating an outline. Some students search on the internet while some discuss with friends or consult teachers. The high ability groups tend to focus on the outline and the purpose of the writing (*Identifying the purpose of a language task*) because they are important to their writing; the best outline will make the great writing. Both the high and the low ability groups spend some time planning their outline and finding out ideas, grammar, and vocabulary (*Finding out about language learning*). The low ability group will use more time in every stage than the high ability group (*Paying attention*), which is opposite to Raimes (1985) and Matsumoto (1995), who claimed that it took a short time for unskilled writers in the planning stage and Jarunthawatchai (2001), who revealed that the proficient writers spent more time than the less proficient writers did. The most obvious point of the usage of metacognitive strategies are *Self-monitoring* and *Self-evaluating* during the revising stage. The low ability groups occasionally do the checking of accuracy, coherence, and fluency by themselves. Similarly to the study of Matsumoto (1995), the unskilled writers largely were concerned about correction of grammar and spelling while the skilled writers primarily focused on ideas as well as overall contents rather than grammar structures.

For affective strategies, the findings reveal that the extent to which both groups used the affective strategies writing strategies was similar. They utilize these strategies the least. The affective strategies involve emotions, motivation, values and attitudes. According to Oxford (1990), the affective strategies are very useful for learners and they help learners to deal with the problems, uncertainty or difficulties. The successful learners attempt to use affective strategies and know how to control their emotions and attitude (Oxford, 1990). However, the result doesn't agree with Oxford (1990). Based on the frequency average, the frequency of affective strategies usage in the low ability group is higher than in the high ability group, which agrees with the study of Peeravudhi (2006). There are many relaxing activities such as taking a deep breath, going for a walk and stretching (*Using progressive relaxation, deep breathing, or meditation*) that both high and low ability groups do when they feel stressed. Apart from that, both of them use internet or social media as relaxing methods (*Using laughter*). They like to watch Youtube, chat on Facebook or Twitter,

and look at photos on Instagram. Whereas, the low ability group sometimes listen to music during writing, the high ability group prefer listening to music after finishing (*Using music*). The high ability students want to focus on their writing without being distracted, which supports Zamel (1983). The low ability students show that they always encourage themselves to complete their task (*Making positive statement*) and some share their feelings towards the task through their diary (*Writing a language learning diary*). After finishing their tasks, both of them reward themselves similarly (*Rewarding yourself*). They do all the entertainment activities with friends or family.

For social strategies, it is evident that social strategies are used in the low ability group more than in the high ability group. This is in accordance with the study of Chotirat (1998). Social strategies are rated the highest frequency use in the low ability group, while they are rated the third ranking in the high ability group. It contradicts Oxford (1990) who suggested that the successful learners employ these strategies more frequently than the unsuccessful writers. Also it is contrary to many studies such as Jarunthawatchai (2001), Peeravudhi (2006), and Pimsarn (2013). These strategies involve the interactions between or among people because language is a form of social performance. The low ability students who have limited knowledge of English tend to ask others; especially their close friends or their English-proficient friends, to help them with the writing problems or correcting the grammatical mistakes for them (*Asking for correction*). That is the reason why the low ability students use the social strategies the most. They prefer asking their close friends about their work than teachers because they feel more comfortable to talk to their friends (*Cooperating with peers*). The high ability students prefer asking the proficient friends, teachers, or English native speakers when they want feedback to improve their writing (*Cooperating with proficient users of the new language*). Both high and low ability groups agree that the feedback from teachers and friends is very important for them and it help them improve their written work by learning from mistakes.

One interesting point from this study is the use of writing strategies in both groups are quite similar, but the writing performances are different. There must be some reasons or factors behind this incidence. From the interviews, self-learning motivation is dissimilar. The low ability students write and read less than the high ability students. Based on Zamel (1992), the writing process involves reading, in the



same way, reading requires writing to respond to it. In order to become better writers, the students need to be better readers and they have to realize the importance of reading. “When students come to understand reading and writing in this critical way, as acts of knowing, they come to see that reading lets us know writing, and writing lets us know reading (Zamel, 1992).” How both groups use the internet during the day is different. The high ability students value the internet as the source of knowledge while the low ability students see the internet as the mean of entertainment. These might cause the difference in their writing performances. There are some causes such as English skills, experiences, attitudes towards English, self-learning motivation, and family, that make the low ability group have lower performances in writing than the high ability group does.

#### **5.4 Implications for Teaching and Learning**

The aims of this study are to explore and compare writing strategies used by the high school students who were classified into two groups: the high and the low ability students. The findings show that both of the two groups employed the writing strategies in moderate to high levels in their writing tasks. Even though the result from the questionnaires is similar, the interview findings show some distinctive attitudes and needs in writing. Like the study of Raimes (1985) about the unskilled writers, the less proficient writers tended to need more of everything, more time and more opportunity to learn, compared with the more proficient writers. Therefore, teachers should not use the same pedagogy or methodology in every writing class. “Learning strategies do not operate by themselves, but rather are directly tied to the learner’s underlying learning styles (i.e., general approaches to learning) and other personality-related variables (such as anxiety and self-concept) in the learner (Cohen, 1996).” The results from the interviews showed that both of the two groups realize that they need help from teachers or instructors but they hesitate to ask them because of the limited time in the classroom. For the high ability group, they need teachers to provide them the techniques to create new ideas or develop their vocabulary bank while the low ability group wants their teacher to help them with grammar and vocabulary. Like the results from Mohite (2014), 18% of the participants viewed

grammar as their weakness and 14% said the lack of extensive vocabulary was their weakness.

The implications from this study are that since both the high and the low English ability groups use writing strategies both similarly and differently in some certain writing strategy types, students are aware of these strategies. It is the teachers' concern to teach students the writing strategies at the beginning of the writing classes. The teachers should often encourage their students to use these strategies before, while, and after writing tasks. In doing so, the students will be acquainted with using the strategies. The more often they use the strategies, the more comfortable they can feel when writing. This may decrease the writing difficulties or anxiety. According to McCarthy, Meier, and Rinderer (1985 as cited in Pimsarn, 2013), writers who have less anxiety tend to produce their writing better than those having high anxiety. It means that the level of anxiety affects the quality of writing. Moreover, the use of writing strategies may motivate the students to enjoy writing (Oxford, 1990).

### **5.5 Recommendations for Further studies**

According to findings of this study, the following recommendations are suggested for further research.

1. As this study employed the questionnaire and interview methods as the tools for collecting data, it might not be enough to gain more details from the participants. Thus, other methods are recommended; including, observation, think-aloud protocols, and analysis of students' writing.

2. This study only focused on high school students. The result of the study might be limited. Further investigation on writing strategies should be conducted with other students; different numbers of participants, different levels, and different cities or countries in order to gain more valid and valuable results.

3. The other factors and relationships between individual learning differences, family background and experiences should be taken into account.

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**APPENDICES**

## APPENDIX A

### QUESTIONNAIRE ON ENGLISH WRITING STRATEGIES

This questionnaire is aimed at investigating writing strategies in English. Please read each statement and tick (✓) the box which best reflects to what extent each statement describes your written prowess in English.

The options are:

- 1 Strongly disagree
- 2 Disagree
- 3 Undecided
- 4 Agree
- 5 Strongly agree

The information obtained from the questionnaire is for research purposes only and will remain confidential. Your kind co-operation in completing this questionnaire is humbly appreciated. Should you wish to withdraw you are welcome to do so at any stage.

#### Part I: General Information

1. Sex:            Male            Female
2. Age: \_\_\_\_\_
3. When did you first have an English Class? \_\_\_\_\_
4. Which of your four English skills is the weakest?  
 Listening    Speaking    Reading    Writing
5. Languages you speak at home excluding the Thai language: \_\_\_\_\_

#### Part II: Writing strategy questionnaire

Item	Planning	1	2	3	4	5
Met 1	I often use a study guide when writing in English.					
Met 2	I always revise English grammatical rules before I start writing.					
Met 3	Pre-reading about the topic of concern helps me with writing.					
Met 4	I plan out first what I want to write before beginning.					
Met 5	I organize the sentences before I write.					
Met 6	I practice grammatical structures which are required for a specific writing task beforehand.					
Met 7	I prepare a list of useful keywords or vocabulary items.					
Met 8	I brainstorm many ideas first before I start a writing task.					
Met 9	I review some writing samples first before I start my own piece.					
Soc 1	I share and discuss ideas with other students or my teacher before writing.					
Aff 1	I relax myself before starting to write by using meditation or deep breathing.					

<b>Item</b>	<b>Drafting</b>	1	2	3	4	5
Cog 1	I cite my personal experience related to the topic when I write.					
Cog 2	I pay more attention to the message than grammatical correctness.					
Cog 3	If I lack the exact word, I describe what I want to say.					
Met 10	The more writing task I do, the more skillful I am.					
Met 11	If I don't know what to write next, I take a short break to refresh my mind.					
Cog 4	I think in English when writing in English.					
Cog 5	I think in Thai first and then translate my ideas into English					
Cog 6	I use a monolingual dictionary. (English-English)					
Cog 7	I use a bilingual dictionary. (Thai-English)					
Cog 8	I only use the grammatical structures I know well in order to avoid mistakes.					
Soc 4	When I am in doubt, I usually seek assistance from the internet or a Google search.					
Soc 5	When I am in doubt, I consult teachers or friends about what I am writing.					
Aff 2	I try to relax when I am anxious about my writing.					
Aff 3	I encourage myself to keep writing by saying positive statements to myself.					
Aff 4	I talk to others about my feelings and problems regarding my English writing.					
<b>Item</b>	<b>Revising</b>	1	2	3	4	5
Met 12	I always write a first draft, then revise and correct it.					
Soc 2	I benefit from peer feedback a lot.					
Met 13	Error correction and my teacher's feedback help to improve my writing.					
Met 14	I check the content of my writing for clarity and logic.					
Met 15	I check my grammar.					
Met 16	I check my vocabulary.					
Met 17	I read the text to myself to make sure if it is easy for readers to follow.					
Met 18	I check to make sure the content is relevant to the topic.					
Cog 9	I break down sentences which I deem too long into shorter and simpler ones.					
Soc 3	I read the teacher's feedback on previous assignments and follow the advice received.					
Aff 5	I sometimes reward myself when I am given a good grade in writing or when I write well.					



## APPENDIX B

### แบบสอบถามเรื่องกลยุทธ์ในการเขียน

แบบสอบถามนี้มีจุดประสงค์เพื่อศึกษากลยุทธ์ของการเขียนภาษาอังกฤษ โปรดอ่านข้อความแต่ละข้อ และเขียนเครื่องหมาย (✓) ในช่องที่ตรงกับความรู้สึกของท่าน

ตัวเลขในช่องทั้ง 5 มีความหมายดังนี้:

1 ไม่เห็นด้วยอย่างยิ่ง    2 ไม่เห็นด้วย    3 เฉยๆ    4 เห็นด้วย    5 เห็นด้วยอย่างยิ่ง

ข้อมูลที่ได้รับจากแบบสอบถามนี้นำไปใช้ในการวิจัยเท่านั้น และจะถูกเก็บเป็น

ความลับ ขอขอบคุณอย่างยิ่งต่อความร่วมมือในการตอบแบบสอบถามครั้งนี้

#### ส่วนที่ 1 ข้อมูลทั่วไป

1. เพศ:  ชาย                       หญิง
2. อายุ: \_\_\_\_\_
3. ท่านเริ่มเรียนภาษาอังกฤษตั้งแต่ชั้นไหน \_\_\_\_\_
4. ทักษะภาษาอังกฤษไหนที่เป็นปัญหาของท่านมากที่สุด?  
 การฟัง       การพูด       การอ่าน       การเขียน
5. ภาษาอื่นๆ ที่ท่านพูดที่บ้าน นอกจากภาษาไทย: \_\_\_\_\_

#### ส่วนที่ 2 แบบสอบถามเรื่องกลยุทธ์ในการเขียนภาษาอังกฤษ

Item	ขั้นการวางแผน	1	2	3	4	5
Met 1	ฉันมักใช้คู่มือการเขียนช่วยในการเขียน					
Met 2	ก่อนที่จะเริ่มเขียน ฉันมักทบทวนกฎการเขียนก่อนเสมอ					
Met 3	การอ่านเพื่อเก็บข้อมูลมีส่วนช่วยในการเขียน					
Met 4	ฉันวางโครงร่างก่อนว่าจะเขียนอะไร					
Met 5	ฉันจัดเรียงประโยคก่อนที่เริ่มเขียน					
Met 6	ฉันฝึกใช้โครงสร้างไวยากรณ์ ซึ่งจำเป็นต่อการเขียน					
Met 7	ฉันรวบรวมคำสำคัญหรือคำศัพท์ที่เป็นประโยชน์ก่อนการเขียน					
Met 8	ฉันระดมความคิดก่อนการเขียน					
Met 9	ฉันศึกษาตัวอย่างงานเขียนอื่นก่อนเริ่มลงมือเขียนงานของตัวเอง					
Soc 1	การอภิปรายและแลกเปลี่ยนข้อมูลกับเพื่อนหรือคุณครูมีส่วนช่วยในการเขียน					
Aff 1	ฉันจะผ่อนคลายความกังวลก่อนที่จะเริ่มเขียนด้วยการนั่งสมาธิหรือหายใจลึกๆ					

Item	ขั้นการเขียน	1	2	3	4	5
Cog 1	ฉันอ้างถึงประสบการณ์ส่วนตัวเมื่อเจอหัวข้องานเขียนที่เกี่ยวข้อง					
Cog 2	ฉันให้ความสำคัญกับความหมายมากกว่าความถูกต้องของหลักไวยากรณ์					
Cog 3	เมื่อหาคำเฉพาะที่ต้องการไม่ได้ ฉันจะใช้การอธิบายแทน					
Met 10	ยิ่งฉันฝึกเขียน ฉันยิ่งเขียนได้ดี					
Met 11	เมื่อคิดไม่ออกว่าจะเขียนอะไรต่อ ฉันจะหยุดพักเพื่อผ่อนคลายสมอง					
Cog 4	ฉันคิดเป็นภาษาอังกฤษในขณะที่เขียนภาษาอังกฤษ					
Cog 5	ฉันคิดเป็นภาษาไทยก่อน แล้วจึงแปลเป็นภาษาอังกฤษ					
Cog 6	ฉันใช้พจนานุกรม อังกฤษ-อังกฤษ					
Cog 7	ฉันใช้พจนานุกรม ไทย-อังกฤษ					
Cog 8	ฉันใช้หลักไวยากรณ์ที่ถนัดและเข้าใจในการเขียนเพื่อหลีกเลี่ยงการเขียนผิด					
Soc 4	เมื่อฉันมีปัญหา ฉันมักจะหาความช่วยเหลือจากอินเทอร์เน็ตหรือเครื่องมือค้นหาผ่านGoogle					
Soc 5	เมื่อฉันมีปัญหา ฉันมักจะถามอาจารย์หรือเพื่อนให้ช่วยอธิบาย					
Aff 2	ฉันพยายามผ่อนคลายเมื่อฉันกังวลเกี่ยวกับงานเขียนของฉัน					
Aff 3	ฉันให้กำลังใจตัวเองในการเขียน					
Aff 4	ฉันจะบอกความรู้สึกและปัญหาเกี่ยวกับการเขียนให้ผู้อื่นทราบ					
Item	ขั้นแก้ไข	1	2	3	4	5
Met 12	ฉันมักเขียนฉบับร่างก่อน แล้วจึงตรวจสอบแก้ไข					
Soc 2	การให้เพื่อนช่วยตรวจทานเป็นประโยชน์ต่อฉันมาก					
Met 13	การแก้ไขข้อผิดพลาดและคำแนะนำของคุณครูช่วยพัฒนาการเขียนของฉัน					
Met 14	ฉันตรวจสอบเนื้อหาเพื่อความเข้าใจที่ถูกต้อง					
Met 15	ฉันตรวจสอบไวยากรณ์ของฉัน					
Met 16	ฉันตรวจสอบการใช้คำศัพท์ของฉัน					
Met 17	ฉันอ่านงานของตัวเอง เพื่อมั่นใจว่าผู้อ่านคนอื่นจะเข้าใจสิ่งที่ฉันเขียน					
Met 18	ฉันตรวจสอบว่าเนื้อหาเกี่ยวข้องกับหัวข้อ					
Cog 9	ฉันเขียนประโยคที่ไม่ยาวเกินไปเพื่อให้เข้าใจง่าย					
Soc 3	ฉันอ่านคำแนะนำของคุณครูจากงานเขียนชิ้นเก่าๆ และนำมาปรับใช้กับงานเขียนชิ้นใหม่					
Aff 5	ฉันมักจะให้รางวัลแก่ตัวเองทุกครั้งที่ได้คะแนนการเขียนดี					

## APPENDIX C

### INTERVIEW ON ENGLISH WRITING STRATEGIES

This interview is aimed at investigating English language writing strategies. The interviewees will be explained the writing strategies, processes and behaviours which are involved during their writing composition. The reflections from the interviewees will be the insights which are benefit for teaching and designing the course to enhance the students' writing skills in the future. The focus- group interview lasts approximately 30 minutes. The following questions are the set of organized questions but some impromptu questions will be asked in order to allow the new idea to pop up during the interview. The interviews will be asked in Thai, tape-recorded and transcribed later.

The information obtained from the interview is for research purposes only. There will be no personal information required from participants and the findings will be presented anonymously. Your kind co-operation in completing this questionnaire is humbly appreciated. Should you wish to withdraw, you are welcome to do so at any stage.

The following is a set of organized questions

#### **Planning**

1. What is the first thing that you do when you are assigned to do English writing tasks?
2. How do you feel when you are given your English writing tasks?
3. Explain your steps of writing?
4. How much time do you spend on each step?
5. What would you do if you were asked to writing about unfamiliar or uninteresting topics?
6. While you are planning to write, do you consider the purpose of writing task such as topic, audience, and purpose before you write?
7. When you are assigned to write a paragraph, will you draft your writing in Thai and translate it into English later?

**Drafting**

8. When you have the problem about grammar, what will you do?
9. When you are not sure if you use the right word, what will you do?
10. What do you do when you do not know what to write?
11. When you have a problem about your writing, who do you prefer to ask for help?  
Why?

- Your close friend     The high-proficiency student in the class  
 Thai teacher         English native teacher     Google search

12. Do you have any way to relax yourself while writing or reward yourself after finish your writing? What are they? (such as listening to music while writing, or getting yourself an ice cream after finish your work)

**Revising**

13. Do you give your written work to your friend to read and ask for his/her opinion?  
Why?
14. Do you read your friend's written work and give his/her your opinions? Why?
15. When you edit your writing, do you focus on grammar, vocabulary, ideas, or organization? Why?
16. Will you edit your composition while writing or after finishing your writing?  
Why?
17. How often do you edit your writing before submitting it to your teacher?

## APPENDIX D

### แบบสัมภาษณ์เรื่องกลยุทธ์ในการเขียน

แบบสัมภาษณ์นี้มีจุดประสงค์เพื่อศึกษากลยุทธ์ของการเขียนภาษาอังกฤษ ผู้ให้สัมภาษณ์อธิบายกลยุทธ์ในการเขียน กระบวนการเขียน และพฤติกรรมที่มีส่วนเกี่ยวข้องกับการเขียน ข้อมูลที่ได้จากการสัมภาษณ์นี้จะเป็นประโยชน์ต่อการสอนเพื่อส่งเสริมทักษะการเขียนของนักเรียนในอนาคต การสัมภาษณ์นี้เป็นแบบการสนทนากลุ่มประมาณ 30 นาที มีทั้งคำถามที่เตรียมไว้ และคำถามที่อาจจะเกิดขึ้นระหว่างการสัมภาษณ์ การสัมภาษณ์นี้เป็นภาษาไทยพร้อมการบันทึกเสียง และถอดเทปเสียงภายหลัง

ข้อมูลที่ได้รับจากแบบสัมภาษณ์นี้นำไปใช้ในการวิจัยเท่านั้น และจะถูกเก็บเป็นความลับ ขอขอบคุณอย่างยิ่งต่อความร่วมมือในการตอบแบบสอบถามครั้งนี้

คำถามที่เตรียมไว้สำหรับการสัมภาษณ์

#### ขั้นการวางแผน

1. เมื่อคุณครูสั่งการบ้านเป็นงานเขียน สิ่งแรกที่คุณทำคืออะไร
2. คุณรู้สึกอย่างไร เมื่อคุณครูสั่งงานเขียน
3. อธิบายขั้นตอนการเขียนของคุณ
4. คุณใช้เวลาทำไหวในแต่ละขั้นตอน
5. คุณทำอย่างไร เมื่อคุณต้องเขียนในเรื่องหรือหัวข้อที่ไม่ถนัดและไม่คุ้นเคย
6. ในขณะที่คุณวางแผนที่จะเขียน คุณคำนึงถึงวัตถุประสงค์ของการเขียน หัวข้อของการเขียน และผู้อ่าน หรือไม่
7. เมื่อคุณครูสั่งงานเขียนคุณ คุณจะเขียนร่างเป็นไทยก่อนและแปลเป็นภาษาอังกฤษใช่หรือไม่

#### ขั้นการเขียน

8. หากคุณมีปัญหาด้านไวยากรณ์ภาษาอังกฤษ คุณจะทำอย่างไร
9. เมื่อคุณมีปัญหาด้านคำศัพท์ คุณจะแก้ปัญหาอย่างไร
10. คุณทำอย่างไรเมื่อคุณไม่รู้ว่าจะเขียนอะไรต่อ
11. เมื่อคุณมีปัญหาในการเขียน ใครคือคนที่你会ขอความช่วยเหลือเป็นคนแรก เพราะเหตุใด
  - เพื่อนสนิท     เพื่อนที่เขียนเก่ง
  - ครูคนไทย     ครูต่างชาติ     Google search
12. คุณมีวิธีการผ่อนคลายในขณะที่เขียน หรือให้รางวัลตัวเองเมื่อเขียนเสร็จแล้วหรือไม่ อย่างไร

**ชั้นแก้ไข**

13. คุณให้เพื่อนอ่านงานเขียนของคุณและถามความคิดเห็นของเพื่อนที่มีต่องานเขียนของคุณหรือไม่ เพราะอะไร
14. คุณอ่านงานเขียนของเพื่อน และให้คำแนะนำเพื่อนหรือเสนอข้อคิดเห็นให้กับเพื่อนหรือไม่ เพราะเหตุใด
15. เมื่อคุณแก้ไขงานเขียนด้วยตนเอง คุณให้ความสนใจที่ไวยากรณ์ คำศัพท์ ความคิด หรือการวางแผนหรือลำดับประโยคที่ดี มากที่สุด เพราะอะไร
16. เมื่อพบข้อผิดพลาดระหว่างเขียน คุณกลับไปแก้ไขก่อนแล้วจึงเขียนต่อ หรือเขียนให้เสร็จก่อนแล้วจึงกลับไปแก้ไข เพราะเหตุใด
17. คุณแก้ไขงานคุณก็ครั้งก่อนที่ส่งให้คุณครู



APPENDIX E  
**ADDITIONAL QUESTION DURING INTERVIEW**

**คำถามเพิ่มเติมระหว่างสัมภาษณ์**

1. Which is the most difficult English skills for you?  
 ทักษะภาษาอังกฤษไหนที่ยากที่สุดสำหรับคุณ (ฟัง พูด อ่าน เขียน)
2. Do you think English is important? Why or why not?  
 คุณคิดว่าภาษาอังกฤษสำคัญหรือไม่ เพราะอะไร
3. Is writing is an important skill? Why or why not?  
 คุณคิดว่าทักษะการเขียนสำคัญหรือไม่ อย่างไร
4. Which one you would like the teacher to help you the most?  
 ตัวเลือกไหนที่คุณอยากให้คุณครูช่วยเหลือมากที่สุด
  - Grammar ไวยากรณ์       Vocabulary คำศัพท์
  - Ideas การระดมความคิด       Organization การวางแผนและจัดลำดับข้อมูล
5. What do you think is the most important for writing in English? Why?  
 คุณคิดว่าสิ่งใดสำคัญสำหรับการเขียน พร้อมอธิบายเหตุผล
  - Good grammar ถูกหลักไวยากรณ์       Good vocabulary การใช้คำศัพท์ได้ดี
  - Ideas เนื้อหาความคิดดี       Organization การวางแผนและจัดลำดับข้อมูลที่ดี
6. Rate the factors that influence your writing strategies. Explain your rating.  
 จัดลำดับปัจจัยที่มีผลต่อการเขียนของคุณ พร้อมคำอธิบาย
  - Friends เพื่อน                       Teacher ครู
  - Yourself ตัวเอง                       Family ครอบครัว
7. Do you read books or articles in English? Do you think reading can help your writing? Why?  
 คุณอ่านหนังสือหรือบทความภาษาอังกฤษหรือไม่ และคิดว่าการอ่านช่วยส่งเสริมให้การเขียนดีขึ้นหรือไม่ อย่างไร
8. Do you have any ways, methods, or techniques to improve your writing ability? What are they?  
 คุณมีวิธี หรือเทคนิคที่จะช่วยให้คุณพัฒนาการเขียนของคุณหรือไม่ อะไรบ้าง
9. Are there any internal or external factors affect your writing skill? What are they?  
 มีปัจจัยภายในหรือภายนอกอื่น ๆ หรือไม่ที่มีผลต่อทักษะการเขียน อะไรบ้าง

**BIOGRAPHY**

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