EFFECTS OF USING PROCESS-GENRE APPROACH
ON THE TEACHING OF WRITING:
A CASE STUDY OF HIGHER AND LOWER
PROFICIENT EFL STUDENTS

BY

MRS. CHALIDA JANENOPPAKARN

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY PROGRAM IN ENGLISH LANGUAGE STUDIES
(INTERNATIONAL PROGRAM)
DEPARTMENT OF ENGLISH AND LINGUISTICS
FACULTY OF LIBERAL ARTS
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ENTITLED

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was approved as partial fulfillment of the requirements for
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ABSTRACT

This study aimed to investigate EFL students' writing process and development through the Process-Genre approach, as well as their attitudes towards the use of this approach. The quasi-experimental pre-test, post-test design was adopted for the study. It was conducted with 37 EFL students with different abilities, including higher and lower students of a Thai University at the outskirts of Bangkok. They were asked to do pre-test and pre-questionnaire before being taught through the Process-Genre approach. During the instruction, the participants were also observed about how they wrote their essays through this approach. After the instruction, the post-test, post-questionnaire and interviews were also used as research instruments to examine the students' writing development and their learning attitudes. All the quantitative data comprising the pretest-posttest results, the students' written products, and the questionnaire results were triangulated with such qualitative data as interviews and observation to be assured of the credibility of the evaluation of findings. The results showed the effectiveness of this approach in developing both higher and lower proficient EFL students' writing development and writing process. During the instruction, the lower proficient students seemed to have less development,

in terms of content for writing, and used less patterns of generating ideas in their writing process than the higher group. However, at the end of the course, the results showed that the lower group had greater development in their writing abilities than the higher one. This means that the lower proficient students needed longer period of time for their writing improvement. In addition, the results reported that both groups of the participants could positively change their learning attitudes after being taught through this approach. However, the lower proficient students exhibited greater change in their learning attitudes than the higher proficient ones, implying that the former group could make use of this approach than the latter.

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LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ESP	English for Specific Purposes
HS	Health Science
L2	The Second Language or the Foreign Language
Med	Medicine
NR	New Rhetoric
O-NET	Ordinary National Educational Test
SFL	Systemic Functional Linguistics
SLA	Second Language Acquisition
SWU	Srinakharinwirot University

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Writing has long been considered as the most difficult skill of English language learners when compared to other skills such as listening, speaking and reading (Richards & Renandya, 2002; Tangpermpoon, 2008). This is because L2 learners need to have a certain amount of background knowledge about the rhetorical organizations and appropriate language use so as to convey their ideas to their readers. Many scholars such as James (1993), Clenton (1998) and O'Brien (2004) have provided a variety of approaches including product-, process-, and genre-based approaches to help language teachers to improve learners' writing proficiency.

In Thailand, EFL learning and teaching presently emphasize the communicative approach for all four skills, including listening, speaking, reading and writing. However, similar to second language learners, writing would seem to be the most difficult skill for Thai students (Tangpermpoon, 2008). Therefore, we, as teachers of English, need to help students to develop their writing skill both in academic and professional areas. According to Saito (2010), there is a need for Thai students to develop and prepare themselves for writing because in academic setting, students at the secondary level have to deal with English written examination. Furthermore, she also claims that the undergraduate and graduate students, especially English majors, have to write English articles, reports, research proposals and papers (Saito, 2010). English writing, in professional setting, also plays a vital role in international organizations because it is used for job applications, advertisements, business correspondence and reports (Saito, 2010). Therefore, it is clear that writing is an important skill in both academic and professional settings (Saito, 2010).

Writing needs a concentration for improvement (Silva, 1990). A question may be raised, if teachers need to improve their students' writing proficiency, which approach should be employed in teaching them? Many scholars have proposed a

variety of approaches in teaching writing, including product approach, process approach, and genre approach, as well as a combination of these approaches.

Firstly, in the studies of Pincas (1982a) and Brown (1994), the product approach focuses on a final piece of writing, and measures it against such criteria as vocabulary use, grammatical use, and mechanical considerations including spelling and punctuation, as well as the content and organization. Pincas (1982b) points out that the main procedures of this approach are to assign a piece of writing, collect it, and return it with errors corrected or marked for students to do the revision. This approach, according to Yan (2005), has received much criticism as the process used by students or writers is ignored in order to produce a piece of writing. Yan (2005) argues that this approach focuses on an imitation of a perfect product, requiring constant error correction, thus affecting students' motivation and self-esteem in writing.

Secondly, aside from the product approach, the process approach has arisen in reaction to the traditional approach-- product-centered pedagogy (Matsuda, 2003). This approach, according to Caudery (1995, 1997), identifies four stages in writing, including prewriting, drafting/composing, revising, and editing. Caudery (1995, 1997) claims that the process approach, in many instances, promotes students' motivation in writing because it gets them to involve in new and stimulating learning experiences. For instance, peer feedback is an activity of this approach which lets students show each other their writing tasks and receive comments on them (Caudery, 1995). This approach has been criticized by Badger and White (2000) that it ignores the target audience and the content of the text.

Thirdly, the genre approach, according to Badger and White (2000), is an extension of product approach. They point out that the genre approach, like the product approach, regards writing as predominantly linguistic, but unlike the former approach, the latter one places a greater emphasis on writing variation with the social context in which it is produced (Badger & White, 2000). When compared to the process approach which is writer-focused, the genre approach is, however, reader-focused (Walsh, 2004). Writing pedagogies in the genre approach offer students

systematic and explicit explanations of the ways that language functions in the social contexts (Hyland, 2003). "Genre" as described by Swales (1990) is a class of communicative events. Therefore, using the genre approach may need to employ a range of methods in class. According to Cope and Kalantzis (1993), the genre approach comprises three stages: (1) modeling the target genre for students; (2) jointly constructing a text by the teacher and students; and (3) independently constructing a text by each student. Such scholars as Patridge (2001) suggested a framework that could investigate the texts and contexts of target situation of students, encouraging them to reflect on writing practices, exploit texts from different types of genre, and create mixed genre portfolio. However, similar to other approaches, the genre approach has some limitations. For example, Caudery (1998) states that this approach, by attempting explicit teaching on the rhetorical structure of a particular genre, may not require students to express their own ideas and to be dependent on suitable materials found by the teacher, and thus leading them to become counter- productive.

Due to the limitations of the above three approaches, the researcher is interested in using a combination of the process and genre based approaches in this study by incorporating the four stages of teaching writing, including the stage of building up knowledge, modeling stage, joint construction of the text and independent construction. Such scholars as Hyland (2003), and Badger and White (2000) have proposed an integrated approach which is hoped to help alleviate weaknesses of each approach. As previously stated, Badger and White (2000) claim that the genre approach is an extension of the product approach, thereby they propose a combination of process and genre approach to the teaching of writing.

According to such scholars as Hyland (2003) and Badger and White (2000), the process-genre approach is claimed to be able to develop students' awareness of different types of texts, as well as the composing or writing process. This approach, according to Badger and White (2000), allows students to study the purpose - form relationship for a particular genre as they use the recursive process of prewriting, drafting, revision, and editing. Badger and White (2000) also note that the different activities included in the process-genre approach can ensure that grammatical and vocabulary items are taught in a meaningful, interactive situation and derived from

the particular genre. In the process-genre approach, according to Hyland's (2003) study, the teaching and learning model is proposed to support non-native writers to write based on the stages of writing processes and the control of genre in a particular writing context. This approach will be discussed in more detail in Chapter 2.

Considering the benefits of process-genre approach from the above-mentioned studies, the researcher is interested in exploring the effectiveness of this combined approach to the teaching of writing for the non-English Major students (both higher and lower proficient students) of Srinakharinwirot University (SWU), Ongkharak Campus, Nakhonnayok. As there are a number of Thai students facing difficulties in writing English as a foreign language, these problems are then discussed in the following section.

1.2 Statement of the Problem

Many studies have been conducted on the problems in teaching and learning of writing in Thai context (e.g. Chanyanupap, 1979); Chinawong , 2000); Khoaurai, 2004; Jantarach, 2011; Kulavanich & Surasiangsang, 2002; Meejang, 2000; Nunan, 1989, 1991; Pongpairoj, 2002; Sawangwaroros, 1983; Theerawong *et al.*, 1982; Thongrin , 2012; Todd, Khongput, & Darasawang, 2007). Since the past decade, according to Nunan (1989, 1991), the product-oriented approach has been used as a model in the teaching of writing in Thailand. Nunan (1991) states that up to present, students in Thailand have been expected to create a good written product. Classroom activities used in this approach, in Nunan's (1991) study, involve imitating or copying and changing words from a model text to produce a new text, thus stifling students' creativity in writing.

The writing problems of Thai students are also found in the work of Chinawong (2000), finding that most Thai students perform poorly in English writing skills which are claimed to be the necessary ones for tertiary education. Moreover, as Meejang (2000) noted, Thai students' problems in writing are in the areas of

grammar, word choice, organization, punctuation and structure and inability to portray meanings.

The reasons why Thai students have a number of writing problems are also stated in such studies as Khaourai (2004) and Pongpairoj (2002). Thai students sometimes make syntactic errors due to mother tongue interference. They also summarize that the errors found in Thai students' writing show that they encounter severe difficulties because of their lack of essay writing strategies as well as language proficiency (Khaourai, 2004; Pongpairoj, 2002).

In the work of Todd, Khongput, and Darasawang (2007), although most Thai students start learning English at the elementary level and study English throughout their school years, advanced students at a high proficiency level of English still have problems with academic writing at the level of text organization and cohesion. They state that at the tertiary level or college level, students are assigned to write essays, receiving comments by focusing on grammar, organization, and content, but not on text cohesion and coherence (Todd, Khongput & Darasawang , 2007).

The similar problems are also found in the studies of such researchers as Chanyanupap (1979), Theerawong *et al.* (1982) and Sawangwaroros (1983). They indicate that most Thai learners at the undergraduate and above levels still have the low proficiency in understanding English structure, leading to the inability in using it in their writing. This problem includes the usage of words, phrases, subordinate clauses, and sentences.

Apart from the learners' problems, the teachers or instructors also face problems in their writing skills and how to manage their classroom activities. Many scholars such as Kulavanich and Surasiangsang (2002) note that the instructors from the elementary, secondary, and tertiary levels are not keen on teaching writing, when compared to reading, listening and speaking skills. Similar to the first three levels, those at the university level are stated to be keen on teaching reading, grammar and speaking, but not writing (Kulavanich & Surasiangsang , 2002).

The above problems may lead to the students' opinions about learning writing in Thailand. Jantarach (2011) explores students' attitude towards the instruction in writing English in an English foundation course at Silpakorn University, finding that students selected vocabulary and grammar as their most important problems in writing. It is suggested in his study that writing lessons begin with teaching basic grammar, structure, vocabulary, punctuation and transitional markers because all of these may help students to develop their writing skill easily (Jantarach, 2011).

As stated in the previous research, the problems in teaching and learning writing in Thailand are still existed. Thongrin's (2012) in-depth study emphasizes that these problems can be compared to those in the contexts of Korea and the United States of America (USA). In Korea, the instructors focus more on grammar than on arousing readers' interest in three parts of writing, including introduction, body and conclusion. This leads to students' inability to convey their ideas and feeling through their writing. By contrast, in American colleges, the instructors focus on writing with audience awareness, thus leading the writers to use such strategies in arousing readers' interest from introduction until the end of essays (Thongrin, 2012).

It can be concluded from these studies that Thai students have faced a number of writing problems, such as grammar, vocabulary/word choice, organization, cohesion, coherence, punctuation, structure and inability to portray meanings. Even though Thai students have learned English language staring from the elementary level, they still have problems in this area. Also, due to the use of product-based approach to the teaching of writing in the past, most Thai students deem to be lack of creativity in writing. The teachers or instructors in Thailand should develop their writing instruction, focusing more on boosting students' creativity and developing their students' logical and critical thinking so that they can develop their writing in the future.

Aside from the above problems, as Thailand has recently prepared itself to deal with the enforcement of the ASEAN Economy Community (AEC) Agreement in 2015, there is an urgent need for Thai teachers to improve their students' proficiency

in English, particularly in writing which is the most difficult skill of ESL learners when compared to other skills.

As a result, this study aimed to explore the effectiveness of the process-genre approach on the non-English major students' essay writing at Srinakharinwirot University as there is still no researcher employing this approach to teach non-English major students including both higher and lower proficient students to write two kinds (or genres) of essays, including narration, and cause-effect. It is hoped that the results of this study will be useful for pedagogical implications as they can serve as helpful information for preparing writing lesson plans and improving methods or approaches to the teaching of writing so as to improve Thai students' writing proficiency to deal with the present challenges from the AEC.

For the above reasons, the researcher hopes that the findings of the study would provide new information and fill gaps in the existing knowledge with respect to the use of integrated process-genre approach to the improvement of Thai students' writing abilities

1.3 Purposes of the Study

Following the statement of the problem, the purposes of this study were:

1.3.1 to examine the higher and lower proficient participants' writing process taught through the process-genre approach;

1.3.2 to investigate the quality of their successive drafts written through the process- genre approach;

1.3.3 to explore the higher and lower proficient participants' attitudes towards the use of the process- genre approach.

1.4 Research Questions

In the light of what have been previously discussed, the study attempted to answer the following three main research questions.

1.4.1 How did the higher and lower proficient participants write their essays through the process-genre approach?

1.4.2   Did the higher and lower proficient participants significantly improve their writing ability in terms of their written products after being taught through the process-genre approach?

1.4.3   What were the higher and lower proficient participants' attitudes towards learning to write essays through the process-genre approach?

1.5 Significance of the Study

Since there was not much research conducted to prove the effectiveness of the combined or modified process-genre approach to EFL students, especially in Thailand, the study then attempted to explore an effective way to teach writing in the Thai context. Additionally, this study was seen to be beneficial as follows.

1.5.1 The findings of this study would help the teachers of English to find their ways of teaching writing.

1.5.2 The results of this study would help students to improve their ways of writing using the integration of process and genre approaches.

1.5.3 The findings of this study would provide some useful techniques for the writing course developers in the future.

1.6 Scope of the Study

The study attempted to explore whether or not the integrated process-genre approach could improve the performance of essay writing of SWU non- English major students (both higher and lower proficient students), so this study confined itself to the following:

1.6.1   The experiment was conducted at Srinakharinwirot University (SWU), Ongkharak Campus, Nakhonnayok. The duration of the study was 12 ninety-minute sessions in the second semester of the academic year 2016.

1.6.2   The participants in this study were 37 EFL students of SWU, who took the SWU 124 course (English for International

Communication II). They were randomly selected from all groups of the non-English major SWU 124 students. Then, the participants were divided into two groups including higher proficient students (i.e. the medical students) and lower proficient students (i.e. the health science students), based on their English scores of Ordinary National Educational Test (O-NET). A cutoff mark for classifying these two groups was 60 out of 100 marks in English O-NET scores.

1.7 Definition of Terms

The study gives the definition of terms as follows:

- **Process-genre approach** refers to the approach of teaching essay writing which focuses on a variety of stages of writing process (e.g. brainstorming, planning, multiple drafting, editing) and types of essays or genres (i.e. narration, and cause and effect).

- **Genre** in this study refers to a particular type of the text. In general, there are a variety of genres in essay writing. However, this study focuses on two types of essays including narrative and cause-effect essays.

- **Rhetorical structure** refers to the generic structure or ways of organizing information in the text. Each type of essays has its own generic structure. For example, the generic structure of narrative essays comprises orientation, complication, evaluation and resolution parts.

- **Narrative essay** refers to an essay that tells a story about a personal experience. It has an orientation (an introduction or a setting of main characters of the story, where and when the story happens), the complication (a series of events which are disrupted by a problem or problems, called "complication"), the evaluation (the significance of

the events), and the resolution (the way to resolve the complicating events for better or worse situations).

- **Cause-effect essay** refers to an essay that discusses reasons (causes) and results or consequences (effects) of a situation. When writing this type of essay, a writer may focus on causes only, effects only, or both by presenting and evaluating the causes or reasons for something; the effects, consequences, or results of something; or both in order to explain a main idea, followed by supporting details. For example, the participants of this study might analyze the good / bad effects of computers on society.

- **Writing pattern** in this study refers to the pattern which a writer uses in his/her writing. There are three writing patterns used by the participants of this study, including Pattern 1 (starting generating ideas/content by preparing an outline), Pattern 2 (starting generating ideas/content by listing all ideas before making an outline), and Pattern 3 (starting generating ideas/content by drawing mind maps or pictures).

- **The course** in this study refers to the SWU 124 course (or English for International Communication II), which is one of the English foundation courses that the first- or second- year students of SWU with the high proficiency in English (e.g. medical students, dental students, pharmaceutical students and so on) take in the second semester of every year. This course is designed to build the reading and writing skills of English as Foreign Language students in order to prepare for advanced communication in English and for the demands of the current professional market. Students who take this course will have opportunities to practice reading and writing skills through a number of different tasks including individual and group work, reading and writing exercises, and class discussion.

1.8 Overview of the Dissertation

This chapter presents the background of the study, including the rational and the direction for the study. It also explains the purposes of the study and research questions, as well as the significance of the study. The scope of the study and the definition of terms used in this study are also described.

Chapter 2 provides a broad overview of three approaches to the teaching of writing, comprising the product-, the process-, and the genre- based approaches. This is then followed by the discussion of the integrated process-genre approach, and the modified model. The last part of the chapter includes related literature on process and genre approach to the teaching of writing.

Chapter 3 is devoted to research methodology including research procedures, data collection and analysis. It also presents the results from pilot study to show that this approach can be conducted in the real classroom because it provides positive results for the teaching and learning of writing.

Chapter 4 provides a detailed investigation of the research results, including insightful discussion of the findings. All the quantitative data such as the results from pre- and post- tests, and the students' written products from the first and final drafts were triangulated with such qualitative data as interviews and observation to avoid the data bias and to assure the credibility in data analysis. The results of the study are also presented to show the effectiveness of the process-genre approach in developing the students' writing abilities, which can result in a positive change of their learning attitudes.

The last chapter focuses on a brief summary and discussion of the main findings, followed by pedagogical implications, limitations of the study, and recommendations for future research.

CHAPTER 2
REVIEW OF LITERATURE

This study aimed to investigate whether the non-English majors, including higher and lower proficient students, could improve the quality of their essay writing and change their learning attitudes through the use of process-genre approach. To provide a backdrop for this study, this chapter then describes the related literature organizing into three parts. The first part provides three approaches to teaching of writing, including the product-, the process-, and the genre-based approaches. The second part discusses the integrated process-genre approach to writing instruction. The last part includes related research on process and genre approaches to writing instruction, followed by the summary of this chapter.

2.1 Three Approaches to the Teaching of Writing

Over the past few decades, there have been dramatic changes in the teaching of writing. Three main approaches, including the product-, the process-, and the genre- based approaches, have been proposed in the development of this field by a number of scholars, such as Badger& White (2000), Myles (2002), Pincas (1982a, 1982b), and Silva (1990).

2.1.1 The Product Approach

During the audiolingualism era, according to Silva (1990), language classes downplayed the roles of writing because writing was seen as a supporting skill. In his study, writing classes in that era only focused on sentences structures as a support for the grammar classes. So, the product approach was used to emphasize form and syntax (Silva, 1990). The concept of this approach is clearly discussed by Pincas (1982a), explaining that the product approach is a traditional approach that identifies writing as linguistic knowledge, with the focus on the appropriate use of vocabulary, syntax, and cohesive devices. In this approach, Pincas (1982b) points out that learning to write comprises four stages—familiarization, controlled writing, guided writing, and free writing. In the work of Pincas (1982b), the familiarization stage aims to make learners aware of certain features of a particular text. She further

explains that in the controlled and guided writing sections, the learners have to practice their skills with increasing freedom until they are ready for the free writing section. In the free writing section, according to Pincas (1982 b), the learners then "use the writing skill as part of a genuine activity such as a letter, story or essay" (p. 22).

Advocates of the product approach argue that it enhances students' writing proficiency (Badger& White, 2000). In their study, this approach recognizes "the need for learners to be given linguistic knowledge about texts, and that imitation is one way in which people learn" (Badger& White, 2000, p. 157). Arndt (1987) supports the importance of models used in this approach that it is an approach not only for imitation but also for analysis and exploration. Myles (2002) further advocates that if learners are not exposed to native-like models of written texts, their errors in writing are more likely to continue.

The product approach, however, suffers from numerous critics, thus leading researchers and teachers to reassess the nature of writing and the new ways to writing instruction (Pullman, 1999). Examples of criticism are found in the studies of Eschholz (1980), Furneaux (1999) and Prodromou (1995). Eschholz (1980) argues that the approach merely results in "mindless copies of a particular organizational plan or style" (p.24). Prodromou (1995) also criticizes that this approach devalues the learners' potential, both linguistic and personal. Furneaux (1999) also comments that this approach focuses on the learners' final piece of work instead of how it is produced. The written text done by the learners is judged by grammars, errors and structure (Furneaux, 1999).

To sum up, the product approach focuses on the accuracy of language structure, and writing development as a result of the imitation of input, and texts provided by the teachers. Due to the criticism of the product approach, being rigid and restrictive, the introduction of process approach to writing instruction arose in reaction to the dominance of product-centered pedagogy (Matsuda, 2003). Methodologies in the teaching of writing began to move from the writing product to an emphasis on the writing process.

2.1.2 The Process Approach

In the concept of process approach, O'Brien (2004) defines it as an activity in which teachers encourage students to see writing not as grammar exercises, but as the discovery of meaning and ideas. According to Susser (1994), the two crucial features of process writing pedagogy contain awareness and intervention. The former refers to the consciousness of the nature of writing as a process, and the latter refers to the relationships in terms of feedback from teachers (or teacher feedback) and that from other readers (or peer feedback) (Susser, 1994). This approach, according to Lawrence (1972), attempts to get students to involve in the writing process, being aware of their goals of writing. In this perspective, before writing, teachers are recommended to raise students' awareness in order to make students know partial ideas of what they are going to write (Caudery, 1995). Some scholars such as Tribble (1996, cited in Badge & White, 2000) and Raimes (1987) point out that the process approach views writing as a creative process consisting of a series of stages occurring recursively throughout the process and feeding on one another. According to Tribble (1996, cited in Badge & White, 2000), the four stages proposed to produce a piece of writing are comprised of "prewriting, composing/drafting, revising, and editing" (p.39). Tribble (1996, cited in Badge & White, 2000) emphasizes that these stages can be recursive, which means that learners or students may return to pre-writing activities, for example, after doing some editing or revising. This model is illustrated as follows:

> A typical prewriting activity in the process approach would be for learners to brainstorm on the topic of houses. At the composing/drafting stage, they would select and structure the result of brainstorming session to provide a plan of a description of a house. This would guide the first draft of a description of a particular house. After discussion, learners might revise the first draft working individually or in groups. Finally, the learners would edit or proofread the text. (Tribble, 1996, p.39, cited in Badge & White, 2000)

Apart from awareness, intervention is also important for this approach. Lawrence (1972) encourages teachers to provide feedback, focusing on improvement

and development, in order to facilitate development of their students through awareness. As she writes:

> The teacher's attitude should be positive; student writing should not be measured against a hypothetical standard of perfection. Most importantly, the teacher must realize that correcting paper, evaluating student writing, and assigning grades is not primary aim of the writing class: teaching students how to write is! (Lawrence, 1972, p.10)

Clearly, the process approach is viewed as an approach that students actually work on their tasks from the beginning stage until the end of written product. During the writing process, teachers can enable students to explore their thoughts and develop their own writing.

Proponents of the process approach support that this approach has a number of benefits. As stated by Walsh (2004), the procedures of process writing help learners to develop more effective ways of conveying meaning and to better understand the content that they want to express. He strongly believes:

> [S]tudents can discover what they want to say and write more successfully through the process approach…as the process approach is viewed as writer-centered. (Walsh, 2004, p.15)

Other proponents such as Johnson (1996) argue that the process approach is a correction of the product approach and can reflect what skilled writers do when they write. Badger and White (2000) also support that this approach operates on the principle that L2 learners develop their writing skills unconsciously rather than learn formally. This can facilitate students' writing and draw out their potential rather than provide input or stimulus (Badger & White, 2000).

According to Matsuda (2003), although the movement of process approach has been "the most successful in the history of pedagogical reform in the teaching of writing" (p.69), it has some critics. Hyland (2003) highlights some limitations of the process approach from the social perspective, stating that writers are considered to be isolated individuals who are free to write their own ideas. He points

out that the process approach shows how they write, but it does not explain why they make certain linguistic choices (Hyland, 2003). As the structure of genres is not taught explicitly in the process classroom, students could likely fail to produce contextually appropriate texts (Hyland, 2003). According to Atkinson (2003), writing is seen as involving the same process regardless of the target audience and the content of the text. The process approach seems to focus on the skills and processes of writing in the classroom itself, thus failing to take into account the social and cultural aspects that have an impact on different kinds of writing (Atkinson, 2003). John (1995), for example, strongly expresses her view against the process movement:

> The movement's emphasis on developing students as authors when they are not yet ready to be second language writers, in developing student voice while ignoring issues of register and careful argumentation, and in promoting the author's purposes while minimizing understandings of role, audience, and community have put our diverse students at a distinct disadvantage (John, 1995, p.181).

In short, the process approach focuses on how learners can develop their thoughts and produce their own writing from the beginning stage until the end written product. Nonetheless, as a result of criticism from the opponents of process approach, a new banner "the genre approach" is proposed to alleviate some drawbacks of the aforementioned process orientation.

2.1.3 The Genre Approach

In the field of teaching writing for the last decade, the genre approach has become popular that language learners could benefit from studying different types of written texts (Nunan, 1999). To understand this approach, it is a need to provide a brief concept of genre and its pedagogy before considering how the genre approach plays an important role in writing instruction.

2.1.3.1 The concept of genre

Genre has been defined by a number of scholars such as Swales (1990), Hammond and Derewianka (2001), and Hyland (2007). Swales (1990) defines the term *genre* as a class of communicative events with some shared set of communicative purposes. Hammond and Derewianka (2001) state that *genre* refers to "the recognizable and recurring pattern of everyday, academic and literary text that occur within particular cultures" (p.186). *Genre*, according to Hyland (2007), is "abstract, socially recognized ways of using language" (p.149). Hyland (2007) further explains that *genre* analysis is based on the idea that community's members have little difficulty in recognizing similarities in the texts they use, and can draw on their repeated experiences with such texts to read, understand, and write them easily.

Experts such as Miller (1984) and Johns (1997) speak of genre knowledge as composed of many elements. Miller (1984) claims that genre is cognitive (integral to schemata, or prior knowledge) and social (shared with readers and writers who have experienced the same genre). Johns (1997) also states that genre knowledge is "systematic…and conventional in that features of form and style may be repeated in texts. Yet, a person's knowledge of conventions… must be open to change…, constantly subject to revision as situations are transformed" (pp.21-22).

There are a number of studies focusing on genre and its applications. Hyland (2004), for instance, states that classroom applications of genre are the outcome of communicative approaches to language teaching. Hoey (2001) also proposes that teachers should engage in more specialized genres such as lesson plans, student reports, and feedback sheets , as well as bring a degree of expertise to the ways they understand or write familiar texts.

Johns (2003) summarizes that genres are useful to individuals and teachers of composition because ones who become familiar with common genres can improve themselves to the successful writing process and written text production.

2.1.3.2 Genre pedagogy

As genres can be applied to numerous types of text, it is not surprising that a number of different perspectives on genre pedagogy have emerged. This subsection discusses the four perspectives on genre teaching, including the Swalesian concept (Swales, 1990) and the three traditions classified by Hyon (1996)-- English for Specific Purposes (ESP), New Rhetoric (NR), and Systemic Functional Linguistics (SFL).

Swales' (1990) pioneering work proposes that the pattern of moves and steps in a genre can represent the purpose and content that the writer wishes to convey and then within each move the positive options or steps each writer has to bring detailed perspectives to the move. Figure 2.1 shows an example of how this pattern would be used to apply to the genre of the introduction to an academic article (Swales, 1990).

Move 1 = Establishing a territory
    Step 1 = Claiming centrality
    Step 2 = Making topic generalization (s)
    Step 3 = Reviewing items of previous research
Move 2 = Establishing a niche
    Step 1 = Indicating a gap
Move 3 = Occupying the niche
    Step 1 = Announcing present research

Figure 2.1 Swales' Pattern of Moves/Steps
Source: Swales (1990), p.141

Since the researcher aimed to conduct the quasi-experimental study, using the process-genre approach to teaching essay writing for SWU non- English major students (both higher and lower proficient students), it is fruitful to indicate how the aforementioned moves/steps in Swales' pattern can be applied to this study.

In the present study, two genres (or types) of essays that were taught in the experiment consisted of narrative and cause-effect essays.

Drawn from Swales' (1990) pattern, the researcher has created the pattern of moves in essay development for teaching these two genres, which can be illustrated as in Figure 2.2.

Hook Statement

Thesis Statement ⇨

Introduction

Sub-topic 1

Supporting Details

Body Paragraph 1

Sub-topic 2

Supporting Details

Body Paragraph 2

Sub-topic 3

Supporting Details

Body Paragraph 3

Restated
Thesis
Statement ⇨

Further expansion
with related ideas

Conclusion
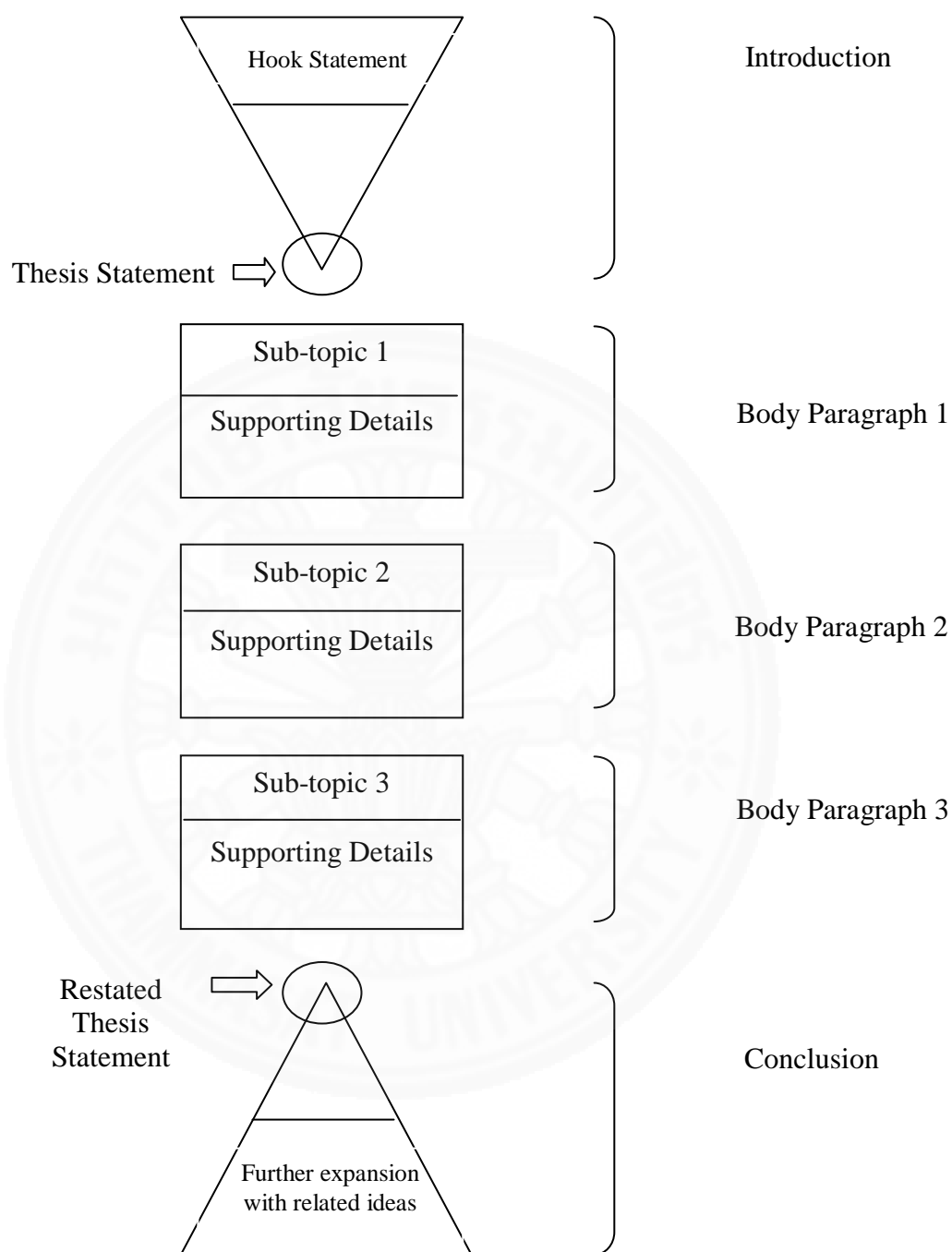
Figure 2.2 The Pattern of Moves in Essay Development

Further from Swales' (1990) pattern, another scholar, Hyon (1996), classifies approaches to genre pedagogy into three major perspectives including English for Specific Purposes (ESP), New Rhetoric (NR), and Systemic Functional Linguistics (SFL).

Hyon (1996) explains that researchers in ESP have focused on the implications of genre theory and analysis for English for academic purposes (EAP), and English for professional communication (EPC) classrooms. Such scholars working in these contexts as Bhatia (1993), Flowerdew (1993) and Swales (1990) have proposed that genre-based applications can help nonnative English speakers master the functions and linguistic conventions of the text they need to read and write in their academic settings and professions.

By contrast, according to Hyon (1996), New Rhetoric work which is developed in North America by such researchers as Bazerman (1988), Devitt (1993), and Miller (1994) has less concerned with the potential of genre theory for teaching text structure, and more concerned with its focus on helping university students and novice professionals comprehend the social functions of genres and the contexts in which these genres are used.

As claimed by Hyon (1996) and Johns (2000), the work on genre drawing from Systemic Functional Linguistics has developed in Australia. The features included in this framework are a functional perspective in the study of language, a focus on the interrelationship between language texts and the context in which those texts occurs (Hammond & Derewianka, 2001). According to Hammond and Derewianka (2001), these features help provide a means of studying the organization, cohesion and development of spoken and written texts used by people in a variety of contexts.

To provide a summary of the four different perspectives on genre pedagogy, Table 2.1 shows a comparison of primary focuses and methods of teaching for these four traditions including Swalesian School, English for Specific Purposes (ESP), New Rhetoric (NR), and Systemic Functional Linguistics (SFL).

Table 2.1 Comparison of Genre Schools

Orientation	Primary Focus	Pedagogy/ Method of teaching
Swales'(1990) work		
Swalesian School	Discourse structure and features	Analysis samples using the move analysis method
Hyon's (1996) classification		
SFL	Discourse structure and features	Analysis of samples forms the basis for the teaching-learning cycle
NR	Social purposes, context	Exposure to samples, general formats
ESP	Discourse structure and features	Consciousness raising, needs analysis

Sources: Hyland (2007), p.50 ; Malakul (2007), p.45

Among these four orientations, SFL deems to best fit the teaching of writing in Thailand. This can be supported by the work of Hyland (2007), stating that the approach to genre influenced by SFL is probably the most articulated and pedagogical successful of these orientations. Furthermore, Hyland (2007) emphasizes that genres in SFL are useful to teachers because they provide a means of understanding how genres differ in the demands that they make on students. Additionally, according to Hyland (2007), SFL reveals how genres are related to other genres, both written and spoken, in the real world. These principles will be an advantage to teaching foreign language students, such as Thai students, in the development of writing skills needed for producing any reports or articles in English. Kongpetch (2004) also supports this idea, stating that she has selected SFL as her choice to assist Thai students to improve their writing skills since it focuses on language use at the level of the whole text, as well as emphasizes the teaching of integrative language skills, which will be useful for Thai students. The present study adapted the modified teaching and learning cycle from the study of Hyland (2003), and did not select SFL school.

2.1.3.3 Genre approach and writing instruction

A number of studies have explored the principles underpinning the genre approach to writing instruction such as Christie (1990), Cope and Kalantzis (1993), Hammond and Derewianka (2001), Hyland (2007), Hyon (1996), Muncie (2002), and Nunan (1999). Following are the key principles of the genre approach.

Firstly, Hammond and Derewianka (2001), and Hyon (1996) emphasize that the genre approach focuses on the importance of social and cultural contexts of language use on a piece of writing. They claim that this approach can help students produce a composition which can be accepted by a particular English language discourse community once the students include the context of a text into their own writing papers (Hammond & Derewianka, 2001; Hyon, 1996).

Secondly, according to Muncie (2002), this approach emphasizes the importance of readers and the linguistic conventions that the writers need to take into account in order to produce their own pieces of writing to be accepted by their readers. This means that students who want to succeed in joining an English language discourse community need to produce the texts which fulfill their readers' expectations in terms of grammar, organization, and content (Muncie, 2002).

Thirdly, in Hyland's (2007) study, writing is a social activity. This idea is initiated by Vygotsky's (1978) theory. In this theory, social interaction and group participation play a major role in developing new writing knowledge (Vygotsky, 1978). Therefore, learning writing through the genre approach, according to Hyland (2007), encourages students to participate in the activities of meaning exchange with their teachers and peers, thus helping students to have positive reinforcements about the knowledge of linguistic, contents, and ideas in their compositions.

Fourthly, the genre approach to writing instruction, according to Hyland (2003), is concerned with how to teach students to use language patterns to accomplish coherent and purposeful writing. He further explains that students in this approach are encouraged to take the overall social purposes into account when writing

a composition, which can be done by promoting students to think about their real life situation, to realize how to create their writing logically and finally to learn how to write in a variety of social contexts (Hyland, 2003).

Fifthly, in this approach, Hyland (2007) highlights that apart from recognizing the wants, prior learning, and current proficiencies of students, a genre-based course also means identifying the kinds of writing that students will need to do in their target situations. Nunan's (1999) study proposes that different genres of writing "are typified by a particular structure and by grammatical forms that reflect the communicative purpose of the genre"(Nunan, 1999, p. 280). He adds that by investigating different genres, students can perceive the differences in structure and form, as well as apply what they learn to their own writing (Nunan, 1999). Even in classroom, where academic writing usually predominates, writing tasks can be introduced, based on different genres with roots in the real world, such as the genres of essays, academic reports, and business letters (Nunan, 1999).

Lastly, as stated by Christie (1990), this approach emphasizes the explicit teaching of the linguistic conventions of the genres for L2 student writers. Cope and Kalantzis (1993) argue that one of the most important tasks of genre-based teachers is to make students know the aforementioned linguistic conventions at the first stage of the instruction. According to Cope and Kalantzis (1993), the genre approach to teaching writing consists of three phases: (1) the target genre is modeled for the students; (2) a text is jointly constructed by the teacher and students; and (3) a text is independently constructed by each student.

It can be summarized from the aforementioned principles that genre approach to teaching writing deems to make clear what is to be learnt to help the students' acquisition of writing skills, and to provide a framework for focusing on both language and contexts. At the same time, this approach also gives a major role to teachers in scaffolding students' learning and creativity. Furthermore, it provides access to the patterns and possibility of variation in texts which can help students to understand and challenge discourses in the real world.

Similarly to other approaches, the genre approach still has some limitations. Badger and White (2000) state that proponents of the genre approach are not explicitly about their theories of learning. They claim that the use of model texts and the idea of analysis suggest that learning is partly a question of limitation and partly a matter of understanding and consciously applying rules (Badger & White, 2000). Bhatia (1993) argues that a main limitation in using the genre approach to teaching ESP subjects is the tendency to be overly prescriptive, emphasizing the rules of construction for a particular genre above others. An investigation into what teachers think of using the genre approach in the classroom also cited a similar concern (Kay& Dudley-Evans, 1998). They also argue that the teachers would be concerned that the students may regard writing genres as mindless imitation in producing written texts (Kay& Dudley-Evans,1998). Consequently, in the work of Kay and Dudley-Evans (1998), the students' creativity is stifled, thus preventing them of the ability to respond more effectively in a changing social context or work place environment.

All in all, although we have currently seen the advantages and limitations of the three approaches, including product, process, and genre approaches, this does not mean that each approach should be separated. Rather, it is recommended to combine the strengths or advantages of each approach in the writing classroom to improve ESL or EFL students' writing. A question may be raised, "Should we use a combination of two or three approaches?" As stated by Badger and White (2000), the genre approach is claimed to be an extension of the product approach, thus leading to the idea of combining process and genre approaches in teaching writing.

2.2 Integrated Process-Genre Approach to the Teaching of Writing

As mentioned in the previous section, both process and genre approaches have some advantages and limitations. Therefore, before discussing an integrated process-genre approach to the teaching of writing, we need to know a comparison of these two approaches which gives a brief summary in Table 2.2 by Hyland (2003).

Table 2.2 Comparison of Genre and Process Approaches

Attribute	Process	Genre
Main Idea	Writing is a thinking process	Writing is a social activity
	Concerned with the act of writing	Concerned with the final product
Teaching Focus	Emphasis on creative writer	Emphasis on reader expectations and product
	How to produce and link ideas	How to express social purposes effectively
Advantages	Makes processes of writing transparent	Makes textual conventions transparent
	Provides basis for teaching	Contextualizes writing for audience and purpose
Disadvantages	Assumes L1 and L2 writing similar	Requires rhetorical understanding of texts
	Overlooks L2 language difficulties	Can result in prescriptive teaching of texts
	Insufficient attention to product	Can lead to overattention to written products
	Assumes all writing uses same processes	Undervalue skills needed to produce texts

Source: Hyland (2003), p.24

From Table 2.2, Hyland (2003) points out that the genre model emphasizes the social nature of writing and reader-centered orientations, whereas the process approach emphasizes a thinking process, the process of writing, and more writer-centered orientations. According to Hyland (2003), comparing the main attributes of these two approaches, it can be seen that we can make use of the strength of one which might complement the weaknesses of the other one.

Many scholars such as Badger and White (2000), and Hyland (2003) have proposed the integrated model combining the process and genre approaches.

2.2.1 Hyland's Model

As writing is a sociocognitive activity, Hyland (2003) proposes an effective methodology for L2 writing instruction which incorporates and extends the insights of the two main approaches, including process and genre approaches, as shown in Figure 2.3.
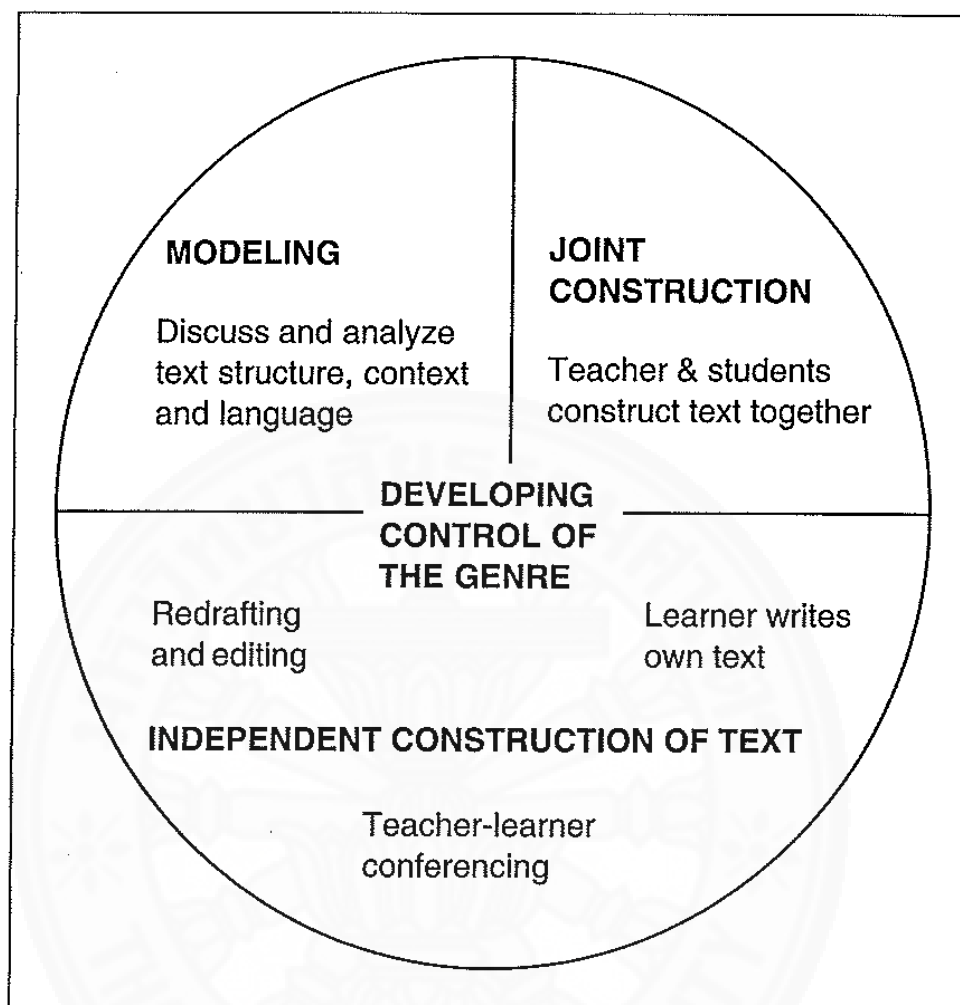
Figure 2.3   The Cycle of Teaching and Learning

Source: Hyland (2003), p. 21

Figure 2.3 is the model proposed by Hyland, showing the cycle of teaching and learning writing through the use of process and genre approaches. This model mixes the two approaches by focusing on the process of learning writing (including planning, multiple drafting and editing) and at the same time acquiring genres (e.g. narration and cause-effect).

To illustrate, the model includes three stages: modeling, joint construction, and independent construction of the text.

First of all, in the modeling stage, according to Hyland (2003), a particular genre is provided. He further describes that based on the teacher's direct instruction, the text features, context, and language of the particular genres are discussed and analyzed (Hyland, 2003). This model focuses on the form and function of the genres, as well as the process of writing a text by considering both the content and the language (Hyland, 2003).

After gaining knowledge about genres and the writing process, in the joint construction stage, students are then asked to start producing a similar text in collaboration with their teacher (Hyland, 2003).

Last, in the independent construction stage, stated in Hyland's (2003) study, students finish their first draft, followed by embarking on peer feedback, self-editing and teacher-student conferencing, and finally constructing their own final written product with confidence.

It is believed by such scholars as Gao (2007) that the model proposed by Hyland (2003) could help develop learners' process writing skills and knowledge of various genres in particular contexts, as well as their social cultural communicative purpose. Kim and Kim (2005) also supports that this model could help students foster creativity (as in process writing), whereas acknowledging the ways language is conventionally used to express meanings (as in genre approach).

2.2.2 Badger and White's Model

In the study of Badger and White (2000), the process genre approach has been proposed due to some limitations of the product-, process-, and genre- based approaches. An outline of this integrated model is presented in Figure 2.4.

A process genre model of writing　　　　　　**Possible input**

Situation

Purpose　　◄　　　　　　　　　　Teacher

Consideration of mode field
tenor

　　　　　　　　　　　　　　　　Learners

Planning　◄
Drafting　　　　　　　　　　　　Texts
Publishing

Text
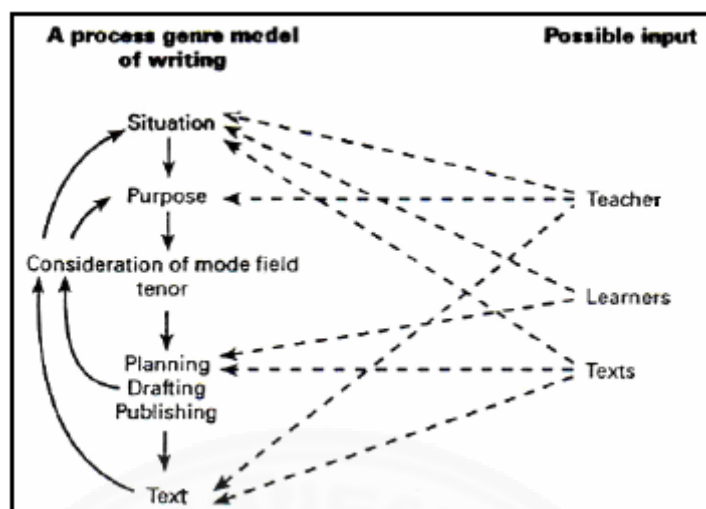
Figure 2.4　A Process Genre Model of Teaching Writing

Source: Badger and White (2000), p 159

As seen in Figure 2.4, Badger and White (2000) claims that teachers in the writing classroom need to replicate the situation as closely as possible. They add that the teachers should provide sufficient support for students to identify the purpose and other aspects of the social context (Badger & White, 2000). They raise an example of composing a text for selling a house. Badger and White (2000) explain that students who want to be estate agents would need to first consider that their description is meant to sell the house (purpose), that it should be appeal to a particular group of people (tenor), that it should include useful information (field), and that there are ways in which house descriptions are presented (mode). After that, they further describe that drawing on students' knowledge of such things as grammar, vocabulary, and organization, the student writers would use their skills appropriate to the particular genre (such as redrafting and proof-reading) to produce a description of the house which reflects the situations needed (Badger & White, 2000).

Some scholars such as Yau (1991) have argued that there is a need to adjust the Badger and White's model. He states that when given a task, students would first consider the real situation and audience and be given language practice to the specific genre. Then later, similarly to the process writing, students would go through the process writing approach and with the help of the instruction plan,

organize their ideas before drafting and revising again with the purpose and audience in their mind.

It is notable that the above two models in teaching writing can help students gain knowledge of genres and gradually practice their own writing from the beginning stage until the end of written product. Nonetheless, a number of scholars would seem to support the use of Hyland's model to the teaching of writing and it deems to fit the ways of teaching writing in Thai context as there is evidence that this model can support non-native writers to write based on the stages of writing processes and the control of genre in a particular writing context. Therefore, the present study would adapt this model, by adding Yau's (1991) comments on this model in order to help Thai students improve their proficiency in writing. Using the modified model would help students easily walk through the writing process practice, as well as understanding the way that language could be used in various genres with reference to Hyland's model.

The modified Hyland's (2003) model with Yau's (1991) comments is illustrated in Figure 2.5.
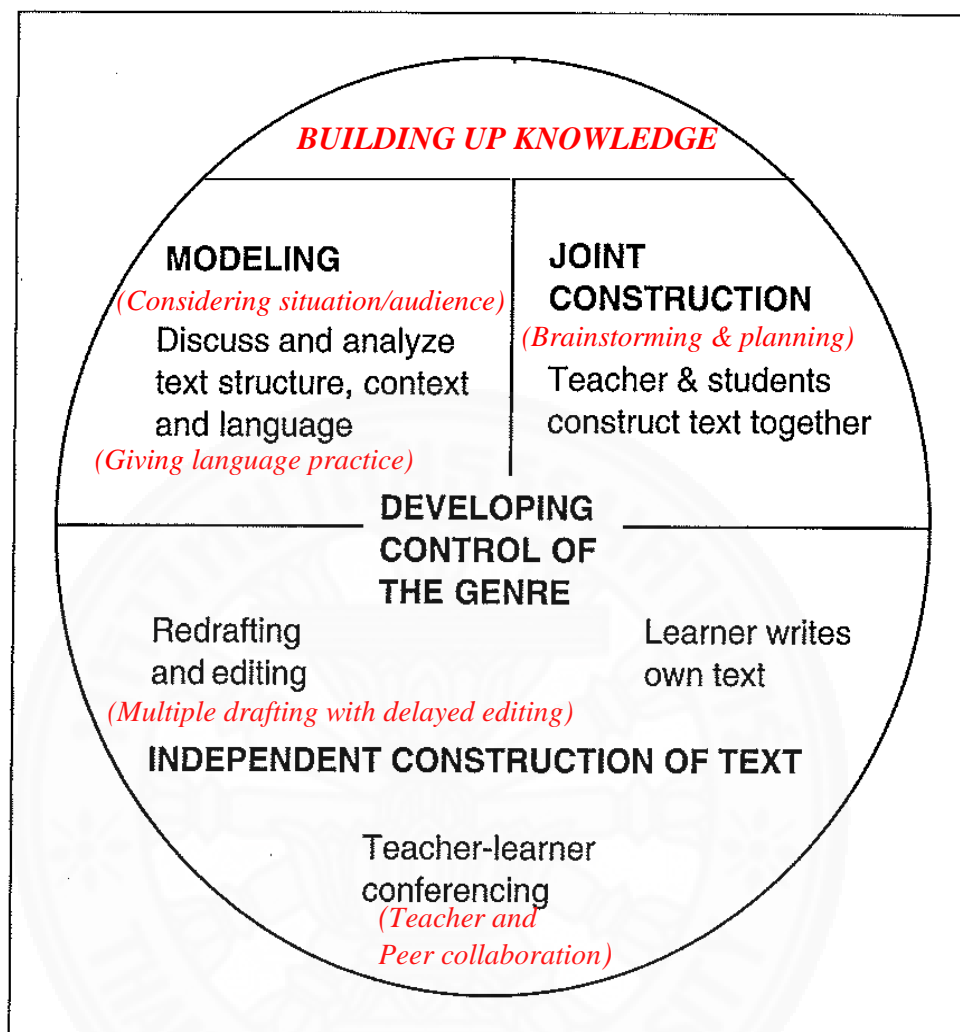
Figure 2.5 The Modified Model of Teaching and Learning Cycle

Source: Adapted from Hyland (2003), p. 21. (Adaptation is shown in italic.)

Figure 2.5 is adapted from Hyland's (2003) model, showing an adaptation of the cycle of teaching and learning writing through the use of process and genre approaches.

In order to prepare students to get familiar with the target genre, the stage of building up knowledge is added as the first stage before the modeling stage. At this stage, the teacher provides opportunities for the students to use their prior knowledge and to find out more about the target text in terms of its cultural and situational aspects of the social context of the target text, using such activities as brainstorming,

watching movies or videos, listening and talking to their friends, or reading materials, and so on.

After the stage of building up knowledge, this model also adds Yau's (1991) comments regarding the consideration of real situation and audience, as well as giving language practice to a particular genre in the modeling stage. Considering the real situation and audience before writing an essay will help the students raise their awareness of thinking about setting the situation that can make their audience understand the content of the essay. In addition, giving language practice to a particular genre in this stage will facilitate them to get familiar with language used in the genre before writing their own essays.

Apart from adding Yau's (1991) comments in the modeling stage, the modified model also follows the major steps of Hyland's (2003) model in teaching writing, with the clarification in more detail in both joint construction and independent construction stages.

To elaborate, after getting the students to be familiar with genres and the steps in writing process, in the joint construction stage, the teacher can brainstorm the ideas from the students and help them plan what they need to write.

Additionally, in the independent construction stage, after the students finishing their first draft, the teacher may advise the students to leave their own piece of writing for a while (e.g. one day), then self-edit and redraft it again. Following this, with the collaboration from the teacher and peers, the students will get some comments and revise their own writing until they finish their final written product.

To sum up, it is hoped that applying the modified model in teaching essay writing in the present study would help students find their new ways in producing their good pieces of writing, and would provide an interesting method for the teacher to employ in his/her teaching.

Aside from the helpful models for teaching writing, it is useful for researchers to explore related research on writing instruction.

2.3 Related Research on the Teaching of Writing

As stated in the first section of this chapter, many approaches have been proposed to the teaching of writing. Since difficulties in this area still exist, researchers such as Firkins, Forey and Sengupta (2007), Kongpetch (2003), Malakul (2007), Saito (2011), Tuan (2011), Vijayaratnam (2007), Voon Foo (2007), Wisootruchira (2002) and Yasuda (2011) have conducted studies on writing instruction, hoping to help teachers to develop their ways of teaching. This section, therefore, provides related research both on genre approach and process-genre approach to writing instruction.

2.3.1 Research on Genre Approach to the Teaching of Writing

Genre –based approach to teaching various kinds of writing has been beneficial to a wide range of students in L2 programs. This subsection discusses related research on genre approach.

Recently, Tuan (2011) examined the impact of genre-based approach on student's writing performance, as well as students' attitude towards the implication of this approach in writing learning. Forty- five students from Ho Chi Minh City University were taken part in an experimental writing class in which the researcher used the genre pedagogy's teaching-learning cycle in order to teach the student participants to write on biographical recount genre. It was found that 80% of the participants were successful in gaining controls over the key features of the required recount essays in terms of social purposes, language features and schematic structure. Regarding the students' attitude, the necessity and usefulness of the application of this approach into learning the recount genre was predominantly recognized among students.

Another foreign researcher's work in genre-based approach is the experimental study of Yasuda (2011), showing both positive and negative results. This research was conducted to examine whether 70 Japanese university students in two novice-level EFL classrooms could develop their email writing through this approach. The results showed that the students' posttest emails were significantly

better than the pretest ones in terms of task fulfillment, organization, cohesion, grammatical control, fluency, and language sophistication. However, the students' writing in the aspect of vocabulary use did not significantly improve during the experimental study.

Apart from the work of foreign researchers, Malakul (2007) explored the use of a genre-based approach to teach scientific report writing to Thai EFL undergraduates. The participants were the students from the chemistry, physics, and biology majors of the Rajabhat University of Phisanuloke. They were randomly assigned to two groups: the experimental and control groups, with 20 students each. The experimental group was taught through the genre-based teaching and learning cycle; whereas the control group was taught through the traditional method. The results revealed that the genre-based mode of teaching had a slightly greater impact on students' writing. The students appeared to show more understanding of genre organization, the writing process and key grammatical features.

Further from the experimental study on the undergraduate students, Wisootruchira (2002) studied a comparison of Mathayom Suksa III students' writing ability and attitude towards English writing instruction based on genre-based approach and the teacher's manual. The participants were students from Maepra Fatima School, who were randomly assigned to two groups: the experimental and control groups, with 30 students each. The experimental group was taught through genre-based approach; whereas the control group was taught through the methods in the teacher's manual. The randomized control group pretest-posttest design was used in the study. Research findings revealed that the students' writing ability between the experimental and control groups was significantly different at the .01 level. The students' attitude towards English writing between these two groups was also significantly different at the .01 level.

There were not only the studies working on students with normal abilities, some researchers such as Firkins, Forey and Sengupta (2007) also studied a genre approach to the teaching of English to students with learning disabilities (LD) in Hong Kong. Thirty-two secondary students (at the ages of 11-18 years) with LD,

according to Firkins, Forey and Sengupta (2007), were selected to be the participants in this research. The pedagogy used in the study was a combination of two explicit teaching methodologies: the genre –based and activity-based pedagogical approaches. The researchers found that the combined approach was seen to be positive and could assist students with LD to organize their writing and understand the nature of a text.

Aside from the experimental studies, some researchers also conducted special case studies. One example can be found in the work of Kongpetch (2003). She conducted an ethnographic case study to focus on the implications of the genre-based approach on the teaching of English writing at the Department of Foreign Languages, Khon Kaen University in northeast Thailand. The study was carried out with 45 third-year English major students for 14 weeks. This study focused on the exposition genre as it was one of the most neglected genres in the Thai educational system. The research results showed that the genre-based approach had a significant positive impact on students' factual writing, showing gains in the control of generic structure and language features of the exposition genre.

To sum up, it is evident from the previous studies that the genre approach has both positive and negative results on the teaching of writing for a wide range of L2 students, both with normal abilities and learning disabilities. This approach helps them gain the control of structure and language features of the required genres. However, as the approach focusing solely on structure and features of genres may not help students develop their understanding of writing process and learn how to express their ideas in effective ways, the researcher needs to find alternative ways to solve these problems. One of the most interesting approaches that catch the researcher's interest is the process-genre approach, which is believed by such scholars as Badger and White (2000), and Gordon (2008) to ensure that students can process the central resource for constructing meanings from the start and throughout the process of their writing. To support this idea, it is useful to explore related research on the process-genre approach to prove its benefits on writing instruction.

2.3.2 Research on Process-Genre Approach to the Teaching of Writing

As there are some scholars (such as Badger and White, 2000) who have proposed that the integrated process- genre approach can help eliminate the limitation of each approach, researchers such as Babalola (2012), Pujianto et al. (2014), Saito (2011), Vijayaratnam (2007), and Voon Foo (2007) have conducted their studies on this orientation.

Voon Foo (2007) studied the effects of the process-genre approach to writing instruction on the expository essays of ESL students in a Malaysian secondary school. Sixty students from secondary schools were selected for the study. The participants were assigned to two treatment groups: (1) an experimental group that received process-genre writing instruction, and (2) a control group that received product-centered writing instruction. It was found that the students who received process-genre orientation could communicate their ideas in writing more effectively to the readers and developed more ideas to support the purpose of their writing tasks, compared to the students who received product- centered instruction. Additionally, the instruction in process-genre approach encouraged the students' awareness of conceptual writing strategies, and willingness to apply practical writing strategies to compose their texts.

Aside from the positive effects of this approach on the expository essays, this approach also worked well with the teaching of report text writing. Pujianto et al. (2014) conducted their research on teaching writing report text to senior high school students in Bandang, West Java in Indonesia. The results showed that the process-genre approach could help develop writing skills of report text specifically on the genre knowledge and writing process. However, they pointed out that the low-achieving students needed a longer period of time in relation to the modeling and teacher-student conference stages.

This approach has been found effective not only for students with general English backgrounds but also for those in specific discipline. Babalola (2012) investigated the effects of the process-genre approach on the written English

performance of computer science students in the Federal Polytechnic in Nigeria. The reason why he conducted this research was that Nigerian polytechnic students had difficulties in acquiring English writing skills due to the limited attention paid to the teaching of writing in very large classes, as well as the out-dated and teacher-centered methodology. Moreover, Nigerian polytechnic students see themselves as potential professionals in a variety of fields, not as language students, so they did not have motivation to learn English writing. Therefore, Babalola (2012) adopted the quasi-experimental pre-test, post-test and control group design through the use of process-genre approach in the study. The results of his study showed that there was a significant effect of this approach on students' written English performance in each of the four writing attributes including organization, content, expression and linguistic accuracy. The students' improvement of their writing skills could be attributed to the student-centered, flexible and practical nature of the process-genre approach (Babalola, 2012).

Another study also confirmed the effectiveness of this approach. Vijayaratnam (2007) conducted her research on developing students' higher-order thinking skills (HOTS) through the process genre approach. The participants of her research were business students in a private university in Malaysia. The students had to do two major assignments of 1,500 words each. The first assignment dealt with using any problem- solving tool and then defending their implementation reports. The second one required students to develop argumentative business research question and hypothesis, and then to defend it using secondary research. Research findings revealed that most students found the assignments challenging and interesting as they had a purpose for writing and could relate theory with practice. The students also found that writing tasks involved thinking skills and all of the steps in writing could promote the development of their high-order thinking skills. Furthermore, they also confirmed that discussions with friends could generate novel and original ideas which deepened their knowledge and understanding of the subject matters.

Apart from the research done by foreign researchers, the present study has found that Thai researchers rarely conducted research in this area. Nonetheless, an example of research conducted through the use of process-genre approach can be

found in the work of Saito (2010). Her study focused on an analysis of argumentative essays of Thai third-year English majors instructed by the integrated process-genre approach. The findings revealed that the students made an improvement in their quality of writing from the first draft to the second draft. In addition, the students could produce well-organized and well-developed essays comprising four main components of an argumentative writing including claim, data, opposition and refutation.

To sum up, the findings of previous research has indicated that the process-genre approach has a positive impact on the improvement of students' writing ability, whereas the genre approach has both positive and negative results. Although both process approach and genre approach are vital for writing instruction and practice, it is recommended that due to the limitation of either process approach or genre approach itself coming under criticism recently, it is proposed to use the process-genre approach to writing instruction. This is because we, as teachers of English, need to create balance between focus on increasing students' experiences of texts, as well as equipping them with an understanding of writing processes, language forms and genres.

2.4 Summary of the Chapter

Chapter 2 provides useful theoretical frameworks, covering three approaches to the teaching of writing: the product approach, the process approach, and the genre approach. These approaches have both benefits and limitations. Then, the idea of the integrated process-genre approach becomes the researcher's interest. Therefore, Hyland's (2003) model of teaching and learning cycle was modified and used as a research focus of this study. The last section of this chapter also reviews previous studies on the process and genre approaches to writing instruction, finding that both approaches have a positive impact on students' writing proficiency. However, in Thailand, it is rare to find researchers who conduct their research using the process-genre approach to teach two kinds of essays including narrative, and cause-effect essays, to the higher and lower proficient students. Thus, it is reasonably to use the adaptation of the integrated model as the basis of this research. The next chapter will

present research methodology including research procedures, data collection and analysis, as well as the pilot study.

CHAPTER 3
RESEARCH METHODOLOGY

This study aimed to investigate the effectiveness of the integrated process-genre approach on the essay writing of non-English major students (both higher and lower proficient students). In this study, three research questions were to be answered whether or not the students could improve their writing ability after being taught through the process-genre approach, how they wrote their essays, and what their attitudes towards learning to write essays through the aforementioned approach were. This chapter then presents the research methodology including research procedures, data collection and analysis, and the results from pilot study.

3.1 Research Procedures

3.1.1 Research Design

The diagram of One Group Pre-test Post-test Design of this study is shown in the following figure.
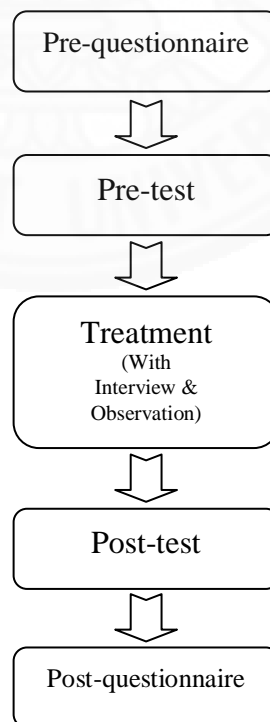
Figure 3.1 One Group Pre-test Post-test Design Diagram

As illustrated in Figure 3.1, this research was an experimental study which involved a triangulation mixed method design, employing the concurrent methods of both quantitative and qualitative data collection and analysis. This was to ensure of the validity of data collection.

For quantitative data, three types of data collection were used in this study. Firstly, the scores from the students' first and final drafts of narrative and cause-effect essays were used to figure out whether the students taught through the process-genre approach could improve their writing proficiency after the experiment. Both first and final drafts of the students' written products from these two types of essays were marked by using the scoring rubrics for marking students' writing (see Table 3.4 in this chapter). The students' first drafts were different from the final ones because the final drafts were the revised version after getting peer and teacher feedback. Secondly, the scores from the students' pre- and post-tests, using the same rubrics in Table 3.4, were also used to confirm the results of the scores from the former one. Thirdly, questionnaire on students' attitudes towards learning to write essays was constructed to find out the opinions from the students before and after the experiment.

In terms of qualitative data, there were three types of data collection employed in the study. Firstly, the researcher interviewed all of the students about how they wrote their essays during this experiment. Secondly, the researcher also interviewed them to see what they thought about the approach used in their classes. Thirdly, during the experimental period, the researcher recorded in her journal about what she observed from students' behavior and performance in their learning processes. These qualitative data were to obtain more information about students' behavior and perceptions towards each approach of the writing instruction.

3.1.2 Participants and Educational Context

To provide some backgrounds of the participants in this study, it is helpful to illustrate the context of Srinakharinwirot University (SWU), including its foundation English subjects.

Presently, SWU is a mid-sized public university, comprising two campuses—Prasarnmit Campus in the central Bangkok, and Ongkharak Campus in Nakornnayok, Thailand. The university has offered both undergraduate and postgraduate degrees. According to SWU organization structure as of January 2016, it consisted of 15 faculties, 3 colleges, 14 institutes and centers, and 2 demonstration schools.

Regarding SWU foundation English subjects, every undergraduate student has to study two English subjects as his or her own general education, depending on the student's level of English proficiency. The English proficiency levels of SWU students are divided into two levels by using English ONET scores — pre-intermediate (with English ONET scores less than 55 marks) and upper intermediate levels (with English ONET scores equaling to or greater than 55 marks)—as shown in Figure 3.2.
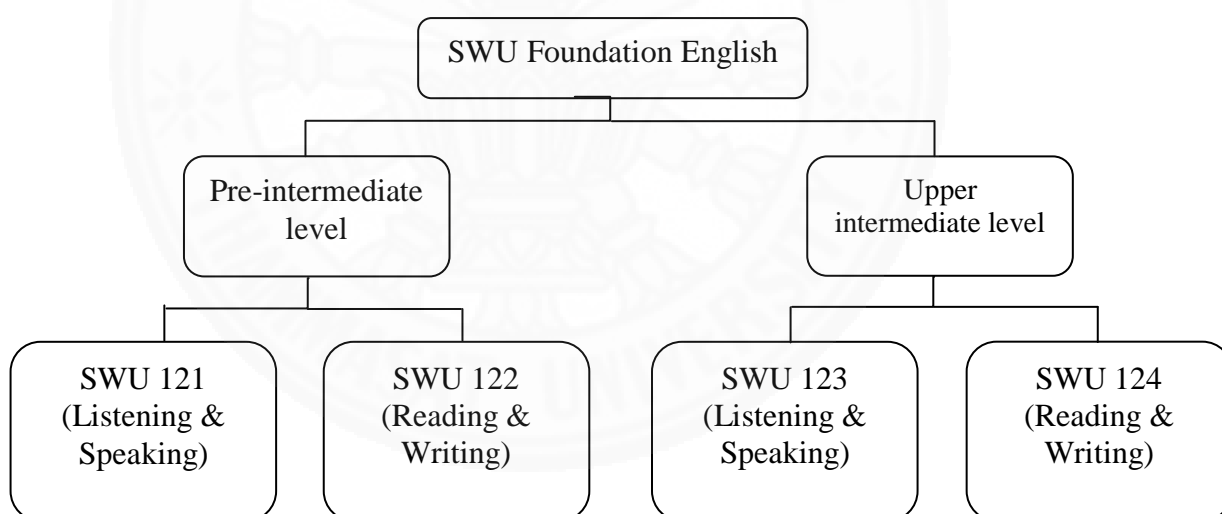
Figure 3.2 SWU Foundation English

As illustrated in Figure 3.2, the first-year or second-year students who are at the pre-intermediate level (e.g., students from Faculties of Nursing, Physical Education, Fine Arts, and so on) have to study two courses of foundation English, including SWU 121 and SWU 122 (English for Effective Communication I-II). The SWU 121 course is designed to develop students' communicative skills by focusing

on listening and speaking skills, whereas the SWU 122 course is for developing students' reading and writing skills. Similarly, those who are at the upper-intermediate level (e.g., students from Faculties of Medicine, Dentistry, Pharmacy, and so on) have to study two courses of foundation English, including SWU 123 and SWU 124 (English for International Communication I and II). The SWU 123 course is designed to equip students with listening and speaking skills, whereas the SWU 124 course is for equipping students with reading and writing skills.

In this study, the participants were 37 non-English major students enrolled in the SWU 124 course at Srinakharinwirot University in the second semester of the academic year 2016. They were randomly selected from all of the non-English major students, with the upper intermediate level in English. The process of random selection was done by Language and Academic Services Centre, International College for Sustainability Studies, SWU, which was based on English ONET scores. Those students with English ONET scores equaling to or greater than 55 marks were classified as the upper intermediate level, whereas those with less than 55 marks were in the pre-intermediate level.

As this study aimed to explore the effectiveness of the process-genre approach on the students' writing for both higher and lower proficient levels, the participants of this study were divided into two groups including higher and lower proficient ones. A cutoff mark used for classifying these two groups was 60 out of 100 marks in English ONET scores. The lower group had an average score below 60 marks, whereas the higher group gained 60 marks or above.

The following table presents the participants' mean scores from English ONET scores, including higher proficient (i.e. medical) students and lower proficient (i.e. health science) students.

Table 3.1 Participants' Mean Scores from English ONET Scores

Students' Level	Mean	SD	t- value (2 tailed)	p
Higher Group	68.7	8.907	-3.836	.000*
Lower Group	57.3	8.813		

*Significant at the 0.05 level (p<0.05), N (Higher) = 22, N (Lower) = 15

As can be seen in Table 3.1, regarding the total English ONET scores of 100 marks, the higher proficient students got the mean score of 68.7 marks, while the lower proficient students got 57.3 marks. The result of t-test run on their scores showed that these two groups were significantly different in their English ONET scores at the 0.05 level (or p< 0.05), meaning that they had different background knowledge in English proficiency.

To confirm their different background of English, the previous course (SWU 123) grades of these two groups were also compared to see their differences.

Table 3.2 Participants' Mean Scores from SWU 123 Grades

Students' Level	Mean	SD	t- value (2 tailed)	p
Higher Group	3.13	0.3994	-2.815	.008*
Lower Group	3.52	0.4219		

*Significant at the 0.05 level (p<0.05), N (Higher) = 22, N (Lower) = 15

As illustrated in Table 3.2, when comparing between the two groups' mean scores from their SWU 123 grades, the results showed that the higher proficient group got the mean score of 3.52 (or around "B+" grade), which was significantly different from that of the lower proficient group (3.13 or "B" grade). This means that these two groups had different English background.

Aside from their English background, it is it is useful to look at the demographic characteristics of the two groups in the present study. The data gathered

from the first part of the questionnaire showed the demographics of the participants as illustrated in Table 3.3.

Table 3.3 Demographics of the Participants

Background	N	Percent (%)
Gender		
Male	14	37.8
Female	23	62.2
Faculty		
Medicine	22	59.5
Health Science	15	40.5
Study Level		
1st year	22	59.5
2nd year	15	40.5

Notes: N (Total) = 37

Table 3.3 showed the demographic information of the participants in the present study. The total number of participants was 37 students. Regarding the genders of the participants, 62.2% of them were female and 37.8% of them were male. In terms of their faculties, nearly 60% of the participants were the medical students (who were classified as higher proficient students), and the rest of them were the health science students (who were classified as lower proficient students). Turning to their study levels, the medical students (or nearly 60%) were all the first-year students, whereas the rest of them who were the health science students (or approximately 40%) were the second-year students.

The following subsection deals with the research instruments of the present study.

3.1.3 Research Instruments

The research instruments of this study were the writing lesson plans using the process-genre approach, questionnaire on students' attitudes towards learning to

write essays, English writing test, and writing assessment including the scoring rubric for marking students' writing.

3.1.3.1 Writing lesson plans using the process-genre approach

The lesson plans for this approach were designed by the researcher to enable students to learn writing through the use of modified process-genre approach. Details of the contents of the lesson plans are as follows:

Two writing lesson plans using the modified process-genre approach (adapted from Hyland's (2003) model) were prepared before employing in this experimental research for 12 weeks. These lesson plans included two types of essays, including narrative and cause-effect essays. The researcher firstly taught the participants with the narrative lesson plan, followed by the cause-effect one. This was to help the participants to scaffold themselves by starting learning the easier one to the more difficult one. Each lesson plan was used for six sessions. Each session lasted 90 minutes. Each lesson plan comprises the following stages:

(1) Building Up Knowledge:

a) Before the modeling stage, the teacher prepared the students by checking their own experience and prior knowledge about the assigned topic.

b) Next, the teacher introduced the texts and the vocabulary items from the texts in a meaningful way. Then the teacher encouraged the students to build up the link between words and ideas so this could lead to the information about the field of the texts.

(2) Modeling Stage:

a) Before introducing the model of the genre, the teacher started preparing students to write by defining a situation that required a written text, followed by placing it within a required genre, such as a cause-effect essay. In this stage, the teacher should allow students to anticipate the structure features (or organization) of the genre. This was to make the lesson interesting. Then, the teacher

let them practice the language used in the particular genre to help them get familiar with it before starting writing an essay.

b) Next, the teacher introduced the model of a particular genre (e.g. a cause-effect essay), and allowed them to consider the context in which this particular genre and its language focus occurs. For instance, the purpose of a cause-effect essay was to explain why or how something happened, or existed.

c) Then, the teacher discussed how the text was structured and how its organization developed to complete its purpose.

(3) Joint Constructing Stage:

a) The teacher brainstormed the ideas from students for an interesting topic (e.g. cause-effect topic).

b) Then the teacher helped students develop the thesis statement, analyzing the expected audience.

c) Next, the teacher got students to make a list (outline) of cause and effects. The participation and contribution of students in class would make this activity interesting and entertaining.

d) After making a list (outline), the teacher and students worked together, beginning to write a text. During this stage, the teacher used the writing processes of brainstorming, constructing, drafting, and revising.

e) The teacher wrote the generated text on the whiteboard. The final draft provided a model text for students to work on their individual writing.

(4) Independent Constructing Stage:

a) Students composed their own text on a related topic, using the model text as an example. During this stage, class time could be set aside so that students could compose independently, with the teacher monitoring and being available to help about the process. If students did not finish the writing task, they could continue doing it as their homework assignment.

b) After students having finished their own writing, the teacher might let students check, discuss, and evaluate their work with fellow students.

c) Next, the teacher and students had whole class conferencing after the teacher evaluated students' writing assignment. This would let students learn from others.

d) Then, after getting some comments from the teacher and peers, students then revised their first draft and submitted the revised version to the teacher.

The above lesson plans were reviewed by three language experts who had more than five years of experience in teaching writing to assure of the correctness of language use and the appropriateness of language activities. After being reviewed by the language experts, as there were comments for adding one simple model text, such as Model Text 3 (in Appendix B), the lesson plans were revised before using them for teaching the participants in this study.

3.1.3.2 Questionnaire on students' attitudes towards learning to write essays

Questionnaire capturing the students' attitudes towards learning to write essays was constructed by the researcher to acquire information on the students' viewpoints regarding how they felt before and after having learned to write essays. The students had to complete the questionnaire in order to determine whether there were any differences between their opinions before and after the experiment. Below are the procedures in the questionnaire construction.

(1) The questionnaire was reviewed by three language experts who had more than five years of experience in teaching writing, especially the teaching and evaluation parts, in order to be assured of the correctness and appropriateness of language used, as well as the content in evaluating students' attitudes.

(2) After being reviewed by the experts, the revised version of the questionnaire would be completed by the sample groups after the experiment.

(3) The questions assessing the students' attitudes towards learning to write essays were constructed so as to evaluate students' opinions about the benefits of their learning before and after the experiment. The questionnaire consisted of two parts.

Part 1 measured the students' attitudes with respect to whether they:

1) liked learning essay writing

2) liked lessons of essay writing in class

3) had thought essay writing is interesting

4) had thought essay writing using different genres helped students to write essays purposively

5) were confident in writing essays

6) liked teacher's guidance in essay writing

7) liked working with friends when writing essays

8) liked to correct essay writing by themselves

9) liked peer feedback in essay writing

10) liked teacher feedback in essay writing

11) had thought they can develop themselves in writing essays

12) acknowledged the benefits of essay writing using different genres (e.g. narrative and cause-effect essays)

13) had thought essay writing using different genres helps them to ease their writing

14) had thought class activities in essay writing using various genres helps develop their writing

15) could apply writing knowledge learned from their class in the future

Students' attitudes in Part 1 were based on Likert's rating scales, consisting of 5 levels (Cohen, Manion, & Morrison, 2000).

5: Highest

4: High

3: Neutral (Moderate)

2: Low

1: Lowest

Part 2 asked students' opinions in the form of open-ended questions, encouraging them to make comments about issues that they believed to be important and beneficial before and after having learned how to write essays using the process-genre approach. Additional comments (if any) as how to improve their learning to write essays would have been welcome.

3.1.3.3 English writing test

The writing test was constructed by the researcher. It was used as the pre-test and the post-test in the study. This test was administered to measure students' writing ability before and after the experiment to see how different they were. The details of the test (in Appendix B) are as follows:

Description of the test

a) The writing test in this study was an essay test which required the students to write a well-organized essay about 300 words within 45 minutes. The participants had to write an essay, responding to the two questions in one writing test. This test was more complicated than what the students learned in

class because it wanted to test their writing abilities and their creativity in applying their writing knowledge learned from their class. These two questions were constructed because they covered two types of essays, including narrative and cause-effect essays, and the way of giving reasons and examples from the cause-effect genre. The following directions and questions were given to the students.

Directions: You will have 45 minutes to write at least 300 words of a well-organized essay. Read the following questions. Then write your essay, corresponding to the questions.

Questions: What is the unforgettable event in your life? How did that event affect your life or your thought? Use specific reasons and examples to support your answer.

b) The test was evaluated by three language experts to check its content validity.

3.1.3.4 Writing assessment

Writing assessment, according to Bailey (1998), consists of three approaches, including holistic, analytic and objective scoring. In this study, only two approaches which were holistic and analytic scoring were combined for writing assessment.

The reason why this study used the combination of holistic and analytical scoring was that it took the advantage parts of the two scoring, which could make writing rubrics more powerful because it covered an overall assessment integrated with detailed diagnostic information.

First, the holistic scoring provided the idea of viewing the strength of writing as a whole, not its deficiencies. It reflected the reader's personal and authentic reaction closely to a text. Therefore, it was more valid than analytic scoring that put too much attention to each part, leading to obscuring the meaning of the whole piece of writing (White, 1985).

Second, the analytic scoring provided some useful diagnostic information, focusing on students' writing abilities in several aspects such as content, organization, vocabulary, grammar, or mechanics, depending on the assessment purpose. Therefore, the analytic scoring provided more details about students' performance in different aspects than the holistic scoring (Weigle, 2002).

Scoring rubrics for marking students' writing

In this study, the scoring rubrics used for marking students' writing was based on Scoring Rubrics from Many-facet Rasch Measurement (for the CEP Writing Test) (Park, 2004, p.20). These scoring rubrics were selected because of the combination of both holistic and analytic scoring. To clarify, they were powerful rubrics as they covered such perspectives of assessment as overall task fulfillment, topic/content, organization, and language elements, as shown in Table 3.4. The overall task fulfillment and language elements employed a four-point scale ranging from 1 to 4, whereas the topic/content and organization employed a six-point scale ranging from 1 to 6 (Park, 2004). It was noticeable that the scoring rubric used in this study focused more on the topic/content and organization of essays, rather than language elements because such researchers as Thongrin (2008; 2012) suggested that teachers should emphasize their students' writing fluency rather than their writing accuracy. This was to encourage students to have a positive attitude on learning to write essays in the future (Thongrin, 2012).

Table 3.4 Scoring Rubrics for Marking Students' Writing

Category	Level	Level Description	Criteria
1.Overall task fulfillment	4	Excellent to very good	For this category, the rater reads an essay quickly, evaluates the overall task, and then assigns a score to the level based on "an overall impression." (This category aims to evaluate the overall proficiency level.)
	3	Good to average	
	2	Fair to poor	
	1	Very poor	
2. Topic / Content	6	Excellent	Very clear knowledge of subject; very substantive; very thorough development of controlling ideas in cause-effect or narrative essays; all paragraphs relevant to assigned topic
	5	Very good	Knowledgeable; substantive; thorough development of controlling ideas in cause-effect or narrative essays; all paragraphs relevant to assigned topic, but lack some details
	4	Good	Some knowledge of subject; adequate range; some development of controlling ideas in cause-effect or narrative essays; most of paragraphs relevant to assigned topic
	3	Average/fair	Little knowledge of subject; little substance; little development of controlling ideas in cause-effect or narrative essays; some paragraphs relevant to assigned topic
	2	Poor	Vague knowledge of subject; unclear substance; inadequate development of controlling ideas in cause-effect or narrative essays; slightly relevant to assigned topic
	1	Very poor	Does not show knowledge of subject; no substance; not pertinent; or not enough to evaluate; irrelevant to assigned topic
3.Organization	6	Excellent	Focused and well-organized; logical flow of ideas or events; skillful use of cohesive devices
	5	Very good	Well-organized; logical flow of ideas or events; competence use of cohesive devices
	4	Good	Generally organized and main ideas stand out; good support of ideas or events, but may not be in the most effective sequencing and development; some use of cohesive devices
	3	Average/fair	Loosely organized with unclear main ideas; limited support; incomplete sequencing and development; rudimentary use of cohesive devices
	2	Poor	Ideas or events confused or disorganized; lacks logical sequencing and development; inaccurate attempts at cohesive devices
	1	Very poor	Does not communicate; no organization; or not enough to evaluate
4. Language Elements (Grammar/ Vocabulary)	4	Excellent to very good	Effective complex constructions; few errors in grammar; sophisticated range of vocabulary; vivid causal verbs (in cause-effect essays) / vivid sensory verbs and strong sensory details are used to develop the characters, setting, and plot (in narrative essays)
	3	Good to average	Effective but simple constructions; minor problems in complex constructions; several errors in grammar; adequate range of vocabulary; some causal verbs (in cause-effect essays) / some sensory verbs and sensory details are used to develop the characters, setting, and plot (in narrative essays)
	2	Fair to poor	Major problems in simple/complex constructions; frequent errors in grammar, meaning confused; limited range of vocabulary; a few causal verbs (in cause-effect essays) / a few sensory verbs and sensory details are used to develop the characters, setting, and plot (in narrative essays)
	1	Very poor	Virtually no mastery of sentence constructions; dominated by errors; does not communicate; or not enough to evaluate

Source: Adapted from Scoring Rubric for Community English Program (CEP) (2003; cited in Park, 2004, p.20)

3.2 Data Collection

The procedures of data collection in the present study are shown below.

```
┌──────────────────────────────────┐
│   37 participants were randomly   │
│              selected.            │
└──────────────────────────────────┘
                 │
┌──────────────────────────────────┐
│     Participants did the pretest/ │
│          pre-questionnaire        │
└──────────────────────────────────┘
                 │
┌──────────────────────────────────┐
│   Researcher started teaching using│
│         Process-Genre Approach    │
└──────────────────────────────────┘
                 │
┌──────────────────────────────────┐
│    Participants wrote first drafts.│
└──────────────────────────────────┘
                 │
┌──────────────────────────────────┐
│     Participants got peer feedback.│
└──────────────────────────────────┘
                 │
┌──────────────────────────────────┐
│  Participants got teacher feedback, and│
│           wrote final drafts.     │
└──────────────────────────────────┘
                 │
┌──────────────────────────────────┐
│   Researcher analyzed 1st and final│
│               drafts.             │
└──────────────────────────────────┘
                 │
┌──────────────────────────────────┐
│  Researcher observed and interviewed│
│            participants.          │
└──────────────────────────────────┘
                 │
┌──────────────────────────────────┐
│    Participants did the posttest/ │
│    completed post-questionnaire.  │
└──────────────────────────────────┘
                 │
┌──────────────────────────────────┐
│  All data were analyzed and discussed.│
└──────────────────────────────────┘
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Figure 3.3 Data Collection

In this study, according to Figure 3.3, the data were collected in the following procedures.

3.2.1 The participants of this study were from 37 non-English major students enrolled in the SWU 124 course at Srinakharinwirot University in the second semester of the academic year 2016. They were randomly selected from all of the non-English major students enrolled in the SWU 124 course. This process of random selection was done by Language and Academic Services Centre, International College for Sustainability Studies, SWU. Also, this experimental group was divided into two groups, including higher and lower proficient students (using 60 out of 100 marks in English scores of Ordinary National Educational Test (O-NET) as a cutoff mark).

3.2.2 Before learning to write essays, the participants had to do the pre-test for writing one essay which comprised two questions covering two modes (types) of writing, including narration and cause-effect (See Appendix B).

3.2.3 The researcher started teaching essay writing in accordance with the prepared lesson plans to the participants (in one class) by using the modified process-genre approach. The participants were taught using two lesson plans. Each lesson plan was used for four sessions, each of which lasted 90 minutes. The types or genres of essays consisted of two categories: narrative, and cause-effect essays.

3.2.4 After learning writing based on each prepared lesson plan, the students were required to write their first drafts of essay on the selected topics.

3.2.5 When students finished their drafts, they had to get feedback from their peers before revising them and submitting their first drafts to their teacher.

3.2.6 After receiving feedback or comments on their first drafts from their teacher, students needed to revise their writing papers and produced the final written products. Then the researcher collected all the final drafts.

3.2.7 Lastly, all the first and final drafts of students were analyzed qualitatively and quantitatively.

3.2.8 During the experiment, the researcher collected some qualitative data by observation and interviews to see how the participants improved their writing (e.g. checking participants' awareness of differences between genres, and their processes of writing, and so on).

3.2.9 After the experiment, the participants had to do the post-test for writing which was the same as the pre-test (See Appendix B).

3.2.10 Before and after the experiment, the students had to complete the questionnaire on students' attitudes towards learning to write essays.

3.2.11 All data obtained were computerized so that they were subsequently studied to determine how they answered the research questions mentioned in Chapter 1.

3.2.12 The data from the questionnaire were computerized to calculate the mean of students' attitudes towards learning to write essays.

3.2.13 All of the results from items No. 3.2.9 were analyzed and discussed.

3.3 Data Analysis

The data collected from the study were analyzed qualitatively and quantitatively as follows:

3.3.1 Qualitative Data Analysis

Data analysis from interviews, and observation in the teacher's journals

Research Question 1:

> How did the higher and lower proficient participants write their essays
> through the process-genre approach?

To answer Research Question 1, the researcher would analyze the results from observation, and interviews from the students. The data obtained from these

sources were analyzed in a discussion style format. Below are the procedures in analyzing these qualitative data.

1) The data collected from observation and interviews were summarized and categorized into various writing patterns, based on the major stages in the modified approach. Then the researcher counted the number of students who used each writing pattern in their writing process, and calculated the percentage of their use for each pattern. The results were discussed using descriptive statistics (i.e. percentage).

2) To make it clear for the results from Step 1, the stages of each writing pattern were drawn in the form of diagrams, showing the patterns of both higher and lower proficient students. These diagrams were supported by the examples of interviews with the students from these two groups.

In addition, to triangulate these two qualitative data sources, the quantitative data, such as the scores from the first and final drafts of students' written products, were also analyzed in four aspects (including overall task fulfillment, topic/ content, organization, and language elements) to see how they could improve their written products through the use of each writing pattern.

3.3.2 Quantitative Data Analysis

3.3.2.1 Data analysis for the first and final drafts of essay writing

Research Question 2:

> Did the higher and lower proficient participants significantly improve their writing ability in terms of their written products after being taught through the process-genre approach?

To answer Research Question 2, the scores from the first and final drafts of the students were collected. The scoring rubric used in marking students' essays was Many-facet Rasch measurement (see Table 3.4) (Park, 2004). It covered

the four variables (i.e. overall task fulfillment, topic/content, organization, and language elements) with a four-point scale ranging from 1 to 4 for overall task fulfillment and language elements, and a six-point scale ranging from 1 to 6 for topic/content and organization (Park, 2004). It was interesting to note that the scoring rubric used in this study focused more on the topic/content and organization of essays, rather than language elements because such researchers as Thongrin (2008; 2012) suggested that teachers should emphasize their students' writing fluency rather than their writing accuracy. This was to encourage students to have a positive attitude on learning to write essays in the future (Thongrin, 2012). The data were analyzed as follows:

1) Two raters (excluding the researcher) were asked to score the students' first and final drafts using Many-facet Rasch measurement (Park, 2004). Two raters could make students' scores more reliable, and the researcher was excluded from this process to avoid any bias in marking essays.

2) The scores from the two raters for the first and final drafts were compared using the paired t-test (with a .05 level of significance).

3) Descriptive statistics were applied to determine the mean score and standard deviation for the first and final drafts.

4) A comparison of the differences between the mean scores of the ratings from the first and final drafts from the students was determined by using paired t-test (with a .05 level of significance).

Apart from the data collection and analysis of the results from the first and final drafts, the scores from the pre- and post- tests were collected and analyzed using the same procedures as those of the first and final drafts. This was to ensure whether participants improved their writing ability in terms of their written products after being taught through the process-genre approach. The data from pre- and post-tests were analyzed as follows:

1) Two raters (excluding the researcher) were asked to score the students' pre- and post-tests using Many-facet Rasch measurement (Park, 2004).

2) The scores from the two raters for the pre- and post-tests were compared using the paired t-test (with a .05 level of significance).

3) Descriptive statistics were applied to determine the mean score and standard deviation for the pre- and post-tests.

4) A comparison of the differences between the mean scores of the ratings from the pre- and post-tests was determined by using paired t-test (with a .05 level of significance).

3.3.2.2 Data analysis for the students' attitudes towards learning to write essays

Research Question 3:

> What were the higher and lower proficient participants' attitudes towards learning to write essays through the process-genre approach?

To answer Research Question 3, the researcher used mean and standard deviation to analyze and discuss the results of students' attitude levels towards learning to write essays before and after the experiment. The following are the criteria in interpreting the mean of students' attitudes which were adapted from Best and Khan (2006).

5.00-4.21 : Students have the very high level of agreement about the benefits of learning to write essays.

4.20-3.41 : Students have the high level of agreement about the benefits of learning to write essays.

3.40-2.61 : Students have the moderate level of agreement (or are not sure) about the benefits of learning to write essays.

2.60-1.81 : Students have the low level of agreement about the benefits of learning to write essays.

1.80-1.00 : Students have the very low level of agreement about the benefits of learning to write essays.

Moreover, the data obtained from students' answers to the open-ended questions were analyzed in a discussion style format.

3.4 Validity Analysis

This study used the triangulation of data, i.e., the data which were collected through various sources, including pre-test and post-test scores, scores of students' work, questionnaire, interviews, and observations. This was to ensure the internal validity of data.

3.5 Pilot Study

The pilot study was prepared to determine the feasibility of whether this study could be done in practice. Moreover, it aimed to test the research design of this study which could be refined if needed. The following details of the pilot study included its sample, procedures and results with some analyses.

3.5.1 Sample of Pilot Study

Thirty-one first-year students from non-English majors from Srinakharinwirot University, who took the SWU 124 course and were not part of the sample group of this study, voluntarily took part in the pilot study. The reason for selecting these students was that their English language backgrounds were similar to those of the sample group because the students who took this course had to pass the required minimum score from English ONET score (at least 55 marks).

3.5.2 Pilot Study Procedures

The pilot study was conducted with 31 first-year pharmaceutical students at Srinakharinwirot University. Before the experiment, they had to complete the questionnaire on student's attitudes towards learning to write essays. After that, they

took the pre-test for writing essays. Then, the researcher taught them how to write three types (genres) of essays, using three lesson plans for narrative, descriptive and cause-effect essays. During the experiment, the researcher collected the students' work and recorded in the teacher's journal about how the students wrote their essays. After the experiment, the students took the post-test which were the same test as the pre-test. They also completed the post questionnaire on students' attitudes towards learning to write essays. The researcher also interviewed them about how they wrote their essays, and their opinions about the process-genre approach taught in class. Then all of the data were collected and analyzed.

3.5.3 Score Procedure

The students' work (first and final drafts), and the pre- and post-tests were scored by the researcher (as the first rater) and the second rater who has got experience in teaching writing for about five years. The two raters used the scoring rubrics from Many-facet Rasch measurement (for the CEP Writing Test) (Park, 2004, p.20; see Table 3.4).

3.5.4 Score Reliability

As mentioned in the score procedure, it showed the reliability of the students' writing scores by using two raters. The results of scores from two raters were shown in Tables 3.5 and 3.6.

Table 3.5 Students' Mean Scores of the First and Second Raters (from the First and Final drafts of Three Genres of Essays)

Raters	Mean	SD	t-value (2 tailed)	P
1ˢᵗ Draft of Narrative Essays				
Rater 1	7.94	2.14	1.783	0.085*
Rater 2	7.48	1.61		
1ˢᵗ Draft of Descriptive Essays				
Rater 1	9.48	1.93	1.775	0.086*
Rater 2	8.90	1.60		
1ˢᵗ Draft of Cause-effect Essays				
Rater 1	10.45	1.67	0.215	0.831*
Rater 2	10.39	1.56		
Final Draft of Narrative Essays				
Rater 1	9.45	1.73	-1.532	0.136*
Rater 2	9.64	1.66		
Final Draft of Descriptive Essays				
Rater 1	10.32	1.45	-1.278	0.211*
Rater 2	10.45	1.39		
Final Draft of Cause-Effect Essays				
Rater 1	11.81	1.54	-1.985	0.056*
Rater 2	12.00	1.46		

* Not significant at the 0.05 level (p>0.05), N=31

As shown in Table 3.5, the students' mean scores from the two raters were not significantly different at the 0.05 level in all three genres: narrative essays (first draft with p=0.085, final draft with p=0.136), descriptive essays (first draft with p=0.086, final draft with p=0.211), and cause-effect essays (first draft with p=0.831, final draft with p=0.056). These results showed that the scores from the researcher were reliable when compared to those of the co-rater in all three genres.

Table 3.6 Students' Mean Scores of the First and Second Raters (from the Pre- and Post-tests of Pilot Study)

Raters	Mean	SD	t-value (2 tailed)	P
Pre-test				
Rater 1	9.42	2.39	-1.871	0.071*
Rater 2	9.71	2.05		
Post-test				
Rater 1	12.35	1.78	-1.504	0.143*
Rater 2	12.68	1.58		

*Not significant at the 0.05 level (p>0.05), N=31

As exhibited in Table 3.6, the students' mean scores from the two raters were not significantly different at the 0.05 level in both pre- and post- tests: pre-test (p=0.071), and post-test (p=0.143). These results showed that the scores from the first rater were reliable when compared to those of the second rater in both pre-test and post-test.

3.5.5 Results of Pilot Study

The results of this pilot study presented the information of how the participants wrote their essays, the improvement of students' written products after being taught through the process-genre approach, and the participants' attitudes towards learning to write essays through this approach.

3.5.5.1 How the participants wrote their essays through the process-genre approach

To explore how the students wrote essays through the process-genre approach in Research Question 1, all the data obtained from the interviews and observation were analyzed by using descriptive statistics.

Research Question 1:

> How did the participants write their essays through the process-genre approach?

Table 3.7 The Patterns Which the Students Wrote Their Essays through the Process-Genre Approach (in Pilot Study)

Pattern	N	%
Pattern 1	20	64.5
Make an outline → Start writing with interesting questions/sentences		
Write conclusion ← Support details ← Indicate thesis statement		
Review & proofread → Get peer feedback → Submit essays to teacher		
Pattern 2	5	16.1
List all ideas → Outline → Start writing with interesting questions/sentences		
Write conclusion ← Support details ← Indicate thesis statement		
Review & proofread → Get peer feedback → Submit essays to teacher		
Pattern 3	6	19.4
Draw mind maps/pictures → Start writing following mind maps /pictures		
Write conclusion ← Support details ← Indicate thesis statement		
Review & proofread → Get peer feedback → Submit essays to teacher		
Total (Overall)	**31**	**100**

As indicated in Table 3.7, there were three major patterns that the students used to write three genres of essays (including narrative, descriptive and cause-effect essays). The processes of those three patterns were similar except the starting point. Pattern 1 started with the outline before writing essays. Pattern 2 started with brainstorming ideas and outline, whereas Pattern 3 started with drawing pictures or mind maps.

Of all the students, 20 students (or 64.5%) wrote essays by using Pattern 1, starting with an outline. Then they started writing with interesting questions or sentences. Following this step, they wrote a thesis statement, and gave some details to support each subtopic. After that, they concluded essays by restating the thesis statement and providing some recommendations for readers. After finishing their essays, they reread and proofread their essays to check their ideas and language usage. They also let their peers to provide some feedback before revising and submitting their essays to the teacher.

Regarding the rest of two patterns, 5 students (or 16.1%) used Pattern 2 starting with listing ideas and outline, whereas 6 students (or 19.4%) employed Pattern 3, starting with drawing mind maps or pictures before writing essays.

To conclude the patterns of writing processes that the students used when writing essays, they used quite similar ones. The different point was a start of writing. Most of the students used Pattern 1 by outlining their ideas before writing essays, whereas some of them used Patterns 2 and 3, starting with listing ideas and outline, and drawing mind maps or pictures, respectively. That means the students applied the processes of writing that they learned from the process-genre approach.

3.5.5.2 Improvement of students' written products after being taught through the process-genre approach

To explore whether the students could improve their writing ability in terms of their written products after being taught through the process-genre approach in Research Question 2, the students' scores from the first and final drafts of three genres, and those from the pre-test and post-test were compared by using descriptive and inferential statistics.

Research Question 2:

> Did the participants significantly improve their writing ability in terms of their written products after being taught through the process-genre approach?

(1) The students' scores from the first and final drafts of three genres

Table 3.8 Students' Mean Scores from the First and Final Drafts of Narrative, Descriptive and Cause-Effect Essays (in Pilot Study)

Students' work	Mean	SD	t-value (2 tailed)	P
Narrative Essays				
First draft	7.94	1.73	-7.156	0.000*
Final draft	9.45	2.14		
Descriptive Essays				
First draft	9.48	1.44	-4.251	0.000*
Final draft	10.32	1.93		
Cause-effect Essays				
First draft	10.45	1.54	-6.445	0.000*
Final draft	11.81	1.67		

*Significant at the 0.05 level (p<0.05), N=31

As illustrated in Table 3.8, in narrative essays, the mean score of the final draft (9.45) was higher than that of the first draft (7.94). Similarly, in descriptive essays, the mean score of the final draft (10.32) was higher than that of the first draft (9.48). Moreover, in cause-effect essays, the mean score of the final draft (11.81) was higher than that of the first draft (10.45).

The results of the paired t-test run on the first and final drafts of all three genres (narrative essays with t= -7.156, descriptive essays with t= -4.251, and cause-effect essays with t= -6.445) showed the p-values of 0.000 which were lower than the 0.05 level of significance. These results indicated that the students improved their writing abilities after instruction.

(2) The students' scores from the pre-test and post-test

Table 3.9 Students' Mean Scores from the Pre- and Post-tests of Pilot Study

Tests	Mean	SD	t-value (2 tailed)	P
Pre-test	9.42	2.39	-8.043	.000*
Post-test	12.35	1.78		

. *Significant at the 0.05 level (p<0.05), N= 31

As shown in Table 3.9, the mean score of the post-test (12.35) was higher than that of the pre-test (9.42). Also, the result of the paired t-test run on the pre- and post-tests showed a t-value of -8.043, and a p-value of 0.000, which was lower than the 0.05 level of significance. This indicated that the students improved their writing abilities after instruction.

To sum up, in Research Question 2, the score results from students' first and final drafts for three genres and those from the pre-and post- test indicated that the participants improve their writing ability in terms of their written products after being taught through the process-genre approach.

3.5.5.3 Students' attitudes towards learning to write essays through the process-genre approach

To examine what the students have thought about learning to write essays through the process-genre approach in Research Question 3, all the data obtained from the pre- and post-questionnaire on their attitudes towards this approach were compared by using descriptive statistics.

Research Question 3:

> What were the participants' attitudes towards learning to write essays through the process-genre approach?

Table 3.10 Students' Attitudes towards Learning to Write Essays through the Process-Genre Approach (before Instruction of Pilot Study)

Statements	% of Response for Each Level					Mean	SD	Interpretation (Level of Agreement)
	5	4	3	2	1			
1. I like learning essay writing.	12.90	29.03	25.81	25.81	6.45	**3.16**	1.157	Neutral
2. I like lessons of essay writing in class.	3.23	38.71	19.35	32.26	6.45	**3.00**	1.157	Neutral
3. I have thought essay writing is interesting.	12.90	45.16	22.58	16.13	3.23	**3.48**	1.029	High
4. I have thought essay writing is not too difficult.	0.00	32.26	41.94	19.35	6.45	**3.00**	0.894	Neutral
5. I am confident in writing essays.	6.45	29.03	41.94	12.90	9.68	**3.10**	1.044	Neutral
6. I like teacher's guidance in essay writing.	19.35	58.06	19.35	3.23	0.00	**3.94**	0.727	High
7. I like working with friends when writing essays.	6.45	29.03	51.61	12.90	0.00	**3.29**	0.783	Neutral
8. I like to correct essay writing by myself.	0.00	35.48	35.48	22.58	6.45	**3.00**	0.931	Neutral
9. I like peer feedback in essay writing.	3.23	32.26	41.94	12.90	9.68	**3.06**	0.998	Neutral
10. I like teacher feedback in essay writing.	35.48	51.61	9.68	3.23	0.00	**4.19**	0.749	High
11. I have thought I can develop myself in writing essays.	9.68	54.84	29.03	6.45	0.00	**3.68**	0.748	High
12. I acknowledge benefits of essay writing using different genres.	22.58	51.61	22.58	0.00	3.23	**3.90**	0.870	High
Total (Overall)						**3.40**		**Neutral**

*Note: The following are the criteria for interpreting the mean of students' attitudes adapted from Best & Khan 2006).

5.00-4.21 : Students have the highest level of agreement about the benefits of learning to write essays.

4.20-3.41 : Students have the high level of agreement about the benefits of learning to write essays.

3.40-2.61 : Students have the neutral (moderate) level of agreement about the benefits of learning to write essays.

2.60-1.81 : Students have the low level of agreement about the benefits of learning to write essays.

1.80-1.00 : Students have the lowest level of agreement about the benefits of learning to write essays.

According to Table 3.10, before the instruction, all students had the neutral level of agreement (overall mean=3.40) or they were not sure about the benefits of writing essays through the process-genre approach. When considering in detail, it can be seen that the attitude scores of seven items showed the neutral level of agreement, and the rest showed the high level. That means the students were not sure about how they felt about learning to write essays through the process-genre approach. However, they quite agreed with item 3 (interest in essay writing), item 6 (teacher's guidance), item 10 (teacher feedback), item 11(self-development in writing), and item 12(benefits of essay writing using different genres).

Table 3.11 Students' Attitudes towards Learning to Write Essays through the Process-Genre Approach (after Instruction of Pilot study)

Statements	% of Response for Each Level					Mean	SD	Interpretation (Level of Agreement)
	5	4	3	2	1			
1. I like learning essay writing.	19.35	29.03	45.16	6.45	0.00	**3.61**	0.882	High
2. I like lessons of essay writing in class.	12.90	38.71	35.48	12.90	0.00	**3.52**	0.890	High
3. I have thought essay writing is interesting.	25.81	51.61	9.68	12.90	0.00	**3.90**	0.944	High
4. I have thought essay writing is not too difficult.	9.68	48.39	35.48	3.23	3.23	**3.58**	0.848	High
5. I am confident in writing essays.	16.13	58.06	19.35	3.23	3.23	**3.81**	0.873	High
6. I like teacher's guidance in essay writing.	35.48	58.06	6.45	0.00	0.00	**4.29**	0.588	Very High
7. I like working with friends when writing essays.	9.68	48.39	38.71	3.23	0.00	**3.65**	0.709	High
8. I like to correct essay writing by myself.	9.68	29.03	48.39	6.45	6.45	**3.29**	0.973	Neutral
9. I like peer feedback in essay writing.	6.45	35.48	38.71	9.68	9.68	**3.19**	1.046	Neutral
10. I like teacher feedback in essay writing.	41.94	51.61	6.45	0.00	0.00	**4.35**	0.608	Very High
11. I have thought I can develop myself in writing essays.	19.35	70.97	6.45	3.23	0.00	**4.06**	0.629	High
12. I acknowledge benefits of essay writing using different genres.	35.48	58.06	3.23	0.00	3.23	**4.23**	0.805	Very High
Total (Overall)						**3.79**		**High**

*Note: See Table 3.7 for the criteria for interpreting the mean of students' attitudes which is adapted from Best & Khan (2006).

As can be seen in Table 3.11, after instruction, all students had the high level of agreement (overall mean=3.79) or they agree that writing essays through the process-genre approach was good or useful. When considering in detail, it can be

seen that most of the attitude scores showed the high level of agreement, except item 8 (self-correction) and item 9 (peer feedback in essay writing). That means the students agreed with most of the good effects of learning to write essays through the process-genre approach.

Apart from the twelve statements in the questionnaire on students' attitudes towards learning to write essays in Table 3.10 (before instruction) and Table 3.11 (after instruction), the students also gave their additional viewpoints on the benefits of writing essays using different genres, and the issues that were important in helping them learn to write essays.

With respect to the benefits of writing essays using different genres, before and after instructions, the students' opinions were quite similar. The top-three benefits before instruction were learning techniques of writing essays, increasing skills of writing by using different genres, and having ability in communicative writing. The top-three benefits after instruction were learning techniques and processes of writing essays, increasing skills of writing by using different genres, and being confident in writing different genres of essays. Other benefits were gaining inspiration in writing essays and applying writing techniques for further studies and future work.

Regarding the issues that were important in helping students learn to write essays, the students' opinions were quite different. The top-three important issues before instruction were practicing writing essays, using correct grammar and using appropriate vocabulary items. The top-three important issues after instruction were practicing writing essays, reading more articles, and receiving teacher guidance. Other issues were using self-correction in writing and learning the right way to write essays.

To sum up, in Research Question 3, the results from the pre-and post-questionnaire showed that after being thought through the process-genre approach, they have changed their attitudes towards learning to write essays from the neutral level to the high level of agreement in its usefulness.

In summary, the results of the pilot study showed that the participants could improve their writing abilities in terms of their written products after being taught through the process-genre approach. Regarding the writing process used in their writing, the students employed three major patterns: Pattern 1 starting with an outline, Pattern 2 starting with listing ideas and outline, and Pattern 3 starting with mind maps (or pictures) and outline. Also, after the instruction, the participants have changed their attitudes towards learning to write essays using this approach from the moderate level to the high level of agreement for its benefits. In addition, the lessons learned from the pilot study are that the descriptive mode should be taken out from the main study because it has a close relation to the narrative one, that is to say the descriptive mode is an offshoot of the narrative one. Therefore, with the time limitation, the main study would focus on the two modes of writing, including the narrative essay which is the most natural way of writing, followed by the cause-effect essay which is a more academic one.

3.6 Summary of the Chapter

Chapter 3 presents the research methodology of this study, including research procedures, data collection and analysis, as well as the results from pilot study. Some useful insight into the pilot study is provided to determine the feasibility of whether this study can be done in practice or it can be refined if necessary. It was shown that this study could be conducted in the real classroom, and provided positive results for the teaching and learning of writing. The next chapter will present the research findings of the real experiment, followed by conclusions and discussion in the last chapter.

CHAPTER 4
RESULTS AND DISCUSSION

This chapter consists of research results and discussion divided into three sections. The first section responds to Research Question 1, investigating the students' writing process through the process-genre approach. The second section deals with Research Question 2, exploring students' writing development after the use of this approach. The last section presents the data analysis in relation to Research Question 3, finding about the students' attitudes towards learning to write essays through this approach.

4.1 Research Question 1

How did the higher and lower proficient participants write their essays through the process-genre approach?

As stated in Chapter 1, one of the three main objectives of this study was to examine the participants' writing process taught through the process-genre approach. Two data sources including interviews and observations from students' work were collected to analyze students' writing process to see how they wrote their essays through this approach. The data obtained from such interviews and the students' work from their assignments only showed various patterns of writing and their improvement in many aspects over the course of this study.

4.1.1 Overview of Students' Writing Patterns

The data drawn from interviews showed various patterns of higher and lower proficient students' writing, showing that when doing their assignments for narrative and cause-effects essays, the higher group wrote their essays through this approach using three patterns, whereas the lower group used only two patterns, as shown in Table 4.1.

Table 4.1 The Patterns Which Higher and Lower Proficient Students Wrote Their Essays through the Process-Genre Approach

Pattern	Higher N (%)	Lower N (%)
Pattern 1	12	11
1.Make an outline ⟶ 2.Start writing (with interesting questions/sentences)	(54.5%)	(73.3%)
5.Write conclusion ⟵ 4.Support details ⟵ 3.Indicate thesis statement		
6.Review & proofread ⟶ 7.Get peer/teacher feedback ⟶ 8.Submit essays to teacher		
Pattern 2	6	4
1. List all ideas ⟶ Outline ⟶ 2. Start writing (with interesting questions/sentences)	(27.3%)	(26.7%)
5.Write conclusion ⟵ 4. Support details ⟵ 3. Indicate thesis statement		
6.Review & proofread ⟶ 7.Get peer/teacher feedback ⟶ 8. Submit essays to teacher		
Pattern 3	4	0
1.Draw mind maps/pictures ⟶ 2.Start writing (following mind maps /pictures)	(18.2%)	(0.0%)
5. Write conclusion ⟵ 4.Support details ⟵ 3. Indicate thesis statement		
6. Review & proofread ⟶ 7.Get peer/teacher feedback ⟶ 8. Submit essays to teacher		
Total (Overall)	**22**	**15**

As indicated in Table 4.1, there were three major patterns which the higher proficient students used to write two genres of essays (including narrative and cause-effect essays), whereas the lower proficient students used only two patterns. The processes of those three patterns were similar except the starting point. Pattern 1 started with the outline before writing essays. Pattern 2 started with listing all ideas before drawing an outline, whereas Pattern 3 started with drawing pictures or mind maps.

Of all the higher proficient students, 12 students (or 54.5%) wrote essays by using Pattern 1, starting with an outline. Then they started writing with interesting questions or sentences. Following this step, they wrote a thesis statement, and gave

some details to support each subtopic. After that, they concluded essays by restating the thesis statement and providing some recommendations for readers. After finishing their essays, they reread and proofread their essays to check their ideas and language usage. They also let their peers to provide some feedback and get teacher feedback before revising and submitting their essays to the teacher.

Regarding the rest of all patterns used by the higher proficient students, 6 students (or 27.3%) used Pattern 2, starting with listing all ideas and selecting only relevant ones to draw an outline, whereas only 4 students (or 18.2%) employed Pattern 3, starting with drawing mind maps or pictures before writing essays.

Turning to the group of lower proficient students, they used only two patterns. Most of them (11 out of 15 students or 73.3%) used Pattern 1 (starting with an outline), and the rest (4 students or 26.7%) used Pattern 2 (starting with listing ideas before drawing an outline).

In brief, the patterns of writing processes that the students used when writing essays, were quite similar. The different point was a start of writing. Most of the higher and lower proficient students used Pattern 1 by outlining their ideas before writing essays, whereas some of them used Pattern 2 (starting with listing all ideas before drawing an outline), and Pattern 3 (drawing mind maps or pictures), respectively. That means the students applied the processes of writing that they learned from the process-genre approach.

To make it clearer about the major steps of students' writing process drawn from Table 4.1, the researcher presents an overall picture of their writing patterns in the following figure.
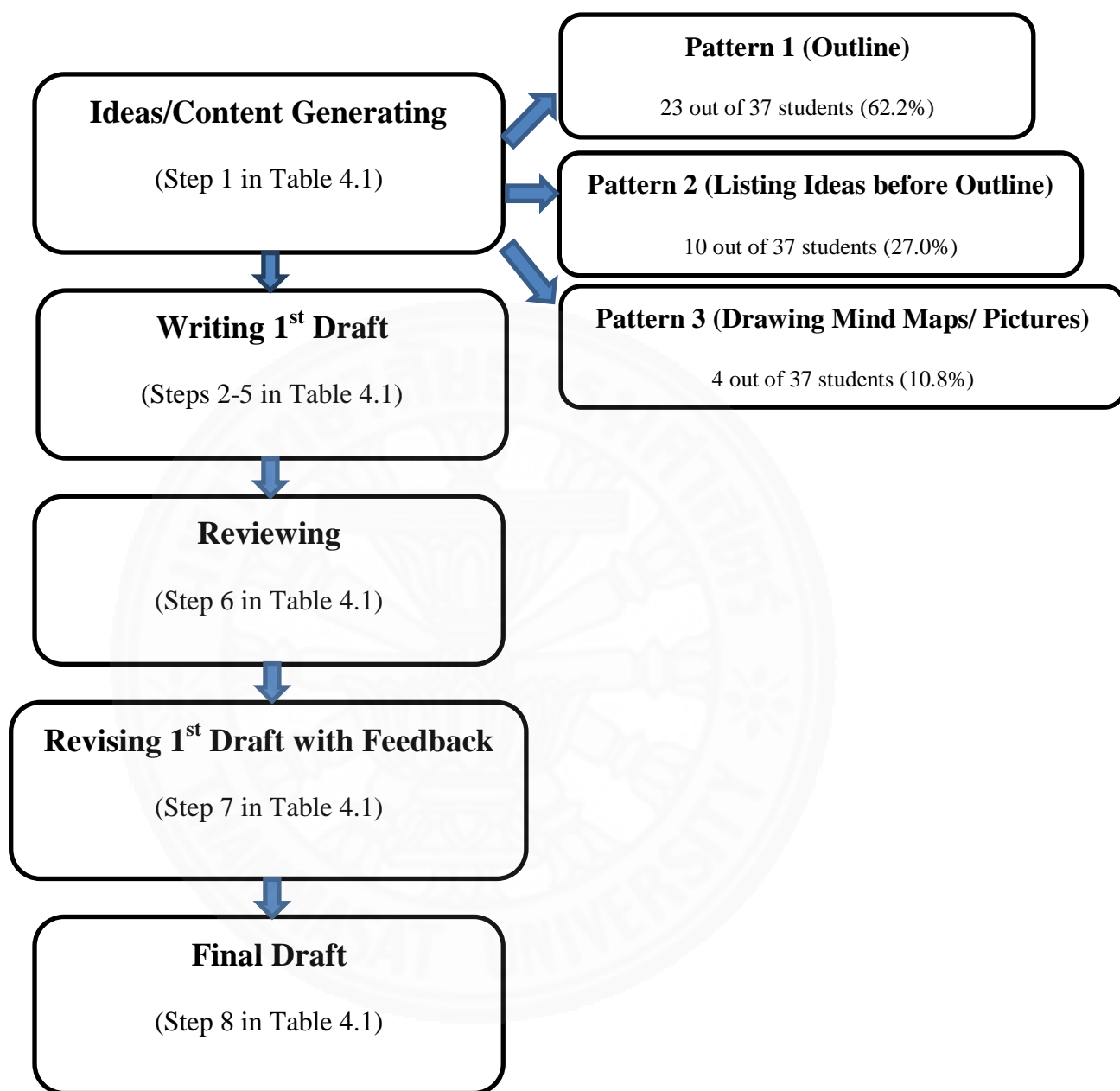
**Figure 4.1 Overall Students' Patterns of Ideas/ Content Generated
in Their Writing Process**

Taking a closer look at an overall picture of all students' patterns in their writing process in Figure 4.1, it was found that their writing patterns were quite similar. The different point was found in Step 1 (generating ideas/content). Of all 37

students, most of the higher and lower proficient students (23 students or 62.2%) used Pattern 1 by preparing an outline before starting their writing. 10 students (or 27.0%) used Pattern 2, starting their writing by listing all ideas before preparing an outline. Only 4 students (or 10.8%) used Pattern 3, drawing mind maps or pictures before their writing.

Figures 4.2 and 4.3 illustrate some examples of students' outline and mind map to show how different they are.
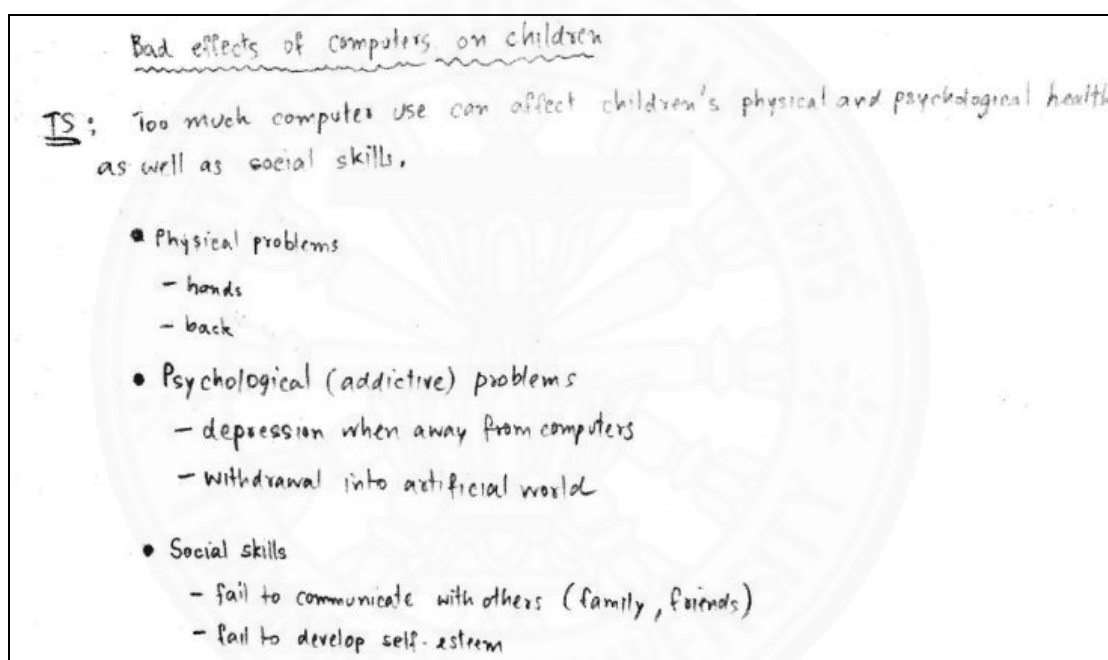
Figure 4.2 An Example of the Student's Outline

As shown in Figure 4.2, an outline from one of the lower proficient students (i.e. HS 9) showed the bullet points of ideas about the bad effects of computers on children. At the beginning of her outline, HS 9 wrote her thesis statement. Furthermore, each bullet point showed words or phrases of supporting details that she planned to write in her essay. This could result in her well-organized essay after finishing her writing

The following figure demonstrates an example of mind map from a higher proficient student.
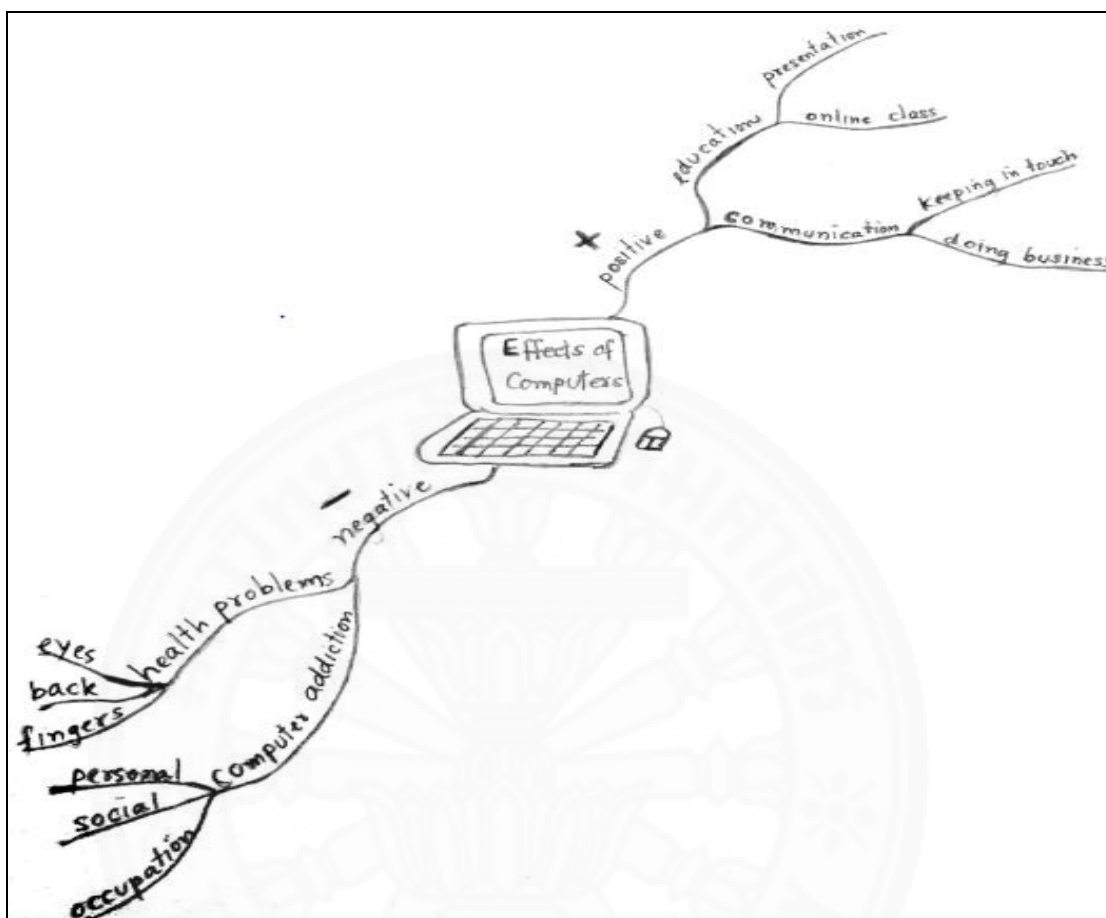
Figure 4.3 An Example of the Student's Mind Map

As illustrated in Figure 4.3, a mind map from one of the higher proficient students (i.e. Med 1) showed the picture of computer in the center, followed by branches showing both positive and negative effects of computers. Each branch of the two effects had sub-branches that showed the details of each subtopic. It would seem that when compared to an outline in Figure 4.2, Figure 4.3 showed a better overall picture, making it clear about the balanced details of both positive and negative effects of computers. However, Med 1 did not write her thesis statement in her mind map. If so, her mind map would have been more perfect. Nevertheless, with a clear mind map, this student could also produce her essay with a good organization.

Regarding the first step before the students' writing, in generating ideas or content, it was noticeable that the researcher did not teach the students to draw mind

maps or pictures for planning their writing. This means that the students learned to use it by themselves. This could be because they could apply their own experience in drawing mind maps or pictures to create their ideas after the instruction. As Tanpermpoon (2008) stated in his study, during the writing process, the teachers could enable the students to create their own thoughts and develop their own writing. The writing activities in this approach could help the students to develop their critical thinking and learn not to depend only on the teacher's guidance.

The results of students' creativity in the present study were similar to the research of Vijayaratnam (2007). She conducted her research on developing students' higher-order thinking skills (HOTS) through the process genre approach, and found that writing tasks involved thinking skills and all of the steps in writing process could promote the development of their high-order thinking skills. Therefore, this approach could promote the students' creativity or critical thinking.

After looking at an overall picture of all students' patterns in their writing process, to analyze the data about the students' writing process of the two groups (higher and lower proficient students) in more detail, the researcher will follow the steps in accordance with Figure 4.1. However, as the higher and lower proficient students did employ different patterns, Figure 4.4 (the higher proficient students' patterns) and Figure 4.8 (the lower proficient students' patterns) showed a slight difference in the first step of each diagram.

4.1.2 Higher Proficient Students' Writing Patterns

As mentioned at the beginning of the overview of students' patterns, the higher proficient ones use three patterns, comprising Pattern 1 (starting with outline), Pattern 2 (starting with listing ideas before outline), and Pattern 3 (starting with mind maps or pictures). Figure 4.4 shows the higher proficient students' three writing patterns.
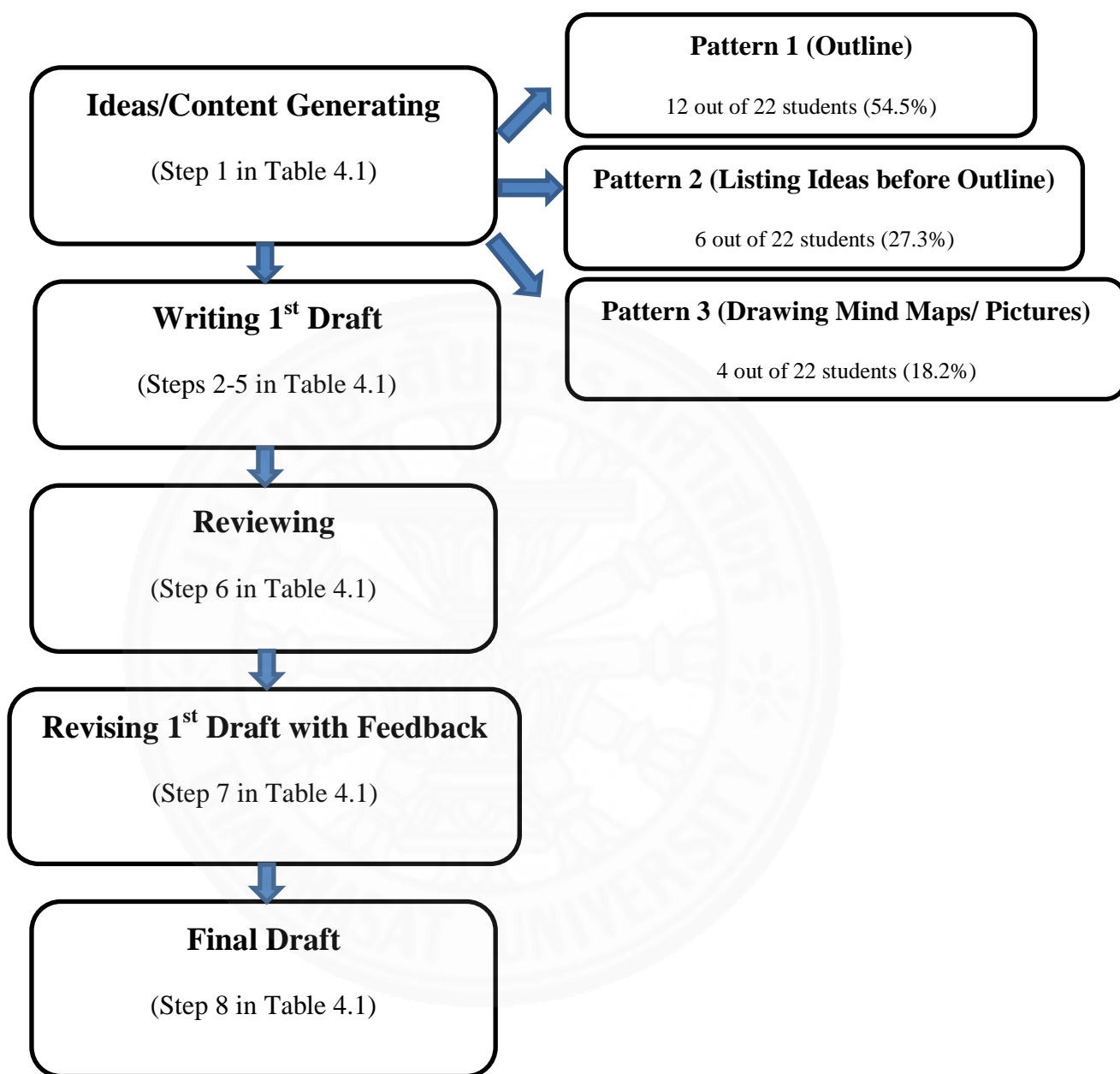
Figure 4.4 Higher Proficient Students' Patterns in Their Writing Process

4.1.2.1 Higher proficient students' Pattern 1 (ideas/ content generated from outline)

The following figure illustrates Pattern 1 which the higher proficient students mostly used to start their writing.
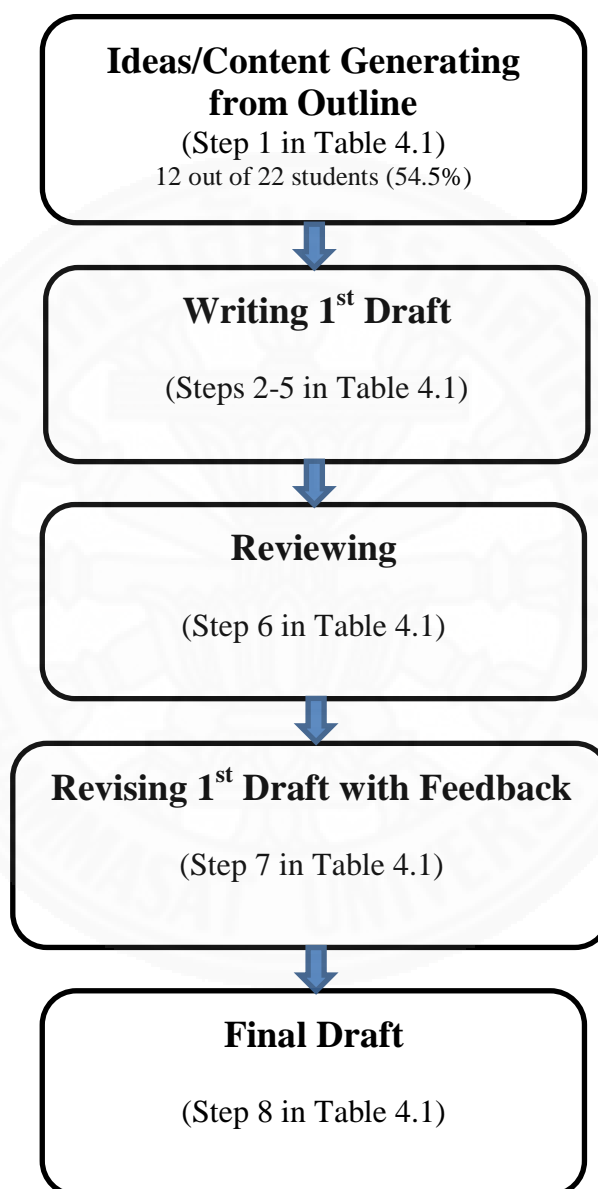
Figure 4.5 Higher Proficient Students' Pattern 1

in Their Writing Process

As can be seen from Figure 4.5, most of the higher proficient students (12 students or 54.5%) employed Pattern 1 in their writing process through this approach.

Firstly, they started generating their ideas by preparing an outline of the assigned topic. To confirm this, below are some examples from the interviews with the higher proficient students.

When writing essays, I drew my outline from the ideas relevant to the topic. For example, after being assigned to write a narrative essay, I thought about my unforgettable event that I never forgot. Then, I thought about the activities happened on that day, including the most highlight one and other details happened. Then I put them into order, and started to write my essay (Translated interview -Med 2).

In my cause-effect essay about the bad effects of computers, before writing it, I prepared my outline by thinking about three bad effects including computers effects on behavioral issues, physical problems, and psychological drawbacks. Then I listed some details or examples to support each topic (Translated interview - Med 5).

These two examples showed that the higher proficient students started writing both narrative and cause-effect essays by preparing their outlines from ideas in their mind, and organized them into order. This could lead to their logical sequencing and well organized essays. The quality of their written products will be shown at the end of this section.

Second, they started writing their first drafts using the prepared outline. Some higher proficient students indicated that for narrative essays, they could write from their own memory. However, regarding the cause-effect essays, they sometimes used their own ideas and also searched information from the internet to support their points of views. Some examples from interviews showed the ways they wrote their first draft.

When I wrote my first draft, I followed my outline. I thought it was a good way because I planned it already. So I wouldn't go out of my topic. If I didn't follow it, I would have gone off track. That would make my readers confused about my essay (Translated interview - Med 1).

After planning an outline, I would make use of it to write my first draft. As my outline might be a rough one, I needed to add some details to support each point so as to make readers understand my ideas (Translated interview -Med 3).

In my narrative writing, after preparing my outline, I started writing my first draft by referring to my outline. First, I wrote a hook sentence to get my reader's attention, followed by a thesis statement. Then I recalled my memory about my unforgettable event. And I wrote the supporting ideas and wrapped up my essay with a concluding statement. I think writing a narrative essay is easier than writing a cause-effect one as my unforgettable event is still on my mind. I can write it from my memory (Translated interview -Med 4).

When I had to write a cause-effect essay, I firstly started with my outline. And from my outline, I used the main points listed in my outline as a guidance to write my first draft. Anyway, I had to search some information from the internet to support my topic sentences because my knowledge about the effects of computers might not be enough. When compared to the narrative essay, I think the cause-effect one is more difficult than the former one (Translated interview -Med 9).

From these four examples, it was clear that the higher proficient students thought that it was a good idea to follow the outline because they would not go out of the topic when writing their first drafts. Furthermore, in their views, narrative essays were easier than cause-effect essays because they could narrate about themselves that they knew it best, whereas they sometimes had to search more

information to support each of their topic sentences when writing the first drafts of cause-effect essays.

Third, after finishing their first drafts, as the teacher recommended her students to try the delay editing, so they followed her suggestion. Most of them reported that it was useful because after leaving their first drafts for a night or for some hours, they saw some mistakes in their writing. Below are some examples of the students' opinions from interviews.

> When finishing my first draft, I left it for some hours. Then when I reread it, I found some mistakes, such as misspelling, and some grammatical mistakes. I think doing it this way could help me finding more mistakes in my first draft (Translated interview -Med 4).

> After having finished my first draft and proofread it, I tried leaving it for one night. When I read it again, surprisingly, I found that I misspelt some words. More than that, there were a lot of words that I thought they might not fit in my writing, so I changed them. Thus, I think it's a good idea to try the delay editing for reviewing my draft. It helped me a lot (Translated interview -Med 6).

From this evidence, the higher proficient students used the technique from the modified process-genre approach called "delay editing" in reviewing their first drafts, thus leading them to find their own mistakes in the drafts. They quite liked it as they recognized its usefulness for checking their drafts.

Fourth, after revising their first drafts, the higher proficient students let their friends reread them, and commented on their drafts. The higher proficient students reported that they obtained a lot of useful comments from their friends, such as their opinions about how their friends felt about their first drafts, as well as grammatical checking. Here below are examples from interviews.

> I got many useful comments from peer feedback. For example, my narrative draft contained some mistakes about the meaning of some words. My friend told me that I should change some words in

sentences as I used a wrong word choice. I learned a lot from this activity. My friend and I could learn from each other (Translated interview -Med 10).

When I read my friend's work, I could see her style of writing, such as the words she used, some sentence structures, and the way she organized her writing. I saw some mistakes in her draft, so I could learn from them. I also got a lot of comments from my friend. For instance, I might not write enough effects in my draft, so my friend told me that I should add some more of them (Translated interview - Med 12).

Further from peer feedback, the higher proficient students also consult their teacher about their writing. Their teacher provided some more feedback which were different from peer feedback as she focused more on their organization, some frequent mistakes (such as tenses and word choice), and writing content, whereas most of peer feedback put an emphasis on grammatical mistakes. From this activity, it was found that although most of the higher proficient students were good at English writing, they still wanted to get teacher feedback because they were eager to write better than before. Here are some examples of interviews regarding teacher feedback.

I wanted to receive teacher feedback because I think my writing would be more perfect with teacher feedback as she provided some other useful comments that my friends did not give to me. Some of my friends comments on my grammatical mistakes only (Translated interview -Med 19).

I liked the comments from my teacher feedback because she looked at my organization and content, and she also focused more on the major mistakes that most of us frequently made, such as tenses (Translated interview -Med 22).

Fifth, when the higher proficient students finished revising their first drafts after getting peer and teacher feedback, they submitted their final drafts to their teacher. Their final drafts were then compared to the first drafts to see how they improved their abilities through their writing process at the end of this section.

4.1.2.2 Higher proficient students' Pattern 2 (ideas/ content generated from listing ideas before outline)

The following figure illustrates Pattern 2 used by some higher proficient students when starting their writing.
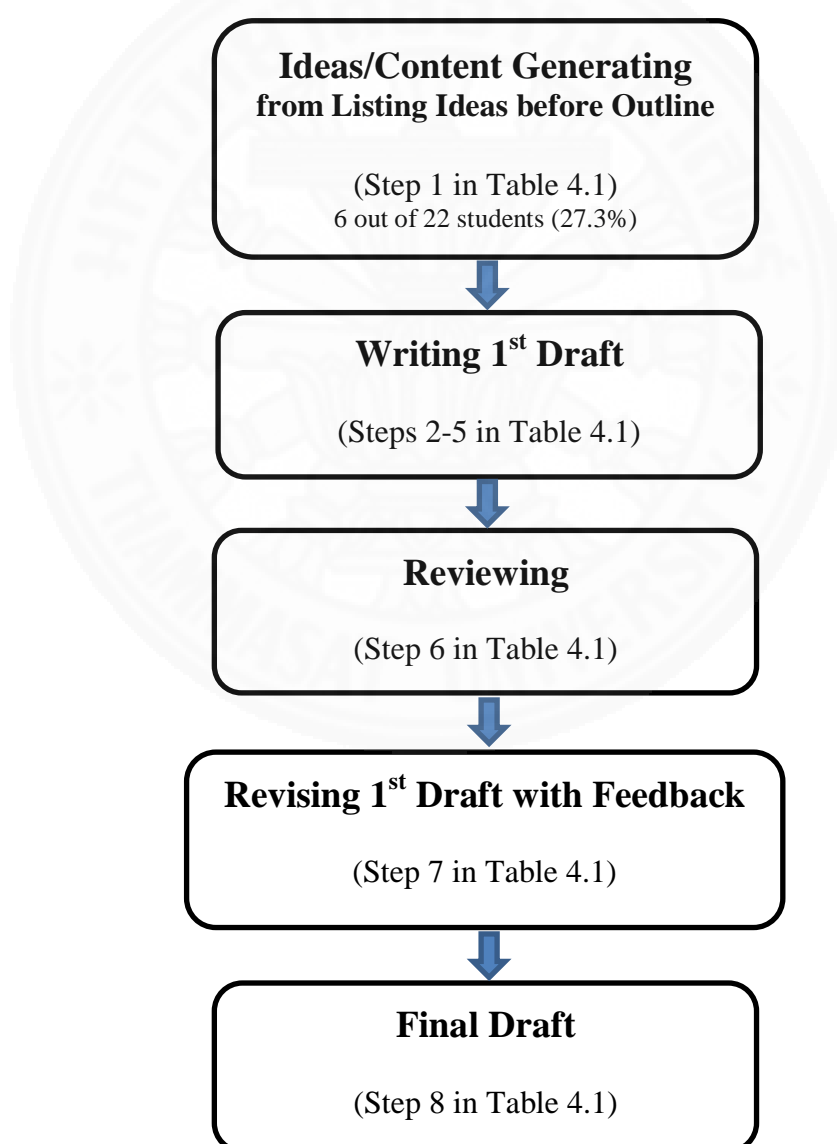
Figure 4.6 Higher Proficient Students' Pattern 2 in Their Writing Process

As described in Figure 4.6, some of the higher proficient students (6 out of 22 students or 27.3%) used Pattern 2 in their writing process through this approach. This pattern was quite similar to Pattern 1 (starting writing with an outline). However, Pattern 2 was slightly different in the first step of the diagram. To illustrate, the first step of Pattern 2 started with generating ideas/ content before an outline.

First, the higher proficient students would start their writing by listing all ideas in their mind. Then they tried to cross out the irrelevant ideas, and kept only the relevant ones. After that, they organized these relevant ideas in the order that made sense and put them in an outline before they started their writing. In so doing, they could gain more evaluation skills as they learned to use their judgment in this step. To confirm this, some examples from interviews are shown below.

> When I started my writing, there were a lot of ideas that came to my mind, so I noted them down. Then, I decided what were or were not relevant to the topic. I would keep the relevant ones only. Next I categorized them into groups, and put them in my outline. And then I started my writing (Translated interview -Med 16).

> I liked to jot down many ideas from my head because if I stopped thinking, I would have got stuck and couldn't write anything. So, I let them flow, and wrote it down on the paper. Then, I crossed out the ones irrelevant to the assigned topic. The rest would be something relevant to the topic that I wanted to write in my outline (Translated interview-Med 18).

Next, when finishing the first step of generating ideas in this pattern, the students would start their writing from their first to final drafts by following the same steps as those in Pattern 1 because all of students followed the procedures that they already learned through the process-genre approach.

4.1.2.3 Higher proficient students' Pattern 3 (ideas/ content generated from drawing mind maps or pictures)

The following figure presents Pattern 3 employed by some higher proficient students when starting their writing.

Ideas/Content Generating
from Drawing Mind Maps or Pictures

(Step 1 in Table 4.1)
4 out of 22 students (18.2%)

Writing 1st Draft

(Steps 2-5 in Table 4.1)

Reviewing

(Step 6 in Table 4.1)

Revising 1st Draft with Feedback

(Step 7 in Table 4.1)

Final Draft

(Step 8 in Table 4.1)
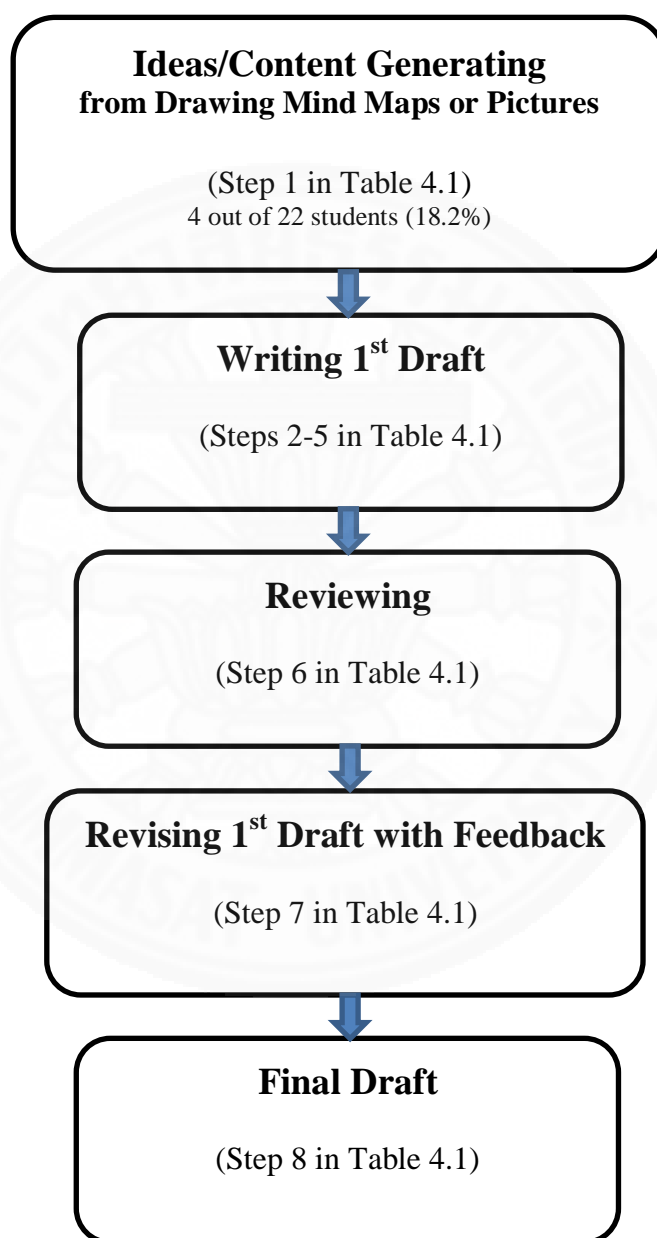
Figure 4.7 Higher proficient Students' Pattern 3 in Their Writing Process

As shown in Figure 4.7, only 4 out of 22 higher proficient students (or 18.2%) used Pattern 3 in their writing process through this approach. This pattern was also similar to Pattern 1 (starting writing with an outline) and Pattern 2 (starting with listing ideas before outline). However, Pattern 3 was again slightly different in the first step of the diagram. To clarify, the first step of Pattern 3 started with drawing mind maps or pictures before the students started their writing.

First, some higher proficient students who liked drawing pictures would start their writing by drawing mind maps or pictures, containing a lot of ideas relevant to the assigned topic. They did it this way because of their drawing preference. Some higher proficient students reported that they got familiar with using mind maps because they did it a lot. When they were in their secondary schools, they practiced drawing mind maps and they liked it. Examples of interviews with some higher proficient students are shown below.

> In my secondary school, I was assigned to do mind maps a lot, so I got used to it. Thus, when I planned my writing, I normally drew mind maps which included the main and supporting ideas that were relevant to the topic (Translated interview -Med 17).

> I liked drawing pictures. I thought I could use my brain effectively when drawing a picture. Thus, when I had to start writing essays, I firstly drew pictures with some short and brief notes about that topic. In so doing, I would have my imagination and inspiration about the essays that I had to write (Translated interview-Med 20).

Next, when the higher proficient students finished drawing mind maps or pictures, they would start their writing from their first to final drafts by following the same steps as those in Patterns 1 and 2. This was because all of them followed the procedures that they already learned through the process-genre approach.

Taking an overall picture of the higher proficient students, it was clear that most of them employed Pattern 1 (starting with an outline), whereas some used Pattern 2 (staring with listing all ideas before outline) and Pattern 3 (staring with

drawing mind maps or pictures), respectively. However, the lower proficient ones used only Patterns 1 and 2. The details of their patterns are described in the next subsection.

4.1.3 Lower Proficient Students' Writing Patterns

Again, as mentioned at the beginning of the overview of students' patterns, the lower proficient ones used only two patterns, comprising Pattern 1 (starting with outline), and Pattern 2 (starting with listing ideas before outline). Figure 4.8 shows the lower proficient students' two writing patterns.

Ideas/Content Generating

(Step 1 in Table 4.1)

Pattern 1 (Outline)

11 out of 15 students (73.3%)

Pattern 2 (Listing Ideas before Outline)

4 out of 15 students (26.7%)

Writing 1st Draft

(Steps 2-5 in Table 4.1)

Reviewing

(Step 6 in Table 4.1)

Revising 1st Draft with Feedback

(Step 7 in Table 4.1)

Final Draft

(Step 8 in Table 4.1)
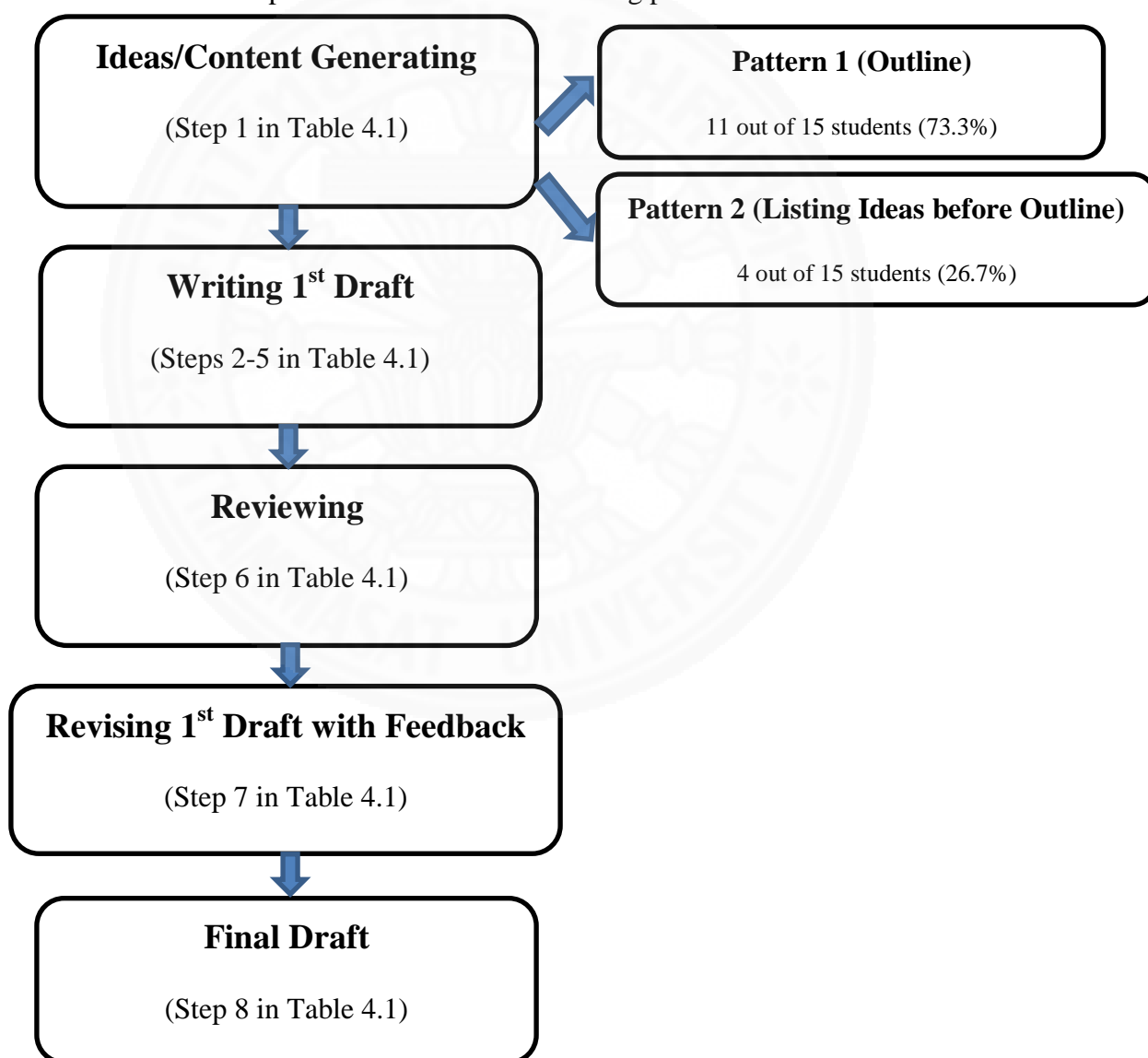
Figure 4.8 Lower Proficient Students' Patterns in Their Writing Process

The details of the lower proficient students' Patterns 1and 2 will then follow in Figures 4.9 and 4.10, respectively.

4.2.3.1 Lower proficient students' Pattern 1 (ideas/ content generated from outline)

The following figure illustrates Pattern 1 which the lower proficient students mostly used to start their writing.

Ideas/Content Generating from Outline
(Step 1 in Table 4.1)
11 out of 15 students (73.3%)

↓

Writing 1st Draft

(Steps 2-5 in Table 4.1)

↓

Reviewing

(Step 6 in Table 4.1)

↓

Revising 1st Draft with Feedback

(Step 7 in Table 4.1)

↓

Final Draft

(Step 8 in Table 4.1)
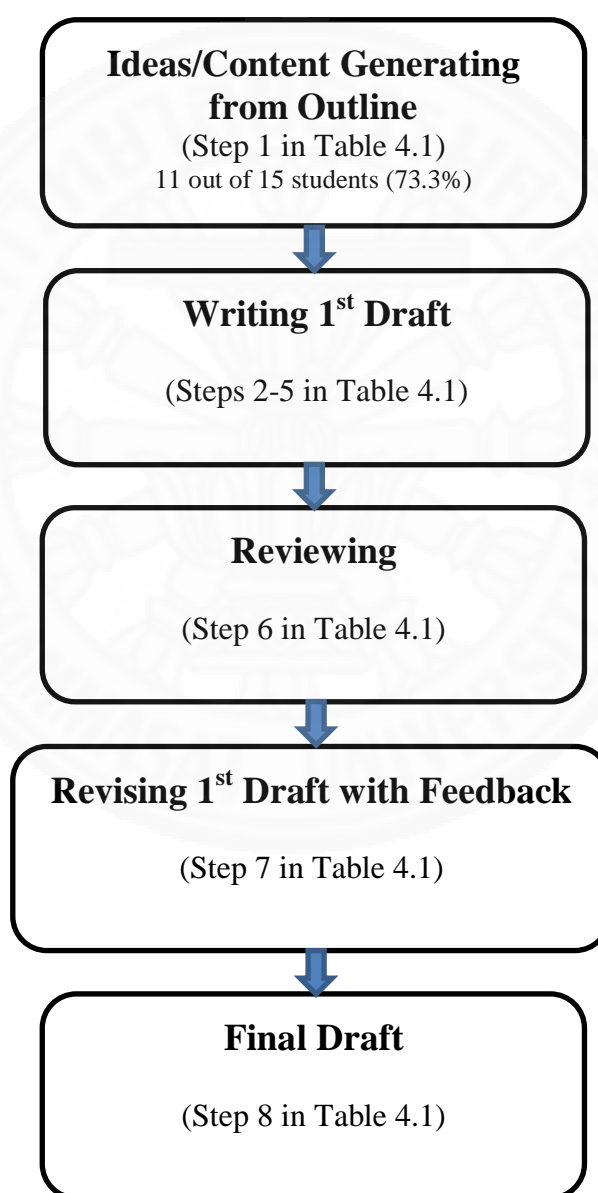
Figure 4.9 Lower Proficient Students' Pattern 1 in Their Writing Process

As shown in Figure 4.9, most of the lower proficient students (11 out of 15students or 73.3%) employed Pattern 1 in their writing process.

In this pattern, similar to the higher proficient students, the lower proficient ones firstly started generating their ideas, preparing an outline of the assigned topic when they wanted to start writing essays. To confirm this, some examples from the interviews with the lower proficient students are presented.

When I was assigned to write an essay, I started with planning an outline. For example, if I had to write an essay about the effects of computers, I would make my outline about positive effects, such as education and entertainment, as well as such negative effects as an increasing risk of obesity and a bad relationship with family. I then used my outline to continue my writing (Translated interview - HS 4).

Before writing my narrative essay, I usually made an outline, thinking about the event that I never forgot. A brief list that happened on that day was also in my outline. Then, I started writing by following my outline. I thought an outline was like a navigator for my writing (Translated interview – HS 7).

These two examples showed that the lower proficient students started writing both narrative and cause-effect essays by using an outline as a navigator for their writing.

After finishing their outlines, the lower proficient students who used this pattern would continue to write their essays from the first to final drafts by employing the same steps as those of Pattern 1 (starting writing with an outline) which was used by the higher proficient students (in Figure 4.5).

The next subsection illustrates the lower proficient students' Pattern 2.

4.1.3.2 Lower proficient students' Pattern 2 (ideas/ content generated from listing ideas before outline)

The following figure demonstrates Pattern 2 used by some lower proficient students when starting their writing.


Ideas/Content Generating
from Listing Ideas before Outline

(Step 1 in Table 4.1)
4 out of 15 students (26.7%)

↓

Writing 1ˢᵗ Draft

(Steps 2-5 in Table 4.1)

↓

Reviewing

(Step 6 in Table 4.1)

↓

Revising 1ˢᵗ Draft with Feedback

(Step 7 in Table 4.1)

↓

Final Draft

(Step 8 in Table 4.1)
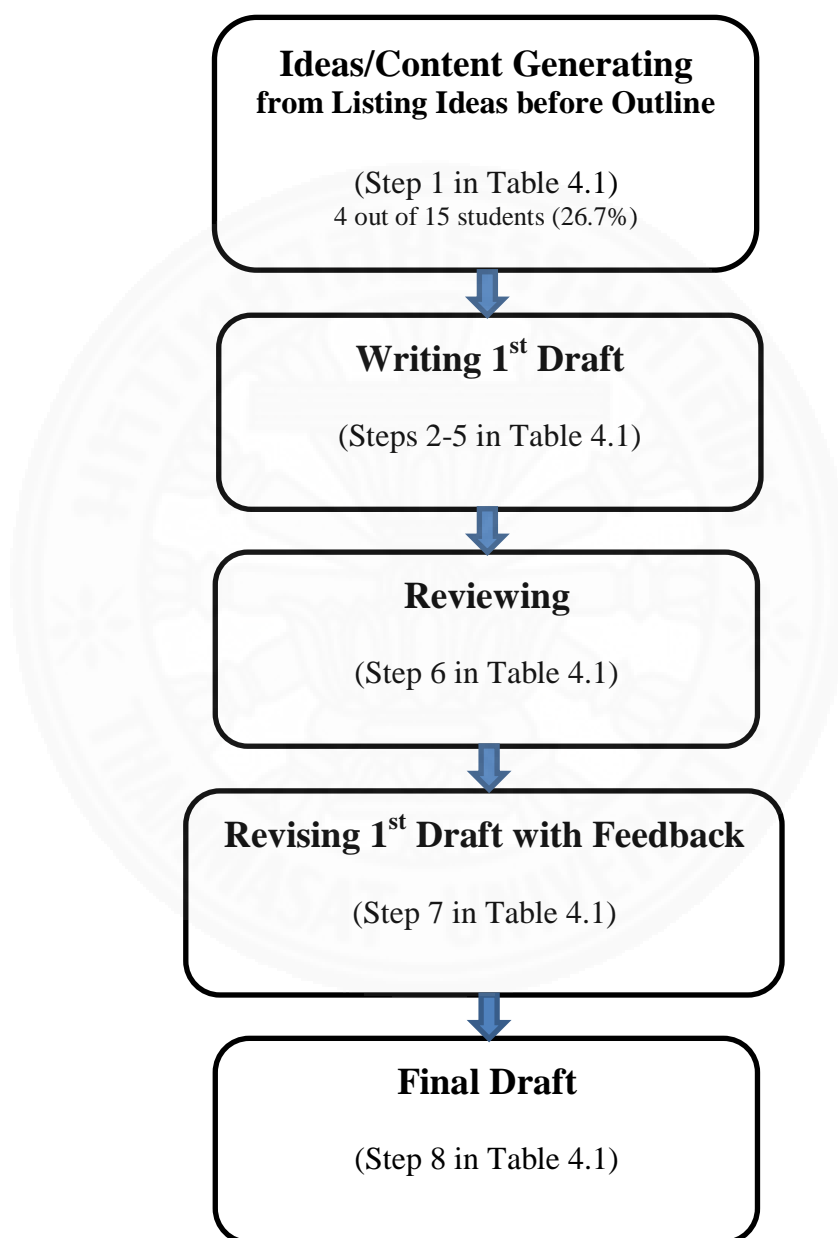
Figure 4.10 Lower Proficient Students' Pattern 2
in Their Writing Process

As shown in Figure 4.10, the rest of the lower proficient students (4 out of 15 students or 26.7%) used Pattern 2 in their writing process. This pattern was quite similar to Pattern 1 (starting writing with an outline). However, Pattern 2 was slightly different in the first step of the diagram. To illustrate, the first step of Pattern 2 started with generating ideas/ content before an outline.

Similar to the higher proficient students using this pattern, the lower proficient ones would start their writing by listing all ideas in their mind. Then they tried to eliminate the irrelevant ideas, and kept only the relevant ones. After that, they organized these relevant ideas into order and write them in an outline before they started their writing. Using their judgment to get all irrelevant ideas out could help them obtain more evaluation skills. This was an extra skill that they could learn apart from writing skills. To provide strong evidence, some examples from interviews are shown below.

> I normally plan my writing by listing all of my ideas, and then cross out the ideas that are not relevant to my topic. You know, as I am a second-year student, I have a lot of homework and tests. I have weekly tests on some subjects. So, to save my time, I think I'd rather use this way to plan my outline than draw mind maps due to a limitation of my time (Translated interview - HS 10).

> As I don't have much time due to a lot of assignments and tests, before writing, I like making a list of all ideas in my mind. Then I will choose only the relevant ones and organize them into groups, and then write an outline. This is my best way to start writing essays (Translated interview - HS 14).

After finishing the first step of generating ideas in this pattern, the lower proficient students would start their writing from their first to final drafts by following the same steps as those in Pattern 1 because all of them already learned through the process-genre approach, so they followed the procedures of this approach.

It can be seen that most of the lower proficient students employed Pattern 1 (starting with an outline), whereas some used Pattern 2 (staring with listing all ideas before outline). However, none of them used Pattern 3 (starting with drawing mind maps or pictures before writing). This might be because drawing mind maps or pictures might take some time and they had a lot of homework and tests. Therefore, some of them tried to save time by not using mind maps or pictures before starting writing their essays.

In brief, when comparing between the higher and lower proficient students, the former group employed more patterns in writing process than the latter. The higher proficient students used three patterns, whereas the lower proficient ones used two patterns. The difference between these two groups of students might be due to their individual preference and such particular skills as drawing pictures when generating ideas or content at the first step. In addition, there was a problem of the time constraint that most of the lower proficient students faced in their second year in university. However, all the three patterns, which most of students preferred to use in their writing, from Step 2 until the last step contains such useful steps from the modified process-genre approach, including writing first drafts, reviewing with the delay editing, revising drafts after getting peer and teacher feedback, and finishing final drafts.

After the students used their writing patterns to perform their writing tasks until they finished their written products, it was useful to analyze whether there was any improvement between the first and final drafts of the students' writing. To prove this, the researcher collected the students' work (both first and final drafts) to analyze their improvement on such four aspects as their overall task fulfillment, writing content, writing organization, and language elements, in accordance with the scoring rubrics for marking students' writing (Table 3.4 in Chapter 3) .

4.1.4 Writing Improvement Analysis

This subsection deals with the data analysis on the students' overall task fulfillment, writing content, writing organization and language elements. The details of scoring rubrics for marking students' writing were based on the following four sub-scales:

- Overall task fulfillment: the writers' abilities in communicating the message to their readers in a holistic picture. This aspect corresponds to "an overall impression" judgment in holistic scoring that the raters evaluate the abilities of writers.
- Content : the presentation of relevant ideas or information related to the purpose of the genre
- Organization: the structure of the message/content in essays
- Language elements: the usage of grammatical and lexical features appropriate for the context of a particular genre

The following table shows a comparison in four aspects of the mean scores from the students' written products (narrative essays) of higher proficient students.

Table 4.2 A Comparison in Four Aspects of the Mean Scores from the First and Final Drafts of Narrative Essays of Higher Proficient Students

Aspects of Marking	1st Draft		Final Draft		t	p	Mean Difference
	$\bar{x}$	SD	$\bar{x}$	SD			
Overall task fulfillment	3.05	.635	3.39	.596	-5.631	.000*	-0.34
Content	4.39	.872	4.74	.872	-6.708	.000*	-0.35
Organization	4.14	.774	4.25	.720	-2.485	.021*	-0.11
Language elements	2.80	.527	3.52	.475	-13.387	.000*	-0.72

* Significant at the 0.05 level (p<0.05), N (Higher) = 22

Table 4.2 reveals the higher proficient students' mean scores from the first and final drafts and compares their mean scores between these two drafts of narrative essays.

As described in Table 4.2, the mean scores of each of four aspects in the final draft ranged between 3.39 and 4.74. The highest mean scores were gained on the content, followed by organization, language elements and overall task fulfillment.

When comparing the students' mean scores in the first and final draft using a paired-samples t-test, the results indicated that there was a statistically significant increase in the mean scores on every aspect in the final drafts of narrative essays (p < .05). The differences of the mean scores between the first and final drafts varied from -0.11 to -0.72. The highest increase of the mean scores was in the language elements, and the smallest improvement was in organization.

This shows that after being taught through the process-genre approach, the higher proficient students had a great improvement in narrative writing in all aspects, especially in their language elements. This could be due to the explicit teaching on the writing process, as well as the language features or language elements of the target text in relation to the social context in the use of process–genre approach. As a result, this group of students could produce a text in response to a specific genre. In particular, they used the delayed editing, and also got peer and teacher feedback during the writing process which could help them correct their lexical and grammatical features from the first to final drafts. Therefore, they could improve their writing quality, which was in accordance with in the study of Saito (2010).

Turning to the lower proficient students in their narrative writing, the following table shows a comparison in four aspects of the mean scores from their narrative essays.

Table 4.3 A Comparison in Four Aspects of the Mean Scores from the First and Final Drafts of Narrative Essays of Lower Proficient Students

Aspects of Marking	1st Draft		Final Draft		t	p	Mean Difference
	$\bar{x}$	SD	$\bar{x}$	SD			
Overall task fulfillment	2.77	.417	3.10	.431	-4.183	.001*	-0.33
Content	4.07	.942	4.10	.986	-1.000	.334	-0.03
Organization	3.43	.712	3.77	.729	-4.183	.001*	-0.33
Language elements	2.57	.495	3.33	.523	-11.500	.000*	-0.76

* Significant at the 0.05 level (p<0.05), N (Lower) = 15

Table 4.3 illustrates the lower proficient students' mean scores from the first and final drafts and compares their mean scores between these two drafts of narrative essays.

As shown in the table, it was found that the mean scores of each of four aspects scored in the final draft ranged between 3.10 and 4.10. Similar to the higher proficient students, the lower proficient students' lowest mean scores were in overall task fulfillment. The highest mean scores were gained on the content, followed by organization and language elements.

A paired-samples t-test was also conducted to compare the mean scores of the first and final drafts of their narrative essays. The results indicated that the mean scores on such three aspects as overall task fulfillment, organization and language elements in the final drafts statistically increased at the 0.05 level of significance (p < .05). However, there was no statistically significant increase in the mean score on the writing content in the final drafts. The differences in mean scores between the first and final drafts varied from -0.03 to -0.76. The highest increase of the mean scores was in language elements, whereas the smallest improvement was in writing content.

In brief, after being taught through the process-genre approach, the lower proficient students had a great improvement in narrative writing in three aspects, including language elements, overall task fulfillment and organization. However, they had no significant improvement in their writing content. This might be because they were novice writers with lower proficiency than the higher proficient students. Therefore, they would need more practice and more time to improve their writing proficiency.

When comparing between the higher and lower proficient students, the highest increase in their mean difference of both groups was their language elements. These results might be the consequence of the explicit teaching on the writing process, and the language features or language elements of the target text in relation to the social context in the use of this approach. As a result, the two groups of students could write a text in response to a specific genre. Again, both higher and lower proficient students used the delayed editing to revise their first drafts. They could also correct their lexical and grammatical features from the first to final drafts with useful comments from peer and teacher feedback during the writing process. Therefore, they finally improved their writing quality, which was similar to Saito's study (2010).

However, the lower proficient students seemed to have less improvement in their writing content than the higher proficient ones. This might be because they had lower ability in English. They needed longer period of time than the higher group who already had a wider range of vocabulary and competency in grammatical knowledge. These results were also found in the work of Pujianto et al. (2014). They emphasized in their study that the low-achieving students needed longer modeling and teacher-student conference stages to improve their writing proficiency.

To triangulate these quantitative results, the qualitative data from the higher and lower proficient students' writing samples of narrative essays are provided.

Table 4.4 Students' Writing Samples (in Narrative Essays)

Students' Work No.	1st Draft	Final Draft
Med 7	First, <u>me and my friends</u> face to face with supernatural thing. That night <u>it around 8 pm</u>, we took some photos to put it in our book. <u>In front of the elevator</u>, suddenly, <u>in start</u> to open by itself. We shook for a moment.	First, <u>my friends and I</u> met a supernatural thing face to face. That night, <u>around 8 pm</u>, we took some photos to put them in our book. <u>While taking photos in front of the elevator</u>, suddenly, <u>it started</u> to open by itself. We shook for a moment.
Med 10	And finally, the day <u>has come</u> when the scores were announced. I was so excited. When I saw the result, it was like the best moment. It felt like for all years <u>I've dedicated</u> myself to the books and for all those years of hard working <u>is</u> worth waiting for.	And finally, the day <u>came</u> when the scores were announced. I was so excited. When I saw the result, it was like the best moment. It felt like for all years I <u>dedicated</u> myself to the books and for all those years of hard working <u>were</u> worth waiting for.
HS 1	One day, that was a simple day. My grandmom <u>bring</u> me to a nursery school. Every time that she <u>do</u> like this, I always <u>cry</u> because I <u>want</u> to come home. When I <u>have arrived</u> at school, my teacher waited me at the front door,	One day, my grandmom <u>brought</u> me to a nursery school. Every time that she <u>did</u> like this, I always <u>cried</u> because I <u>wanted</u> to go back home. When I <u>arrived</u> at school, my teacher <u>was waiting for</u> me at the front

Students' Work No.	1st Draft	Final Draft
	and then I said goodbye to my grandmom.	door, and then I said goodbye to my grandmom.
HS 7	First, I arrived at Narita Airport, it's very big. I feel very excited. Wow! I was in Japan. Next, I had to go to Fuji Mountain. While I was travelling, the tire of my bus was broken. Toom! I was very shock. Oh! What's happened?	First, I arrived at Narita Airport. I felt very excited because it was very big. Wow! I was in Japan. Next, I had to go to Fuji Mountain. While I was travelling, the tire of my bus was broken. Toom! I was very shocked. Oh! What happened?

It was clear from Table 4.4 that both higher and lower proficient students had a greater improvement from their first drafts to final drafts, especially for their language elements. They mostly corrected their use of tenses. For example, Med 3 changed her tenses from the present perfect tense in her first draft to the past simple tense in her final draft (e.g., "has come" → "came", " 've dedicated" → "dedicated"). HS 1 changed her tenses from the present tense in her first draft to the past simple tense in her final draft (e.g., "do" → "did", "cry" → "cried"). Some writing samples showed the improvement in their content. For instance, Med 7 and HS 7 added more details in their writing content to make it clearer to their readers.

Similar to the improvement in writing narrative essays, both higher and lower proficient students also improved their writing abilities in cause-effect essays as shown in Tables 4.5-4.6.

The following table shows a comparison in four aspects of the mean scores from the higher proficient students' cause-effect essays.

Table 4.5 A Comparison in Four Aspects of the Mean Scores from the First and Final Drafts of Cause-Effect Essays of Higher Proficient Students

Aspects of Marking	1st Draft		Final Draft		t	p	Mean Difference
	$\bar{x}$	SD	$\bar{x}$	SD			
Overall task fulfillment	3.45	.375	3.80	.367	-6.708	.000*	-0.35
Content	4.77	.550	5.11	.428	-5.631	.000*	-0.34
Organization	4.52	.626	4.75	.430	-3.055	.005*	-0.23
Language elements	3.18	.501	3.72	.369	-12.000	.000*	-0.76

* Significant at the 0.05 level (p<0.05), N (Higher) = 22

Table 4.5 illustrates the higher proficient students' mean scores from the first and final drafts and compares their mean scores between these two drafts of cause-effect essays.

As shown in Table 4.5, the mean scores of each of four aspects in the final draft ranged between 3.72 and 5.11. The highest mean scores were gained on the content, followed by organization, overall task fulfillment and language elements.

When comparing the students' mean scores in the first and final draft using a paired-samples t-test, the results indicated that there was a statistically significant increase in the mean scores on every aspect in the final drafts of cause-effect essays (p < .05). The differences of the mean scores between the first and final drafts varied from -0.23 to -0.76. The highest increase of the mean scores was in the language elements, and the smallest improvement was in organization.

This shows that after being taught through the process-genre approach, the higher proficient students had a great improvement in cause-effect essays in all aspects, especially in their language elements.

The following table shows a comparison in four aspects of the mean scores from the lower proficient students' cause-effect essays.

Table 4.6 A Comparison in Four Aspects of the Mean Scores from the First and Final Drafts of Cause-Effect Essays of Lower Proficient Students

Aspects of Marking	1st Draft		Final Draft		t	p	Mean Difference
	$\bar{x}$	SD	$\bar{x}$	SD			
Overall task fulfillment	3.20	.253	3.67	.309	-14.000	.000*	-0.47
Content	4.72	.550	4.77	.428	-1.000	.329	-0.05
Organization	4.33	.617	4.53	.550	-3.055	.009*	-0.20
Language elements	2.83	.556	3.37	.481	-9.025	.000*	-0.54

* Significant at the 0.05 level (p<0.05), N (Lower) = 15

Table 4.6 indicates the lower proficient students' mean scores from the first and final drafts and compares their mean scores between these two drafts of cause-effect essays.

As described in the table, it was found that the mean scores of each of four aspects scored in the final draft ranged between 3.37 and 4.77. Similar to the higher proficient students, the lower proficient students' lowest mean scores were in language elements. The highest mean scores were gained on the content, followed by organization and overall task fulfillment.

A paired-samples t-test was also conducted to compare the mean scores of the first and final drafts of their narrative essays. The results indicated that the mean scores on such three aspects as overall task fulfillment, organization and language elements in the final drafts statistically increased at the 0.05 level of significance (p < .05). However, there was no statistically significant increase in the mean score on the writing content in the final drafts. The difference in mean scores between the first and final drafts varied from -0.05 to -0.54. The highest increase of the mean scores was in language elements, whereas the smallest improvement was in writing content.

In brief, after being taught through the process-genre approach, the lower proficient students had a great improvement in cause-effect essays in three aspects, including language elements, overall task fulfillment and organization. However, they had no significant improvement in their writing content. This might be because they were novice writers with lower proficiency than the higher proficient students. Therefore, they would need more practice and more time to improve their writing proficiency.

When comparing between the higher and lower proficient students, the highest increase in their mean difference of both groups was their language elements in terms of their grammar in general and genre-related lexico-grammar. These results might be because of the explicit teaching on the writing process, and the language features or language elements of the target text in relation to the social context in the use of the process-genre approach. As a consequence, the two groups of students could write a text in response to a specific genre. Similar to their narrative writing, both higher and lower proficient students used the delayed editing to revise their first drafts in cause-effect essays. They could also correct their lexical and grammatical features from the first to final drafts with useful comments from peer and teacher feedback during the writing process. Therefore, they finally improved their writing quality, which was in accordance with the study of Saito (2010).

However, similar to the narrative writing, the lower proficient students seemed to have less improvement in their writing content than the higher proficient ones. This might be because they had lower ability in English. They needed more practicing time than the higher group who already had a wider range of vocabulary and competency in grammatical knowledge. These results were also found in the study of Pujianto et al. (2014). They suggested that the low-achieving students needed longer modeling and teacher-student conference stages to improve their writing abilities.

Again, to triangulate these results, the qualitative data from the higher and lower proficient students' writing samples of cause-effect essays are provided.

Table 4.7 Students' Writing Samples (in Cause-Effect Essays)

Students' Work No.	1st Draft	Final Draft
Med 4	Second, the effects of computers on our everyday life is to connect each other and social communication. For example, whenever we have facebook account, we just use that social communication to connect with each other. If we use phone, it will increased our money.	Second, the effects of computers on our everyday life are the easier connection with each other and social communication. For example, whenever we have Facebook account, we just use that social communication to connect with each other. If we use phone, it will increase our cost.
HS 9	Not only it cause bad effect for communication, but also it cause negative effect for health; make you are myopic. I think that addiction computer is not good. Therefore we should treatment person who addict computer.	Not only it causes a bad effect on communication, but it also causes negative effect on health, making you myopic. I think that computer addiction is not good. Therefore, we should treat people who are addicted to computer.

As seen from Table 4.7, both higher and lower proficient students had a greater improvement from their first drafts to final drafts, especially for their language elements. Similar to the examples in narrative essays, the students mostly corrected their use of tenses. For example, Med 4 changed her incorrect tenses from "will increased" in her first draft to "will increase" in her final draft. They also improved their correct use of subject-verb agreement. For instance, HS 9 changed the

verb "cause" to "causes" to fit with the subject "it". Some writing samples also showed the improvement in their vocabulary items. For example, HS 9 changed from "addiction computer" to "computer addiction".

Clearly, the data collected from the analysis of students' improvement in many aspects and some strong evidence from their writing samples could confirm the effectiveness of the process-genre approach on the students' writing improvement.

Further from the above analysis, the researcher also found out more about another interesting data source to confirm the results in the previous subsection in terms of the students' writing organization, including three parts of organization, and cohesive devices and logical sequencing.

4.1.4.1 Three parts of students' writing organization

To take a closer look at the students' writing organization through the process-genre approach, the data drawn from students' work indicated that a number of students, both higher and lower proficient ones, had their improvement in writing organization in relation to three parts of organization, and others such as cohesive devices and logical sequencing.

The following table shows both higher and lower proficient students' parts of organization after writing their narrative essays, followed by cause-effect essays.

Table 4.8 Parts of Organization in Narrative and Cause-Effect Essays of Higher and Lower Proficient Students

Students' Level & Writing Mode	Parts of Organization							
	3 Parts (Intro+Body+Conclusion)		2 Parts (Intro+Body)		1 Part (Body)		Total	
	N	%	N	%	N	%	N	%
Higher Group								
Narrative	20	90.9	2	9.1	0	0.0	22	100.0
Cause-effect	22	100.0	0	0.0	0	0.0	22	100.0
Lower Group								
Narrative	11	73.3	4	26.7	0	0.0	15	100.0
Cause-effect	13	86.7	2	13.3	0	0.0	15	100.0
Combined Group								
Narrative	31	83.8	6	16.2	0	0.0	37	100.0
Cause-effect	35	94.6	2	5.4	0	0.0	37	100.0

*Notes: N (Higher) = 22, N (Lower) = 15, N (Combined Group) = 37

As illustrated in Table 4.8, 20 out of 22 higher proficient students (or 90.9%) completed their narrative essays with 3 parts including introduction, body and conclusion. There were only 2 students (or 9.1%) who had only 2 parts in their narrative essays comprising introduction and body of the essays with no conclusion.

Slightly less than the higher proficient students, 11 out of 15 lower proficient students (or 73.3%) composed their narrative essays completely with 3 parts, whereas the rest (or 26.7%) of them wrote only 2 parts with no conclusion of the essays.

After writing narrative essays, all the participants were assigned to write cause-effect essays as the second assignment. It was found, on one hand, that all of higher proficient students (100%) completed their cause-effects essays with 3 parts.

On the other hand, 13 out of 15 lower proficient students (or 86.7%) wrote their cause-effect essays completely with 3 parts, whereas the rest of them (2 students or 13.3%) wrote their cause-effect work consisting of 2 parts with no conclusion.

When considering all the participants as a whole class, it was noticeable that of all 37 students, 31 of them (or 83.8%) wrote narrative essays completely with 3 parts comprising introduction, body and conclusion, whereas the rest of them (6 students or 16.2%) wrote only introduction and body of the essays with no conclusion.

In terms of cause-effect essays, all of them made a great improvement with 35 out of 37 students (or 94.6%) writing essays completely with 3 parts, and only 2 students (or 5.4%) writing their work with 2 parts including introduction and body with no conclusion.

All in all, after practicing writing narrative essays as the first assignment and cause-effect essays as the second one, both groups of the participants mostly improved their writing in the aspect of organization parts. Below are some samples of students' work which could confirm the 3 parts of organization that they wrote in their essays.

It is said that dogs are human's best friends. They never let their owner down. They can only make their owner happy at anywhere and anytime. Certainly, I used to think so. But there was one unforgettable event that made my opinion change.

My family and I love every species of dogs. We had four dogs in our home. They are Fahsai, Paotung, Paotang, and Chinjung. Every morning and evening I would let my dogs go out and run freely together without watching them closely. …….One day, I let my dogs go out as usual. While I was walking, I heard some noise clearly. Then, I turned my head to the source of the noise. Suddenly, I saw my Paotung lying on the street without any moving. I did not know what to

do next. Suddenly, my mother came and carried Paotung to the animal clinic but it was too late. Paotung was gone.

I had been crying for fully three months because of the death of Paotung. So, it is not true that dogs can bring about only happiness. But they can also bring about the worse sadness too.

This was one of my most unforgettable events that I will never forget. After such event happened, I have never asked my parents to buy any new dogs since I cannot stand missing something I really love anymore (Narrative essay–Med 5).

The aforementioned work was from one of the higher proficient students, showing 3 parts of narrative essays. Some lower proficient students' work also confirmed that they could organize their narrative essays with 3 parts including introduction, body and conclusion parts as follows:

In my life, some events happened that became the unforgettable memories for me. The memory of that day is still fresh in my mind like an event of yesterday. An unforgettable event took place in my life when I was six years old. I attended to my first swimming competition. Let me tell you.

It was Saturday morning. When I first arrived at the swimming pool, I was very nervous because of other swimmers were warming up in the pool. ……The sound of the whistle made me thought about what my father said. He said that "When you hear the whistle, let go dear." Suddenly, I jumped in the pool and swam very fast. When I get to 50 meters, I found that only me just swam and I found that the crowd was applauding for me. I felt very shame and shy, but the referee allowed me to back to the race again. Furthermore, they waited for me to take a rest. I got 2nd medals.

It was joking unforgettable event of my life. That silver medals is still in my living room. My parents and I always talked about it. It made me

feel so humorous when I have idea to go to the pool and it made me feel like that day was just yesterday (Narrative essay– HS 4).

Furthermore, with respect to cause-effect essays, most of the participants also indicated the 3 parts of their essay writing. The following essay was from one of the higher proficient students.

Nowadays, computers become the important part of our lives. They are used in every walks of life and are used in various age of people. Certainly, computers have so many effects on us. Let's see that computer bring us only the good effects or only the bad effects or both.

With computers, man lives will be easier and faster because our work can be done in very less time. We do not always have to go to the library to search for the data. We just sit on a chair and type the data we want on "Google". Students love this point of computers. We do not have to be serious where so many data can be stored because computers can store more information in their small space. Besides, computers can bring us to many kinds of entertainment no matter music, series, TV shows, computer games, or enjoying connecting friends around the world.

On the other hand, there are bad effects of computers on society, too. Interesting data can be seen on computers so you can be addicted. Because computers are not from nature, they are highly expensive. And because of their efficient abilities of work, they also increase unemployment.

To sum up, for me, there are both bad and good effects of computers on society. It depends on each person that what points he/she chooses to use them from computers. So I think there are more good than bad effects of computer on society. What about you? (Cause-effect essay– Med 4)

There was also another piece of students' writing work from a lower proficient student, showing a cause-effect essay with all 3 parts.

Computers are one of the most important elements to make our modern society. Now computers have taken part in several fields. As a result, children have to learn about the computer. Now computers play a large role in childhood development. It is importantly to ask what impact they are having. What are benefits and harms of computer?

There are many positive effects of computers on children. First is about education. Many educational software programs appear on computer. These programs make children learn easier and faster than many other methods such as textbooks and lectures. Second is entertainment. Most children love to play games….Third is concern social relationship. Internet, the tools for children to communicate online, web applications such as email and Facebook are used for making a new friends or keeping up with their old friends.

The negative effects of computers occur by bad habits, for example using of computers in the wrong way. Children who use computer too much can increase their risk of obesity if they don't do exercise frequently. Overusing of social relationship is a negative one too. Overusing of online communication can lead them to uncommunicative person in real life.

In conclusion, a lot of children are naïve, can't analyze how they are using them. We should emphasize them seriously about their habits. Computers have both good and bad effects. By the way, if we advise children properly, they will get greatly benefits from computers (Cause-effect essay- HS 4)

All in all, the data analysis of organization parts in both narrative and cause-effect essays of the two groups (both higher and lower proficient students) in Table 4.8 and some strong evidence from students' sample work showed that through

the use of process-genre approach, most of the students completed their narrative and cause-effect essays with a well- organized structure, comprising introduction, body and conclusion parts.

These results could be due to the explicit teaching on the writing process, as well as the language features or language elements of the target text in relation to the social context in the use of process–genre approach. As a result, the two groups of students could produce a quality text in response to a specific genre. The results showed the students' improvement in their writing quality with a good organization, which was in accordance with in the study of Saito (2010). In addition, these results reported the similar findings as Babalola (2012), stating that the students could improve their writing skills including writing organization. This could be attributed to the student-centered, flexible, and practical nature of the process-genre approach.

The next subsection explores the use of cohesive devices and logical sequencing.

4.1.4.2 Cohesive devices and logical sequencing

Aside from the parts of organization, the data drawn from the students' work were also analyzed to see how they used cohesive devices and logical sequencing in their narrative and cause-effect essays. The results showed that both higher and lower proficient students could improve their essays using cohesive devices and logical sequencing.

The findings from the two groups of students' work showed the increasing number of students that used cohesive devices and logical sequencing from the first to final drafts of narrative writing.

Table 4.9 Cohesive Devices and Logical Sequencing in Narrative Essays of Higher and Lower Proficient Students

Cohesive Devices & Logical Sequencing	Students' Level											
	Higher Group				Lower Group				Combined Group			
	1st Draft		Final Draft		1st Draft		Final Draft		1st Draft		Final Draft	
	N	%	N	%	N	%	N	%	N	%	N	%
Cohesive Devices	16	72.7	19	86.4	8	53.3	11	73.3	24	64.9	30	81.1
Logical Sequencing	17	77.3	22	100.0	6	40.0	12	80.0	23	62.2	34	91.9

Notes: N (Higher) =22, N (Lower) = 15, N (Combined group) =37

As indicated in Table 4.9, most of all students as a whole group seemed to increase their correct use of cohesive devices from the first drafts (24 out of 37 students or 64.9%) to the final drafts (30 students or 81.1%). A similar pattern was also found in the aspect of logical sequencing. The students increased their use of logical sequencing from the first drafts (23 out of 37 students or 62.2%) to their final ones (34 students or 91.9%).

When considering each group of students, it was found that the number of higher proficient students who used cohesive devices increased from the first draft (16 out of 22 students or 72.7%) to the final drafts (19 students or 86.4%). The lower proficient students had the same fashion as the higher proficient ones, showing 8 out of 15 students or 53.3% in the first drafts, and 11 students or 73.3% in the final drafts.

In terms of logical sequencing, a greater improvement was found in the lower proficient students (6 out of 15 students or 40.0% in the first drafts, and 12 students or 80.0% in their final drafts) than in the higher proficient ones (17 out of 22 students or 77.3% in the first drafts, and 22 students or 100.0% in their final drafts).

Overall, it is clear that both groups of students (higher and lower proficient ones) could improve their use of cohesive devices and logical sequencing in

their narrative essays. Interestingly, the lower proficient students seemed to have greater improvement than the higher proficient ones, particularly in the aspect of logical sequencing.

Similar to the results in the three parts of students' organization, the students' improvement in cohesive devices and logical sequencing could be the consequence of the explicit teaching on the writing process, as well as the language features or language elements of the target text in relation to the social context in the use of process–genre approach. As a result, both higher and lower proficient groups could produce a quality text in response to a specific genre. The results showed the students' improvement in their writing quality with cohesive devices and logical sequencing, which was similar to the work of Saito (2010). Additionally, these results reported the similar findings as Babalola (2012), stating that the students could improve their writing skills such as writing organization, including logical sequencing. Such useful activities as brainstorming and collaborative learning, as well as the student-centered, flexible, and practical nature of the process-genre approach could help them to gain more knowledge in using cohesive devices and logical sequencing in their writing.

To triangulate the quantitative analysis, some samples of students' work in narrative essays could confirm the results as illustrated in Table 4.10.

Table 4.10 Students' Writing Samples (Cohesive Devices and Logical Sequencing in Narrative Essays)

Students' Work No.	1st Draft	Final Draft
Med 5	One day, I let my dogs went out as usual. While I was walking, I heard some noise clearly. Then I turned my head to the source. What I saw is my Paotung lieing on	One day, I let my dogs go out as usual. While I was walking, I heard some noise clearly. Then I turned my head to the source of the noise.

Students' Work No.	1st Draft	Final Draft
	the street without any moving. I did not know what to do next.	Suddenly, I saw my Paotung lying on the street without any moving. I did not know what to do next.
HS 13	My scary experience happened when I was six years old. That day it was Loy Kratong Day and that night I had to go to float a banana leave Kratong with my family. ….Suddenly, my aunt came home to tell my sister and me that my parents had an accident. …	My scary experience happened when I was six years old. On that day, it was Loy Kratong Day and that night I had to go to float a banana leave Kratong with my family. ….Suddenly, my aunt came home to tell my sister and me that my parents had an accident. …

As can be seen from Table 4.10, both higher and lower proficient students used cohesive devices and logical sequencing (e.g., chronological sequencing) to make their readers easier to follow their ideas.

The following table deals with the analysis of cohesive devices and logical sequencing in the cause-effect essays of both groups of students.

Table 4.11 Cohesive Devices and Logical Sequencing in Cause-Effect Essays of Higher and Lower Proficient Students

Cohesive Devices & Logical Sequencing	Students' Level											
	Higher Group				Lower Group				Combined Group			
	1st Draft		Final Draft		1st Draft		Final Draft		1st Draft		Final Draft	
	N	%	N	%	N	%	N	%	N	%	N	%
Cohesive Devices	17	77.3	21	95.5	9	60.0	13	86.7	26	70.3	34	91.9
Logical Sequencing	17	77.3	22	100.0	10	66.7	15	100.0	27	73.0	37	100.0

Notes: N (Higher) =22, N (Lower) = 15, N (Combined group) =37

As can be seen from Table 4.11, most of the students as a whole group could increase their correct use of cohesive devices from the first drafts (26 out of 37 students or 70.3%) to the final drafts (34 students or 91.9%). In the same fashion as cohesive devices, the students increased their use of logical sequencing from the first drafts (27 out of 37 students or 73.0%) to their final ones (37 students or 100.0%).

Analyzing the data from each group of students, it was found that the number of higher proficient students who correctly used cohesive devices increased from the first draft (17 out of 22 students or 77.3%) to the final drafts (21 students or 95.5%). The lower proficient students had a similar increasing pattern, showing 9 out of 15 students or 60.0% in the first drafts, and 13 students or 86.7% in the final drafts.

With respect to logical sequencing, a greater improvement was found in the lower proficient students (10 out of 15 students or 66.7% in the first drafts, and 15 students or 100.0% in their final drafts) than in the higher proficient ones (17 out of 22 students or 77.3% in the first drafts, and 22 students or 100.0% in their final drafts).

All in all, both groups of students (higher and lower proficient ones) could improve their use of cohesive devices and logical sequencing in their cause-effect essays. In addition, it is worth noting that the lower proficient students seemed to have greater improvement than the higher proficient ones, especially in logical sequencing.

The above results might be due to the explicit teaching on the writing process, as well as the language features or language elements of the target text in relation to the social context in the use of process–genre approach. As a result, both higher and lower proficient groups could produce a quality text in response to a specific genre. The results showed the students' improvement in their writing quality with cohesive devices and logical sequencing, which was similar to the work of Saito (2010). Additionally, these results reported the similar findings as Babalola (2012), stating that the students could improve their writing skills such as writing organization, including logical sequencing. Such useful activities as brainstorming and collaborative learning, as well as the student-centered, flexible, and practical nature of the process-genre approach could help them to gain more knowledge in using cohesive devices and logical sequencing in their writing.

To confirm the results of the student's improvement in this aspect, some samples of students' work in cause-effect essays are shown in Table 4.12.

Table 4.12 Students' Writing Samples (Cohesive Devices and Logical Sequencing in Cause-Effect Essays)

Students' Work No.	1st Draft	Final Draft
Med 5	On one hand, with computers, man lives will be easier and faster because our work can be done in very less time…… ….On another hand, there are bad effects of computers on	On the one hand, with computers, man lives will be easier and faster because our work can be done in very less time…… ….On the other hand, there

Students' Work No.	1st Draft	Final Draft
	society, too. Interesting data can be seen on computers <u>and</u> you can be addicted. <u>Because</u> computers are not from nature, they are highly expensive.	are bad effects of computers on society, too. Interesting data can be seen on computers <u>so</u> you can be addicted. <u>Moreover</u>, <u>because</u> computers are not from nature, they are highly expensive.
HS 4	There are many positive effects of computers on children. <u>First</u> is about education. Many educational program appear on computer….<u>Second</u> is entertainment. A lot of computer games not only help children learning but also having fun at the same time…….<u>Third</u> is concern social relationship.	There are many positive effects of computers on children. <u>The first one</u> is about education. Many educational program appear on computer….<u>The second one</u> is entertainment. A lot of computer games not only help children learning but also having fun at the same time…….<u>The last one</u> is concern about social relationship.

It was clear from Table 4.12 that both higher and lower proficient students used some cohesive devices (such as so, because), and logical sequencing (chronological order) to make their essays well organized.

To sum up, the data drawn from students' work through the process-genre approach and the quantitative analysis of students' parts of organization as well

as their use of cohesive devices and logical sequencing indicated that both groups of the students could improve their writing organization, thus leading them to increase their quality of their written products.

In summary, the data drawn from the analysis of students' writing patterns, and their writing improvement from their first drafts to final drafts, including a detailed analysis of their writing organization, together with strong evidence of samples of the students' work and interviews showed that both higher and lower proficient students could improve their processes to write narrative and cause-effect essays through the process-genre approach. This was because the students used such a lot of steps in the modified Hyland's (2003) model as the planning step to collect all the ideas relevant to the assigned topics before categorizing them into groups, and then drew their outline before starting their writing. In addition, they also reviewed and proofread their work, using multiple drafting with delayed editing. Additionally, their friends helped them and provided peer feedback on their writing, thereby helping them to see their mistakes and receive useful comments for redrafting their work. Also, with the teacher and peer collaboration, the students could gradually develop themselves to use their language and content control to write their essays better, with a well-organized structure, including introduction, body and conclusion parts. The results of the present study were similar to the work of Saito (2010), and Babalola (2012) as mentioned earlier in the previous subsections.

The next section deals with the investigation of students' writing development, responding to Research Question 2 of this study.

4.2 Research Question 2

Did the higher and lower proficient participants significantly improve their writing abilities in terms of their written products after being taught through the process-genre approach?

The second objective of this study was to investigate the participants' writing development through the process-genre approach. Students' writing

development was achieved through three data sources: the students' pretest-posttest results, their written products assessed by two raters, and the students' writing samples.

Before investigating the students' writing development, it is vital to show the reliability of the students' writing scores from two raters.

The results of students' scores from the two raters were shown in Tables 4.13-4.15. Table 4.13 indicated the higher proficient students' mean scores of the first and second raters (from the first and final drafts of two genres of essays). Table 4.14 illustrated the lower proficient students' mean scores of the first and second raters (from the first and final drafts of two genres of essays). Table 4.15 showed all of the higher and lower proficient students' mean scores of the first and second raters (from the pretest and posttest).

The data in relation to the higher proficient students' essays were evaluated by two raters below.

Table 4.13 Higher Proficient Students' Mean Scores of the First and Second Raters (from the First and Final Drafts of Two Genres of Essays)

Raters	Narrative						Cause-Effect					
	1^{ST} Draft			Final Draft			1^{ST} Draft			Final Draft		
	$\overline{x}$	SD	p	$\overline{x}$	SD	p	$\overline{x}$	SD	p	$\overline{x}$	SD	p
R1	13.00	2.34	.217*	14.30	2.37	.510*	14.83	1.42	.056*	17.05	1.34	.635*
R2	13.13	2.29		14.20	2.21		15.03	1.32		16.98	1.31	

* Not significant at the 0.05 level (p>0.05), N (Higher) = 22

As shown in Table 4.13, the higher proficient students' mean scores from the two raters were not significantly different at the 0.05 level in both genres: narrative essays (first draft with p=.217, final draft with p=.510), and cause-effect essays (first draft with p=.056, final draft with p=.635). These results showed that the

scores given by the first rater were reliable, thus resulting in the reliability of the data analyzed throughout the study. The same action was conducted with the lower proficient students (Table 4.14).

Table 4.14   Lower Proficient Students' Mean Scores of the First and Second Raters (from the First and Final Drafts of Two Genres of Essays)

| Raters | Narrative | | | | | | Cause-Effect | | | | | |
| | 1^{ST} Draft | | | Final Draft | | | 1^{ST} Draft | | | Final Draft | | |
	$\overline{x}$	SD	p	$\overline{x}$	SD	p	$\overline{x}$	SD	p	$\overline{x}$	SD	p
R1	14.36	2.51		15.55	2.40		15.89	1.57		17.05	1.34	
			.171*			.204*			.704*			.418*
R2	14.48	2.39		15.66	2.35		15.93	1.33		16.98	1.31	

* Not significant at the 0.05 level (p>0.05), N (Lower) = 15

The data presented in Table 4.14 showed that the lower proficient students' mean scores from the two raters were not significantly different at the 0.05 level in both narrative essays (first draft with p=.171, final draft with p=.204), and cause-effect essays (first draft with p=.704, final draft with p=.418). Again, these results showed that the scores from the first rater were systematic.

The following table illustrates the total students' mean scores of the first and second raters analyzed holistically. This action aims to triangulate the analysis of their mean scores. The same pattern in both types of analysis would strengthen the data analysis and thus revealed their mean scores more substantially.

Table 4.15 Total Students' Mean Scores of the First and Second Raters (from the Pretest and Posttest)

Raters	Test Results					
	Pretest			Posttest		
	$\overline{x}$	SD	p	$\overline{x}$	SD	p
Rater 1	11.08	3.74	.183*	15.38	2.37	.110*
Rater 2	11.16	3.66		15.54	2.18	

* Not significant at the 0.05 level (p>0.05), N (All students) =37

As exhibited in Table 4.15, all students' mean scores from the two raters were not significantly different at the 0.05 level in both pre- and post- tests: pretest (p=.183), and posttest (p=.110). These results showed that the scores from the first rater were reliable when compared to those of the second rater in both pretest and posttest.

Overall, it is evident that all the students' scores assessed by the two raters were reliable. This is to assure the reliability of the following analysis of students' writing development.

As mentioned earlier at the beginning of this subsection, there were three data sources to explore the students' writing development, including pretest-posttest results, the students' written products, and the students' writing samples. The following illustrates the analysis of pretest-posttest results.

4.2.1 Pretest-Posttest Results

The data drawn from the students' pretest-posttest results revealed that the participants could improve their writing abilities throughout a course of data collection as described in Table 4.16.

Table 4.16 Students' Mean Scores from the Pretest and Posttest

Students' Level	Tests	Mean	SD	t-value (2 tailed)	P	Mean Difference
Higher Group	pretest	13.68	1.78	-10.460	.000*	-3.00
	posttest	16.68	1.43			
Lower Group	pretest	7.27	2.25	-9.556	.000*	-6.20
	posttest	13.47	2.20			
Combined Group	pretest	11.08	3.74	-10.629	.000*	-4.30
	posttest	15.38	2.37			

. *Significant at the 0.05 level (p<0.05), N (Higher) = 22, N (Lower) = 15, N (Combined Group) = 37

As illustrated in Table 4.16, the mean score of the posttest of the higher proficient students (16.68) was significantly higher than that of the pretest (13.68). In the same fashion, the lower proficient ones gained the higher mean score of the posttest (13.47) than that of the pretest (7.27). Also, the results of the paired t-test run on the pre- and post-tests indicated a t-value of -10.460 for the higher proficient students and that of -9.556 for the lower proficient students, and showed a p-value of 0.000 which was smaller than the 0.05 level of significance. This means that each group of students could improve their proficiency in English writing.

The researcher also examined the improvement of all the students, both of the higher and lower proficient students, as a whole group so as to see the improvements of the two groups. This justified analysis helps me to consider the students' improvement both in separate groups based on their academic background and in group of mix abilities that represent actual practice of education in Thailand, where students have freedom to choose any study sections. This challenges the teacher to explore different teaching methods in the instruction with mixed ability classes.

Furthermore, with a comparison of the total students' mean score of the posttest (15.38) to that of the pretest (11.08), the results showed that all students developed their writing abilities after being taught through the process-genre approach. Similarly, there was statistically significant difference between the total students' mean score of pretest and that of the post-test (t= -10.629, p=.000). This indicated that all students whose abilities were collectively analyzed (both higher and lower proficient levels) improved their writing abilities after the instruction.

However, when comparing the mean differences between these two groups, the mean difference of the lower group (-6.20) was greater than that of the higher one (-3.00), which means that the process-genre approach worked better in the lower group than the higher one.

This was partly because they got peer and teacher feedback in their writing process. As Biber et al. (2011) stated, after getting feedback, the L2 low proficient students gained more writing improvement than the higher ones. In addition, this could be due to the modified teaching and learning cycle which was based on Vygotsky's notions of Zone of Proximal Development (ZPD) and scaffolding. According to the notions of ZPD, the students' learning of writing in this study could occur when they performed their writing tasks at the level which they could not do independently. However, with the teacher's support as well as students' collaboration, the students eventually had sufficient skills and gained more knowledge to do their writing tasks independently (Hyland, 2003).

These results, though not the same, seemed to correspond to those in such scholars' studies as Saito (2010) who taught the argumentative essays using this approach and found the students' development in the quality of writing from the first drafts to the final drafts. It was also consistent with the study of Voon Foo (2007) who found the enhancement of the students' overall writing proficiency in his study conducted to prove the effectiveness of this approach in teaching expository essays in Malaysian ESL classrooms.

Aside from the overall mean scores of the pretest-posttest results, the researcher also analyzed their writing abilities in more detail for each of four aspects,

including overall task fulfillment, writing content, writing organization and language elements, in accordance with the scoring rubrics in Table 3.4 in Chapter 3. The data analysis in Tables 4.17 and 4.18 could prove that both higher and lower proficient students had a great improvement in their writing abilities over the course of data collection.

The following table shows a comparison in four aspects of the mean scores from the pretest and posttest of higher proficient students.

Table 4.17 A Comparison in Four Aspects of the Mean Scores from the Pretest and Posttest of Higher Proficient Students

Aspects of Marking	Pretest		Posttest		t	p	Mean Difference
	$\overline{x}$	SD	$\overline{x}$	SD			
Overall task fulfillment	3.23	.429	3.82	.395	-5.508	.000*	-0.59
Content	3.82	.664	4.68	.477	-6.333	.000*	-0.86
Organization	3.32	.780	4.56	.596	-7.659	.000*	-1.23
Language elements	3.32	.568	3.64	.492	-3.130	.005*	-0.32

* Significant at the 0.05 level (p<0.05), N (Higher) = 22

Table 4.17 reveals the higher proficient students' mean scores from the pretest and posttest and compares their mean scores between these two tests.

As described in Table 4.17, the mean scores of each of four aspects in the posttest ranged between 3.649 and 4.68. The highest mean scores were gained on the content, followed by organization, overall task fulfillment and language elements.

When comparing the students' mean scores in the pretest and posttest using a paired-samples t-test, the results indicated that there was a statistically significant increase in the mean scores on every aspect in the posttest (p < .05). The differences of the mean scores between the pretest and posttest of the higher

proficient students varied from -0.32 to -1.23. The highest increase of the mean scores was in the organization and the smallest improvement was in the language elements.

This shows that after being taught through the process-genre approach, the higher proficient students had a great improvement in all aspects of the posttest, especially in their organization.

Turning to the lower proficient students in their pretest and posttest, the following table shows a comparison in four aspects of the mean scores from their pretest-posttest results.

Table 4.18 A Comparison in Four Aspects of the Mean Scores from the Pretest and Posttest of Lower Proficient Students

Aspects of Marking	Pretest		Posttest		t	p	Mean Difference
	$\bar{x}$	SD	$\bar{x}$	SD			
Overall task fulfillment	1.53	.640	3.00	.535	-8.876	.000*	-1.47
Content	2.07	.799	3.87	.743	-6.874	.000*	-1.80
Organization	1.67	.816	3.80	.775	-9.909	.000*	-2.13
Language elements	2.00	.561	2.80	.561	-4.000	.001*	-0.80

* Significant at the 0.05 level (p<0.05), N (Lower) = 15

Table 4.18 illustrates the lower proficient students' mean scores from the pretest and posttest, and compares their mean scores between these two tests.

As shown in the table, it was found that the mean scores of each of four aspects scored in the posttest ranged between 2.80 and 3.87. Similar to the higher proficient students, the lower proficient students' lowest mean scores were in language elements. The highest mean scores were gained on the content, followed by organization and overall task fulfillment.

A paired-samples t-test was also conducted to compare the mean scores of the pretest and posttest of the lower proficient students. The results indicated that the

mean scores on such four aspects as overall task fulfillment, content, organization and language elements in the posttest statistically increased at the 0.05 level of significance (p < .05). The differences in mean scores between the pretest and posttest of this lower group varied from -0.80 to -2.13. The highest increase of the mean scores was in the organization, whereas the smallest improvement was in the language elements.

In brief, after being taught through the process-genre approach, the lower proficient students had a great improvement in all aspects including overall task fulfillment, writing content, writing organization and language elements.

When comparing between the higher and lower proficient students, the highest increase in their mean difference of both groups was their organization, followed by writing content, overall task fulfillment and language elements. However, when compared their mean differences to those of the higher group, the lower one seemed to have greater improvement in all of four aspects than the higher one. This means that this approach seemed to work better with the lower group than the higher group.

This was partly because they got peer and teacher feedback in their writing process. As Biber et al. (2011) stated, after getting feedback, the L2 low proficient students gained more writing improvement than the higher ones. In addition, this could be due to the modified teaching and learning cycle which was based on Vygotsky's notions of Zone of Proximal Development (ZPD) and scaffolding. According to the notions of ZPD, the students' learning of writing in this study could occur when they performed their writing tasks at the level which they could not do independently. However, with the teacher's support as well as students' collaboration, the students eventually had sufficient skills and gained more knowledge to do their writing tasks independently (Hyland, 2003).

These results, though not the same, seemed to correspond to those in such scholars' studies as Saito (2010) who taught the argumentative essays using this approach and found the students' development in the quality of writing from the first drafts to the final drafts. It was also consistent with the study of Voon Foo (2007) who

found the enhancement of the students' overall writing proficiency in his study conducted to prove the effectiveness of this approach in teaching expository essays in Malaysian ESL classrooms.

To confirm the results from the pre- and post-tests, the scores from the first and final drafts of both groups of students were also analyzed in the next subsection.

4.2.2 Scores from Students' Written Products

Apart from the pretest-posttest results, the researcher also investigated the students' written products collected from the first and final drafts of both narrative and cause-effect essays. The results showed that the participants could write their essays better as shown in Table 4.19.
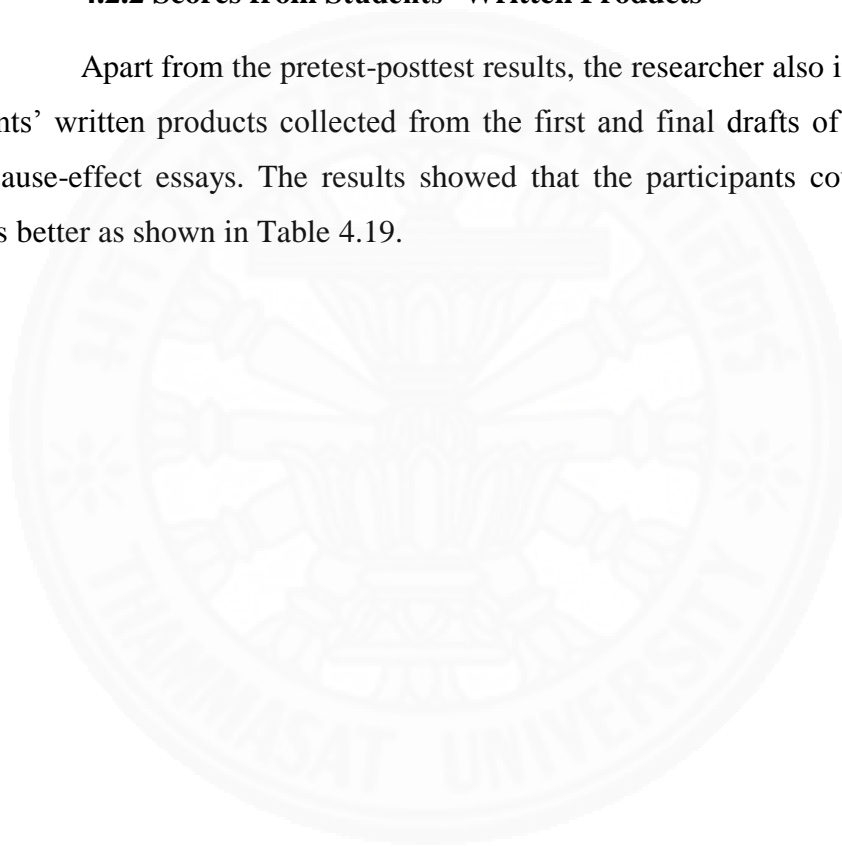
Table 4.19 Students' Mean Scores from the First and Final Drafts of Narrative and Cause-Effect Essays

Students' Level	Students' work	Mean	SD	t-value (2 tailed)	P	Mean Difference
		Narrative Essays				
Higher	first draft	14.36	2.51	-14.042	0.000*	-1.19
Group	final draft	15.55	2.40			
Lower Group	first draft	13.00	2.34	-10.217	0.000*	-1.30
	final draft	14.30	2.37			
Combined Group	first draft	13.81	2.50	-17.214	0.000*	-1.23
	final draft	15.04	2.44			
		Cause-effect Essays				
Higher	first draft	15.89	1.57	-10.011	.000*	-1.16
Group	final draft	17.05	1.34			
Lower Group	first draft	14.83	1.42	-12.616	.000*	-1.20
	final draft	16.03	1.43			
Combined Group	first draft	15.46	1.58	-15.069	.000*	-1.18
	final draft	16.64	1.45			

*Significant at the 0.05 level (p<0.05), N (Higher) = 22, N (Lower) = 15, N (Combined Group) = 37

As can be seen from Table 4.19, the mean scores of the final drafts of narrative essays of both higher and lower proficient students (higher group= 15.55, lower group = 14.30) were higher than those of the first drafts (higher group = 14.36, lower group = 13.00). The researcher found the same pattern in cause-effect essays where the mean scores of the final drafts of both groups (higher group = 17.05, lower

group = 16.03) were higher than those of the first drafts (higher group = 15.89, lower group = 14.83).

The results of the paired t-test run on the first and final drafts of the two genres from the higher proficient students (narrative essays with t= -14.042, and cause-effect essays with t= -10.011), and those from the lower proficient students (narrative essays with t= -10.217, and cause-effect essays with t= -12.616) showed the p-values of 0.000 which were smaller than the 0.05 level of significance.

Once again, the researcher analyzed the students' writing ability as the scores representing the whole group with mixed abilities. When compared the total students' mean scores of the first drafts for both genres (narrative=13.81, cause-effect=15.46) to those of the final drafts (narrative=15.04, cause-effect=16.64), the researcher found that after being taught through the process-genre approach, all students developed their writing abilities with a similar increasing pattern.

Also, the results of the paired t-test run on the first and final drafts of total students (narrative essays with t= -17.214, and cause-effect essays with t= -15.069) showed the p-values of 0.000 which were smaller than the 0.05 level of significance. Together, these results indicated that all the students significantly improved their writing abilities after the instruction.

However, when comparing the mean differences between these two groups, the mean differences of the lower group (narrative=-1.30, cause-effect=-1.20) were greater than those of the higher one (narrative= -1.19, cause-effect= -1.16). Similar to the results from the pre-and post-tests, it means that the process-genre approach worked better with the lower group than the higher one.

This was partly because they got peer and teacher feedback in their writing process. As Biber et al. (2011) stated, after getting feedback, the L2 low proficient students gained more writing improvement than the higher ones. In addition, this could be due to the modified teaching and learning cycle which was based on Vygotsky's notions of Zone of Proximal Development (ZPD) and scaffolding. According to the notions of ZPD, the students' learning of writing in this

study could occur when they performed their writing tasks at the level which they could not do independently. However, with the teacher's support as well as students' collaboration, the students eventually had sufficient skills and gained more knowledge to do their writing tasks independently (Hyland, 2003).

These results, though not the same, seemed to correspond to those in such scholars' studies as Saito (2010) who taught the argumentative essays using this approach and found the students' development in the quality of writing from the first drafts to the final drafts. It was also consistent with the study of Voon Foo (2007) who found the enhancement of the students' overall writing proficiency in his study conducted to prove the effectiveness of this approach in teaching expository essays in Malaysian ESL classrooms.

Again, to confirm these results, the triangulation of such data sources as students' writing samples was done in the next subsection.

4.2.3 Students' Writing Samples

To triangulate the findings from such quantitative data as pretest-posttest results and students' written products both from narrative and cause-effect essays, the researcher also took the qualitative data from students' writing samples into account. Additionally, the researcher was also convinced by the qualitative data that the participants could develop their writing abilities remarkably over the course. Below are the students' writing samples.

Table 4.20 Students' Writing Samples (from Pre- and Post-tests)

Students' Work No.	Pretest	Posttest
Med 3 (Intro)	In one person's life, they might be something or some evident that makes a person scared of something. For instance, it was from big adventurous memory	In my life, there are tears and joys. There are times that I feel so down and there are times that I get so happy. Apart from that,

Students' Work No.	Pretest	Posttest
	that had happened. According to this, I also have the unforgettable event that makes me scared of dogs until now.	there are many unforgettable events in my life but there was one that changed my opinion and made me be a better person since then.
Med 5 (Intro)	Talking about unforgettable events in my life, there are plenty. Some are good and some are bad. So let's talk about the one that really change my life: my first heart-break.	Someone says that "Everything happens for a reason." And I totally agree with that. When it happens, it always teaches us something. It can be grateful and also harmful. The event that affected my life and my thought was when I took an exam for admission in my high school. Here are the reasons why.
Med 5 (Body: Cause-effect)	What I learnt from this event is that past is not something that you should stuck with, but it is something that you should learn from. Past can be harsh and unforgettable, but there is nothing you can do with it because past cannot be changed. So, what happened in the past stays in the past and learn to	First, it taught me why we should have a goal. Having a goal helps you concentrate on what you are doing, and keep you going in life. .. Second, it taught me to never give up. At first, I failed the exam. I had to choose between going to study something

Students' Work No.	Pretest	Posttest
	move on.	or taking an exam again…. Last, it taught me to accept the failure. You will not be able to move on if you stick to the past, blaming yourself.
HS 2 (Body: Cause-effect)	I think I've learned the first step of real life in CU. Beside from having to be more responsible, you have to behave yourself well in order to be successful. People might praised you but they're also expect you to be as good as they want.	This event affected my thought and my life tremendously about death. First of all, I was so young and never lost anyone who close to me. When she passed away, I got to learn that no one is going to live with me forever… Secondly, I learned how to let it go. I'm still learning it nowadays…. Third, I learned how to live my life. When my grandmother passed away, I finally realized that everybody was going old. We should be good to each other.
HS 5 (Intro)	In my life, I like cycling very much. Cycling from childhood to now, it's 20 years old. I think I'm good at cycling. When I study in	An unforgettable experience is an event that has an impact on my life. It can also be something that

Students' Work No.	Pretest	Posttest
	the university, I often cycled because the building near my apartment. One day I having fun. I and my friends cycled to the parking lot. It's very steep and high. We cycled very fast so my bike hit the big rocks.	can change my life. My unforgettable event is that I got bicycle accident when I studied at this university.
HS 7 (Intro)	When I was young. The topic which is mentioned after school summer vacation is all about their long holiday trip. Somebody went to country. Somebody went to abroad. I was exciting everytime I heard about travelling abroad from my friends. All of their story inspire me that before I died. I'll travel around the world and told my story to my child.	I've passed many events in my life. But the most memorable event which became my unforgettable event in my 20-year-lifetime was my first time solo abroad travelling. And I'll tell you why this event affects my life, my thought and my perspective forever.

As can be seen from Table 4.20, some students' introduction samples from the pretest showed a lack of focus or thesis statement in their writing. There were also a lot of grammatical mistakes such as fragments and incorrect tenses. However, after being taught through the process-genre approach, the posttest results showed that the students could improve their writing in terms of a better introduction with a thesis statement, better body paragraphs with more content and creativity, logical sequencing, cohesive devices, as well as subject-verb agreement and tenses.

Together, the data analyzed through the 3 data sources (including pretest-posttest results, sores from the students' written products and their writing samples)

revealed that the participants had a noticeable development in their writing. Although there was evidence from the pretest-posttest results showing that all participants could statistically significantly develop their writing abilities after being taught through the process-genre approach, the researcher was aware that there might be some other external variables that could affect this improvement. Therefore, to provide more evidence to prove the students' improvement in their writing abilities, the researcher also analyzed their pretest and posttest grades based on the university criteria of SWU 124 grading, and found that all the participants could gain score increase ranging from 1-4 grades (except Med 8 who got "A" grades from both pretest and posttest) as shown in Appendix F.

Another quantitative data from the students' written products from the first and final draft of students' work also confirmed the effective use of this approach. The students' writing samples was another evidence to triangulate the above data sources because the results showed much improvement in students' writing abilities in terms of, for example, a better introduction with a thesis statement as well as subject-verb agreement and tenses.

In conclusion, the process-genre approach with the research's modification could help the students, when analyzed with the same academic background (higher and lower proficient students) and when analyzed holistically as a whole group, to improve their writing abilities.

4.3 Research Question 3

> What were the higher and lower proficient participants' attitudes towards
> learning to write essays through the process-genre approach?

To take a closer look at the students' writing improvement, the researcher explored their attitudes behind their learning development relying on two data sources, including the questionnaire results and interviews.

The data obtained from the questionnaire eliciting students' attitudes towards learning to write essays revealed that all participants positively changed their attitudes after being taught through the process-genre approach, as illustrated in Table 4.21.

Table 4.21   Comparison of Overall Means of Higher and Lower Proficient Students in the Aspects of Their Attitudes towards Learning to Write Essays (before & after Instruction)

Students' Level	Categories of students' attitudes	Before instruction	Interpretation	After instruction	Interpretation
Higher Group	Students' interests & confidence	3.44	High	4.28	Very High
	Students' and teacher's roles	3.70	High	4.35	Very High
	Students' development & benefits	3.62	High	4.28	Very High
	Overall (Grand Mean)	**3.59***	**High**	**4.30***	**Very High**
Lower Group	Students' interests & confidence	2.48	Low	4.16	High
	Students' and teacher's roles	3.04	Moderate	4.27	Very High
	Students' development & benefits	2.69	Moderate	4.46	Very High
	Overall (Grand Mean)	**2.74****	**Moderate**	**4.30****	**Very High**
Combined Group	Students' interests & confidence	3.04	Moderate	4.23	Very High
	Students' and teacher's roles	3.43	High	4.31	Very High
	Students' development & benefits	3.24	Moderate	4.35	Very High
	Overall (Grand Mean)	**3.24*****	**Moderate**	**4.30*****	**Very High**

Notes: *   Significantly different at the 0.05 level (p<0.05), between overall means before (3.59) and after (4.30) instruction of higher proficient students with t= -6.988 df = 21 , p=.000

**   Significantly different at the 0.05 level (p<0.05), between overall means before (2.74) and after (4.30) instruction of lower proficient students with t= -8.931 df = 14 , p=.000

*** Significantly different at the 0.05 level (p<0.05), between overall means before (3.24) and after (4.30) instruction of all students with t= -9.226 df = 36 , p=.000

****Significantly different at the 0.05 level (p<0.05), between overall mean difference of higher proficient students (4.30-3.59=0.7) and that of lower proficient students (4.30-2.74=1.56) with t= -4.411 df=35, p=0.000

Again, the attitudes of the participants were analyzed holistically. This aims to triangulate the analysis of students' attitudes. The same pattern in both types of analysis would strengthen the data analysis and thus revealed students' attitudes more substantially.

The data in Table 4.21 indicated holistic results drawn from the questionnaire, where detailed description of each area is shown in Tables 4.22-4.23. When viewed as a holistic picture, all the students both higher and lower proficient students revealed a change in their attitudes towards learning to write essays through the process-genre approach, indicated by a significantly higher grand mean after the instruction at the 0.05 level (p<.05) (3.24 before instruction, and 4.30 after instruction).

Similarly, the analysis of each group separately analyzed shows the same pattern. As for the higher proficient students, their attitudes changed from a "High" level (with an overall mean of 3.59 before instruction) to a "Very High" one (with an overall mean of 4.30 after instruction) in such three categories as students' interests and confidence, students' and teacher's roles, as well as ability in self-development and learning benefits.

The same pattern was found in the lower proficient ones. There was also a change in students' attitudes towards learning to write essays through this approach. This was proved by the overall mean of 2.74 before instruction, which could be interpreted as a "Moderate" level. However, the overall mean after the instruction changed to 4.30, showing a "Very High" level.

Interestingly, when comparing between these two proficiency students, the lower proficient students seemed to indicate more positive change in their level of attitudes than that of the higher proficient students. As seen from the interpretation, the students' attitudes of the former group changed two steps further, from a "Moderate" level (2.74 before instruction) to a "Very High" level (4.30 after instruction), whereas those of the latter group moved only one step, from a "High" level (3.59 before instruction) to a "Very High" one (4.30 after instruction). This indicated that the overall mean difference of lower proficient students was

significantly higher than that of the higher proficient ones. This suggests that lower proficient students may make use of the process-genre approach more because if they have more positive attitudes, they will get a better chance towards learning.

In brief, the findings showed that the students had more positive attitudes at the end of instructions. This means that they were satisfied with their writing improvement which could result in their favorable attitudes. These results were not similar to those of Voon Foo (2007). This was because Voon Foo (2007) conducted his study with the control group (teaching writing through the product approach) and the experimental group (teaching writing through the process-genre approach). And he found that the instruction in process-genre approach encouraged the students' awareness of conceptual writing strategies, and willingness to apply practical writing strategies to compose their texts.

The second analysis deals with the detailed descriptions of each category of questionnaire content. The data indicating individual groups of higher and lower proficient students (Tables 4.22-4.23) were followed by the data representing the holistic group (Table 4.24). The following table indicates the findings drawn from the higher proficient students.

Table 4.22 Higher Proficient Students' Attitudes towards Learning to Write Essays through the Process-Genre Approach (before and after Instruction)

Statements	Before Instruction			After Instruction		
	Mean	SD	Interpretation	Mean	SD	Interpretation
Students' interests and confidence						
1. I like learning essay writing.	**3.36**	1.049	Moderate	**4.09**	0.811	High
2. I like lessons of essay writing in class.	**3.27**	1.120	Moderate	**4.14**	0.774	High
3. I have thought essay writing is interesting.	**3.46**	0.963	High	**4.41**	0.686	Very High
4. I have thought writing various genres helps me to write essays purposively.	**3.77**	0.752	High	**4.50**	0.598	Very High
5. I am confident in writing essays.	**3.32**	1.041	Moderate	**4.27**	0.703	Very High

Statements	Before Instruction			After Instruction		
	Mean	**SD**	**Interpretation**	**Mean**	**SD**	**Interpretation**
Grand Mean	**3.44**		**High**	**4.28**		**Very High**
Students' and teacher's roles						
6. I like teacher's guidance in essay writing.	**3.73**	0.767	High	**4.41**	0.503	Very High
7. I like working with friends when writing essays.	**3.50**	0.964	High	**4.36**	0.658	Very High
8. I like to correct essay writing by myself.	**3.23**	0.922	Moderate	**4.27**	0.985	Very High
9. I like peer feedback in essay writing.	**3.73**	1.032	High	**4.18**	0.958	High
10. I like teacher feedback in essay writing.	**4.32**	0.646	Very High	**4.50**	0.598	Very High
Grand Mean	**3.70**		**High**	**4.35**		**Very High**
Students' abilities in self- development & learning benefits						
11. I have thought I can develop myself in writing essays.	**3.64**	1.002	High	**4.36**	0.581	Very High
12. I acknowledge benefits of essay writing using different genres.	**3.68**	0.780	High	**4.27**	0.767	Very High
13. I have thought writing a variety of genres helps to ease my writing.	**3.64**	0.727	High	**4.27**	0.631	Very High
14. I have thought class activities in relation to writing various genres help develop my writing.	**3.59**	0.666	High	**4.14**	0.774	High
15. I can apply writing knowledge learned from my class in the future.	**3.55**	0.800	High	**4.36**	0.658	Very High
Grand Mean	**3.62**		**High**	**4.28**		**Very High**
Overall (Grand Mean)	**3.59***		**High**	**4.30***		**Very High**

Notes: * Significantly different at the 0.05 level (p<0.05), between overall means before and after instruction of higher proficient students with t= -6.988 df = 21 , p=.000

The data from Table 4.22 shows the higher proficient students' more positive attitudes towards the use of this approach (3.59 before the instruction, and 4.30 after the instruction).

Taking a closer look at 15 items representing the three categories, we found that after the instruction the students showed very highly positive attitudes in 8 aspects : their interest in essay writing (item 3), purposive writing (item 4), teacher's guidance (item 6), working with friends (item 7), self- development in writing (item 11), benefits of various genres (item 12), writing ease with genres (item 13), and applying knowledge in the future (item 15), when compared to their own attitudes before instruction.

In addition, before the instruction they showed moderate levels of their attitudes in 4 aspects: preference in essay writing (item 1), preference in writing lessons (item 2), confidence in writing (item 5), and self-editing (item 8), all of which changed to the "High" and "Very High" levels after the instruction.

However, it was noticeable that the higher proficient students had still the same with their satisfactory feeling at "High" levels before and after the use of process-genre approach in 3 aspects: peer feedback (item 9), teacher feedback (item 10), and writing class activities (item 14) This may be because the higher proficient students rated these three items as the "High" levels which were closer to the "Very High" ones. Also, with their high expectation for writing good essays, the higher proficient students would like to have peer feedback, teacher feedback, and class activities that could help them get improved in their writing. Therefore, their "High" level of attitudes remained the same.

The next subsection shows the findings drawn from the lower proficient students' attitudes, indicating a more significantly positive changed, when compared to those of the higher proficient students.

Table 4.23 Lower Proficient Students' Attitudes towards Learning to Write Essays through the Process-Genre Approach (before and after Instruction)

Statements	Before Instruction			After Instruction		
	Mean	SD	Interpretation	Mean	SD	Interpretation
Students' interests and confidence						
1. I like learning essay writing.	**2.20**	1.041	Low	**3.93**	0.884	High
2. I like lessons of essay writing in class.	**2.13**	0.990	Low	**3.87**	0.834	High
3. I have thought essay writing is interesting.	**2.73**	0.961	Moderate	**4.33**	0.724	Very High
4. I have thought writing various genres helps me to write essays purposively.	**3.13**	0.834	Moderate	**4.80**	0.507	Very High
5. I am confident in writing essays.	**2.20**	0.561	Low	**4.07**	0.799	High
Grand Mean	**2.48**		**Low**	**4.16**		**High**
Students' and teacher's roles						
6. I like teacher's guidance in essay writing.	**3.47**	0.834	High	**4.53**	0.743	Very High
7. I like working with friends when writing essays.	**2.87**	0.915	Moderate	**4.33**	0.816	Very High
8. I like to correct essay writing by myself.	**2.20**	0.862	Low	**3.93**	1.033	High
9. I like peer feedback in essay writing.	**2.73**	0.961	Moderate	**3.93**	1.033	High
10. I like teacher feedback in essay writing.	**3.93**	0.799	High	**4.60**	0.737	Very High
Grand Mean	**3.04**		**Moderate**	**4.27**		**Very High**
Students' abilities in self- development & learning benefits						
11. I have thought I can develop myself in writing essays.	**2.47**	0.743	Low	**4.27**	0.594	Very High
12. I acknowledge benefits of essay writing using different genres.	**2.67**	0.816	Moderate	**4.53**	0.640	Very High
13. I have thought writing a variety of genres helps to ease my writing.	**2.80**	0.862	Moderate	**4.47**	0.743	Very High

Statements	Before Instruction			After Instruction		
	Mean	SD	Interpretation	Mean	SD	Interpretation
14. I have thought class activities in relation to writing various genres help develop my writing.	**2.80**	0.775	Moderate	**4.47**	0.640	Very High
15. I can apply writing knowledge learned from my class in the future.	**2.73**	0.884	Moderate	**4.53**	0.743	Very High
Grand Mean	**2.69**		**Moderate**	**4.46**		**Very High**
Overall (Grand Mean)	**2.74***		**Moderate**	**4.30***		**Very High**

Notes: *Significantly different at the 0.05 level (p<0.05), between overall means before and after instruction of lower proficient students with t= -8.931 df = 14 , p=.000

Table 4.23 shows that the lower proficient students expressed their highly favorable attitudes towards learning to write essays through the process-genre approach, compared to their own feeling before instruction (2.74 before the instruction, and 4.30 after the instruction).

Regarding the detailed description of each area, the lower proficient students had low levels of attitudes in 5 aspects: preference in essay writing (item 1), preference in writing lessons (item 2),   confidence in writing (item 5), self-editing (item 8), and self-development in writing (item 11). However, they had more positive changes in these 5 aspects after the instruction to "High" and "Very High" levels.

Furthermore, they showed moderate levels of their attitudes before the instruction in 8 aspects: interest in essay writing (item 3), purposive writing (item 4), working with friends (item 7), peer feedback (item 9), benefits of various genres (item 12), writing ease with genres (item 13), writing class activities (item 14), and applying knowledge in the future (item 15). All of which changed to "High" and "Very High" levels after the instruction.

Additionally, there were only two items that showed the lower proficient students' attitudes, changing from "High" levels before the instruction to "Very High" levels after the use of process-genre approach, including teacher's guidance (item 6), and teacher feedback (item10).

It is clear that the lower proficient students highly changed their attitudes more positively. When compared to those of the higher proficient students (in Table 4.22), the lower proficient students seemed to have higher changes in their attitudes than the higher proficient ones. This could be because the lower proficient students may need help more in most aspects of learning how to write essays.

These results were not similar to those of Voon Foo (2007). This was because Voon Foo (2007) conducted his study with the control group (teaching writing through the product approach) and the experimental group (teaching writing through the process-genre approach). And he found that the instruction in process-genre approach encouraged the students' awareness of conceptual writing strategies, and willingness to apply practical writing strategies to compose their texts.

The following table illustrates the attitudes of the participants analyzed holistically. This action aims to triangulate the analysis of students' attitudes. The same pattern in both types of analysis would strengthen the data analysis and thus revealed students' attitudes more substantially.

Table 4.24 Total Students' Attitudes towards Learning to Write Essays through the Process-Genre Approach (before and after Instruction)

Statements	Before Instruction			After Instruction		
	Mean	SD	Interpretation	Mean	SD	Interpretation
Students' interests and confidence						
1. I like learning essay writing.	**2.89**	1.173	Moderate	**4.03**	0.833	High
2. I like lessons of essay writing in class.	**2.81**	1.118	Moderate	**4.03**	0.799	High
3. I have thought essay writing is interesting.	**3.16**	1.014	Moderate	**4.38**	0.681	Very High
4. I have thought writing various genres helps me to write essays purposively.	**3.51**	0.837	High	**4.54**	0.558	Very High
5. I am confident in writing essays.	**2.88**	1.032	Moderate	**4.19**	0.739	High
Grand Mean	**3.04**		**Moderate**	**4.23**		**Very High**
Students' and teacher's roles						

Statements	Before Instruction			After Instruction		
	Mean	**SD**	**Interpretation**	**Mean**	**SD**	**Interpretation**
6. I like teacher's guidance in essay writing.	**3.62**	0.794	High	**4.46**	0.605	Very High
7. I like working with friends when writing essays.	**3.24**	0.983	Moderate	**4.38**	0.716	Very High
8. I like to correct essay writing by myself.	**2.81**	1.023	Moderate	**4.14**	1.004	High
9. I like peer feedback in essay writing.	**3.32**	1.107	Moderate	**4.08**	0.983	High
10. I like teacher feedback in essay writing.	**4.16**	0.732	High	**4.54**	0.650	Very High
Grand Mean	**3.43**		**High**	**4.31**		**Very High**
Students' abilities in self- development & learning benefits						
11. I have thought I can develop myself in writing essays.	**3.16**	1.068	Moderate	**4.32**	0.580	Very High
12. I acknowledge benefits of essay writing using different genres.	**3.27**	0.932	Moderate	**4.38**	0.721	Very High
13. I have thought writing a variety of genres helps to ease my writing.	**3.30**	0.878	Moderate	**4.36**	0.676	Very High
14. I have thought class activities in relation to writing various genres help develop my writing.	**3.27**	0.804	Moderate	**4.27**	0.732	Very High
15. I can apply writing knowledge learned from my class in the future.	**3.22**	0.917	Moderate	**4.43**	0.689	Very High
Grand Mean	**3.24**		**Moderate**	**4.35**		**Very High**
Overall (Grand Mean)	**3.24***	**0.728**	**Moderate**	**4.30***	**0.500**	**Very High**

Notes: *   Significantly different at the 0.05 level (p<0.05), between overall means before and after instruction of all students with t= -9.226 df = 36 , p=.000

Table 4.24 shows that the students, holistically analyzed, expressed very positive changes towards their learning to write essays through the process-genre approach (3.24 before the instruction, and 4.30 after the instruction)

The researcher found the same pattern in all aspects, including students' interests and confidence, students' and teacher's roles, and their abilities in self-development and learning benefits.

Then the researcher explored deeper before concluding the study with reference to the data obtained from interviews and observation. There was strong evidence to confirm the results from the questionnaire. A number of participants expressed positive attitudes towards the use of process-genre approach, such as interesting activities in class including peer feedback, brainstorming and planning, students' confidence in writing, and benefits of this approach. Below are some of their comments:

> Different genres learned in class help me practice various types of essays and help develop my writing knowledge. The teacher provides such interesting lessons that make me fun and curious to learn more. I have learned a lot about how to write a good introduction which gets readers' attention, supporting details which are relevant to the thesis statement, and a conclusion that restates all ideas in the thesis statement (Translated interview -Med 4).

> I gain more confidence in writing because the teacher teaches me how to brainstorm ideas and plan my essay writing. I can get a lot of ideas from these activities. Some other activities in class are also useful, such as peer feedback. Although I have never got peer feedback from my friends before, I think it is a good idea to get comments from others, apart from those of the teacher. We can learn from each other (Translated interview -Med 10).

> I think it is a good start to write a narrative essay, followed by a cause-effect essay. This is because writing narrative essays is easier than cause-effect essays as I can write about my story which I know it best. The cause-effect essay is also beneficial for me because I can practice writing it in order to gain more scores when taking other tests in the future (Translated interview -HS15).

The following table showed a list of the main categories emerged from the interviews and observation (Table 4.25).

Table 4.25 A List of the Main Categories Emerged from the Interviews and Observation

Categories	Examples from Higher Proficient Students	Examples from Lower Proficient Students
Lessons/activities in class	Having a lot of useful activities (brainstorming ideas, planning, outlining, etc.), useful lessons, interesting and fun activities, getting feedback from friends and the teacher	Preference of a lot of activities in class (interesting tasks, brainstorming, planning), gaining a lot of useful comments from friends, getting guidance from the teacher
Confidence in writing	Gaining more confidence in writing	Gaining more confidence in writing
Benefits of this approach	Development in writing, using correct grammar and vocabulary, usefulness for future use (getting better scores in other tests, gaining more confidence for AEC)	Gaining more knowledge (such as tenses, sentence structures, vocabulary), reading and writing development, usefulness for future use (further study, and professional life after graduation)
Reading and Writing practice	Request for more practice of reading and writing	No more practice of reading and writing (due to a lot of tests and assignments in other subjects)
Other comments	Having creativity and critical thinking, learning different types of essays, interesting ways to get readers' attention, systematic thinking and learning	Gaining more creativity and critical thinking, getting new directions of writing (methods suitable for each mode of essays)

As seen from Table 4.25, the data collected from interviews and observation are divided into 5 categories, including lessons/ activities in class, students' confidence in writing, their benefits of this approach, reading and writing practice, and other comments. Both higher and lower proficient students had similar comments in the aspect of lessons/ activities in class, students' confidence in writing, their benefits of this approach.

However, in the aspect of reading and writing practice, the higher proficient students needed more practice, whereas the lower proficient ones did not. This could be because the lower proficient students who were the second-year students had a limitation of time due to a lot of assignments and weekly tests. Therefore, they were too tired and did not need any more practice. On the other hand, the higher proficient students who were freshmen were all active and might expect to write better, thus resulting in requesting more reading and writing practice.

It is worth pointing out that as this study used the modified model of teaching and learning cycle adapted from Hyland's (2003) model, as a result of the use of this approach, all the students could change their attitudes. To clarify, in the stage of building up knowledge, the students were equipped with a lot of knowledge through a variety of activities, thereby getting them to be familiar with the target text and helping them to write essays purposively. In the modeling stage, the students gained more experience in language practice and learned a variety of genres through interesting activities in class, so they could have more confidence in writing essays, and were curious to learn more to improve their writing, thus leading to their changes in attitudes about interests and confidence in essay writing. In the joint construction of the text, with planning and brainstorming activities, as well as the teacher's guidance, the students gradually acknowledged many ideas from friends and obtained guidance from their teacher before writing. This led to their development in creativity and critical thinking which could help to ease their writing. In the independent construction stage, the students had to write their own texts with delayed editing, thereby helping them to practice self-editing. In this stage, with teacher and peer collaboration such as teacher feedback and peer feedback, the students could see their own mistakes, and then revised their essay writing. This, finally, led to their development in writing, and raising students' awareness of various benefits of essay writing learned from their class.

To summarize, in Research Question 3, the findings from two data sources including the results from questionnaire, interviews and observation showed that the students from both higher and lower proficient levels positively changed their attitudes towards learning to write essays after being taught through the process-genre

approach. And it was surprising to find out more about the lower proficient students that their levels of changes were higher than those of the higher proficient ones.

All in All, the findings from the pre- and post- tests, the students' written products from the first and final drafts, as well as interviews reported that the process-genre approach to the teaching of writing had a significant effect on students' writing and attitudes. This approach can be useful for both the higher and lower proficient students' writing. Also, there was evidence to prove that both of these two levels could change their attitudes towards the use of this approach in the upward direction. The above findings were also supported by the data sources collected from qualitative interviews. Most of the participants expressed their ideas after being taught through the process-genre approach that they felt more confident in writing. They learned a lot from different types of genres and writing lessons in class, thus leading them to have a better understanding about how to write good essays.

4.4 Summary of the Chapter

Chapter 4 provides a detailed investigation of the research results, including insightful discussion of the findings. All the quantitative data such as the results from pre- and post- tests, and the students' written products from the first and final drafts were triangulated with such qualitative data as interviews and observation to avoid the data bias and to assure the credibility in data analysis. The results showed the effectiveness of this approach in developing both higher and lower proficient EFL students' writing development and writing process. During the instruction, the lower proficient students seemed to have less development in terms of content for writing, and used less patterns of generating ideas in their writing process than the higher group. However, at the end of the course, the results showed that the lower group had greater development in their writing abilities than the higher one. This means that the lower proficient students needed longer period of time for their writing improvement. In addition, the results reported that both groups of the participants could positively change their learning attitudes after being taught through this approach. However, the lower proficient students exhibited greater change in their learning attitudes than the

higher proficient ones, implying that the former group could make use of this approach than the latter.

The next chapter will focus on a brief summary and discussion of the main findings, followed by pedagogical implications, limitations of the study, and recommendations for future research.

CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

This chapter focuses on a summary and discussion of the effects of the process-genre approach on students' writing development and their learning attitudes. This chapter starts with a brief summary and discussion of the main results. In addition, the pedagogical implications and limitations of this study, as well as recommendations for future research are presented.

5.1 Summary and Discussion of the Main Results

The purpose of this study is threefold: 1) to examine the higher and lower proficient participants' writing process taught through the process-genre approach; 2) to investigate the quality of their successive drafts written through the process-genre approach; and 3) to explore the higher and lower proficient participants' attitudes towards the use of the process-genre approach.

Based on the research methodology earlier discussed in Chapter 3, this research was a quasi-experimental study which was conducted in a mixed-ability class with 37 EFL university students in Thailand, comprising two different academic backgrounds and representing students in a class with mix abilities: the medical students who were regarded as higher proficient students, and the health science students who were regarded as lower proficient ones.

In terms of research design, this study was a mixed method design, collecting both quantitative and qualitative data. Quantitative data included pretest-posttest results, the scores from the first and final drafts of students' essays, and the data from pre- and post-questionnaire. Such qualitative data as interviews and observation were also collected in order to triangulate the quantitative data sources. This was to avoid any bias that might occur, and to gain a more reliable data source to support a view of the effects of process-genre approach on students' writing development and their learning attitudes. The summary and discussion of the findings related to the research questions of this study are as follows:

5.1.1 Students' Writing Process

One of the three research questions addressed in this study was how the higher and lower proficient participants wrote their essays through the process-genre approach. To answer this research question, the researcher collected such quantitative data and qualitative data as students' written products, interviews and observation. The results reported both groups of the students' writing patterns, their writing improvement in such four aspects of an overall task fulfillment, writing content, writing organization, and their language elements.

Regarding the students' writing patterns, the results showed that there were three main writing patterns that were used by all the participants. The higher proficient students employed all of the three patterns: Pattern 1 (starting writing by generating ideas/content through an outline), Pattern 2 (starting writing by listing ideas / content before an outline), and Pattern 3 (starting writing by drawing mind maps or pictures). The lower proficient students, however, used only Pattern 1 and Pattern 2, but not Pattern 3. The data collected from interviews indicated that some of the reasons why the lower proficient students did not use Pattern 3 were because they had no time due to having weekly tests and doing a lot of assignments from the subjects learned at their faculty. Another reason could be because of the individual preference and such different skills as drawing pictures. Therefore, the higher and lower proficient students did not employ the same patterns. However, apart from the difference of the first step that varies from pattern to pattern, the rest from the second step until the last one including many steps from the modified process-genre approach are used by all the participants, thus leading to their writing improvement.

To prove the effectiveness of this approach after the students employed different patterns in their writing process, the analysis of the students' writing improvement were also performed, based on such four aspects as overall task fulfillment, writing content, writing organization and language elements. The results showed some differences between the higher and lower proficient students. The higher proficient students could improve their writing abilities in all four aspects, whereas the lower proficient students could improve such three aspects as language elements,

writing organization, and overall task fulfillment. They had no significant improvement in their writing content. This could be because the lower proficient students were novice writers with lower English proficiency than the higher proficient students. Therefore, to improve their writing proficiency, they may need more time to practice writing essays so as to gain more experience in writing skills.

To triangulate the data analysis on the students' improvement, their writing organization analysis was also done. The results indicated that there was the students' development in their writing organization from the first to their final drafts, which could confirm the above findings. In the aspect of organization parts, most students of both groups could improve their narrative and cause-effect essays with a well-organized structure, including introduction, body and conclusion parts. Furthermore, in the aspect of cohesive devices and logical sequencing, both groups of students could improve their use of cohesive devices and had a better logical sequencing from the first to final drafts of both genres, including narrative and cause-effect essays. In addition, it is interesting to note that the lower proficient students seemed to have greater improvement in logical sequencing than the higher proficient ones.

It was clearly seen that the data drawn from a variety of data sources such as the analysis of students' writing patterns, the analysis of the students' writing improvement, their writing organization and their use of cohesive devices and logical sequencing, together with strong evidence of samples of the students' work and interviews showed that both higher and lower proficient students could improve their processes to write narrative and cause-effect essays through the process-genre approach.

Considering the effectiveness of the process-genre approach, as this modified approach contains explicit teaching on writing process and provides textual features in relation to social context, it could help the students (both higher and lower proficient students) to write well-organized and high-quality essays at the end of the course. There are a variety of factors contributing to the effects of this modified approach in developing the students' writing process. First, the students used such a lot of steps in the modified Hyland's (2003) model as brainstorming ideas to collect all the

ideas relevant to the assigned topics before categorizing them into groups, and then they drew their outline before starting their writing. In addition, they also reviewed and proofread their work, using multiple drafting with delayed editing. Additionally, their friends helped them and provided peer feedback on their writing, thereby helping them to see their mistakes and receive useful comments for redrafting their work. Also, with the teacher and peer collaboration, the students could gradually develop themselves to use their language proficiency to write their essays better, with a well-organized structure, including introduction, body and conclusion parts.

To take a closer look at the writing quality, it is suggested that the students' development in writing a quality text is based upon explicit instruction in writing process, as well as the development of strategies to deal with complex process of writing (Raimes,1998; White & Arndt, 1991). In this study, the students were guided through the use of process-genre approach in the instruction, comprising a number of clear steps, such as building up knowledge, considering audiences, planning and brainstorming ideas, writing multiple drafts with delay editing, and making multiple revisions with the help from teacher and peer feedback, thus ensuring that the students could finally express their own ideas or meaning in their writing.

However, based on four aspects in scoring rubrics for marking students' writing (Table 3.4 in Chapter 3), it was noticeable that during the instruction, the lower proficient students had no significant improvement on the writing content. This could be because most of them are novice writers. Therefore, they might need more time in practicing their writing, as well as reading. With the time limitation in each session of the study, all the aspects of writing narrative and cause-effect essays could not be covered. Therefore, teachers should provide more time for students in each step of the modified approach, such as the brainstorming step to help the students generate more ideas in class, as well as to encourage the students to practice using more sensory and cause-effects verbs, and provide more good examples of narrative and cause-effect essays for them to practice reading before writing. This is to make them become familiar with the target texts. Also, teachers should provide some extra time online for novice writers to consult some problematic areas that could retard their development in writing. This is to fit the students' needs in the current digital era. These suggestions

may help them solve such problems, and facilitate them to learn writing through the process-genre approach efficiently, thus possibly increasing their level of improvement.

However, at the end of the course, after providing more time for the novice writers with the lower proficiency, it seemed that the lower group had greater improvement than the higher group. This was partly because they got peer and teacher feedback in their writing process. As Biber et al. (2011) stated, after getting feedback, the L2 low proficient students gained more writing improvement than the higher ones. In addition, this could be due to the modified teaching and learning cycle which was based on Vygotsky's notions of Zone of Proximal Development (ZPD) and scaffolding. According to the notions of ZPD, the students' learning of writing in this study could occur when they performed their writing tasks at the level which they could not do independently. However, with the teacher's support as well as students' collaboration, the students eventually had sufficient skills and gained more knowledge to do their writing tasks independently (Hyland, 2003).

5.1.2 Students' Writing Development

The second research question addressed in this study was whether the higher and lower proficient students could improve their writing abilities in terms of their written products after being taught through the process-genre approach. The results revealed that both groups of students could improve their writing abilities, relying on such three data sources as pretest-posttest results, the scores from the first and final draft of the students' written products, and some samples of the students' work.

The findings from the pretest-posttest results showed that, at the end of the course, both higher and lower proficient students could write their essays better. According to the quantitative analysis from the mean scores of both groups from the pre- and post-tests, the results showed that all students developed their writing abilities after being taught through the process-genre approach. It was worth pointing out that the increase in the mean score of the lower proficient students from the pre- to post-tests was higher than that of the higher proficient ones. This means that when providing

more time of practice from the first week until the last week of the course, the lower group could have greater improvement in their writing abilities than the higher group.

In addition to the pretest-posttest results, the analysis of the mean scores from students' written texts of both groups reported that both higher and lower proficient students gained significantly higher score from their first to final drafts in narrative and cause-effect essays. Again, the researcher also confirmed the results by analyzing the total mean score of all students as a whole group, finding that with a comparison of the total students' mean scores of the first drafts to those of the final drafts, the results indicated that after being taught through this approach, all students developed their writing abilities in a similar increasing pattern. Similar to the pretest-posttest results, it is noticeable that the increases in the mean scores from the first to final drafts of narrative and cause-effect essays of the lower group were slightly higher than those of the higher group. This means that when providing more time for students to practice writing from the first week until the last week of the course, the lower group could have greater improvement in their writing abilities than the higher group.

To triangulate the findings from such quantitative data as pretest-posttest results and students' written products both from narrative and cause-effect essays, the researcher also took the qualitative data from students' writing samples into account. Again, it was also convinced by the qualitative data that the participants could develop their writing abilities remarkably over the course.

The effectiveness of this approach on students' writing in this study may be a result of employing the modified model of Hyland (2003). This was because the clear steps in this modified model could promote the consideration of the real situation and audience which could help the students to raise their awareness of thinking about setting the situation that could help their audience or reader to understand the content of the essays. Moreover, before starting the writing lessons, the teacher prepared the students by providing opportunities for them to learn more about the target text through various activities in the stage of building up knowledge. Furthermore, the students could become familiar with language used in each genre because the students were given language practice in the modeling stage modified in Hyland's (2003) model,

where the researcher let the students to brainstorm their ideas and helped them plan their writing in the joint construction stage. And lastly, the students had to write their own essays in the independent construction stage, by practicing multiple drafting with self-editing, as well as receiving teacher and peer feedback. Following these stages, the students could eventually produce their own texts effectively and independently.

Together, this indicated that all the data analyzed through three data sources revealed that both groups of students (higher and lower proficient students) had a noticeable development in their writing after instruction.

According to the findings, the modified approach in this study had a great impact on students' writing development. Using the process-genre approach in this study could help the students to understand the two modes of the texts (i.e. narrative and cause-effect essays), while at the same time they could gain more knowledge in writing processes through this approach. The teaching and learning cycle of process-genre approach in this study was based on Vygotsky's notions of Zone of Proximal Development (ZPD) and scaffolding. According to the notions of ZPD, the students' learning of writing in this study could occur when they performed their writing tasks at the level which they could not do independently. However, with the teacher's support as well as students' collaboration, the students eventually had sufficient skills and gained more knowledge to do their writing tasks independently (Hyland, 2003).

Interestingly, it was noticed that the selection of the two modes of texts, narrative and cause-effect essays, in this study was appropriate for the participants as it matched the Vygotsky's notions of Zone of Proximal Development (ZPD) and scaffolding. To clarify, writing essays was difficult for the novice writers, especially for those learning in non-English majors. Therefore, to scaffold the students to improve their writing abilities, the researchers started with narrative essays as this mode could help develop their personal ideas to write about themselves. Once the students had gained a number of skills in essay writing, they would feel more confident with writing cause-effect essays, a more cognitive-loaded rhetorical pattern. This then led to their development in writing at the end of the course.

5.1.3 Students' Attitudes towards Learning to Write Essays

Regarding the third research question, this study aimed to examine what the higher and lower proficient participants' attitudes towards learning to write essays through the process-genre approach were. To respond to this research question, the researcher explored their attitudes behind their learning development relying on two data sources, including the questionnaire results and interviews.

The data obtained from the questionnaire eliciting students' attitudes towards learning to write essays revealed that all participants positively changed their attitudes after being taught through the process-genre approach.

There were four parts in the data analysis regarding the students' attitudes towards learning to write essays.

First, a comparison of grand means of all students' attitudes before and after the instruction was done to investigate whether there was a significant change in their attitudes in such three categories as students' interest and confidence, students' and teacher's roles, and students' development and benefits after the use of this approach. The results reported that the lower proficient students' attitudes changed two steps further from a "moderate" level to a "very high" level, whereas those of the higher proficient students moved only one step from a "high" to a "very high" one. The findings showed that all the students had more positive attitudes at the end of instructions. This means that they were satisfied with their writing improvement which could result in their favorable attitudes.

The second analysis of higher proficient students' attitudes before and after the instruction was also performed to explore in more detail whether or not they would change their attitudes after the instruction. The results indicated that there were more positive attitudes of the higher proficient students towards the use of this approach after the instruction. For example, they showed very highly positive attitudes in 8 aspects including their interests in essay writing, purposive writing, teacher's guidance, working with friends, self-development, benefits of various genres, writing ease with genres, and applying knowledge in the future. However, there were only 2 aspects that

they did not change, including peer feedback and teacher feedback. Overall, this showed that after being taught through this modified approach, the higher proficient students were happy and recognized the benefits of this approach which could motivate them to write essays.

The third analysis of lower proficient students' attitudes before and after the instruction was performed to explore in more detail whether or not they would change their attitudes after the instruction. The findings reported that they expressed their highly favorable attitudes towards learning to write essays. In addition, when compared to those of higher proficient students, the lower proficient ones seemed to have higher changes in their attitudes than the higher proficient ones. The attitudes that they changed at least two steps further from a "low" to "high" and "very high" levels included such 5 aspects as preference in essay writing, preference in writing lessons, confidence in writing, self-editing, and self-development. Interestingly, unlike the higher proficient students, the lower proficient students changed their attitudes in all aspects including the students' interests and confidence, the students' and teacher's roles, and the students' abilities in self-development and learning benefits. This could be because the lower proficient students might need help more in most aspects of learning about how to write essays.

The findings of the fourth analysis drawn from the total students' attitudes illustrated the attitudes of the participants analyzed holistically. This action aimed to triangulate the analysis of students' attitudes. The same pattern in both types of analysis would strengthen the data analysis and thus revealed students' attitudes more substantially.

The results showed that the students, holistically analyzed, expressed very positive changes towards their learning to write essays through the process-genre approach.

The researcher also found the same pattern in all aspects, including students' interests and confidence, students' and teacher's roles, and their abilities in self-development and learning benefits. This is then followed by the deeper exploration before concluding the study. The researcher also referred to the data obtained from

interviews, and found strong evidence to confirm the results from the questionnaire. A number of participants expressed positive attitudes towards the use of process-genre approach, such as benefits of this approach, students' confidence in writing, interesting activities in class including peer feedback, brainstorming and planning.

As the questionnaire on students' attitudes towards learning to write essays was constructed by the researcher, it was difficult to find any scholar's work that was similar to that of this study.

It is worth pointing out that as this study used the modified model of teaching and learning cycle adapted from Hyland's (2003) model, all the students could change their attitudes as a result of the use of this approach. To clarify, in the stage of building up knowledge, the students were equipped with a lot of knowledge through a variety of activities, thereby getting them to be familiar with the target text and helping them to write essays purposively. Next, in the modeling stage, the students gained more experience in language practice and learned a variety of genres through interesting activities in class, so they could have more confidence in writing essays, and were curious to learn more to improve their writing, thus leading to their changes in attitudes about interests and confidence in essay writing. After that, in the joint construction of the text, with planning and brainstorming activities, as well as the teacher's guidance, the students gradually acknowledged many ideas from friends and obtained guidance from their teacher before writing. This led to their development in creativity and critical thinking which could help to ease their writing. And lastly, in the independent construction stage, the students had to write their own texts with delayed editing, thereby helping them to practice self-editing. In this stage, with teacher and peer collaboration such as teacher feedback and peer feedback, the students could see their own mistakes, and then revised their essay writing. This, eventually, led to their development in writing, and raising students' awareness of various benefits of essay writing learned from their class.

To summarize, in Research Question 3, the findings from two data sources including the results from questionnaire and interviews showed that the students both from the higher and lower proficient levels positively changed their

attitudes towards learning to write essays after being taught through the process-genre approach. And it was surprising to find out more about the lower proficient students that their levels of changes were higher than those of the higher proficient ones. Perhaps, this could imply that this approach had greater effects on the lower proficient students than the higher proficient students.

All in All, the findings from the pre- and post- tests, the students' written products from the first and final drafts, as well as interviews and observation reported that the process-genre approach to the teaching of writing had a significant effect on students' writing and attitudes. This approach can be useful for both higher and lower proficient students' writing. Also, there was evidence to prove that both of these two levels could change their attitudes towards the use of this approach in the upward direction, showing that they were satisfied with this approach. The quantitative findings were also supported by the data sources collected from qualitative interviews and observation. Most of the participants expressed their ideas after being taught through the process-genre approach that they felt more confident in writing. They learned a lot from different types of genres and writing lessons in class, thus leading them to have a better understanding about how to write good essays.

5.2 Pedagogical Implications

The present study could prove that the use of process-genre approach worked effectively in teaching both higher and lower proficient EFL students to write narrative and cause-effect essays. However, it is recommended to make some adjustments so as to make it more suitable for each particular group or level of students. Therefore, this section provided the implications drawn at two levels of the teaching context. The first level is the implication for writing instruction at the public university where this research was conducted. The second level is the one for teaching writing in other educational contexts in Thailand.

5.2.1 Implications for Writing Instruction in University

In this study, the process-genre approach was used to teach writing to the students in a class with mix abilities in a university in Thailand. The results indicate

that the process-genre approach is one of the effective and interesting methods of instruction that can contribute to the university students' writing development.
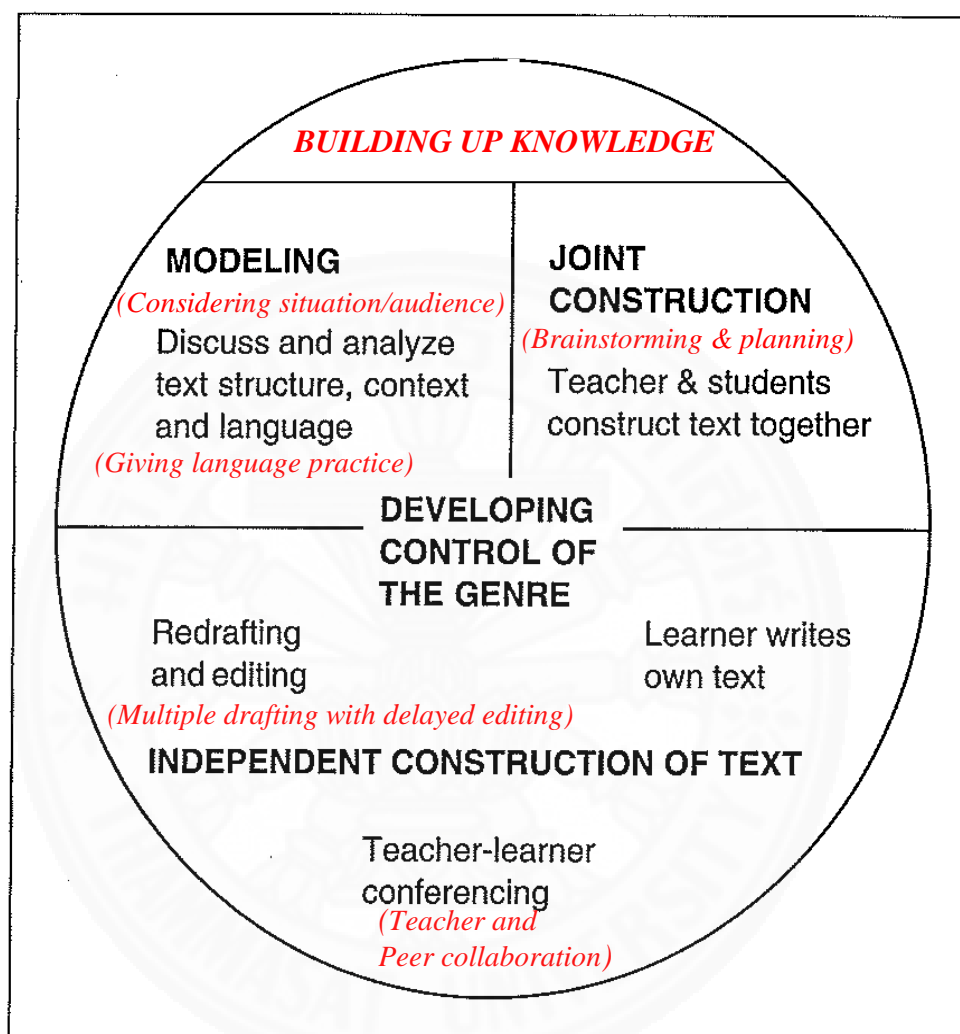
MODELING
(Considering situation/audience)
Discuss and analyze text structure, context and language
(Giving language practice)

BUILDING UP KNOWLEDGE

JOINT CONSTRUCTION
(Brainstorming & planning)
Teacher & students construct text together

DEVELOPING CONTROL OF THE GENRE

Redrafting and editing
(Multiple drafting with delayed editing)

Learner writes own text

INDEPENDENT CONSTRUCTION OF TEXT

Teacher-learner conferencing
(Teacher and Peer collaboration)

Figure 2.5 The Modified Model of Teaching and Learning Cycle

Source: Adapted from Hyland (2003), p. 21. (Adaptation is shown in italic.)

To clarify, this approach is a combination of the process and genre based approaches, allowing students to study the relationship between the form and purpose of a particular genre while using the recursive processes of prewriting, drafting, revision, and editing (Badger & White, 2000). Certain steps of the integrated approach can help Thai students (both higher and lower proficient students) to write with clear

writing outcomes while at the same time they can explore their own writing. Therefore, it can foster not only the students' creative thinking but also the ways of how writers write their texts, as well as the knowledge of linguistic features. As a result, it is recommended for writing teachers to be employed in writing classroom context.

The findings of this study imply that it is beneficial and could be possible to implement this modified process-genre approach in the teaching of other writing courses required by the curriculum at this university.

With regard to the writing processes, teachers can provide more opportunities for the students to practice and explore the writing skills that are more effective for them to cope with any difficulties when composing their texts. Additionally, as the students in the present study were satisfied with this approach because they thought it could help them write essays better, this modified approach is recommended to be one of the alternatives for writing instruction. Further, as mentioned earlier, this approach is based on Vygotsky's notions of Zone of Proximal Development (ZPD) and scaffolding, so it can help the students gradually develop themselves in writing. With their gradual improvement in writing and their positive attitudes towards the use of this approach, they should become better writers who can write any kinds of high-quality texts, as well as being better equipped and prepared for writing at more advanced levels for their academic and professional lives in the future.

5.2.2 Implications for Writing Instruction in Thai Higher Educational Contexts

Taking a closer look at the recommendations for the implications in Thai higher educational contexts, teachers of L2 writing should facilitate their students by helping them to deal with the L2 writing complexity. It is evident that with the use of the process- genre approach, the students could improve their writing abilities over the course of data collection. Therefore, the modified process-genre approach could be used in a more holistic view. At present, it would seem that the product based and process based approaches in classroom teaching should be move away since either of them let the students have a complex view of L2 writing.

Due to the effectiveness and usefulness of the modified process-genre approach, it is proposed that teachers of L2 writing in a variety of classroom contexts at university level in Thailand should use it for teaching writing. Four stages in the modified approach could be used as guidance for teachers to allow their students to analyze various genres from different aspects, build up their knowledge and foster their creativity and thinking skills in writing. An application of the modified process-genre model is flexible in classroom practice, so L2 teachers could adjust it to suit their groups of students because it is effective not only for high proficient students but also low proficient ones. Moreover, such activities in each stage of the modified model are also provided for teachers to choose so as to best suit the students in any particular contexts of writing instruction.

In addition, as mentioned earlier, the process-genre approach is a combination of the process and genre approach, comprising the good pints of each approach. It promotes the students to gradually develop themselves to think critically and creativity until they become independent learners or writers. Therefore, it is hoped that the process-genre application might contribute to the writing development of Thai students at any levels of higher education.

5.3 Limitations of the Study

Although the process-genre approach worked effectively and provide positive effects on the students' writing development, as well as their learning attitudes towards this approach, there are still some limitations that should be filled in the future studies.

First, some activities for promoting the students to use more narrative verbs and cause-effect verbs, and to focus on clear ideas or knowledge, and paragraph relevancy in their writing could not be covered due to a limitation of time of this study. If more opportunities would have been provided, the effectiveness in teaching writing through this approach could have been demonstrated even more strikingly.

Second, there might be some external and uncontrollable factors that could have an effect on the students' writing development, such as the students' background knowledge, so the researcher should assess the results of the study carefully.

Third, as the present study is an investigation of the effectiveness of process-genre approach on teaching writing to both higher and lower proficient EFL university students in Thailand, the scope of the study is limited in the aspect of its content and the limited population. Therefore, the findings of this study may not be applicable to other studies that define the term, process-genre approach differently.

5.4 Recommendations for Future Research

Based on the findings of this study, the recommendations for future research are provided.

Since the present study focused on the students' writing development in such two modes as narrative and cause-effect essays, the further research should be expanded to other different types of genre, for instance, discussion and explanation essays. This is to prove the effectiveness of the process-genre approach in developing the students' writing ability to produce their own texts other than the two modes in this study.

Additionally, without the formal instruction by the researcher, the higher proficient students in the present study could apply their own experience, such as drawing mind maps or pictures, to generate ideas or content before writing, thus leading to different writing patterns in their writing process. Therefore, future research could be conducted to explore whether or not the students with different writing patterns could write their work differently.

As the present research was conducted to study the effects of the process-genre approach to the teaching of writing over 12 weeks of the course, it would be useful for the teachers to carry out a longitudinal study exploring how the application of process-genre approach contributes to the students' writing development and their learning attitudes over a longer period of time.

Furthermore, the results of the present study could be generalized to students at university level only. Therefore, further research should be conducted to examine the effects of the process-genre approach to the teaching of writing at other different levels, such as secondary level (both junior and senior high school levels), and postgraduate level. It is interesting to find out whether each stages of the modified process-genre model would be beneficial to these other groups.

In addition, since the modified process-genre model is rather new in the teaching and learning of L2 writing, particularly in higher educational contexts in Thailand, further research should be conducted to explore the teachers' attitudes and reactions towards the use of the process-genre approach in classroom teaching. The results of this particular study would be more fruitful for improving the use of this approach in the teaching and learning in L2 classroom contexts.

Last, but not least, the present study was carried out in a general English foundation course. Therefore, to make a claim for the effectiveness of the process-genre approach in improving the students' writing proficiency in other courses, future research should be conducted with such other courses as ESP and EAP courses.

5.5 Research Summary

According to the rationale of this study that interested the researcher in doing this research, the findings of this study attempted to solve the existed problems in the teaching and learning of EFL writing at both university level and higher education in Thailand. The researcher reviewed the related research on three approaches including the product-, the process- and the genre- based approaches, and found that the integrated process-genre approach could be one of the most effective methods for teaching EFL writing. Therefore, this research was conducted to prove the effectiveness of this approach.

Based on the empirical findings of this study, it can be seen that the process-genre approach provides the clear steps of writing instruction with the combination of writing process and genre awareness that can help promote the students' critical thinking and creativity to produce their quality written products. The four stages in the

modified teaching and learning model can lead the students to develop themselves gradually from the novice writers to the more experienced ones.

The findings from the analysis of students' work indicate that both higher and lower proficient students could make use of this approach to write their essays effectively. During the instruction, the lower proficient students seemed to have less development in terms of content for writing and used less patterns of generating ideas in their writing process than the higher group. However, at the end of the course, the results showed that the lower group had greater development in their writing abilities than the higher one. This means that the lower proficient students needed longer period of time for their writing improvement. In addition, the results from the questionnaire on students' attitudes towards learning to write essays illustrate that after the use of this approach, both groups of the participants could positively change their learning attitudes. In particular, the low proficient students had a greater change in their attitudes towards this approach than the high proficient ones. Therefore, it implies that lower proficient students might make use of the process-genre more because the more positive attitudes the learners have, the better chance they move towards the learning benefits. The results from such qualitative data as interviews and observation also suggested that both groups of students recognized the usefulness of this approach, thus resulting in the development of students' writing.

It is hoped that the findings of this study will provide some insights into the teaching and learning of EFL writing. Furthermore, such insights may contribute to the pedagogical implications of teaching of writing in Thailand and other educational contexts.

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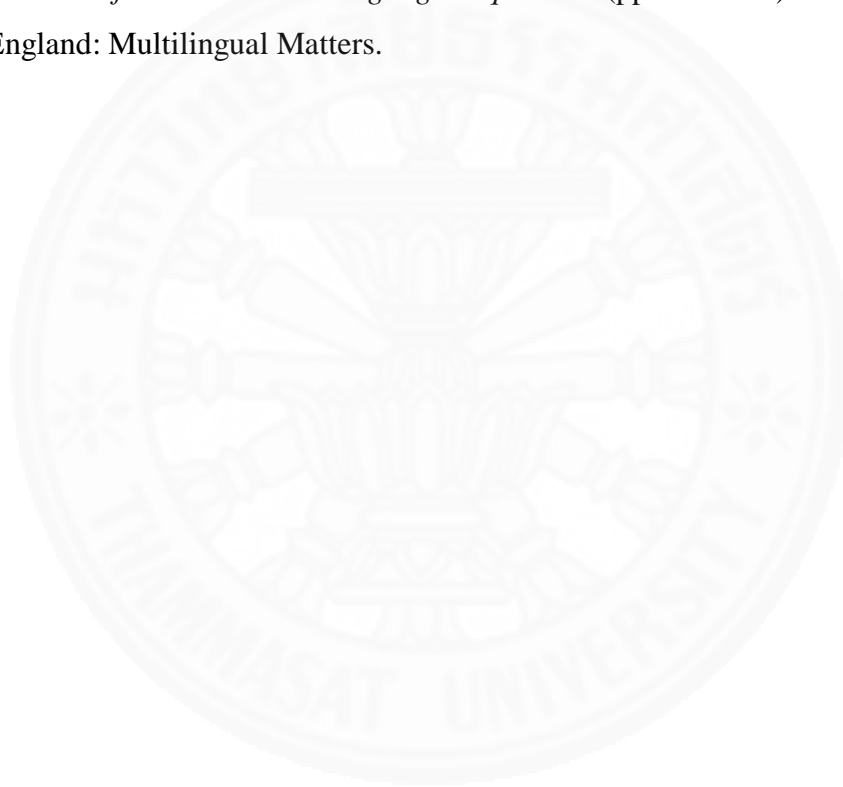
APPENDICES

APPENDIX A

PEER FEEDBACK FORM

Instructions: Exchange essays with your partner, and fill out the following form about your partner's essays. Then return the essays and discuss your answer with your partner.

Peer Feedback Form

Writer's name: _____

Reviewer's name: _____

Title of essay: _____

Date: _____

1. Answer these questions about the introduction.

    _____ Does the introduction have an interesting hook?

    _____ Does the introduction include background information?

    _____ Is the thesis statement in the introduction?

2. On your partner's essay, underline the thesis statement <u>twice</u>.

3. Answer these questions about the thesis statement.

    _____ Does the thesis statement tell you the topic?

    _____ Does the thesis statement tell you the writer's opinion?

4. Underline the topic sentence of each body paragraph.

5. Did you understand the explanation or supporting details in each body paragraph? If not, write the number of paragraph(s) you don't understand here: _____.

6. Answer these questions about the conclusion.

    _____ Does the conclusion summarize the writer's main points?

    _____ Does the conclusion make any new main points?

    _____ Does the conclusion refer back to the hook or introduction?

7. In the essay, draw a star (*) in the margin by your favourite sentence(s). Choose two or three sentences.

8. Were there any sentences you don't understand? If so, write a question mark (?) in the margin next to the sentence (s).

9. Look for transitions (e.g. such as, in addition, however, and, therefore, and so on). Circle them.

10. Any other comments: _____

Source: Adapted from Kardkarnklai, U. (2015), pp. 78-79

APPENDIX B

ESSAY WRITING TEST

Name_____ID_____Section_____

Essay Writing (Pre-test and Post-test)

Directions:

You will have 45 minutes to write at least 300 words of a well-organized essay. Read the following questions. Then write your essay, corresponding to the questions.

What is the unforgettable event in your life? How did that event affect your life or your thought? Use specific reasons and examples to support your answer.

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☺☺☺☺☺☺   Good luck   ☺☺☺☺☺☺

APPENDIX C

QUESTIONNAIRE ON STUDENTS' ATTITUDES TOWARDS LEARNING
TO WRITE ESSAYS (THAI VERSION)

แบบสอบถามทัศนคติของนิสิตที่มีต่อการเรียน "การเขียนความเรียงภาษาอังกฤษ" (ก่อน/หลังเรียน)

แบบสอบถามนี้มีวัตถุประสงค์เพื่อสอบถามความคิดเห็นของนิสิตเกี่ยวกับการเรียน"การเขียนความเรียง ภาษาอังกฤษ" ผลจากการวิจัยจะเป็นประโยชน์ในการนำไปปรับใช้ในการเรียนการสอนต่อไป

<u>ส่วนที่ 1</u> : ข้อมูลส่วนตัว

นิสิตชั้นปีที่ ...... คณะ / วิชาเอก...

คะแนน ONET ภาษาอังกฤษ ....

เกรดวิชา SWU 123 ....

<u>ส่วนที่ 2</u> : ทัศนคติของนิสิตที่มีต่อการเรียน "การเขียนความเรียงภาษาอังกฤษ" มี 5 ระดับ โปรดกา เครื่องหมายกากบาท (X) ในช่องที่สะท้อนความรู้สึกของนิสิตในแต่ละข้อ

   1 : ไม่เห็นด้วยอย่างยิ่ง

   2 : ไม่เห็นด้วย

   3 : ไม่มีความเห็น

   4 : เห็นด้วย

   5 : เห็นด้วยอย่างยิ่ง

ทัศนคติ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่มีความเห็น	เห็นด้วย	เห็นด้วยอย่างยิ่ง
ความชอบและความสนใจในการเรียน					
1. นิสิตชอบเรียนวิชาการเขียนความเรียง (essay) ภาษาอังกฤษ	1	2	3	4	5
2. นิสิตชอบบทเรียนการเขียนความเรียง (essay) ภาษาอังกฤษในชั้นเรียน	1	2	3	4	5
3. นิสิตเห็นว่าการเขียนความเรียง (essay) ภาษาอังกฤษเป็นสิ่งที่น่าสนใจ	1	2	3	4	5
4. นิสิตเห็นว่าการเขียนความเรียง (essay) ภาษาอังกฤษด้วยวิธีดูรูปแบบเฉพาะของงานเขียนประเภทต่างๆ (Genre) ช่วยให้เขียนอย่างมีจุดมุ่งหมายในการเขียนได้ชัดเจนมากขึ้น	1	2	3	4	5

ทัศนคติ	ไม่เห็นด้วยอย่างยิ่ง	ไม่เห็นด้วย	ไม่มีความเห็น	เห็นด้วย	เห็นด้วยอย่างยิ่ง
5. นิสิตมีความมั่นใจในการเขียนความเรียง (essay) ภาษาอังกฤษมากขึ้น	1	2	3	4	5
บทบาทของผู้เรียนและผู้สอน					
6. นิสิตชอบให้อาจารย์ผู้สอนแนะนำวิธีการในการเขียนความเรียง (essay) ภาษาอังกฤษ	1	2	3	4	5
7. นิสิตชอบทำงานกับเพื่อนในชั้นเรียนเพื่อฝึกฝนการเขียนความเรียง (essay) ภาษาอังกฤษ	1	2	3	4	5
8. นิสิตอยากตรวจ/แก้ไขงานเขียนความเรียง (essay) ภาษาอังกฤษด้วยตนเอง	1	2	3	4	5
9. นิสิตอยากให้เพื่อนช่วยตรวจ/แก้ไขงานเขียนความเรียง (essay) ภาษาอังกฤษของนิสิต	1	2	3	4	5
10. นิสิตอยากให้อาจารย์ผู้สอนตรวจ/แก้ไขงานเขียนความเรียง (essay) ภาษาอังกฤษของนิสิต	1	2	3	4	5
ความสามารถในการพัฒนาตนเองและประโยชน์ในการเรียน					
11. นิสิตคิดว่าตนเองสามารถพัฒนาการเขียนความเรียง (essay) ภาษาอังกฤษได้มากขึ้น	1	2	3	4	5
12. นิสิตเห็นประโยชน์ในการเรียน "การเขียนความเรียง (essay) ภาษาอังกฤษ" ด้วยวิธีดูรูปแบบเฉพาะของงานเขียนประเภทต่างๆ (Genre)	1	2	3	4	5
13. นิสิตเห็นว่า "การเขียนความเรียง (essay) ภาษาอังกฤษ" ด้วยวิธีดูรูปแบบเฉพาะของงานเขียนประเภทต่างๆ (Genre) ช่วยให้เขียนความเรียงภาษาอังกฤษได้ง่ายขึ้น	1	2	3	4	5
14. นิสิตเห็นว่ากิจกรรมในชั้นเรียน "การเขียนความเรียง (essay) ภาษาอังกฤษ" ด้วยวิธีดูรูปแบบเฉพาะของงานเขียนประเภทต่างๆ (Genre) มีส่วนช่วยในการพัฒนาการเขียนของนิสิต	1	2	3	4	5
15. นิสิตสามารถนำความรู้จากการเรียน "การเขียนความเรียง (essay) ภาษาอังกฤษ" ด้วยวิธีดูรูปแบบเฉพาะของงานเขียนประเภทต่างๆ (Genre) ไปใช้ประโยชน์ในอนาคต	1	2	3	4	5

ส่วนที่ 3 : ความคิดเห็น/ข้อเสนอแนะเพิ่มเติมเกี่ยวกับการเรียน "การเขียนความเรียงภาษาอังกฤษ"

1. สิ่งสำคัญที่ช่วยนิสิตในการเรียน "การเขียน essay ภาษาอังกฤษ"ให้ดีขึ้นคืออะไร

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2. ประโยชน์ที่นิสิตได้จากการเรียน "การเขียน essay ภาษาอังกฤษ" ด้วยวิธีดูรูปแบบเฉพาะของงานเขียนประเภท
ต่างๆ (Genre)   มีอะไรบ้าง โปรดอธิบายโดยละเอียด

_____

_____

3. ข้อเสนอแนะอื่นๆ เพิ่มเติมในการเรียน "การเขียน essay ภาษาอังกฤษ" (ถ้ามี)

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APPENDIX D

QUESTIONNAIRE ON STUDENTS' ATTITUDES TOWARDS LEARNING TO WRITE ESSAYS (ENGLISH VERSION)

This questionnaire aims to explore students' attitudes towards learning to write essays. The results will be useful for the teaching and learning of English in the future.

Part 1: Personal Data

Year of Study: …… Faculty/ Major……………………………………………

English ONET Scores: …..………

SWU 123 Grade: …..…………

Part 2: Students' attitudes towards learning to write essays include 5 following levels. Please put a cross symbol (X) in the column that best reflects your feeling for each item.

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

Attitudes	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Students' interests and confidence					
1. I like learning essay writing.	1	2	3	4	5
2. I like lessons of essay writing in class.	1	2	3	4	5
3. I have thought essay writing is interesting.	1	2	3	4	5
4. I have thought writing various genres helps me to write essays purposively.	1	2	3	4	5

Attitudes	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
5. I am confident in writing essays.	1	2	3	4	5
Students' and teacher's roles					
6. I like teacher's guidance in essay writing.	1	2	3	4	5
7. I like working with friends when writing essays.	1	2	3	4	5
8. I like to correct essay writing by myself.	1	2	3	4	5
9. I like peer feedback in essay writing.	1	2	3	4	5
10. I like teacher feedback in essay writing.	1	2	3	4	5
Students' abilities in self-development & learning benefits					
11. I have thought I can develop myself in writing essays.	1	2	3	4	5
12. I acknowledge benefits of essay writing using different genres.	1	2	3	4	5
13. I have thought writing a variety of genres helps to ease my writing.	1	2	3	4	5
14. I have thought class activities in relation to writing various genres help develop my writing.	1	2	3	4	5
15. I can apply writing knowledge learned from my class in the future.	1	2	3	4	5

Part 3: Additional comments / suggestions in relation to learning to writing essays in
English.

1. What are the important things to help you learn to write essays better?

_____

_____

2. What are the benefits that you gain from learning to write essays through various
genres? Please explain in more detail.

_____

_____

3. Other additional suggestions for learning to write essays (if any).

_____

_____
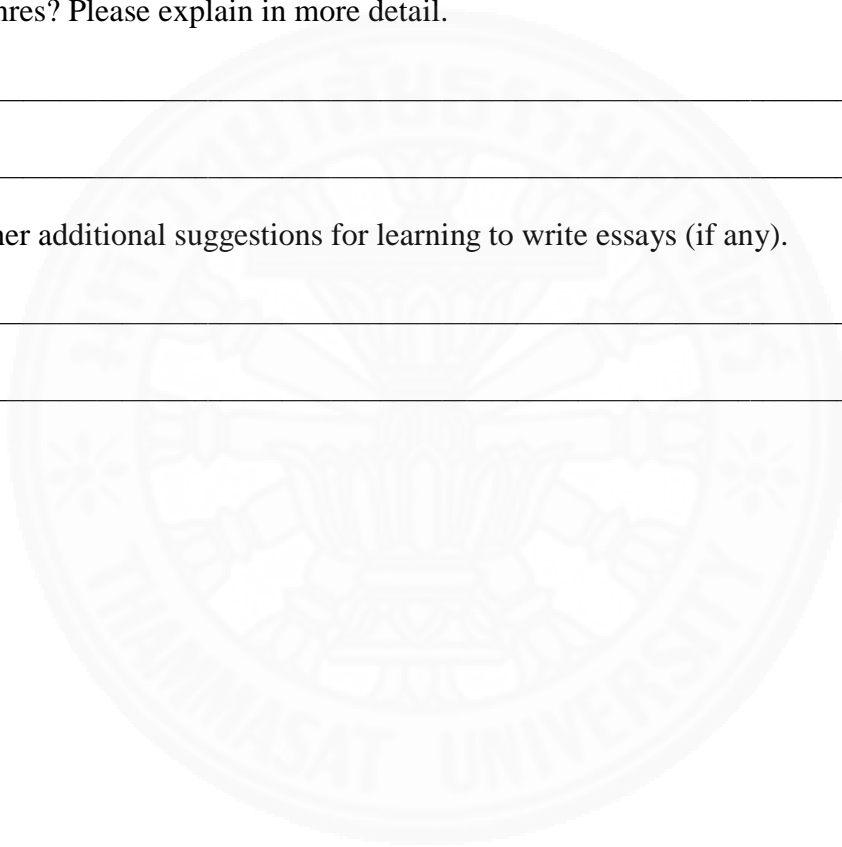
APPENDIX E
LESSON PLAN

(CAUSE-EFFECT ESSAY)

The Effects of Computers

Objectives: This lesson aims to teach students the cause-effect genre through the field of computers. At the end of the lesson, students will be able to:

(a) understand the purpose and structure of cause-effect genre (i.e. they can identify the genre, explain its purposes, its structure and language features);

(b) write a cause-effect essay effectively (i.e. they can write an essay which has appropriate generic structure and language features for this genre).

Approximate time: 6 hours

Introduction to the Lesson: Explain to students the objectives of the lesson, the nature of the cause-effect genre, and how the genre will be beneficial to students.

STAGE 1: BUILDING UP THE FIELD KNOWLEDGE (3 hours)

Activity 1: Brainstorming (15 minutes)

Purposes:

(a) To check students' own experience and prior knowledge about this field;

(b) To introduce the texts and some of the vocabulary items from the texts in a meaningful way;

(c) To encourage students to build up the link between words and ideas, thus leading to the information about this field.

1.1 Explain the purposes of the activity to students.

1.2 Show students the picture of the "computer revolution" (Source: Aizzad, M.A. (2012). Network Impact on Daily Life. Retrieved October 31, 2014, from http://networkimpact.blogspot.com/). Ask them to discuss with their friends the implications of the "computer revolution". Encourage them to share their ideas with the whole class.

1.3 Write the word "computer revolution" with a circle around it on the whiteboard. Divide students into groups of three or four. Provide them with a sheet of paper. Then ask them to write the word "computer revolution" with a circle around it on their paper. Ask them to think about computer revolution and write down their ideas on the paper. The teacher may help students by asking them some following questions.

- What is the computer revolution?

- Have you read any information about it?

- What kinds of computer revolution are there in the picture?

- Can you think of any other changes about computer revolution?

- Do you like these changes? Why?

(**Suggested Answer:** Computer revolution is a term which is used to describe the remarkable impact that computers have had on the whole society.)

1.4 Write down students' contributions on the whiteboard.

1.5 Work with students to draw the webs of the words, and to group the words into categories (e.g., the good and bad effects of computer revolution) on the whiteboard.

Activity 2: Watching a video (When the Computers Changed the World, by Computer History (2011) (45 minutes)

Purposes:

(a) To give students further background knowledge about the computers and their effects.

(b) To help students to learn the language through negotiation and reconstruction processes;

(c) To help students to develop their listening, note-taking, summarizing and editing skills;

(d) To prepare students to be ready for the next activity.

2.1 Explain the purposes of the activity to students.

2.2 Write down the video title on the whiteboard and ask students to predict what content of the video is. This is to encourage them to use the available clues to predict what they are going to hear next.

2.3 Ask students about what they think, and let them share their ideas before watching the video. By doing this, students can exchange their clues with others in class.

2.4 Play the video clip. Ask students to take notes only key words. Also, encourage them to listen for the main ideas rather than trying to get all information in the video. Play the video clip one more time if required (the length of the video is about 5 minutes).

2.5 Ask students to work in groups of three or four, and get them to write a short paragraph (about 150 words) summarizing the issue which is the most important or interesting one to them.

<u>Activity 3: Group Presentation</u> (2 hours)

Purposes:

(a) To help students to learn the language and to learn more from each other about computers and their effects on our society;

(b) To help students to develop their reading, listening and speaking skills;

(c) To encourage students to develop their researching, note-taking, and summarizing skills;

(d) To promote an independent-learning process.

3.1 Explain the purposes of the activity to students.

3.2 Ask students to form nine groups of four or five.

3.3 Give each group 2-3 articles which are related to the same topic (all articles are linked to the good or bad effects of computers). Ask each group to skim through the articles to get the general idea of the articles and share with their friends about what their articles are. Then, ask students to plan to present the information to their classmates. Also, ask them to search more information about the good or bad effects of computers from the internet. Encourage them to be creative in presenting their information by using visual aids (e.g., pictures, video clips), or inventing their own presentation techniques. The topics for each group are:

> Groups 1-2:The good effects of computers on society
>
> Groups 3-4: The bad effects of computers on society
>
> Groups 5-6: The effects of computers on children
>
> Groups 7-8: The effects of computers on university students
>
> Group 9: The effects of computers on your future career

To promote the real life situation in classroom language, the teacher can encourage students to try to add more information related to the Thai context, if possible. For example, Groups 5-6 can give examples about the effects of computers on Thai children, and Groups 7-8 can give examples about the university students in Thailand.

3.4 Ask each group to present their information to the class. Each group should take about 10 minutes.

3.5 Ask students to take notes on the important and interesting issues from each presentation. The information from note taking will be useful for them when they write their own essays which will be assigned at the end of the lesson.

STAGE 2: TEXT MODELING (1 hour and 45 minutes)

Purposes:

(a) To introduce students to the model texts of the cause-effect essay so that they can understand its structure, including the distinctive beginning, middle and end of the essay, and the language features that the writer needs to understand in order to achieve its purposes;

(b) To provide students with the language by talking about its contexts and how it works.

Activity 1: Modeling Model Texts 1 and 2 (15 minutes)

Purposes: To help students to understand:

(a) the textual organization of the cause-effect essay;

(b) some of the distinctive language features of the cause-effect essay.

1.1 The teacher explains to students that they are going to read the model cause-effect texts (Computer Revolution I and Computer Revolution II).

1.2 Before asking them to read it, the teacher checks students' prior knowledge about the cause-effect essay so that she can build up the "new" knowledge about the cause-effect essay from students' prior knowledge by asking some of the following questions.

- What is the cause-effect essay?

- What is its purpose?

- How is it organized?

- Who writes this kind of essay? And why?

- Who reads it? And why?

1.3 Introduce students to the context of the model essays by firstly distributing them the samples of model texts (Computer Revolution I and Computer Revolution II).

1.4 Ask students to read each text and answer the following questions.

- What is the purpose of each text?

- What is it about?

- Who wrote the text? Why?

- Who would be the reader of the text? Why?

- How is it organized?

- Where would you find the text?

1.5 Ask students to work in pairs to exchange their ideas, and then discuss the answers with the whole class.

<u>Activity 2: The Generic Structure of Model Texts 1 and 2</u> (15 minutes)

2.1 Ask students to re-read the texts (Computer Revolution I and Computer Revolution II) and identify the overall structure of each text by answering the following questions:

- How many paragraphs are there in the text?

- What issue is being discussed in the text?

- Is the text about the causes, effects, or both?

- How do you know? Where are they located in the text?

- What details does the writer give to support the causes or effects?

- Where is the summary of the text? How do you know?

- Did the writer provide his/her opinions about the text? If so, where are they?

2.2 Discuss the answers with the whole class.

2.3 After feeling confident that students understand the overall structure of the texts, the teacher then asks them some more specific questions about the generic structure of each text as follows:

- Do you think what should be in the introduction of the text or essay? And what is the most important statement in the introduction? **(Thesis statement)**

- How many paragraphs are there in the body of the text or essay?

- Can you notice the first sentence of each body paragraph? What is it? **(Topic sentence)**

- What information do the rest of sentences in each body paragraph give? **(Supporting details)**

- What information does the last paragraph give? **(Summary)**

- Can you find any other information (rather than the restatement of thesis statement) in the last paragraph? If so, what is it? **(The writer's opinion or recommendation)**

2.4 The teacher should explain in detail that the cause-effect essay has a generic structure. It moves through the beginning part (comprising a hook, background information and a thesis statement), the middle part (comprising topic sentences and supporting details) and the end stage (comprising its summary and recommendation).

2.5 She should also explain that each stage has its name that describes the function of the stage (the beginning stage is called "introduction", the middle stage is called "body paragraph(s)" and the end stage is called "conclusion") as shown in the following table.

The generic structure or move of cause-effect essay

Part / Stage	Components
Introduction	Hook
	Background information
	Thesis statement
Body	Topic sentence 1 (Cause/Effect 1)
	- Supporting detail 1
	- Supporting detail 2
	Topic sentence 2 (Cause/Effect 2)
	- Supporting detail 1
	- Supporting detail 2
Conclusion	Summary & Recommendation

Activity 3: The Language Features of Model Texts 1 and 2 (1 hour)

3.1 After students understand the generic structure of the cause-effect essay, the teacher can introduce the language features of the model texts to them. Due to the limitation of time, the language features under the focus of this lesson are subject-verb agreement, tenses, and sentence connectors (e.g., conjunctions and adverbs).

3.2 Before starting this activity, the teacher should check students' prior knowledge about the aforementioned language features by asking some of the following questions.

- How do you know whether there is an agreement of subjects and verbs in each sentence? Can you give some examples?

- How many tenses are there in English grammar? When is each tense used, and why? Can you give some examples of the past, present, and future tenses?

- What are conjunctions and prepositions that you know?

- What kinds of conjunctions are used to build the relations of cause and condition? (Causal-conditional conjunctions, e.g., if, unless, etc.)

- What kinds of conjunctions are used to add information to clauses or sentences? (Additional conjunctions, e.g., and, both…and, etc.)

- What kinds of connectors are used to give results or effects in clauses or sentences? (Effect or result connectors, e.g., as a result, consequently, etc.)

3.3 Ask students to form three groups to analyze one of the language features: subject-verb agreement, tenses, and sentence connectors (conjunctions and adverbs). The directions for each group are as follows.

Group 1: Subject-verb agreement

- Ask students to underline the subjects and verbs in each model text. Then ask them to find out which subjects should agree with the verbs in sentences. And why?

Group 2: Tenses

-Ask students to circle around the tenses in each model text. Then ask them to find out when each tense is used and why. In the model texts, which tenses are mainly used, and why?

Group 3: Sentence connectors (e.g., conjunctions and adverbs)

- Ask students to circle around the sentence connectors (e.g., conjunctions and adverbs) in each model text. Then ask them to find out what kinds of sentence connectors are used. And why?

3.4 The teacher should act as a facilitator, and walk around the classroom to help some groups of students that may need help. (This activity may take about 25-30 minutes.)

3.5 After each group finishes this work, the teacher asks students to form new groups. Each of which should comprise 3 people who formerly worked on the three language features. Then each of them should report what he/she has learned from his/her former groups to the new members. This activity would help students to learn from each other, which promotes independent learning, and learning from peers.

3.6 The teacher should check students' understanding on the language features by asking them to summarize what they have learned from this activity. The teacher then writes down all students' contributions on the whiteboard.

Activity 4: Modeling Model Text 3 (15 minutes)

4.1 After finishing activities 1-3 in Text Modeling Stage (Stage 2), the teacher should distribute the Model Text 3 (What effects have the computers had on our lives?) to students.

4.2 Then ask students to analyze its generic structure and language features in the Model Text 3. The teacher should encourage them to compare the Model Text 3 with the Model Texts 1 and 2 in order to help a better understanding for students. This activity may be done as homework due to the time constraint.

STAGE 3: JOINT-CONSTRUCTION (1 hour and 15 minutes)

Purposes:

(a) To help students to have hands-on experience on how the cause-effect essay could be constructed;

(b) To help students to understand how to develop the "written language" from the "spoken language";

(c) To assist students to develop drafting and editing skills;

(d) To prepare students for the next stage (Independent Construction Stage).

Preparing activities:

1. Before the teacher and students jointly construct the text, the teacher should let students choose the topic they want to write.

2. Then the teacher brainstorms ideas from students, and list the information they want to put in the chosen topic on the whiteboard. Students may have many ideas to put in the text, but the teacher should ask them to choose only 3 ideas due to the time constraint.

3. The teacher asks students to form 3 groups in accordance with the number of ideas. Then the members in each group work together to develop a paragraph on the idea of their interest.

Joint-construction activities:

1. After each group has constructed a paragraph, the teacher and students jointly construct the cause-effect essay as a whole class.

2. The teacher acts as a facilitator to help shape the text until it is completed.

3. After the jointly-constructed text is completed, the teacher may ask students to check whether the text is a successful one by consulting the assessment

checklist. The teacher helps them to revise it until it is done. The completed text will be useful for them when they have to write a text independently.

4. During this stage, the teacher should point out that when students have to construct the text by themselves, they may not succeed in doing it at the first attempt. They may have to write several drafts. Therefore, the teacher should encourage them to use a delay technique by leaving the first draft for a while, and take a look at it again to see whether it needs to be revised. Using this strategy may help students to edit their drafts effectively.

STAGE 4: INDEPENDENT CONSTRUCTION (Homework)

Purposes: To develop students to construct the cause-effect essay independently.

Activities:

Students independently write the cause-effect essay on the same topic, "the good (or bad) effects of computers on society". Alternatively, students could write on other topics of their interest by choosing the topics from the group presentation (in Stage 1). Students could assess and improve their texts by consulting the assessment checklist. If required, they can consult the teacher. They are allowed to write three drafts. The first draft should be edited by students themselves. The second draft should be edited by peers. The third draft should be checked by the teacher. Only their first drafts and final drafts will be collected for assessment.

Model Text 1

Computer Revolution I

We live in the age of technology. Every day, new technology appears, ranging from mini-CDs that contain entire encyclopedias to giant space telescopes that can send photographs of distant tars back to Earth. Of all the new technological wonders, personal computers have probably had the greatest influence on the daily lives of average people. Through computers, we can now talk to people in any country, research any topic, work, shop, bank, and entertain ourselves. Personal computers have especially revolutionized communication and business practices in the past twenty years.

Perhaps, the most important effect of personal computers has been to expand our ability to communicate with the outside world. A lonely invalid in Minnesota can talk with a similarly house-bound person in Mississippi. Schoolchildren in Manhattan can talk via computer to schoolchildren in Moscow. A high school student can obtain statistics for a history paper from a library in London. A single computer user can send an e-mail message to millions of people all over the world with one keystroke. Computer users can get together in an on-line "chat room" to discuss their interests and problems with others who have similar interests and problems. For example, a person whose hobby is collecting antique guns can share information with other gun collectors via computer. A person who is planning a vacation and wants to know the names of the best beaches in Hawaii can ask others who have already been there for suggestions. People even start on-line romances in chat rooms! The possibilities of computerized communication are indeed unlimited.

Besides improving communication, personal computers have made it possible to do business from home. You can take care of personal business. For example, you can buy airline tickets, send flowers to a friend, pay your bills, buy and sell stocks, and even pay your taxes from your home computer at any time of the day or night. This is a great convenience for people who are busy during the day and for physically disabled people who find it hard to leave their homes. Moreover, telecommunicating—working at home instead of going to the office—has become a choice for thousands of business people. Suzanne Carreiro, a financial manager for a large company in downtown Manhattan, has telecommunicated from her home in New Jersey for the past two years. She goes to her office only once a week. Four days a week, she works at home and communicates with her staff by computer. She says, " I am much more productive when I work at home because there are no interruptions. I also don't have to spend three hours travelling to and from the office every day. I save myself time, and I save my company money by telecommuting."

In brief, the computer age has arrived, and it is changing our lives. Computers have made communicating and doing business faster and more convenient, and they have greatly increased our access to information. Just as the invention of automobiles had an unplanned consequence—the growth of suburbs—and so will the invention of personal computers. We will have to wait and see what these unintentional consequences will be.

Source: Oshima, A. & Hogue, A. (1997), pp. 116-117.

Model Text 2

Computer Revolution II

Technology brings problems as well as benefits to humankind. Since Henry Ford began mass-producing automobiles in 1980, they have provided us with a cheap and convenient means of transportation. However, they have also brought us traffic jams and air pollution. A technological development that is changing our lives as much as the automobiles is the personal computer. Since the 1980s, personal computers have become common in homes, schools and businesses, and just as automobiles have brought unexpected problems, so have personal computers.

To begin with, communication by computer has caused some problems. Although we can easily send a message to hundreds of people in an instant, we can also receive hundreds of messages, both wanted and unwanted, in just a few minutes. Only a few e-mail messages were important; most of them were "junk mails." A newspaper reporter complained, "This isn't the first time this has happened. It's a terrible waste of my time and energy, yet I have to read through all of them because I don't want to miss anything important for a story I'm working on." The lack of censorship in cyberspace is another problem that no one has solved yet. Therefore, a computer-literate child can receive pornographic photos and listen to chat-room conversations about sex. These examples show that the computer revolution has created problems as well as benefits in the area of communication.

In addition to problems in communication, computers have also caused problems in business. They have created opportunities for computerized crime. Computer hackers use their skills to obtain secret business information and to steal money. For example, Kevin Mitnick, a computer hacker from California, obtained 2,000 usable credit card numbers by breaking into the computer files of a credit company. He also erased the accounting records of another big company before he was caught and arrested. In addition, banks worry that hackers will learn how to transfer money out of the customers' account into their own accounts. Therefore, the banks have set up their security systems to protect this crime.

Moreover, the use of computers has depersonalized business. People are no longer customer; they are account numbers. Companies do not seem to care what your name is; they only want to know your account number. Face-to-face business transactions are no longer necessary; you can buy almost anything you need by computer, phone, or fax. Also, as telecommuting becomes more common, workers in the same company interact with each other less and less. Someday it may be possible to have a company of people who have never met face-to-face! Is this desirable? Insurance company employee Meredith Bruce doesn't think so. "I feel out of touch with what is really happening in my company, and I miss the social interaction with my co-workers," she says. Social isolation may be an unexpected cost of the computer revolution.

To sum up, it is clear that personal computers have made our lives easier, but they have done so at a cost. As with every new invention, there have been unforeseen consequences. It is up to us to find the solutions to the problems as well as to enjoy the conveniences of this new tool.

Source: Oshima, A. & Hogue, A. (1997), pp. 129-131.

Model Text 3

What effects have computers had on our lives?

The twenty-first century is already turning out to be the century of the computer. The computer revolution that started after the Second World War is now developing more quickly and computers are beginning to influence and take over nearly every aspect of our lives. Computers are clearly changing and affecting society in many ways. The two main effects computers have had on our lives are in the areas of economics and communications.

The computers have led to big changes in our economic and business lives. Businesses now have to be computerized or they risk failure. Consequently, every big corporation bases its operations on computing, regardless of which sector they are in. For instance, Coca---Cola, the BBC and Levi's market and sell different products and services, yet they all share one basic property – without computers their operations would collapse. Computing is a generator of economic dynamism. China, India and many other developing countries have large IT sectors which drive their economies upwards. Furthermore, the more advanced economies, including Germany, the United States, Japan and Korea are moving from an industrial--based economy to a computer and IT-based one.

The other important effect of the computers is that communication has been totally revolutionized. For example, in the past, people wrote letters, which would often take weeks to reach their destinations, or speak on the phone, which was terribly expensive. Now they send e-mails. Instead of waiting weeks for a letter, we can read it instantly, seconds after it has been written. Moreover, many people use computers to communicate with people all around the world using chat rooms and chat programs, this was impossible before the computers became widespread. As a result, now people who live thousands of kilometers away from each other can communicate as much as they want and whenever they want, using e-mail and/or chat rooms.

In conclusion, computers have had a profound effect on our lives in many ways. It is in business and communication that they have had the greatest influence. In the future, if the computers continue evolving at such speed, our business practices and methods of communication will undergo even greater changes.

Source: www.eslflow.com/**Computer**_effects_transitions_worksheet___answers.pdf

APPENDIX F

STUDENTS' SCORES AND GRADES FROM PRETEST AND POSTTEST

Student's Name	Scores (Total =20 marks)				Grades		Remarks
	Pretest		Posttest		Pretest	Posttest	Number of Grades Increased
	Raw	%	Raw	%			
Med 1	12	60.0	17	85.0	C+	A	3
Med 2	12	60.0	17	85.0	C+	A	3
Med 3	14	70.0	18	90.0	B	A	2
Med 4	14	70.0	15	75.0	B	B+	1
Med 5	11	55.0	14	70.0	C	B	2
Med 6	13	65.0	16	80.0	C+	B+	2
Med 7	12	60.0	18	90.0	C+	A	3
Med 8	17	85.0	18	90.0	A	A	0 (due to the highest grade)
Med 9	14	70.0	17	85.0	B	A	2
Med 10	16	80.0	18	90.0	B+	A	1
Med 11	16	80.0	18	90.0	B+	A	1
Med 12	14	70.0	18	90.0	B	A	2
Med 13	15	75.0	18	90.0	B+	A	1
Med 14	15	75.0	18	90.0	B+	A	1
Med 15	16	80.0	18	90.0	B+	A	1
Med 16	14	70.0	18	90.0	B	A	2
Med 17	15	75.0	18	90.0	B+	A	1
Med 18	11	55.0	17	85.0	C	A	4
Med 19	13	65.0	16	80.0	C+	B+	2
Med 20	11	55.0	13	65.0	C	C+	1
Med 21	14	70.0	18	90.0	B	A	2
Med 22	12	60.0	15	75.0	C+	B+	2
HS 1	10	50.0	16	80.0	D+	B+	4
HS 2	9	45.0	16	80.0	D+	B+	4
HS 3	5	25.0	13	65.0	E	C+	4
HS 4	5	25.0	13	65.0	E	C+	4
HS 5	5	25.0	9	45.0	E	D+	2
HS 6	5	25.0	13	65.0	E	C+	4
HS 7	7	35.0	13	65.0	D	C+	3
HS 8	4	20.0	13	65.0	E	C+	4
HS 9	6	30.0	13	65.0	E	C+	4
HS 10	8	40.0	14	70.0	D	B	4
HS 11	9	45.0	13	65.0	D+	C+	2
HS 12	10	50.0	15	75.0	D+	B+	4
HS 13	10	50.0	11	55.0	D+	C	1
HS 14	6	30.0	10	50.0	E	D+	2
HS 15	10	50.0	14	70.0	D+	B	3
Mean*	11.08	55.4	15.38	76.9	C	B+	3

*Notes: N (All students) = 37

Grading Criteria : A (83-100), B+ (75 – 82), B (67 – 74), C+ (59 – 66),
C (51 – 58), D+ (43 – 50), D (33 – 42), E (32 and below)

APPENDIX G

STUDENTS' LENGTH OF WRITING FROM PRETEST AND POSTTEST

Student's Name	Word Count		Remarks
	Pretest	Posttest	Number of Words Increased
Med 1	264	314	50
Med 2	289	356	67
Med 3	268	327	59
Med 4	311	359	48
Med 5	315	320	5
Med 6	425	450	25
Med 7	336	345	9
Med 8	390	398	8
Med 9	286	357	71
Med 10	323	440	117
Med 11	288	343	55
Med 12	336	359	23
Med 13	330	386	56
Med 14	306	342	36
Med 15	280	326	46
Med 16	364	388	24
Med 17	350	372	22
Med 18	414	425	11
Med 19	252	309	57
Med 20	299	348	49
Med 21	345	398	53
Med 22	310	376	66
HS 1	185	374	189
HS 2	212	322	110
HS 3	230	245	15
HS 4	253	313	60
HS 5	210	266	56
HS 6	196	238	42
HS 7	192	374	182
HS 8	108	240	132
HS 9	221	336	115
HS 10	264	420	156
HS 11	216	285	69
HS 12	221	348	127
HS 13	126	210	84
HS 14	145	252	107
HS 15	221	377	156
Mean*	273	342	69

*Notes: N (All students) = 37

BIOGRAPHY

Name	Mrs. Chalida Janenoppakarn
Date of Birth	July 23, 1970
Educational Attainment	Bachelor of Business Administration (Accounting), Thammasat University
	Master of Public Administration (Personnel Management), National Institute of Development Administration (NIDA)
	Master of Management Studies with First Class Honors (Accounting), The University of Waikato, New Zealand
	Master of Arts (Teaching English as a Foreign Language), Srinakharinwirot University
Work Position	Lecturer of English Language and Academic Services Centre, Srinakharinwirot University
Scholarship	2000-2002: NZODA Scholarship from New Zealand Government
Work Experiences	Lecturer of English Language and Academic Services Centre, Srinakharinwirot University