

**USING ONE - ON – ONE WRITING CONFERENCE BASED  
ON ROGERIAN TECHNIQUES TO REDUCE FOREIGN  
LANGUAGE WRITING APPREHENSION: A CASE  
STUDY OF THAI TECHNIQUES STUDENTS**

**BY**

**PRAKONG PHETMEEKAEW**

**A Thesis submitted in partial fulfillment of the requirements for  
The Master of Education degree in English  
at Mahasarakham University**

**May 2012**

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The examining committee has unanimously approved this thesis,  
Submitted by Prakong Phetmeekaew, as a partial fulfillment of the requirements  
for the Master of Education degree in English at Maharakham University.

Examining Committee

Chairman

(Asst. Prof. Dr. Udom Wan-a-rom)

(faculty Graduate Committee)

Committee

(Dr. Pilanut Phusawisot)

(Advisor)

Committee

(Dr. Kunthaphon Somdaengdej)

(Co-advisor)

Committee

(Asst. Prof..Dr. Ladawan Wattanaboot)

(External expert)

Maharakham University has granted approval to accept this in thesis as a partial  
fulfillment of the requirements for the Master of Education degree in English.

(Asst. Prof. Dr. Thaweasilp Subwattana)

Dean of the Faculty of Humanities  
and Social Science

(Prof. Dr. Pradit Terdtoon)

Acting Dean of the Faculty of  
Graduate Studies

.....May, 22.....2012

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**TITLE** Using One - On – One Writng Conference Based On  
Rogerian Techniques To Reduce Foreign Language  
Writing Apprehension: A Case Study Of Thai  
Techniques Students

**AUTHOR** Mrs. Prakong Phetmeekaew

**ADVISORS** Dr. Pilanut Phusawisot

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### **ABSTRACT**

The primary goal of the study was to investigate the effect on One-on-One Writing Conference through Rogerian techniques to reduce student's writing fear in English language: a case study of Mahasarakham Technical College students. It also aimed to improve students' writing ability as well as to increase positive attitudes towards learning a foreign language. The subjects of the study were selected through purposive samplings. Five research instruments consisting of a writing apprehension test (WAT), students' writing attitude questionnaire (WAQ), writing rubric (WR), students' observation form, and interview were employed to collect data. The data were analyzed and interpreted by mean ( $\bar{X}$ ), standard deviation (SD) through a computer program so-called SPSS. The statistic values of the instruments were at .7221 for WAT alpha with standard deviation of .6728, and that at .9057 for WAQ alpha with standard deviation of .6728. The study was carried out in two phases. The first phases involved testing the WAT and employing one-on-one writing conference though Rogerian techniques to foster students' writing ability. Then students were allotted an hour to draft their writing. In the second phase, all students' writing essays were marked and assessed through research instruments so as to indicate students' overall writing ability. The findings resulted in the reduction of students' writing apprehension, the improvement of students' English language proficiency, writing skills in particular, and the positive attitudes towards the learning of the English language. The findings also gave some supportive information for further study which was drawn in the study.

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## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the study

Writing skills are very important part of communication. Because writing skills help the learners gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write, so that not only they can read what they have written, but other speakers of that language can also read and understand it. Additionally, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

Although writing is very essential for EFL learners, it is the area in which learning a language with total confidence presents most problems. This is largely due to writing being a productive skill that requires various competencies, such as linguistics, sociolinguistics and discourse knowledge, as well as additional knowledge relating to grammar usage, structure and vocabulary. Furthermore, writing apprehension is also the main cause of writing problems for learners who study English as their foreign language. Writers with writing apprehension often lack confidence, have had low success with writing, have received negative comments about their writing, tend to avoid writing, write very little or what is not required, have difficulty with “invention,” write relatively shorter pieces than others and use less variety in organization and sentence patterns.(Reeves, 1997: 38-39).

Consequently, writing also calls for strategies and an organized critical way of thinking; therefore, writing is not only a single activity but a series of interrelated activities. Zamel (1982: 195-209) found that competence in the composing process is more important than linguistic competence in the ability to write proficiently in English. Zamel also concluded that students' writing would improve when they understood and experienced composing as a process.

As a teacher of English as a foreign language for years, the researcher has found out that Thai learners have undertaken writing apprehension as a result of their poor grammar, limited vocabulary and negative attitude towards the learning of the English language. From

this perspective, it has been noted that students attending diploma courses at Mahasarakham Technical College often hold a fear of communicating on paper because they are evaluated and judged on the basis of their accuracy i.e. spelling, morphology, syntax, and mechanics. Not only do the learners lack opportunity to expose their thoughts when they want to write, but also they have little time as well as the lack of the opportunity to practice and sharpen their writing skills. Thus, a boring atmosphere tends to develop in the class for the students. In addition, writing anxiety is one of the factors that could affect the process of learning and it is a cause or a consequence of poor achievement in second or foreign language learning. Language anxiety may be a result, as well as a cause of insufficient command of the target language (Sparks and Ganxchow, cited in Horwitz, 2001: 118). From this point, to improve the student's writing competency, the researcher views that the teaching and learning of foreign language writing would be accomplished with using Rogerian Techniques, as the aim of the Rogerian Technique is to show genuine understanding of another person's or group's perspective as a means to reduce conflict and to establish common ground. In this study, the researcher articulate this teaching method , which is based on and modified from the pedagogical theories of the American psychologist

Rogers claimed that learning is student directed, and involves the learner emotionally as well as cognitively, it is more effective than the traditional, teacher-directed model of education. Carl Roger (1969) recommended that students learn more when teachers are open than when they are judgmental.

Using One – On – One Writing Conference Based on Rogerian Techniques to Reduce Foreign Language Writing Apprehension: A Case Study of Thai Technical Students focuses on empowering composition students to have a sense of ownership of their process of learning and their class, to be responsible and active learners and encourages students to conduct writing for a real rhetorical situation. This study would be beneficial in finding the way to relief the students' foreign language writing apprehension, and hopefully to develop their writing ability.

Moreover, Carl Roger (1970) suggested that the student to composition class with ways of communicating based primary on spoken language. For this reason, a composition class that focuses on helping students, internalizes the strategies and processes that constitute literacy needs to connect with the familiar, and build on the students' familiarity with the spoken language to help them with written languages.

This study intends to see whether the instructional model can be used to support students' poor performance in writing.

## **1.2 Rationale of the study**

Writing skills are very essential in students education especially in Vocational or Technical College because writing skills are very necessary for their careers and business goals. However, writing has long been claimed to be a very difficult skill to acquire and is dreaded by L2 students (Gupta, 1998). Moreover, writing apprehension is the one factor that could affect the process of learning. Thus, this teaching method provides a chance for writers to explain their plans from thoughts to paper and improve classroom interactions (between teacher and student, among students in peer groups). It also helps writers clarify their intentions through dialogue in conferences. And the notion of success in writing allows students the freedom to express themselves meaningfully. Therefore, the researcher designed this investigation to try to find out if, in fact, teachers can successfully solve the students' writing apprehension problem and provide them with practice activities to develop their writing skills, in order to ensure their success in their school life

## **1.3 Purpose of the study**

This study mainly focuses on three purposes according to the research questions as follow :

1. To investigate whether One –On – One Writing Conference Based on Rogerian Techniques can reduce Foreign Language Writing Apprehension of Thai Technical Students.
2. To investigate whether One –On – One Writing Conference Based on Rogerian Techniques can improve writing ability of Foreign Language Students in Technical College
3. To check if the students have positive attitude toward the model designed.

## 1.4 Research Questions

According to the aims of the study, the research questions are :

1. Can one –on – one writing conference based on Rogerian Techniques reduce foreign language writing apprehension of Thai Technical students ? If so how ?
2. Can One –On – One Writing Conference based on Rogerian Techniques improve the students' writing ability?
3. What are students' attitudes toward the instructional model designed ?

## 1.5 Scope of the study

This study focused on Mahasarakham Technical College students. The subjects of this study were 30 first years students following Diploma courses with varying levels of proficiency. The sample size was used by Krejcie and Morgan. The 30 students were purposively selected by sampling from a class of students who had enrolled in the developing skills for English Communications 2 course.

## 1.6 Definition of Terms :

These are the following terms used in this study

Writing Apprehension refers to writers with writing apprehension, often lacking confidence as writers, have had low success with writing, have received negative comments about their writing, tend to avoid writing, write very little or what is not required, have difficulty with “invention,” write relatively shorter pieces than others, use less variety in organization and sentence pattern.( Reeves, 1997: 38-39)

Rogerian Technique refers to students involving unlearning an isolated and perhaps alienated approach to writing. Students are then motivated to begin teaching themselves to solve writing problems, skill building and content mastery and Rogerian Techniques have five specific functions:

1. pointing to structure clarifying
2. expanding
3. recalling

#### 4. summarizing

Writing ability The term of ability is defined as skill or power concisely, writing ability is the skill to express ideas, thoughts and feelings to other people or readers, understand the ideas conveyed and make assessment by writing rubric.

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

According to Faigley, Daly, & Witte (1981), they define

apprehension as a tendency to be so anxious about writing, that writing is avoided and the apprehension can be seen in behaviors, attitudes, and written products. Thus, this study is expected to

1. Reduce the students' foreign language writing apprehension.
2. Enhance the apprehensive writers to have more confidence in writing

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This Chapter presents the review of literature related to the study.

The literature review covers the following topics:

1. Writing Apprehension
2. Carl Rogers Theory
3. Writing Process
4. Nature of Writing
5. Roger Self Theory Relativity to Language Learning
6. A social- context Approach to the Writing Process
7. Non- Directive Teaching Model
8. Teaching One - to – One The Writing Conference
9. Rogerian Communication
10. Rogerian Collaborative Rhetoric
11. Rogerian Principles in Rhetorical Practice
12. Rogerian Problem solving
13. Rogerian Reflection as a Teaching Device

#### **2.1 Writing Apprehension**

In language study, a large body of research has been undertaken and conducted so as to reduce writing apprehension. Thus, writing apprehension has been termed into different perspectives. Horwitz, and Schallert (1999) stated that writing apprehension was negatively associated with the quality of the message encoded, an individual's actual writing behavior, their writing performance, and their willingness to write or to take advanced writing courses. In addition, Faigley, Daly & Witte (1981) defined writing apprehension as a tendency to be so anxious about writing that writing was avoided and the apprehension could be seen in behavior, attitudes, and written products. They further stated that these writers tended to share many of the following characteristic: they had difficulty thinking of what to write about, produced shorter

pieces of writing than their peers, failed to develop their ideas adequately, used less variety in sentence patterns, and had difficulty with usage and mechanics. McLeod's study (1987) claimed that the term of writing apprehension was used to describe writers who were intellectually capable of the task at hand, but who nevertheless had difficulty with it. Reeves (1997) defined writers with writing apprehension often lacked confidence as writers, had low success with writing, received negative comments about their writings, tended to avoid writing, write very little that was not required, had difficulty with invention, wrote relatively shorter pieces than others, used less variety in organization and sentence pattern. Reeves identified several strategies that teachers could use with students whose writing apprehension disrupted their writing efforts. She recommended that teachers talked about past experiences with writing in small groups early in the course as always of helping students put past experiences in perspective. For example, students who were accustomed to receiving failing grades or primarily negative feedback might feel that they were unable to produce effective writing. By helping students explore these feelings understand their source, teachers could encourage them to work through their apprehension. Reeves also advocated for the inclusion of daily non-threatening writing activities in a practice like atmosphere because many of these writers either had little experience writing or had only received criticism about past writings.

Another way that Reeves suggested teachers could help students overcome their apprehensions was to help them see patterns in their errors. This emphasis on systematic logic could help struggling writers increase their confidence and saw that they could learn from past mistakes. Most importantly, though, teachers could help students who are apprehensive by structuring writing activities in ways that promoted success, balancing flexibility and structure, and helped students unblock themselves. Daly and his colleagues (1975) termed as writing apprehension as writing –specific anxiety.

Although most studies on writing apprehension were conducted in first language writing situations, Cheng, et al. (ibid) studied writing apprehension were in the English as a foreign language (EFL) learning context. They investigated its associations with speaking and writing achievement, and with self perceived proficiency in speaking and writing among Taiwanese college students. Their findings were that anxiety was

negatively related to speaking and writing course grades (more strongly to writing achievement), and to self of perceived speaking and writing proficiency. On the other hand, writing apprehension might cause students to fail to turn in assignments, produce inadequate products, or even led to behavior problems in class when students became frustrated. In addition, students with high level of writing apprehension produced a paper of less quality than low apprehensive writers avoided writing tasks whenever possible and procrastinated in their work (Hanna, 2010). Research done on apprehensive high vocational education students discovered that students wrote a paper with high level of writing apprehension. Phillips (1968) said that highly apprehensive individuals would avoid communication situations or react in some anxious manners if forced because they could foresee primarily negative consequences from such engagements. Daly & Miller (1975) discovered that writing apprehension could be associated with the tendency of people to approach or avoid writing. Highly apprehensive students would avoid writing whenever possible. It was reasonable to speculate that success in a foreign language seemed to engage in attitudes toward writings, apprehension about writing, and self- efficacy in writing (Erkan and Saban: 2011). In addition, Daly and his colleagues (1975) termed as writing apprehension as writing –specific anxiety.

In summary, researchers believed that writing apprehension was a complex term and also a critical problem which could be faced by English learners. Writing apprehension would eventually impact the learners' learning processes. After the overall reviews, the writing apprehension in this study could be defined as negative, anxious feelings about oneself as a writer of the learning of the target language, which could affect and disrupt some part of writing processes. In addition, the term was used to describe writers who were intellectually capable of writing tasks

## **2.2 Carl Roger's Theory**

Carl Roger was a clinical psychologist in American. He was a famous scholars and he had already begun to explore the notion of 'student-centred teaching' in Client-Centered Therapy (1951: 384-429). Carl Roger's teaching method is based on empathy and nondirective teaching.

The educational situation which most effectively promotes significant learning is one in which 1) threat to the self of the learner is reduced to a minimum, and 2) differentiated perception of the field of experience is facilitated. Carl Rogers's theory was that people do things out of free will and his theory is called Self Theory. He also stated that the self is concerned with distinguishing one's values and understanding their association to other people. He believes the self is the brain of the person and it shows who and what one person is. Rogers commented that the solution to pleasure and vigorous modification is the reliability between one's self-concept and one's knowledge. However, Carl Roger's theory focuses on the interpersonal relationship in the facilitation of learning.

There are three attitudes, that facilitate learning process as follows :

Realness in the facilitator of learning. Perhaps the most basic of these essential attitudes is realness or genuineness. When the facilitator is a real person, being what she is, entering into a relationship with the learner without presenting a front or a façade, she is much more likely to be effective. This means that the feelings that she is experiencing are available to her, available to her awareness, that she is able to live these feelings, be them, and able to communicate if appropriate. It means coming into a direct personal encounter with the learner, meeting her on a person-to-person basis. It means that she is being herself, not denying herself.

Prizing, acceptance, trust. There is another attitude that stands out in those who are successful in facilitating learning. According to theory : a prizing the learner; prizing her feelings; her opinions; her person, it is caring for the learner, but a non-possessive caring. It is an acceptance of this other individual as a separate person, having worth in her own right. It is a basic trust, a belief that this other person is somehow fundamentally trustworthy. The facilitator's prizing or acceptance of the learner is an operational expression of her essential confidence and trust in the capacity of the human organism.

Empathic understanding. A further element that establishes a climate for self-initiated experiential learning is emphatic understanding. When the teacher has the ability to understand the student's reactions from the inside and has a sensitive awareness of the way the process of education and learning seems to the student, then again the likelihood of significant learning is increased.... [Students feel deeply

appreciative] when they are simply understood – not evaluated, not judged, simply understood from their *own* point of view, not the teacher's. (Rogers, 1967: 304-311)

This orientation has a number of attractions for those seeking to work with the 'whole person' and to promote human flourishing. The strength of Rogers' approach lies in part in his focus on relationship. As he once wrote, 'The facilitation of significant learning rests upon certain attitudinal qualities that exist in the personal relationship between facilitator and learner' (1990: 305). *Freedom to Learn* (1969: 1983: 1993) is a classic statement of educational possibility in this respect. However, he had already begun to explore the notion of 'student-centred teaching' in *Client-Centered Therapy* (1951: 384-429). There, as Barrett-Lennard (1998: 184) notes, he offered several hypothesized general principles. These included: We cannot teach another person directly; we can only facilitate his learning. The structure and organization of the self appears to become more rigid under threat; to relax its boundaries when completely free from threat.

### **2.3 Writing Process**

Process writing has long been used in English-language composition and English as a Second Language courses, and in recent years it has been adopted in foreign language classes as well. Nevertheless, many teachers and learners still see foreign language writing as an exercise in perfecting grammar and vocabulary. Explicit instruction on the process of insightful writing is unusual in the foreign language classroom "Process writing is learning how to write by writing," notes Stone (1995: 232). This current emphasis in writing instruction focuses on the process of creating writing rather than the end product (Tompkins, 1990). The basic premise of process writing is that all children, regardless of age, can write. The initial focus is on creating quality content and learning the genres of writing. When writing, students work through the stages of the writing process. The creation of writing occurs in basically five stages: prewriting, drafting, revising, editing, and publishing. Prewriting is the planning and idea-gathering stage. Drafting refers to time spent composing a rough draft. Revising is the process of improving the draft. Students reread their work and share it with a partner or small group; they then make changes

in the writing based on the feedback from their peers. Editing is the process of correcting mechanical errors. Publishing, or sharing, is accomplished in a wide variety of ways when the work is in final form. Student of all ages move back and forth among these stages while writing; the stages are not lockstep or sequential (Gardner & Johnson, 1997; Tompkins, 1990).

The first three steps will typically be recycled as many times as needed. Activities which are usually associated with the writing process include brainstorming, semantic mapping, free writing, journal writing, reading, class and group discussion, peer response, teacher conferences, mini- lessons on aspects of language, revision and editing based on the student papers, and teacher feedback for revising and editing. The teacher facilitates topic selection and helps students to focus their writing activities, the teacher also helps students find further information and encourages them to develop their ideas before being concerned with formal editing. For younger students, Frank (1979) suggests, in addition, that students write on a daily basis, that the process be varied for different assignments depending on student interest and energy level, and that not all phases of the process need be involved in every activity. For example, she notes that students sometimes do not have the concentration to take a difficult task through all the stages. Frank also suggests that teachers make the writing process fun. Make it easy , take small steps , avoid over-evaluating, save unfinished pieces, make a non- writer into a class observer who takes notes, and not worry about the progress of every student on each assignment. With younger students, such a relaxed atmosphere may often be more motivating in the long run than one which is consistently demanding. Indeed, writing is a form of communication in which one meaningfully express ideas, opinions, hopes knowledge, experiences, information and findings to other people in the written form of a language and also the communication of content for a purpose to an audience. Writing is a process that allows writers to explore thoughts and ideas, and make them visible and concrete. (Changlek, 1999; Tompkins, 1994; Czerniewska, 1993). The process approach to writing emerged in the late 1960's and early 1970's in L1 writing (e.g.Elbow, 1973) as a response to the traditional product views of writing, that focused on form over meaning and on the finished text rather than on the process in which writing took place. Different from controlled composition and current- traditional rhetoric, this approach,

which was theoretically supported by Flower and Hayes' (1981) model of composing, focuses on writers and the process they undergo while composing written texts.

In addition, process writing is characterized by the awareness of the writer of the writing process and the intervention of a teacher, or peers, at any time, in order to improve writing skills instead of exclusively fixing mistakes (Susser, 1994: 34-33). It focused on students' needs and it requires teacher and student interaction in writing. The students are expected to share information, make personal choices about reading and writing, and take responsibility for their own learning task by taking writing as a process, and developing a cooperative spirit with others. Davis and Lovejoy (1993) also stated that all writing occurs within a situation and that no piece of writing exists in a vacuum. So that every piece of writing is written by someone who is a writer and who in turn writes for someone that is called a reader. A reader can be the writer himself or herself. A piece of writing always has a subject of some kind and is written about for some reason. This reason is called the purpose. Thus, they concluded that writing, which concerns a situation, comprises of a writer, a reader, a subject and a purpose.

Flower and Hayes (1981) observed the composing process of some advanced college students and found it recursive rather than linear, as the writers progressed through the text by generating and organizing new ideas. They suggested that during the writing process, a writer could, and in most cases did, actually move from one step to another at any time. Studies that examined writers' behaviors during writing process have enabled researchers to speculate about how the process operates, and what happens inside writers' minds while they are composing text.

As such, the process approach to writing, which heavily influenced L2 writing theory and practice, views writing rather as a dynamic process that may differ to some extent among different writers. Furthermore, in this approach writing is thought to be a complex, recursive and creative process" (Silva, 1990: 15). Its goals imply that students need to acquire experience in writing for several purposes, in various contexts, and addressing different audiences. Moreover, process writing supports peer review, which focuses on multiple drafting and revision, and enables students to get multiple feedback (e.g., from teacher, peer, and self) across the various drafts (Kroll, 1990; Leki, 1990; Mageldorf & Schlumberger, 1992; Zamel, 1985)

The emergence of the process approach led as well to a reconceptualization of the teacher's role in the classroom. Like teachers using communicative approaches, the writing teacher who adopts a process approach, "acts like a facilitator, guide and partner rather than a skill trainer or provider and arbiter of knowledge" (Silveria.1999: 111). In the process approach, instructional activities are designed in such a way that they help students think through and organize their ideas before writing, and rethink and revise their initial drafts. This approach focuses on the students' ideas and experiences, on the provision of audiences other than the teacher, and emphasizes multiple drafts, postponing attention to editing until the final draft. Teachers do not necessarily assign specific topics for writing, impose criteria for judging texts, or assign grammatical exercises. This approach to teaching writing requires that teachers adopt a less controlling role and allow students to explore a variety of topics related to their personal experiences. With the process approach, students explore a variety of topics related to themselves and the teacher adopts a less controlling role and allows students to explore a variety of topics related to their personal experiences. With the process approach, students learn to write by composing in a supportive, collaborative environment, and teachers work with students toward mutually determined goals (Zamel, 1987).

However, Hillocks (1986 and Dyer (1996) direct criticism to the process approach, refuting two of its principles : (1) writing ability is gained through mere practice, and (2) the writing process is a basic skill that generalizes to various contexts. Hillcoks and Dyer believe that students need to be prepared for specific writing tasks that they will come across, and that "there are as many different writing processes as there are academic writing tasks" (Dyer, 1996: 313). While contrasting approaches to writing instruction, Silva (1990) and Raimes (1991) conclude that the approaches proposed unto the present time contain some shortcomings, and that none of them can be considered as the appropriate approach to writing instruction. Raimes, Silveria (1999) believes that teachers are in a better position to make decisions concerning the kind of methodology that is appropriate to the students they are teaching in a specific context. Additionally, Soles (2003) maintains that since no one method of teaching works well for all students, composition teachers need a variety of pedagogical strategies. Besides, talking with students as they write or prepare to write, indicates that we view writing as a process of discovery in which we can help the writer learn

how to shape a piece of writing as it is talking form. On the other hand, many people think that ‘writing teachers teach the process of writing’ is a tired statement in need of fresh insight. But how does a teacher teach a process? We can talk about process in a somewhat theoretical way, perhaps like a lecturer describing continental drift, or we can demonstrate processes, like a chef in a cooking class. Or we can participate in process, like a tennis pro talking with a player as they practice backhands together. The writing teacher in a conference is like a coach working with the writer through all the “-ings” of writing-thinking, planning, drafting, revising, and editing- even when these occur almost simultaneously.

The conference permits teacher and student to attend to the student’s own writing and the student’s own processes, which may or may not be adequate for the task. Generalities from the classroom or textbook can be brought down to the reality of a specific piece of writing

## **2.4 Nature of Writing**

The need for writing in modern literate societies – societies marked by pervasive print media are much more extensive than is generally realized. When one examines the everyday world, one finds people engaged in many varieties of writing, some of which may be overlooked as being routine, or commonplace, or unimportant. These varieties, however, all represent the ability to control the written medium of language to some extent. It is fair to say that most people, on a typical day, practice various forms of writing. And virtually everyone in every walk of life completes an enormous number of forms. In addition, many people write for reasons unrelated to their work : letters, diaries, messages, shopping lists, budgets, etc.

Describing the various tasks performed every day by writers offers one way of classifying what people write, but a slightly more abstract taxonomy of writing types will prove more descriptively useful. A list of actual writing tasks does not provide a way to group these tasks according to similar function – a goal in understanding what gets written and why. In fact, many different functional sorts of writing constitute common occurrences. These sorts of writing depend on the context, task and audience, and may be classified functionally in numerous ways,

including writing to identify, to communicate, to call to action, to remember, to satisfy requirements, to introspect, or to create, either in terms of recombining existing information or in terms of aesthetic form. Moreover, composing involves the combining of structural sentence units into a more-or-less unique, cohesive and coherent larger structure (as opposed to lists, forms, etc.) A piece of writing which implicates composing contains surface features which connect the discourse and an underlying logic of organization which is more than simply the sum of the meanings of the individual sentences.

In addition, composing, future, may be divided into writing which is, in essence, telling or retelling and writing which is transforming. Retelling signifies the sort of writing that is, to a large extent, already known to the author, such as narratives and descriptions. The planning involves recalling and reiterating. Transforming, on the other hand, signifies that sort of writing for which no blue print is readily available. The planning involves the complex juxtaposition of many pieces of information as well as the weighing of various rhetorical options and constraints (Bereiter and Scardamali, 1987). In this type of writing, the author is not certain of the final product; on the contrary, the writing act constitutes a heuristic through which an information-transfer problem is solved both for the author and for his or her intended audience. This notion of composing is much more comprehensive than the idea of drafting or 'shaping at the point of utterance' (Brittton, 1983), since it takes in the 'final' product. Many sorts of what traditionally have been labeled expository and argumentative/ persuasive texts, as well as 'creative' writing, involve transforming.

On the other hand, writing abilities are not naturally acquired; they must be culturally (rather than biologically) transmitted in every generation, whether in schools or in other assisting environments. While there are many distinctions between the two media in terms of lexical and structural use, the acquired/ learned distinction deserves particular attention. The logical conclusion to draw from this distinction is that writing is a technology, a set of skills which must be practiced and learned through experience. Defining writing in this way helps to explain why writing of the more complex sorts causes great problems for students; the skills required do not come naturally, but rather are gained through conscious effort and much practice. It is also very likely, for this reason, that numbers of students may never develop the

more sophisticated composing skills which transform information into new texts.

The crucial notion is not that writing subsumes a set body of techniques to master, as might be claimed, for example, in learning to swim ; rather, the crucial notion is that writing is not a natural ability that automatically accompanies maturation (Lieberman and Lierman, 1990). Writing – particularly the more complex composing skill valued in the academy – involves training, instruction, practice, experience, and purpose. Saying that writing is a technology implies only that the way people learn to write is essentially different from the way they learn to speak, and there is no guarantee that any person will read or write without some assistance.

## **2.5 Rogers Self Theory Relativity to Language Learning**

As Carl Roger's theory is humanistic in its essence. It has wide ranging implications in language learning. When children start going to school at the age of four or five, they are being taught to write their names firstly. This is the beginning of the development of their 'self. They feel important and good when the teacher calls them by their names. It gives them a sense of identity and uniqueness; they recognize themselves as individuals and beings with a distinct identity and thus it consequently leads to the development of a positive self- image.

Similarly, in advanced stages, if the learners are being taught to write essays and paragraphs on 'Myself,' it helps in building their positive self-regard. They develop a sense of high self-esteem within themselves which helps them in becoming fully functioning individuals who can develop their personality and selves to the fullest possible extent .

Writing about one's own self also enhance s one's creative abilities and promotes a sense of openness towards different life experiences. Also, at an advanced stage learners could be encouraged to pen down their feelings and ideas about life or certain experiences which they find difficult to express and cope with. In this way they would be able to overcome their fears and complexes and to give an outlet to their troubled emotion. It would help them to redefine and strengthen their 'own self' and to develop it fully.

Applying Roger's concept of unconditional positive regard, language can be utilized to teach expressions of courtesy and goodwill to the learners. When they are taught to use expressions, such as 'thank you', 'sorry', 'good to see you', 'nice meeting you/ etc. in classroom situations they will automatically learn to give unconditional positive regard in real life situations as well.

Using a communicative approach to language teaching, the students could be asked to greet people whom they are meeting for the first time, to help some stranger find his way around town etc. Moreover through 'contact assignments' the learners could be sent out of the classroom with strangers and people of all kind, which would eventually foster a spirit of giving unconditional positive regard in the learners. They would learn to offer help and be good and kind to people without putting conditions on them. This, in turn, would also make them worthy in their own eyes as well. Feelings of brotherhood, unity and harmony can be promoted within a society by making the language learners work in pairs or groups, Tango seating, information gap, jigsaw activities, role plays and simulations are some of the classroom techniques which when used for language teaching, automatically teaches learners to accept each others' differences and gives positive conditional regard for effective learning. The concepts of 'my', 'we' and 'us' should be taught to them using these classroom tasks. Using Roger's theory of personality development in language learning, a better society can be formed, whose members have self-respect, sense of worth and dignity and also respect, courtesy and tolerance for others.

## **2.6 A Social- Context Approach to the Writing Process**

Beginning in the 1980s, socially oriented views of writing developed from a number of different sources, among them sociolinguistics, Hallidayan functional linguistics, elementary education research, socially based rhetoric, and the sociology of science. These perspectives on literacy, knowledge, and writing found a receptive audience among writing researchers who were troubled by the educational status quo, Piagetian developmental psychology, and the limitations of protocol analysis. Rather, the new groups of researchers have proposed that a writing - as - a process approach has little meaning outside of the social context which defines the particular writing

purpose, a notion as applicable in the classroom as it is in the real world (e.g. a Vygotskyan perspective). The essential point, as argued by Cooper (1989), Faigley (1986), and Witte (1992), is that writing can only be understood from the perspective of a social context and not as a product of a single individual.

This general trend in writing research is a product of recent years and is, understandably, not yet well formed in terms of a consistent theory of the writing process (cf. Flower, 1994). In fact, there are a number of distinct perspectives within a social view of the writing process: one from the perspective of educational ethnography (being more educationally oriented), a second from the perspective of sociological linguistics (or sociolinguistically oriented), and a third from the perspective of discourse communities (more theoretically oriented). Yet another perspective is that from the sociology of science, treating the production of writing as also being creative in a social context.

## **2.7 Non – Directive Teaching Model**

According to Hyland (2004: 7) writing is learnt, not taught, and the teacher's role is to be non- directive and facilitating, providing writers with the space to make their own meanings through an encouraging, positive, and cooperative environment with minimal interference. Because writing is a developmental process, teachers are encouraged not to impose their views, give models, or suggest responses to topics beforehand.

In addition, the non-directive model emphasizes facilitated learning. In this model, the teacher tries to see the world as their students see it, through their interaction with the students. The teacher conducts empathetic communication which nurtures and develops the student's self-confidence and direction. The teacher communicates to the students that their thoughts and feelings are acceptable. Both positive and negative feelings are necessary to emotional development and positive solutions.

There are five stages to the non-directive model. Firstly, the teacher is caring and responsive. In this stage, the instructor shows genuine interest in the student and acknowledges that the student is a person. In this phase, the instructor encourages the

students to express their expressions freely. Secondly, the problem is explored by encouraging the student to define the problem and the teacher acknowledges and clarifies the feelings. The teacher takes on a non-judgmental attitude in regard to the student's expression of feelings. Thirdly, the student develops insight by discussing the problem and support is given by the teacher. The fourth stage, planning and decision making is initiated by the student with the teacher clarifying possible decisions. In this phase, the relationship is free from intimidation. The instructor does not show individual partiality or react in a personally critical behavior manner to the student. In stage five, integration takes place where the student acquires further insight and cultivates more positive actions. "A kind of 'growth syndrome' emerges as the student (1) releases feelings and (2) develops insight, followed by (3) action and (4) integration that leads to a new orientation" (Joyce, Weil & Calhoun, 2009: 328). From these phases, the student acquires a new perception of himself/herself, can take action to form decisions to incorporate the choice of established goals, formulate action which gives the integration of independence and confidence.

According to Grows's article (1991), Teaching Learners to be Self-Directed, he discusses the Staged Self-Directed Learning Model which consists of four stages. In Stage One, learners of low self-direction, he indicates that these dependent learners need an authoritative figure to guide the students in explicit directions on what to do, how to do it, and when to do it. In this stage, the learning is teacher centered. To teach students at this stage, the instructor does it through coaching. "To use the coaching method, you must first establish your credibility and authority" (Grow, 1991: 130). The teacher is the expert and dependent learners respond best to clearly organized material. In Stage Two, learners of moderate self-direction, they are interested and respond to motivational techniques. They are willing to do assignments where they can see a purpose for doing it. In teaching learners at this stage, the instructor does it through motivation. The teacher brings enthusiasm into the class to engage the students in the excitement of learning. "Learners at this stage respond positively to personal interaction from the teacher..." (Grow, 1991: 131). In Stage Three, learners of intermediate self-direction, the learners have acquired skill and knowledge and they see themselves as being a contributing factor in their own education.

“They are ready to explore a subject with a good guide. They will even explore some of it on their own. But they may need to develop a deeper self-concept, more confidence, more sense of direction, and a greater ability to work with (and learn from) others (Grow, 1991: 133).” In teaching learners in this stage, the instructor acts as the facilitator. The instructor and the students share in the decision-making, where the students take on the increased role in this process. In Stage Four, learners of high self-direction, students set their own goals and objectives – with or without the use of guidance. The students are willing and able to take the responsibility of their own learning and direction they perceive to follow. In teaching the Stage Four learners, the instructor does it through delegating. The teacher does not take on the role of teaching the material but rather works on developing the student’s ability to learn.

## **2.8 Teaching One – to – One The Writing Conference**

The writing conference is at the heart of teaching writing and is the core of the writing workshop. The writing conference is a one – on – one strategy, that take place between the student writer and the teacher. Conferring is perhaps the best opportunity for direct and immediate teaching of the complex processes and skills involved in writing. Individual conferences generally are short, about two to five minutes, and occur while the other students are involved in their own independent writing projects.

One of the primary purposes of the writing conference is to help students take a deeper look at their writing and ask themselves questions such as, “What else do I want or need to say?” “What can I add?” “Does this make sense?” “How can I change this to make it better?” and “What kinds of questions will the reader ask?” Teachers, listening and asking questions during individual conferences, help students look at their own writing with a critical eye while also helping them begin to ask themselves these kinds of questions. Conference can occur at any stage of the writing process. As a result, they can be an avenue for one – on – one instruction covering a wide range of writing skills, strategies, and concepts.

Moreover, one –to – one teaching writing conference provides learner opportunity to engage in real communication, more feedback and better understanding of the learner’s needs. According to Don Graves (1994), the “ purpose of the writing conference is to help children teach you about what they know so that you can help them more effectively with their writing.”

The teacher’s conference role here is to encourage this exploration, to help students move through the process of discovery by talking with them, asking questions, and generally keeping up the momentum of exploration. This is especially important with writers who mistakenly think of finished papers as mere transcripts of what should have been in their heads beforehand .

The writing teacher in a conference is like a coach working with the writer through all the “-ings” of writing- thinking, planning, drafting, revising, and editing- even when these occur almost simultaneously.

What does one –on – one writing conference look like ?

Generally, teachers will gather the class and conduct a focused lesson with the whole group. Often, teachers will engage the class in whole group discussions in which they model the kinds of questioning and discussions that they want to encourage later in individual conferences. Many teachers use a thinking aloud strategy with a piece of their own writing, asking themselves questions about the work – in- progress out loud so that students learn to question their own writing. When conducting writing conferences , teachers experienced with writing conferences focus more on the writer than on the writing. Many start the conference with a question such as, “ Tell me about your writing.” They then enter into a natural conversation with the student, telling what they understand, asking question about what they don’t understand. Asking for more information or detail about something that piqued their curiosity, or posing other probing questions about the student’s writing. Carol Avery (2002) lists some questions she typically asks students, yet she makes the point that every student is different, so specific questions will vary: What is happening in your story ?, How did you get that idea ?, Will you put that information in your story ?, Can you tell me more ? I don’t know much about....., When this happened , what do you remember most ?

From the statements above, it can be concluded that teaching one – to – one writing conference increase students' independent learning and the conference permits teacher and student to attend to the student's own writing and the student's own process. Jan Turbill offers her definition of what is achieved in teacher / student conversation : “ [ A conference ] is a talk between a teacher and child or group of children about their work. It is time set aside for that purpose. It is an incomparable means of individualizing the teaching learning relationship. And though in one sense it is simply ‘ a talk,’ it is also, for the teacher, an art- chiefly the art of drawing forth ideas and fostering thinking, by asking questions. Asking questions is one way to help students find their own answer. Another form of help that teachers and tutors can provide is offering students the opportunity to talk about writing- to articulate problems and to explain what they are doing. This ability to talk about writing is important to students' progress as writers. Without it, they are often unable to proceed, unable to present to themselves the problems to be solved. Besides, the kind of talk that encourages independent learning also promotes interaction between writers and their readers.

In addition, the benefits of One – to –One Teaching to improve learners' Writing, according to Peter Schiff (1978), summarized all the empirical evidence then available that demonstrated the effectiveness or value of conferences. The result of the studies conducted in 1971 by J.P. shaver and D. Nuhn with fourth-, seventh-, and the tenth- grade underachievers in reading and writing, indicated that the tutoring produced significantly greater results. Sutton and Arnold's conclusion was that the highly individualized instructional methodology employed in the writing lab had a significantly beneficial effect upon the later English grades of the students.

Moreover, Deanna Gutschow (1975) suggests that the conference not only illustrates and demonstrates this process, it also encourages writers to practice actually being critics, to hear themselves offering opinions. Teaching students in one-to-one situations also offers excellent opportunities for student learning. In this workshop we will examine ways to: encourage student use of office hours and study centers; use one-to-one teaching opportunities to promote student ability to work independently; and anticipate and prepare for a variety of questions, issues and challenges which may arise in office hour and study center situations. One-on-one conferences provide teachers a

deeper understanding of how students are handling writing assignments. Taking the time to meet with students helps them feel more confident about the direction their writing is going. Conferences also give teachers better insight into students' composing processes, which makes it easier to address student writing concerns by adjusting how to teach/talk about writing in class or how to construct assignments.

#### Benefit of One – to – One Teaching

Conference may indeed be a natural component of teaching the writing process and one - to – one writing conference provides benefits for students and teachers as below :

#### Improving writing

Peter Schiff's study (1978) summarized that one - to – one writing conference has positive effects and promotes students' writing success. Sutton and D.S. Arnold (1974) studied the effectiveness of tutorial assistance in remedial writing instruction compared to the classroom lectures and discussion used for a control group. Sutton and Arnold's conclusion was that the highly individualized instructional methodology employed in the writing lab had a significantly beneficial effect upon the later English grades of the students. Another study of a programmatic use of conference, conducted in 1978 by the Los Angeles community College District, tested effectiveness of the Garrison method of using conferences in both freshman English and remedial composition classes. The results showed that students instructed according to the Garrison method showed greater gains between pre- and post-tests, with the students in remedial classes showing even more gain than did the students in the standard freshman courses.

#### Providing Better Feedback

According to Andrew Cohen (1987) he concluded that conference comments are clearer than those written on paper. As a result of his studies with students in State University of New York at Binghamton , he concluded that the results showed that sometimes teacher feedback may be too abbreviated in nature, too general, and possibly not focused enough in the areas where learners want feedback, for it to have much impact on the learners. Furthermore, feedback in a conference is not only clearer, it's quicker. Conference on the other hand, permits brief meetings with writers immediate reactions to working – process. And when we confer with writers as soon as

their papers are ready for a reader, the writing is fresh in the writer's mind and the comments are still relevant. A week later writers are likely to forget what problems they had and what choices they made between alternative pictures proclaims "You don't have to wait a week to see if you made a mistake." In summary, working with individuals in the process of creating a piece of writing is the best use for your time and energy. It is also pedagogically sound: the feedback between you and student is kept close and recurrent.

#### Helping Writers Critique Their Writing

Writers need to develop their self-critical powers in order to appraise their work as they progress. Without this ability to review and assess what has been written, or to question its content, consider alternatives, or wonder what's missing, writers are less apt to revise in any meaningful way. Deanna Gutschow (1975) promotes the growth of this critical stance by engaging in dialogue with her students during conferences, a technique students then learn to internalize and use when writing alone. The conference not only illustrates and demonstrates this process, it also encourages writers to practice actually being critics, to hear themselves offering opinions. Donald Graves (1983) sees an equal need for writing conferences for young children, because they too need to gain a sense of voice by first hearing themselves express ideas and opinions orally.

#### Helping Writers Become Independent

The primary goal of a writing conference, like any other instructional method, is to make the student a skilled, knowledgeable practitioner of the field. The teacher's goal is to help learners out of a job, that is, to make the student independent. Jerome Bruner explains: "Instruction is a provisional state, that has as its object to make the learner or problem solver self-sufficient....The tutor must correct the learner in a fashion that eventually makes it possible for the learner to take over corrective function themselves. To make writers self-sufficient, able to function on their own, teachers have to shift the burden to them, not an easy task for a student conditioned to waiting for a higher authority to pass judgment on what they should do. Typically, such a student is benefit of suggestions, when asked a standard opening question in a writing lab tutorial. As Murray indicated that one-to-one writing conference helps students become independent writers. However, the teacher must remember his role and not

over-teach. It is not his own writing. It is the student's responsibility to improve the paper and the teacher's responsibility to make a few suggestions which may help the students improve.

## **2.9 Rogerian Communication**

Rogierian perspectives cut across the boundaries of established academic fields and their traditional approaches as a result of Rogers' identifying inter subjective modes, experiencing as fundamental to what he called "mutual communication." Mutual communication tends to be pointed toward solving a problem rather than toward attacking a person or group. It leads to a situation in which 'I see how the problem appears to you , as well as to me, and you see how it appears to me, as well as to you' (Rogers 1961: 336). Rogers extended his clinical model of empathy in the helping relationship to situations of functional or instrumental communication.

In these situations, empathy and inter subjectivity could collaborate (as in therapy) to produce increased understanding and movement toward resolutions of problems. The pragmatic means and ends of Rogerian problem solving can be directed toward both individual and social/ collaborative goals. In education, for example, Rogers believed that the teaching- learning relationship was best carried on by solving problems. In public conflicts over issues of social policy or ideology, Rogers sought to reduce tension and defensiveness to produce a climate favorable for problem solving.

Real communication occurs.....when we listen with understanding..... to see the expressed idea and attitude from the other person's point of view, to sense how it feels to him, to achieve his frame of reference in regard to the thing he is talking about (1961: 331-332)

A curious irony arises, moreover, from contrasting the vehemence of the assaults on Rogerian theory and practice with Rogers' goal of reducing the climate of threat and defensiveness that results from antagonistic confrontations (e.g., Pounds, 1987). For teachers, and researchers who wish to examine the significance of Rogerian perspectives in oral and written communication, a broad representation of materials is offered, beginning with Rogers' 1951 paper on communication and introducing new

work by current theorists and practitioners in the field of rhetoric and composition. The purpose of Rogerian communication perspectives extend Rogers' "person centered" principles into classroom interactions, peer response groups, and other collaborative activities.

The reassessments of Rogers, offer new ways of understanding and applying Rogerian principles to the central issues of rhetoric and literacy: speaking and writing about ideas, reading and writing about text, listening to and understanding expressions of others' opinions and feelings.

### **2.10 Rogerian Collaborative Rhetoric**

The applicability of Rogerian principles to rhetoric and communication is not limited to the level of the individual's separate activity, but rather encompasses more social and collaborative levels. Rogerian principles foster collaboration from their very origination in the interactions of persons seeking healthful growth. In terms of current rhetorical theory, Rogerian principles are fully operational within a contextual model of rhetoric—that is, one describing the interrelations of a discourses with other(s) (conversers or audience) using language in a particular social/historical context to produce new information and understanding.

Rogerian principles apply to the study of a broad range of discourse situations in their entirety. Although recent theorists, like LeFevre (1987) and Berlin (1987), place Rogers more restrictively within their theoretical models, their transactional and social/epistemic conceptions of rhetoric are incomplete to the extent that they minimize the collaborative characteristics of Rogerian principles. Within the contextual model of rhetoric, Rogerian theory and practice can best be called collaborative. Because they apply to a broad range of inter-subjective activities of communication .

Thus, Rogerian collaborative rhetoric applies to a broader range of oral and written communication than generally acknowledged. According to rhetoricians' early view of Rogers, his ideas were limited to argumentation. In this context , critics objected to the adaptations of such ideas as "active listening," "saying back," and empathy from oral dialogue to written texts. For example, assuming that the putative

audiences for typical school assignments (e.g., persuasive essays) or actual public statements (letters to the editor) were distant and silent (unable) to respond immediately. If at all, individual writers and their audiences could not engage in the interpersonal give and – take necessary to work out resolutions acceptable to those with differing positions.

Now, however, Rogerian argument constructed by a solitary, subjective, school- oriented writer is not the only, or most desirable , situation for Rogerian praxis. For many rhetorical situations, Rogerian principles offer initial guidance for one to engage in dialogue both internally (as self- generating interior conversation) and externally in actual discourse. In both instances, this dialogic process takes place as a social act by imaginatively internalizing and constructing others according to one’s empathic understanding.

This inter subjective activity, necessary for knowledge and interpretation of others (Agosta, 1984; Teich, 1990; Chapters 14,17, this volume), places Rogerian principles in both individual and social/ collaborative contexts. As a result, beyond the initial and ongoing internal empathic construction of the other Rogerian principles, provide the means for developing positive and productive external communication directed toward ends that are mutually acceptable to the parties involved.

With what has been called Rogerian argument, it is now clear that there is more than just conventional accommodation at issue. For situations of conflict or argumentation, Rogers’ principles offer unique ways to reduce tension and personal threat, thereby increasing opportunities for understanding to the point that individuals may be willing to risk changing their positions. However, not only Rogerian perspectives focus on these matters to a greater extent than forensic, adversarial approaches, but also Rogers’ “person centered” attitudes take these matters beyond conventional accommodation and make them central to a rhetoric of Rogerian principles and practices generally applicable to collaborative social communication. Consequently, Rogerian theory and practice provide radically different lenses through which we can view all discourse situations , not just conventional argumentation. As a result, new ways of looking at and generating oral and written discourse become available .

## 2.11 Rogerian Principles in Rhetorical Practice

Rogers described basic principles as both attitudes and conditions: attitudes held by individuals, and the psychological conditions that these attitudes promoted (e.g. Rogers, 1980,1961). Rogers identified three fundamental attitudes as promoting psychological growth- “congruence”, “ unconditional positive regard” and “empathic understanding” . But these three attitudes are not limited to psychotherapy in bringing about an individual’s “constructive change or significant learning” (1961: 282). The three attitudes (as expressed by such responses as active listening and restatement) are applicable to many communication situations beyond argumentation- to the discourses of teaching, parenting, supervising, negotiating- to circumstances, in short, where “ person- centered” collaboration is important.

Rogerian principles, as applied beyond therapy to rhetoric , communication, and education, are both compatible with and contribute to the current inclusive approaches in these fields; from the writing process and problem solving to generative and epistemic rhetoric in social contexts. Rogerian principles in their practical applications support a theoretical model of balanced pluralism in these fields, in which separate approaches do not exclude or appropriate others, but can engage in respectful dialogue and collaborate within a contextual model of rhetoric. As Rogerian principles demonstrate, psychological approaches that represent personal and expressive modes of communication can be equally valued with linguistic /structural and social/historical approaches in a balanced pluralism.

The pluralistic balance that Rogerian principles support is primarily evident in their focus on both the affective and the cognitive elements of all discourse situations. For the affective and cognitive balancing necessary in teaching situations, for example, Rogers applied the principles of the “helping relationship” to facilitate growth for individual and social responsibilities. Teachers like therapists. Must start with each person’s ideas and feelings evident in particular situations. The teacher then becomes a facilitator and collaborator through the three attitudes of congruence , positive regard, and empathic understanding. A facilitator( whether therapist, teacher, parent, supervisor) does not lead autocratically or coercively, but aids individuals and

groups in becoming “self-directing” (Kirschenbaum, 1979: 95-367). The individual’s goals are to become responsible for one’s own learning , to learn about oneself (in both affective and cognitive domains), and to understand oneself in relation to others by “becoming more acceptant of others” (Rogers, 1961: 280).

In the writing process, Rogerian principles can create conditions that foster supportive, nonthreatening dialogue both internally and in social contexts. Most phases in the process of generating written discourse are amenable to Rogerian collaborative rhetoric: invention, sharing and discussing ideas, changing one’s opinions, responding to and revising drafts, interpreting finished texts. To the extent that particular subject matter and situations allow, Rogerian principles in the writing process can be engaged both alone and with others in the oral and written interactions that produce a final product.

On the other hand, Rogerian principles bridge the gap between the “internal dialogic perspective” and the “collaborative perspective,” as defined by LeFevre (1987), given the connection between empathy and intersubjectivity in process of creating one’s self and others ( Agosta, 1984; Teich, Chapters 14,17, this volume). The applications of collaborative Rogerian dialogue include both the internal imaginative constructions of external dialogues and the actual public dialogues themselves. In the solitary moments, when there is not another present to reflect and check one’s perceptions, Rogerian principles offer internalized opportunities for cognitive and affective representations of the other, but within the constraints of actual- world conditions in order to be faithful to the ideas and feelings of the other.

The transfer of Rogerian principles beyond the clinical situation calls our attention to the similarities and differences between their application in therapeutic situations and in other rhetorical situations. Therapeutic situations require empathy and the other facilitative attitudes that Rogers identified as necessary for mutual communication . If we consider the verbal discourse of psychotherapy, it is a specific form of communication (the collaborative construction of narrative discourse about the self). It represents and formulates both the affective and cognitive aspects of a person. But while such therapy is a kind of discourse, not all discourse situations would be appropriate for therapeutic Rogerian rhetoric. To the extent that rhetoric is

assumed to be and practiced as forensic, adversarial, manipulative, and nonfacilitative, it is inimical to Rogerian principles and practices.

Thus, in our teaching, the adversarial mode should not remain privileged by its exclusion of what Rogerian principles provide: attention to psychological affect and collaborative problem solving.

## **2.12 Rogerian Problem solving**

In Rogers' pragmatic fashion, he regarded problem solving as applying not only to the therapeutic situation, but also to such fields as communication and education; moreover, he sought to transform structures and institutions in all the fields he encountered. "Significant learning" to Rogers (1961) occurs most readily in relation to situations perceived as problems (p. 286). This kind of learning is learning which makes a difference- in the individual's behavior, in the course of action he chooses in the future, in his attitudes, and in his personality (p.280). It is from actual life, according to Rogers, that the important problem and challenges emerge; they are not simply assigned in class by teachers. In a rationalistic fashion, Rogers proposed that "the student as a self-respecting, self-motivated person" should be made aware of the immediate and long-range implications of the problems at hand and should be "free to choose whether he wished to put forth the effort" (p.291) to solve the problem or strive for the goal.

Frequently from the 1950s, Rogers objected to the conformity which he found in American education and society. "Our whole culture- through custom, through the law, through the efforts of labor unions and management, through the attitudes of parents and teachers- is deeply committed to keeping young people away from.....real problems of individual and group living" (1961, p.293). Rogers recognized that the politics of person-centered education threatened the conventional roles of teacher, student, and administrator. To change educational policies, Rogers and his colleagues sought, not only to theorize about the transfer of power from authority figures to learners, but also to engage in experiments to transform educational institutions (Kirschenbaum & Henderson, 1989: 299).

Yet Rogers focused on the individual as the basic agent of change.

In our present educational culture, (the person-centered approach) cannot exist unless there is one precondition....a leader or a person who is perceived as an authority figure in the situation who is sufficiently secure within herself and in her relationship to others that she experiences an essential trust in the capacity of others to think for themselves, to learn for themselves. (Kirschenbaum & Henderson, 1989: 326-327)

Rogers' rationalistic conception of problem solving in education and the helping professions, connected individuals to ethical action in both personal and social/political spheres. Rogers' own connection to social action can be traced through John Dewey's ideas of progressive education. To Dewey, education should provide individuals with the means to live as responsible community members in a democratic society. Dewey's philosophy initially influenced Rogers through lectures he attended given by William Heard Kilpatrick, a prominent follower of Dewey, at Teachers College, Columbia University in the 1920s (Kirschenbaum, 1979: 48-49; Evans, 1975: 111; Zappen, Chapter 10, this volume).

Two aspects of Dewey's ideas are notable in the formation of Rogers' principles. First, just as Dewey saw the teacher's role as engaging students' interests so that their learning would become self-motivated, so Rogers defined the facilitative role (whether assumed by self or others) as engaging the three person-centered attitudes (congruence, acceptance, empathy) that foster the self-directed growth of individuals. Rogers' concerns, like Dewey's, did not end with the individual (and did not glorify emotional indulgence or release), but carried through to social action with implications for improving society.

Second, Rogers' rationalistic assumptions for solving problems resemble Dewey's belief in reason as the means for negotiating social issues. While Rogers added emphasis on the affective characteristics of conflicts and sought to reduce psychological threat and defensiveness, his goal (like Dewey's) was to allow reason to operate for "objective resolutions to value conflicts". For many of Rogers' critics, his approach to problem solving through improving communication assumed too much rationalism and reasonableness. To Rogers' colleague, Richard Farson, Rogers reduced complicated human dilemmas and conflicts by taking them out of such contexts as history, culture, class, and power (Evans, 1975). However, both in

classroom and actual- life situations, those employing Rogerian collaborative principle can attempt to avoid these limitations, as essays in this volume describe.

For writing instruction the problem – solving approach has been criticized by some rhetoricians and composition specialists as too empirically positivistic, narrowly utilitarian, ideologically contaminated, and lacking the generative and epistemic qualities of current rhetorical theory. For example, in pedagogical terms, Fahnestock and Secor (1983) examined three major approaches for teaching argumentation and judged that their “ rhetorical/ generative” approach was superior to what they labeled content/ problem solving,” given their aim of teaching transferable rhetorical skill. But their definition of problem solving narrowly linked it with specialized course content (interdisciplinary or case studies), thus undercutting their generalized charges against problem solving that it is preoccupied with content and that this focus “ tends to crowd out the writing instruction” (p.22).

Such a limited conception of problem solving can be corrected by a comprehensive “pluralistic theory of problems” that includes concepts of solving epistemic problems in writing (Carter, 1988; MacDonald, 1987; House & House, 1987). To sum up above, the essays in this volume show, Rogerian problem solving is not incompatible with the epistemic aspects of inquiry in a contextual model of rhetoric. Rogerian perspectives are not inherently vulnerable to the charges of being overly positive or detached from historical and cultural considerations.

### **2.13 Rogerian Reflection as a Teaching Device**

An Instruction Model using Rogerian Technique, focuses on small group conference provides Students’ with a chance to elicit their thought with spoken language to written language. Rogers has demonstrated that statements of reflection are more effective than questions in encouraging responses. In addition it promotes the most effective form of learning and fosters active learning. According to (Attman McGinnies, 1960) he defined that writing courses are particularly well suited to learning groups.

The instruction model consists of five specific functions:

1. Pointing to structure: The purpose of this function persuades or invites learners to set the story and continue talk. This function leads students to discover that nondirective techniques are more effective for providing a positive therapeutic outcome.

2. Clarifying : In this function, students will often state succinctly what is still unclear, knowing that remaining discussion time is short.

3. Expanding : In the third function, which restated with about the same level of Clarifying give the students a chance to review their own words and ideas.

4. Recalling : In this function, there was the student refers to something talked about earlier in order to make a summary of state or express in a concise form to provide a summary.

5. Summarizing : The last function, which provides additional clarification and focuses the issue. Be able conclusion to summarize to be able to conclude the summary.

These five functions of Rogerian reflection can serve one of two purposes : to continue the discussion or to reach closure. They invite the writer to continue talking in search of more content or a sharper purpose. Pointing to structure could function in either way. Serving an invitation to discuss organization or as a means of reaching closure. Both Rogerian reflections and questioning techniques have great influence by function as pivotal interactions between readers and the writer. Influencing the direction and the quality of discussion.

To sum up, this teaching method is based on Nondirective Teaching Models which emphasize and develop human potential, movement and client- centered therapy, so that learning will continue throughout life in a self- directed manner (DeCarvalho, 1991). This positive psychology movement has its roots in humanistic psychology (Robbins, 2008)

## **CHAPTER III**

### **METHODOLOGY**

In this chapter, the research design and methodology employed in the study will be elaborated. The presentation covers the following main topics:

- 3.1 Population
- 3.2 Sampling Procedure
- 3.3 Research Instruments
- 3.4 Research Procedure
- 3.5 Data Analysis

#### **3.1 Population**

The subjects in this study were 30 high vocational education students, who registered to the diploma course Developing English Skills for Communication 2 (E3000-1202) or a writing course during the second semester of the academic year 2011 at Mahasarakham Technical College. The students in both genders were selected through purposive sampling. This type of sampling enabled the individuals to get an equal chance to participate in the study. The time spent on the study lasted for fifteen weeks. To far end, one-on-one writing conference was assumed to be able to help students' learning the target language effectively.

#### **3.2 Sampling Procedure**

According to Najib (1999), a population is a group of people who share similar characteristics. In good research, the number of subjects should represent at least 30 percent of the population. This research was conducted at Mahasarakham Technical College. The subjects of this study were 30 second years students following Diploma in Machine Shop Department, Electrical Power Department and Computer Technology Department. The 30 subjects were purposively selected from the class of the students who enrolled in Developing skills for English Communication 2

course. Actually, the subjects have different levels of proficiency. According to the their grade average point, the researcher divided samples into three groups of language proficiency levels. Their language proficiency level ranged from upper intermediate, intermediate and basic. The heterogeneity would help to give a clearer picture of the relationship between the students' skills and their level of anxiety.

### **3.3 Research Instruments**

1. Instructional Model and Lesson plans
2. Students' Questionnaires
3. Writing Ability Rubric
4. Writing Apprehension Test (WAT)
5. Behavior Observation
6. Interview
7. Students' essays

### **3.4 Research Procedure**

This research is focused on reducing students' English language writing Apprehension by using Rogerian Techniques. This problem is very vital for EFL students. This problem, whereby EFL learners cannot communicate efficiently, although they have studied English for many years, has existed for many years. This study is provides both qualitative and quantitative research. The researcher uses the principle and the procedure of qualitative and quantitative research in searching to solve class arrangement and English learning. The researcher thinks that one to one writing conference can help them use English language effectively for communication. This study lasted fifteen weeks. There are four steps in the research design as shown in figure 1 below :

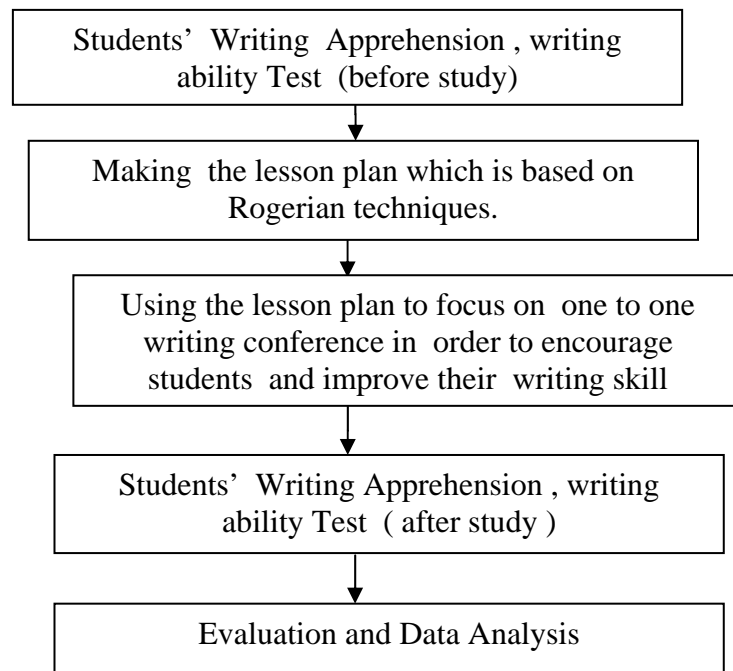


Figure 1 : The research procedure

#### Step 1 : Orientation ( Before experiment period)

The first week before the research tools were used, the researcher selected the subjects from Electrical Power Department, Machine Shop Department and Computer Technology Department by purposive sampling. Therefore, the subjects had different levels of language proficiency and were divided into three groups : upper intermediate, intermediate and basic, according to their grade average of “ Developing Skill of English Communication 1” subject assessed in the first semester (2011). The subjects were requested to undertake the WAT test. At the same time the researcher asked each student to respond to twenty six questions. There are thirteen positive statement questions and thirteen negative statement questions in this test. The questions were designed to identify the things that made writing easier and less fearful.

#### Step 2 : Making the lesson plan based on Rogerian Techniques

Lesson plans or instructional models were designed, based on the Rogerian techniques in English writing class. The classroom setting was Developing English skills for Communication 2 . The objective of this course is to promote students use of English for communication in daily life. In the class, students were assigned tasks

to write essays in five topics, consisting of autobiography, favourite friend, favourite sports, favourite TV program and How to save the World. This study took fifteen weeks, in each week the instructor checked students first draft and gave comments and feedback through one on one conference. Each student took about 10 – 12 minutes in each conference with the instructor. There are five lesson plans. Each lesson plan took three hours of classes per week. Each activity was designed to emphasize and encourage the learners to express their expressions freely and develop student insight by discussing their problems. These lesson were developed using the “non-directive teaching” model and one to one writing conference. The “non-directive teaching model and one to one writing conference focuses on facilitating learning. The environment is organized to help students attain greater personal integration, effectiveness, and realistic self-appraisal” (Joyce, Weil and Calhoun, 2009). This model was used in order to help students understand how well they’ve learned writing process as shown by the phases below :

Phase 1 : Selection of the topic: By students.

Phase 2 : Pre- writing : Brain storming, collecting , data, note taking outline.

Phase 3 : Composing : Getting ideas down on paper.

Phase 4 : Response to draft : Teacher/ peers respond to ideas, organization, and style.

Phase 5 : Proofreading and editing : Checking and correcting form, layout, evidence. etc.

Phase 6 : Evaluation : Teacher evaluates progress over the process.

Phase 7 : Publishing : By class circulation or presentation notice board, website, etc.

The emphasis of An Instructional Model to Reduce Thai Technical Students Foreign language Writing Apprehension Using Rogerian Technique is a teaching and learning process that enhances students’ writing and helps them to reduce the writing apprehension through other classmates’ advice, criticism and revising writing among themselves. It involves the return of feedback to the writers and enables them to understand the strong points and the weak points of their writings and modify them further. The teacher plays the role of facilitator.

Moreover, an Instruction Model using Rogerian Technique focusing on one to one writing conference provides Students with a chance to elicit their thoughts with spoken language to written language. Rogers has demonstrated that statements of reflection are more effective than questions in encouraging responses. In addition it promotes the most effective form of learning and fosters active learning. (Attman McGinnies, 1960) defined that writing courses are particularly well suited to learning groups. The instruction model consists of five specific functions:

1. Pointing to structure: The purpose of this function persuade or invite learners to set the story and continue to talk. This function leads students to discover that nondirective techniques are more effective for providing a positive therapeutic outcome. However, in this step, the instructor used leading questions for guiding students towards an expected response. In addition, it shows that the instructor was actively listening and concentrating on the conversation.

2. Clarifying : In this function, students will often state succinctly what is still unclear, knowing that remaining discussion time is short. In this step, some students use vague or unclear language, or when the instructor needs more detail, seek to further understanding them by asking for clarification.

3. Expanding : In the third function, which restates with about the same level of clarification, gives the students a chance to consider their own words and ideas. For this step, the instructor focuses on students' critical thinking. Students need to talk about their thoughts, generate ideas and focus on their topics, taking five or ten minutes of class time for students to read their writing in the conference . It is important for instructor to hear what students have written.

4. Recalling : In this function, students recall something talked about earlier to make a summary of state or express in a concise form to provide a summary.

5. Summarizing : The last function, which provides additional clarification and focus on the issue to be able to conclude or summarize. In addition , summarization techniques are the restating of the main ideas of the writing . there is extensive research that shows that summarization is among the top nine most effective teaching strategies in education. Moreover, the students have to recall some unrelated idea, knowledge or features, formulate and identify their relationships and come up with a conclusion. Instructor try to encourage students thoughts about their essays.

To sum up, these five functions of Rogerian reflection served the purpose of the study and it invited the students to continue talking in search of store content or a sharper purpose. Pointing to structure can function in either way, serving an invitation to discuss organization or as a means of reaching closure. Both Rogerian reflections and questioning techniques have great influence by function as pivotal interactions between instructor and the students, influencing the direction and the quality of discussion. Once students feel free to use Rogerian Techniques as a result of imitating the instructor's response, the conversations in groups pick up. When students realize that others are actually listening and responding to them, they develop trust in the group and grow more willing to risk, more willing to share writing difficulties. The situation of instructors providing reflection to other students can even be reversed. As an instructor makes a comment, the students may make a reflection that sharpens or further clarifies an idea within their own paper, when the instructional model using Rogerian Techniques is applied to one-on-one conference and focus on student writing feedback. Research shows that rubber stamp comments are less valuable to students than comments that show our involvement with the specific writing at hand. As we know, comments will have more effect if they are made at a point when students can consider them in the course of drafting or revising. Lester Fisher and Donald Murray suggested: "The teacher must remember his role and not over teach. It is not his responsibility to correct a paper line by line, to rewrite it until it is his own writing. It is the student's responsibility to improve the paper and the teacher's responsibility to make a few suggestions which may help the student improve", as the design of the research framework is shown in the figure 2 :

Using One – On – One Writing Conference Based on Rogerian Techniques to Reduce Foreign Language Writing Apprehension: a Case Study of Thai Technical Students

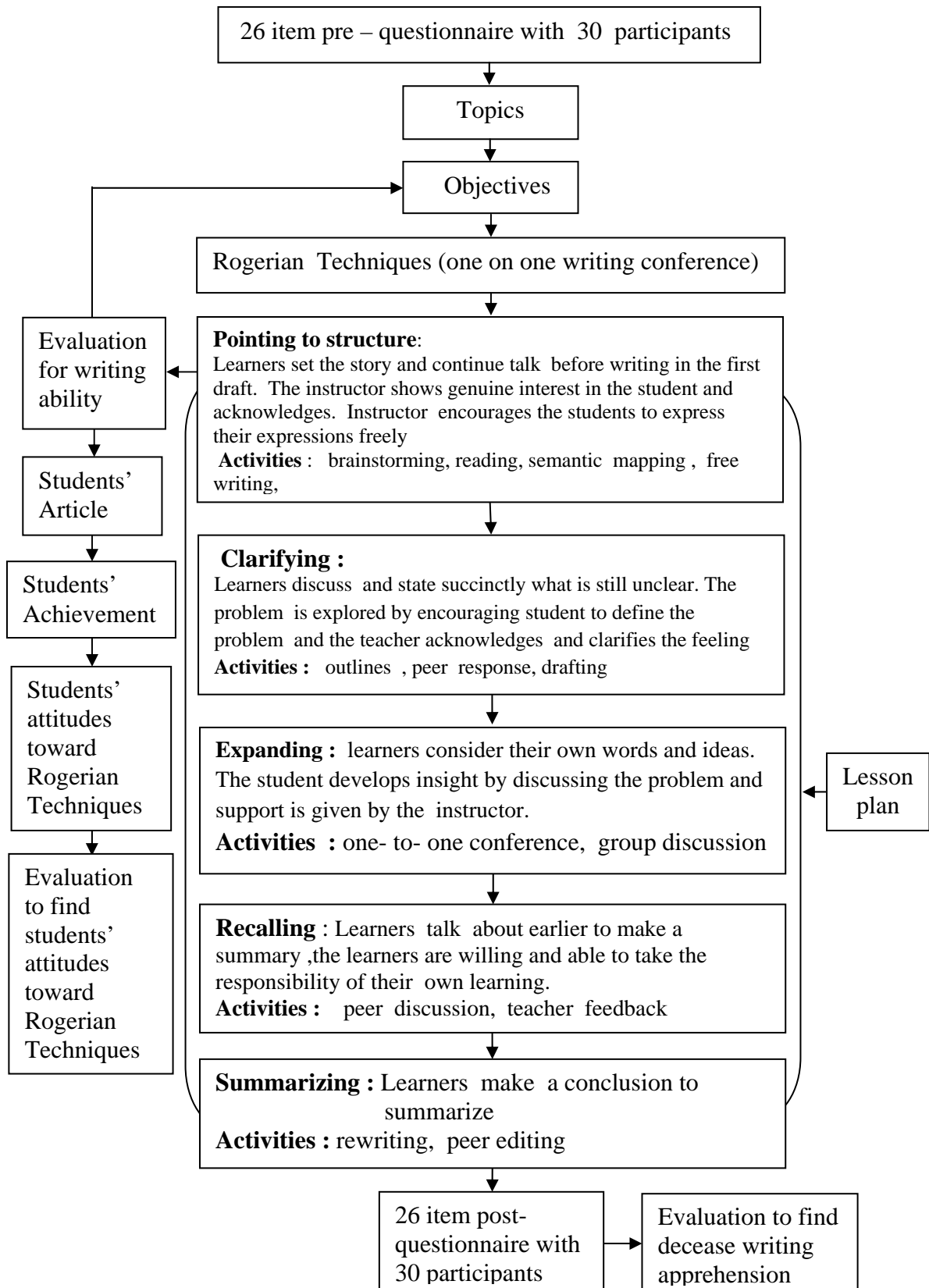


figure 2 The research framework

### Step 3 : Using lesson plan

Aspy and Roebuck (1975) studied teachers in terms of their ability to offer facilitative conditions ( including empathy, congruence, and positive regard ) as defined by Rogers' (1969) and Rogers and Freiberg (1994). Teachers who were more highly facilitative tended to provide more :

1. response to student feeling;
2. use of student ideas in ongoing instructional interactions;
3. discussion with students ;
4. praise of students;
5. congruent teacher talk (less ritualistic);
6. tailoring of contents to the individual student's frame of reference (explanations created to fit the immediate needs of the learners); and
7. smiling with students;

In each lesson plan the research focused on teacher facilitation and applying the writing process with Rogerian Techniques altogether. For instance in each plan students were encouraged to follow the writing process : prewriting, drafting, revising editing and publishing Especially, on the step of revising, research emphasizes five functions of Rogerian reflection as can be seen in the sample of teacher feedback conference below . Students writing the first draft and after that teacher check their students' writing draft. The lesson plan consist of five items as the list follow :

1. My autobiography
2. My best friend
3. My favorite sport
4. My favorite TV program
5. How to save the world

### Step 4 : Evaluation and Data Analysis

#### Evaluation Process

As this study, is action research applied Rogerian Technique for developing learners' writing skills and guiding teachers to arrange learning activities emphasized one to one conference which is certainly appropriate for communicating specific information that students need. This study consists of action research, by

applying the Rogerian Technique for developing learners writing skills and guiding teachers to arrange learning activities, emphasizing one to one conference as being the appropriate means by which students can communicate specific information.

Moreover, this instructional model provides more learner participation and communication between teacher and students. According to Jerome Bruner (1966), learning begins with the familiar and moves on only after connection with the known. The one-on-one setting does much to recommend it facilitate. This Communication is immediate and directed to the students' needs, when used as the only setting for talking about writing.

The steps of collecting data are as follow below:

Phase 1 Use the Instructional model designed : Using Rogerian Technique/ lesson plans the researcher developed, which are based on the five foreign language apprehension problems of the students, and checked by the students using Monitor Attitude suggested by Reeves (1997) as the theoretical framework.

Phase 2 The teacher narrative writing based on the Instructional Model Designed: Using Rogerian Techniques the teacher assesses students' writing progression with students' journals.

Phase 3 Try out measurement of writing apprehension as developed by John Daly and Michael D. Miller (1975) on 30 participants to check whether or not their language apprehension decreases.

Phase 4 Check the students' attitude toward the Instructional Model designed using One-On-One Writing Conference Based on Rogerian Techniques for effective response through the questionnaires.

### **3.5 Data Collection**

This research was conducted at Mahasarakham Technical College. The subjects of this study were 30 second year students following a Diploma course. The students' level of proficiency variety. The 30 students were selected by Purposive Sampling from the class of students who enrolled in Developing skills for English Communications 2 course (3000 – 1202). The heterogeneity would help to give a clearer picture of the relationship between the students' skills and their level of anxiety.

The data was gathered from the writing task questionnaires. The data was very useful to gain information on the respondents' responses towards using one-on-one writing conference based on Rogerian Techniques, to reduce foreign language writing apprehension. Also, the data from the study was analyzed using computer program (SPSS 11.5 program) to analyze data for finding mean, standard deviation and variability of research tools. It indicated students' writing apprehension, students' writing ability and students' attitude toward the instructional model. Thus the result of this study is presented according to the research questions. The first question was to investigate if the instructional model, given to the respondents, can reduce EFL students writing apprehension. This information was gained by looking at Writing Apprehension Test (WAT). Researcher used a Writing Apprehension Test before using An Instructional Model to Reduce Thai Technical Foreign language Writing Apprehension.

From the assessment scale. There were twenty six items to check students' anxiety. The data was classified in both negative questions and positive polarity. From the mean average of pre writing apprehension and post writing apprehension test results, scores indicated the apprehension levels of the learners.

### **3.6 Data Analysis**

Quantitative data will be analyzed using mean, percentage, standard deviation. The qualitative data will be analyzed using analytic concept to find themes patterns or trends that emerge from the data.

## CHAPTER IV

### FINDINGS

This chapter presents the data gathered from the writing task, questionnaires and interview. In order to ensure methodological triangulation, data collection and analyses were done with regard to both qualitative and quantitative writing and description (Denzin, 1978; Lynch, 1991). The use of an instructional model was employed to gain information from the technical students' English language writing apprehension by the use of Rogerian techniques. The study was also aimed to improve students' writing skills. Also, the data was used to know what the Rogerian Techniques effectiveness for writing skill given to the respondents to assess the effectiveness of using Rogerian Techniques when giving students writing skill tasks. The study gave the outcomes responded to the following research questions.

#### 4.1 The result of students' apprehension

##### Quantitative data

1. Can one-on-one writing conference based on Rogerian Techniques reduce foreign language writing apprehension of Thai Technical students? If so how?

The first question was to seek assess the students' language apprehension. This information was collected by a writing apprehension test. The researcher employed Daly and Miller's WAT (1975a) to assess students' writing apprehension. The WAT was translated into Thai by two instructors and translations were compared and required changes were made so that all items in the scale were comprehensible and logical to Thai EFL students. From WAT assessment, there is a 26-item questionnaire that features 13 items with positive polarity and 13 with negative polarity. Scoring is done on a 5-point Likert scale that asks the subject to state whether they agree or disagree with statements about writing. This inventory was specifically designed to measure self-reported writing apprehension. The results are shown in Table 1.

Table 1 Mean and standard deviations result for writing apprehension  
Levels prior to one-on-one writing conference based on Rogerian  
Techniques employed.

(Positive Polarity)

No	Items	Levels			Apprehension level
		$\bar{X}$	S.D.	opinion	
1	Avoid writing	3.70	.84	Agree	high
4	I am afraid of writing essays when I know they will be evaluated	3.87	1.01	Agree	high
5	Taking a composition course is a very frightening experience	4.33	.71	Agree	high
7	My mind seems to go blank when I start to work on my composition	4.37	.72	Agree	high
8	Expressing ideas through writing seems to be a waste of time	3.93	1.11	Agree	high
13	I'm nervous about writing	4.37	.89	Agree	high
16	I never seem to be able to write down my ideas clearly	3.87	1.07	Agree	high
18	I expect to do poorly in composition classes even before I enter them	3.97	.89	Agree	high
21	I have a terrible time organizing my ideas in a composition course	4.53	.73	Strongly Agree	very high
22	When I hand in a composition, I know I'm going to do poorly	3.37	1.19	Neutral	moderate
24	I don't think I write as well as most other people	3.37	1.19	Neutral	moderate
25	I don't like my compositions to be evaluated	3.83	1.12	Agree	high
26	I'm not good at writing	4.03	1.22	Agree	high
Total		3.96	.50	Agree	high

From the table 1. The data was all analyzed through a computer program so as to gain the data mean and standard deviation . The results of this study were presented based on the research questions. Before one-on-one writing conference through Rogerian techniques was exploited, majority of Mahasarakham Technical College students encountered high level of writing apprehension. Respondents were classified as high, moderate, or low in writing apprehension on the basis of their responses to WAT. Responses were summed for each person so that a high score always indicated high apprehension. In terms of the positive polarity the group apprehension score ( $\bar{X} = 3.96$ ,  $SD = .50$ ) was defined as high apprehension. According to table 1, most of the learners had more writing apprehension especially in question 21 learners fear of writing under pressure in the class.

In term of negative polarity. The researcher wanted to make the statistic data clear and easy to understand. Thus, the researcher divided negative polarity as the table 2 below:

Table 2 Mean and standard deviation results for Writing Apprehension Levels (before using one –on –one writing conference based on Rogerian Techniques )

Negative Polarity					
No	Items	Levels			Apprehension level
		$\bar{X}$	S.D.	opinion	
2	I have no fear of my writing being evaluated.	3.20	1.16	Neutral	moderate
3	I look forward to writing down my ideas.	3.60	1.07	Agree	Low
6	Handing in a composition makes me feel good	4.67	.55	Strongly Agree	Very low
9	I would enjoy submitting my writing to magazines for evaluation and publication	4.37	.89	Agree	Low
10	I like to write down my ideas	4.33	.66	Agree	Low

Table 2 (Continued)

No	Items	Levels			Apprehension level
		$\bar{X}$	S.D.	opinion	
11	I feel confident in my ability to express my ideas clearly in writing	2.80	1.13	Neutral	moderate
12	I like to have my friends read what I have written	2.57	1.28	Neutral	moderate
14	People seem to enjoy what I write.	2.67	1.40	Neutral	moderate
15	I enjoy writing	2.87	1.28	Neutral	moderate
17	Writing is a lot of fun	2.20	1.49	Disagree	High
19	I never seem to be able to write down my ideas clearly	3.80	.92	Agree	Low
20	Discussing my writing with others is enjoyable	4.13	1.08	Agree	Low
23	It's easy for me to write good compositions	2.23	1.43	Disagree	High
Total		3.34	.59	Neutral	moderate

From the table 2, there are 13 negative polarity questions, to which students responded. In this term, The interpretation of data mean was different from the data mean in table 1. According to table 1, the mean value of students' writing apprehension was high. This suggested that that students had high apprehension level. On the other hand, in table 2 students' the data mean was high and it showed that students had low apprehension level. From the writing apprehension test before using one – on – one writing conference based on Rogerian Techniques, sample the group apprehension score ( $\bar{X}=3.34$ ,  $SD = .59$ ) defined that the students' writing apprehension seemed to be moderate. However, table 2 showed that learners had moderate apprehension levels of negative polarity as seen in table 2.

Table 3 Mean and standard deviation results for Writing Apprehension Level  
(after using one –on –one writing conference based on Rogerian Techniques)

(Positive Polarity)

No.	Items	Levels			Apprehension level
		$\bar{X}$	S.D.	opinion	
1	Avoid writing	1.70	.53	Disagree	Low
4	I am afraid of writing essays when I know they will be evaluated	1.63	.49	Disagree	Low
5	I am afraid of writing essays when I know they will be evaluated	1.60	.67	Disagree	Low
7	My mind seems to go blank when I start to work on my composition	1.57	.73	Disagree	Low
8	Expressing ideas through writing seems to be a waste of time	1.33	.55	Strongly Disagree	Very Low
13	I'm nervous about writing	1.77	.57	Disagree	Low
16	I never seem to be able to write down my ideas clearly	1.50	.68	Strongly Disagree	Very Low
18	I expect to do poorly in composition classes even before I enter them	1.70	.65	Disagree	Low
21	I have a terrible time organizing my ideas in a composition course	1.67	.66	Disagree	Low
22	When I hand in a composition, I know I'm going to do poorly	1.57	.57	Disagree	Low
24	I don't think I write as well as most other people	2.00	.53	Disagree	Low
25	I don't like my compositions to be evaluated	2.07	.74	Disagree	Low
26	I'm not good at writing	1.57	.57	Disagree	Low
Total		1.67	.27	Disagree	Low

According to table 3, the result of students' writing apprehension level decreased. Therefore, the results showed that there was a significant difference between pre-test and post-test in terms of all subscales of WAT. These results shown in table 3 indicated that learners' apprehension decreased after they were trained and taught the teaching model of one-one writing conference through Rogerian techniques. The level of apprehension noticeably decreased from data mean and standard deviation ( $\bar{X} = 1.67$ ,  $SD = .27$ ) as illustrated in Table 3.

According to students' responses in negative polarity, the level of students' apprehension decreased as the data shows in table 4 below :

Table 4 Mean and standard deviations result for writing apprehension Levels (after using one – on –one writing conference based on Rogerian Techniques)

#### Negative Polarity

No.	Items	Levels			Apprehension level
		$\bar{X}$	S.D.	opinion	
2	I have no fear of my writing being evaluated.	2.97	.85	Neutral	moderate
3	I look forward to writing down my ideas.	4.01	.69	Disagree	Low
6	Handing in a composition makes me feel good	4.80	.48	Strongly Agree	Very Low
9	I would enjoy submitting my writing to magazines for evaluation and publication	3.27	.83	Neutral	moderate
10	I like to write down my ideas	4.13	.73	Disagree	Low
11	I feel confident in my ability to express my ideas clearly in writing	4.37	.61	Disagree	Low
12	I like to have my friends read what I have written	3.70	.65	Disagree	Low

Table 4 (Continued)

No.	Items	Levels			Apprehension level
		$\bar{X}$	S.D.	opinion	
14	People seem to enjoy what I write.	3.90	.66	Disagree	Low
15	I enjoy writing	4.23	.68	Disagree	Low
17	Writing is a lot of fun	4.37	.56	Disagree	Low
19	I never seem to be able to write down my ideas clearly	4.73	.52	Strongly Agree	Very Low
20	Discussing my writing with others is enjoyable	4.40	.67	Disagree	Low
23	It's easy for me to write good compositions	4.17	.58	Disagree	Low
Total		4.08	.25	Disagree	Low

From the average of mean and standard deviation in table 4, it implied that Mahasarakham Technical College students' level of writing apprehension evidently reduced after having implemented one-on-one conference through Rogerian techniques. In other words, the mean value of writing apprehension was significantly at 4.08 with the standard deviation of .25 ( $\bar{X} = 4.08$ ,  $SD = .25$ ). This was higher than that shown in Table 2.

2. Can One –On – One Writing Conference Based on Rogerian Techniques improve the students' writing ability?

The Result of student's writing ability

The data analysis revealed that by employing and applying one – on - one writing conference through Rogerian techniques, students' writing skills were fostered and enriched. From the students' composition, the researcher gathered data from the first draft and second draft writing. The researcher evaluated students' composition by writing rubric for checking students' writing ability as shown in the appendix G. In this step, the researcher selected an English teacher from the English

department to be a co-teacher to evaluate students' compositions in order to make it evident and fair for students. The writing rubric scales applied by teachers and co-teacher were illustrated as given below:

Table 5 : Sample of students' writing development

No.	Students	First Draft	Second Draft
1.	Student 1	<ul style="list-style-type: none"> <li>- Evident main ideas with some support which may be general or limited</li> <li>- Story has beginning, middle and end</li> <li>- Many similar patterns and beginning</li> </ul>	<ul style="list-style-type: none"> <li>- Clear story</li> <li>-interesting ideas</li> <li>-story has a was well developed</li> <li>- Good variety in length and structure</li> <li>-Control of most writing</li> </ul>
2.	Student 2	<ul style="list-style-type: none"> <li>-Main idea sentence is unclear and incorrectly placed.</li> <li>-paragraph has no supporting detail sentence</li> </ul>	<ul style="list-style-type: none"> <li>Clear, focus on interesting ideas with appropriate words.</li> <li>-paragraph has supporting detail sentence that relate to the main ideas</li> </ul>
3.	Student 3	<ul style="list-style-type: none"> <li>-Difficult to follow or read : disjointed and confusing</li> <li>- a lot of spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>- Good variety in length and structure</li> <li>-errors are few and minor</li> </ul>
4.	Student 4	<ul style="list-style-type: none"> <li>- lacks fluent expression, ideas difficult to follow organize does not help reader</li> <li>-topic idea sentence is unclear and incorrectly</li> </ul>	<ul style="list-style-type: none"> <li>- Fluent expression ideas clearly stated and supported , appropriately organized paragraphs ,connectives used.</li> </ul>

Table 5 (Continued)

No.	Students	First Draft	Second Draft
5.	Student 5	<ul style="list-style-type: none"> <li>- each supporting detail sentence has one elaborating detail sentence</li> <li>- Paragraph has three to six punctuation and spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>-Excellent to very good treatment of the subject, considerable variety of ideas, content relevant to the topic; reasonably accurate detail</li> <li>- Acceptable grammar- but problems with more complex structure, mostly appropriate structure.</li> </ul>

There are five topics that students chose to write about consisting of My autobiography, My best friend, My favorite sport, My favorite TV program and How to save the World. The researcher employed the writing ability rubric to assess students' writing ability, before using an instruction model to compare with the students final draft after using Rogerian Techniques as the figures in Table 5 shows. The finding implied that the students' score ranges increase steadily after an instructional model had been exploited.

However, the researcher mentioned that, in the first draft, almost all of the respondents had the same problem. They had major problems in using appropriate structure, topic idea sentences are unclear and incorrectly placed and paragraphs have no supporting details. Moreover, their first drafts were full of errors of negation, agreement, tense, number, word order/ function, article, pronoun and prepositions. A reason for this was that the respondents became confused and had no insights in terms of the appropriate forms to be exploited. They also reasoned out that they actually focused more on developing the content rather than form. The researcher used one to one conference and tried to encourage students to explore their thoughts. Students and researcher discussed the errors in their writing tasks. In this step, the researcher applied Rogerian Techniques for to help them avoid over criticizing their own work.

Therefore, the facilitator is very important at this stage, in order to assist the student in trying to think and write by their own words. In addition, the researcher also used the conferencing guidelines provided to help the students clarify their problems in doing the writing tasks. In the second draft, all the students had more merits than errors in the term form, compared to the first draft.

In the second draft, there was slight improvement in terms of form, as a result of the one to one writing conference based on Rogerian Techniques. The students showed improvement in the second draft, as they demonstrated full commands of spellings, punctuations, capitalizations and layouts. Also in the second draft, all the students applied acceptable grammar usage, especially the appropriate structure and the main idea is being clear, correctly placed and paragraphs having supporting detailed sentences relating back to the main ideas. The researcher also noticed that there were fewer errors on agreement, tenses, number, word order, article and prepositions.

As a result of using one – on – one writing conference using Rogerian Techniques, it was observed that the researcher identified the strengths first then the weaknesses in the students' drafts. This was observed to be important, so as to motivate the students to improve their EFL writing as agreed by Ellis, 1994; Williams, 2001) When the respondents saw that the teacher identified the merits in their draft, they regarded it as an encouragement and this promoted a positive attitude in the respondents towards the EFL writing. This finding supports the claim made by Myles (2001) that stated ESL learners continue to exhibit errors if they have negative attitudes towards the target language.

From the analysis and discussion in this chapter, it could be concluded that all the research questions had been answered and detailed. Providing the students with precise and accurate feedback resulted in positive responses from the respondents. Using one- on – one writing conference based on Rogerian Techniques in EFL context is crucial and of great significance. EFL students involved in this study had expressed their strong belief towards its importance and applicability.

The findings of the assessment scale that answered the second research question clearly show the percentage of students' writing score increased highly, as seen in table 6 below :

Table 6 : Students' writing ability and points difference

No.	student	Writing score		Points difference
		Pre writing score	Post writing score	
1	Student1	15	19	4
2	Student2	13	16	3
3	Student3	11	14	3
4	Student4	12	14	2
5	Student5	14	18	4
6	Student6	16	20	4
7	Student7	15	18	3
8	Student8	12	15	3
9	Student9	12	15	3
10	Student10	10	16	6
11	Student11	11	15	4
12	Student12	9	15	6
13	Student13	12	16	4
14	Student14	13	17	4
15	Student15	10	14	4
16	Student16	11	18	7
17	Student17	12	17	5
18	Student18	8	14	6
19	Student19	9	13	4
20	Student20	11	14	3
21	Student21	8	9	1
22	Student22	10	13	3
23	Student23	12	15	3
24	Student24	12	19	7

Table 6 (Continued)

No.	student	Writing score		Points difference
		Pre writing score	Post writing score	
25	Student25	9	14	5
26	Student26	8	15	7
27	Student27	10	16	6
28	Student28	9	14	5
29	Student29	8	12	4
30	Student30	8	11	3
Average $\bar{X}$		11	15.2	4.2

The figure of statistic data in Table 6, indicated the comparison between pre and post application of the Rogerian Techniques to improve the target language skills in general, writing skills in particular. The score in the post test is higher than the pre-test as seen in the increasing score. In summary, Rogerian Techniques could foster and enhance students' writing ability.

### 3. What are students' attitude toward the instructional model designed?

In this study, descriptive statistics were used to describe the basic feature of the data. The descriptive statistics provided simple summaries about the sample and the mean of each question. According to Najib (1999), a very high mean showed that the statement or the question in the questionnaire was strongly favored by the respondents.

From the basic descriptive statistical analysis of the data, it was found out that all the respondents either strongly agreed or agreed in answering the questions. No respondent was found to choose undecided, disagree and strongly disagree. The high mean average score shown gave the strong impression that these EFL respondents profoundly maintained the belief that with the teacher's correction they could improve their writing skills. This finding supported the argument of Ferris (2002) that students appreciated their teachers' responses to their writing and they paid a great deal of attention to it. It was obvious that each question in the search was strongly supported

by these findings and it could be said that EFL students were similar to their counterparts in other related studies where both show profound interest, appreciation enjoyment and decreased apprehension of their writing skills.

The respondents also believed that the by applying one-on-one writing conference based on Rogerian Techniques, it was encouraging and productive for them to learn and improve their English language skills in general, the writing skills in particular. The findings from the questionnaires also showed that the respondents believed that they gain a great deal of benefit from the Rogerian Techniques . The respondents showed profound interest, appreciation and enjoyment in the teacher's using one – on – one writing conference which applied Rogerian Techniques in the classroom. This finding was well supported by Roger (1970). Furthermore, Don Grave( 1994) believed that teaching one to one writing conference was to help students write what they had known, so that it could help them effectively with their writing skills as the result shown in Table 7 below.

Table 7 : Students' Attitude-Towards-Writing Questionnaire (WAQ)

No.	Items	Mean	S.D.	opinion
<b>Pointing to structure:</b>		<b>4.44</b>	<b>.42</b>	Agree
1	Pointing to structure helps me to improve my English writing skill.	4.50	.57	Agree
2	Pointing to structure provides learners express ideas, thoughts, and feeling to other people	4.20	.61	Agree
3	I think, I can learn more when teachers guide me before writing.	4.73	.52	Strongly Agree
4	Pointing to structure function is an important for helping learner to organize the ideas in writing	4.33	.55	Agree

Table 7 (Continued)

No.	Items	Mean	S.D.	opinion
<b>Clarifying:</b>		<b>4.38</b>	<b>.47</b>	<b>Agree</b>
5	I feel free when I discuss or express my ideas with my teacher in the class	4.40	.62	Agree
6	Clarifying function gives learners a chance to consider their own words and ideas.	4.50	.63	Agree
7	Clarifying increases learners' critical thinking.	4.27	.52	Agree
8	Clarifying provides learners express their thought directly in the writing	4.37	.61	Agree
<b>Expanding:</b>		<b>4.41</b>	<b>.40</b>	<b>Agree</b>
9	Expanding function provides additional clarity and focus in their writing very well.	4.50	.57	
10	Expanding function encourages learners explore their thoughts into words meaningful form	4.37	.49	Agree
11	I love to discuss and to share my draft with teacher or peer.	4.37	.61	Agree
12	One to one writing conference helps me express my thought in my work.	4.40	.72	Agree
<b>Recalling:</b>		<b>4.37</b>	<b>.41</b>	<b>Agree</b>
13	Recalling function distributes learners recognize the linear sequence of events.	4.60	.56	Strongly Agree
14	I feel I can learn better with one to one writing conference and I feel ease to understand the writing.	4.07	.69	Agree
15	Rogerian Techniques increase learning atmosphere and learners enjoy writing essay.	4.47	.63	Agree

Table 7 (Continued)

No.	Items	Mean	S.D.	opinion
16	Rogerian Techniques helps writers clarify their intentions through dialogue in conferences, from oral to written discourse	4.33	.55	Agree
<b>Summarizing:</b>		<b>4.44</b>	<b>.42</b>	<b>Agree</b>
17	Summarizing function guides learners monitor their writing comprehension well	4.40	.56	Agree
18	Summarizing helps you write <i>and</i> helps you check what you've written.	4.37	.61	Agree
19	Rogerian Techniques can reduce the number of the errors on the part of writing.	4.27	.69	Agree
20	Rogerian Techniques enhance me to better understand the writing process.	4.73	.52	Strongly Agree
<b>Total</b>		<b>4.41</b>	<b>.36</b>	<b>Agree</b>

As seen in Table 7, the result of the students' attitude toward using Rogerian Techniques was a high level score. Based on Rogerian techniques, there were five stages given to help students improve their writing skills. At the first stage, the finding showed that the mean value of the stage of pointing to structure items was significantly at 4.44 with the standard deviation of .42.

Clarifying items found that the group score of students' attitude was a high level as evidenced by the statistic data ( $\bar{X} = 4.38$ ,  $SD = .47$ )

Expanding items, students attitude towards this function was very favorable and they believed that expanding function helped them improve their writing skill a lot. The average mean value of the stage of expanding was significantly at 4.41 with the standard of .40 or ( $\bar{X} = 4.41$ ,  $SD = .40$ ).

Recalling was an important function for increasing students' writing skill and they accepted that they felt they could learn more with one –on – one writing conference and this function allowed learners to recognize the linear sequence of events. Thus, the average of group score was shown as ( $\bar{X} = 4.37$ ,  $SD = .41$ ). Likewise, the

stage of summarizing function was the last function that Rogerian Techniques were applied and employed into the improvement of students' writing skills. This function guided learners to monitor their writing comprehension, well after they concluded their story. Moreover, students thought this function could check what they had written and it enhanced the students' better understanding of the writing process. To this end, the students' average mean of this stage was at ( $\bar{X} = 4.44$ ,  $SD = .42$ ). As a whole, the average mean of the students' overall attitudes towards Rogerian techniques was significantly at 4.41 with the standard deviation of .36. In brief, after Rogerian techniques had applied into the classroom, students' writing skills were fostered and improved evidently. In other words, it suggested that Rogerian techniques could facilitate and enhance students improve their English language skills, writing skills in particular.

#### Qualitative data

##### Behavior observation / short interview

According to qualitative data, the researcher exploited student behavior observation form and short interviews with some students and made-tape recordings for assessment toward an instructional model. It indicated that an instructional model using Rogerian Techniques increased students' positive behavior for their learning processes. As the researcher found out, almost all students had more enthusiasm in their class, for instance, they usually attended their class on time and brought necessary materials such as dictionary, laptops so as to search more information to develop their work, which promoted their self-learning and active learning. Moreover, the aim of this method made students become strong critical thinkers, able to realize their potential to act on their ideas as well; - especially through their writing. In addition, students had more self-confidence to answer the teacher's questions in short interview and they could share their opinion with others as listed below :

Researcher interviewed participants (Students of Machine Shop Department, Computer Technology Department. and Electrical Power Department)

Teacher : How can the pointing to structure step help you to improve your writing skill?

Student 1 : I think it is good for my writing. In fact, when I start writing I don't know how to writing but sometimes I have a lot of

ideas but I don't know how to start. Thus, when teacher guide me I feel very happy to write and I feel confident to write my composition more. Moreover, this technique help me to organize my writing to be clearly for the reader and I can express my opinion directly.

Student 2 : I think, it is good for me because I'm not good at writing skill if I was guided by teacher I know how to write and it increase my critical thinking too. In addition, I feel relax when I have a talk with you and I have more chance to express my thought. Although my gramma is weak, I try to write more. I can write follow my plan and I make a few mistake with my work. One thing is very important for this step that is I know how to set up my story.

Students' respond toward clarifying step

Teacher : What does clarifying help you improve your writing?

Student 3 : I think it is very important for writer because it not only makes the passage long but it makes the composition is interesting for the reader . I think most of reader need the detail when they read.

Teacher : Tanakorn, what do you think about clarifying in your work?  
What does it help you to improve your composition?

Student 4 : This step help us increase our own thought , it helps me to create my work when I write composition. Clarifying makes me think over and it help me to improve my writing skill. Furthermore, I think, I know how to solve the problem when I write composition.

Students' respond toward expanding step

Teacher : What is the benefit of expanding step for writing composition?

Student 5 : I think expanding step help my work clear and make sense for the reader. They can understand well and they can imagine what I said, I think the writer and the reader should understand in the same way that is very important for the writer. If we know the

step of writing we will be a good writer and we can communicate with others effectively.

Student 6 : In my opinion, Expanding is very important for writing because if I write something I want to express my ideas through my writing and I think this step makes my story wonderful and the readers will imagine what I write and they understand my feeling well.

Students' respond toward recalling step

Teacher : What about the recalling step?

Student 7 : I think when I writing composition I usually think of the events that I used to see or occur in my life. Recalling makes me write more information in my article and I can express my thoughts through writing well. So it is very important for writing skill.

Student 10 : Before I write an article I would like to talk with teacher Because she guided me and encouraged me to think of some events and I can show my opinion directly. I think this step enhance me to reduce my fear of writing .

Students' respond toward summarizing step

Teacher : What did you get from summarizing step in your work ?

Student 11: At the first time, I don't know how to write a good article but when I was guided by teacher I know the step of writing and I think it is easy to write if we know the step. However, the step of summarizing is the climax of writing. In this step I can conclude the items and I can practice to organize the story step by step to make a good arrangement of the story. Summarizing provide me a chance to show my idea to the readers

Student 12: I think summarizing promote me in term of critical thinking. Before I conclude the story I have to think over and try to find the main idea about the story that I wrote.

Moreover, I know how to group my idea in this

Step and I usually pound of myself when I finished my work.

Students' respond toward Rogerian Techniques,

Teacher : What do you think of An Instructional Model based on Rogerian Techniques? Do like to study with this Techniques?

Student 13: I think , I like because I learn by doing. Although I am poor at writing, teacher guided me or encouraged me to write again and again until I can writing in the correct way. It motivated me a lot. Everytime I finish my work I'm pound of myself because I'm quite surprise how can I do. Now I believe everybody has own competency if they want to do. In the past I used to feel bored when I study English but now I can show my idea and I have more chance to discuss with my teacher. I'm not shy to talk with teacher. I think this techniques provides me of writing confident.

Student 14: I got many things from this course. One I know how to plan before I work. This technique gives me more free of thinking, increase my critical thinking and increase my confident of writing. For example, it helped me to write in English better. I used to worry about what to write. Plus expressing myself. Now while I'm writing, I'm not anxious anymore.

Student 15: To me, it was boring but I need to tell that before beginning to write, I used to have trouble. Nothing used to come to my mind. I did not want to grab the pen . I believe an Instructional Model Using Rogerian Techniques taught me the pleasure of writing. I can show my articles to my teacher and friends comfortably. I don't worry about being laughed at or labeled as unsuccessful.

To sum up, based on the results of Rogerian Techniques, the teacher's role here was to encourage this exploration, to help students move through the processes of discovery by talking with them, asking questions, and generally keeping up the momentum of exploration. This was especially important with students who mistakenly thought of finished papers as mere transcripts of what should have been in

their head beforehand . Furthermore, asking questions was one way to help students find their own answers. Another form of help that teachers and tutors could provide was offering students the opportunity to talk about writing, in order to articulate problems and to explain what they were doing. This ability to talk about writing was important if the student writer was to progress. Without this ability, they were too often unable to proceed, unable to represent themselves and solve problems.

## CHAPTER V

### DISCUSSION, CONCLUSIONS AND SUGGESTIONS

This chapter provided the discussions, conclusions of the study, limitations and suggestions for further study.

#### 5.1 Discussions

Writing was one of the most difficult language skills compared with other skills and perhaps, the most sophisticated skill to learn for most language learners at all levels. However, writing skills were very important for foreign language learners as writing was the primary basis upon which learners' intellect would be judged, in college, in the workplace, and in the community where, very often, writing was an expression of who learners were as a person.

Therefore, this research aimed to develop ESL learners' writing skills, especially students in Technical College who encountered writing apprehension, anxiety and negative attitudes towards English courses taught. This research integrated various teaching methods or education theories, especially writing processes and teaching one – on – one writing conference which was the main part of this thesis:

Revision was the most important activity in writing. The researcher applied one – on – one writing conference in the revising step of the writing processes. Thus, learners had a chance to discuss their ideas with the instructor as well as the organization methods to be used in their work. According to Fran Lehr (1995), revision "is the heart of the writing process – in means by which ideas emerge and evolve and meanings are clarified". The process of revision was intended to bring out the true intentions of the writer and properly express what the writer hoped to convey. Consequently revision was important because it was a deep, far reaching, authentic process. Furthermore, students could express their thoughts freely through one – on – one writing conference with their instructor using one – on – one writing conference based on Rogerian Techniques which aimed to decrease English writing apprehension of higher vocational education students in Maharashtra Technical College, whilst

at the same time, the objective of this teaching method was to also increase students' positive attitudes towards English language and increase their writing skill.

Applying One – On – One Writing Conference Based on Rogerian Techniques was designed to help students familiarity with spoken language and help them with written language, and was viewed as one of the techniques best suited for bridging the gap between speaking and writing skills.

Throughout one-on-one conference based on Rogerian techniques, the students were encouraged to explore their ideas to write in their essay when they had conference with their instructor. At times this technique was called the therapeutic technique. However, the appropriate activities in the class should have been set up for one –on- one writing conference. In the similar manner, the non- directive teaching model was adapted in an instructional model. The instructor was a good facilitator in the class and most of activities were designed to foster active learning that would lead more easily to attitude changes. Carl Rogers (1969) asserted that students learned more when teachers were open, than when they were judgmental.

The present study aimed to find out what effect using One – On – One writing conference based on Rogerian techniques on the writing apprehension of EFL students, would have on the students' beliefs, feelings, and experiences of writing articles. The results of the study showed that participating students who had no prior experience in writing articles, claimed that they had benefited from the processes, in terms of learning ownership, vocabulary expansion, critical thinking, and creativity. Likewise, most of learners reflected that they benefited from Using One – On – One Writing Conference Based on Rogerian Techniques in terms of overcoming their writing apprehension. Their responses revealed Using One – On – One Writing Conference Based on Rogerian Techniques improved their writing skills and caused some positive changes in their emotional states

This study supported the deficit model, in that, students previously lacked opportunity to express their thoughts freely, were found to have more writing apprehension and that their apprehension was caused by their lack of writing skills. Of the different dimensions studied, lack of vocabulary knowledge and experience of language use were identified to be the main cause for writing apprehension. This had also been found to be the problem for a majority of students and teachers in Thailand.

This study pointed to the need to expose students to more English and maybe more frequently, and a number of steps could be taken to do this. One way was the way it was taught. Instead of the lecture based approach which was the practice in many language classrooms, the instructor might want to adopt other methods such as making an instructional model based on educational theory. Student should be encouraged to explore their thoughts freely and be more ready in to facilitate learning, prizing, acceptance, trust and empathic understanding in their learning atmosphere. Therefore, the instructional model using Rogerian Techniques was seen to reduce students' writing apprehension and their attitudes towards writing were more positive during the time this study was carried out. The researcher found that the function of the teacher was to facilitate learning in the student, by providing the conditions which led to meaningful or significant self-directed learning. In fact, there were three points of evidence that the instructor should apply to classroom learning, such as prizing acceptance, trust and empathic understanding, as well as learning in psychotherapy as realness.

In teaching writing itself a number of suggestions had been made to make it more effective. One of them was focusing on fluency rather than accuracy (Shin, 2002). Another was by identifying the errors in students' work and requiring the students to correct the mistake themselves. Many other suggestions of this kind had been made and could be adopted by teachers in classrooms of other subjects.

## **5.2 Conclusion**

According to the findings, this study could give some supportive outcomes so as to help improve students' language skills in general and writing skills in particular. the conclusions of the study could be made as follows:

1. When one-on-one writing conference through Rogerian techniques was applied and employing in the classroom, students' writing apprehension decreased significantly, in particular when followed by conference sessions.

2. throughout one-on-one writing conference by means of Rogerian techniques, students' writing skills at Mahasarakham Technical College were fostered and enhanced in all five stages of instructional model.

3. students' positive and favorable attitudes after one-on-one writing conference through Rogerian techniques had been applied and taught were significantly found.

As a result of this study, it suggested that one-on-one writing conference by means of Rogerian techniques could affect students' language learning in general and were able to reduce students' writing apprehension, when writing in a foreign language in particular. However, students were still apprehensive when they were limited freedom to learn and write. Likewise, without any assistance or facilitation, their writing anxiety seemed to increase. In brief, an instructional model of one-on-one writing conference exploiting Rogerian techniques could be taken into consideration when the English language instructions required so as to help students develop their language ability, reduce writing apprehension and increase enthusiasm in learning a foreign language plus fostering positive attitudes towards learning English language.

### **5.3 Limitation**

With a narrow focus of this study, the researcher thought that there were a few possible limitations, which could be addressed as follows:

1. a period of time allotted in this study was limited,
2. the possible effect of various factors including the nature of writing tasks should be given,
3. the issues of cultural influences on the respondents' attitudes were not included in the study. The surrounding environment could definitely affect the local teaching context, and
4. It would certainly be more appreciated and useful to have a longitudinal research.

### **5.4 Suggestion**

With a narrow focus of this study, the findings could yield some suggestions through Rogerian techniques. In further study, the methods described and discussed above, could also be extended to other areas of learning languages, such as decreasing speaking and pronunciation apprehension and improving language speaking and

pronunciation abilities within Schools, Colleges, Universities. The time allotted for each writing should be extended so as to provide students easy and relaxing atmospheres for writing. To prepare people ready for ASEAN community in 2015, one-on-one writing conference through Rogerian techniques should be applied into different settings of learning.

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## **APPENDICES**

**Appendix A**  
**Writing Task**

Write a composition of about 350 words on each following topic:

- (a) My autobiography
- (b) My favorite friend
- (c) My favorite sport
- (d) My favorite TV Program
- (E) How to save the world

(100 scores)

## **Appendix B**

**Example of Questions in one on one conference with students.**

**Pointing to structure**

- If you write about yourself , What do you want to tell the reader?
- What's your name?/ Where do you live? / How old are you?/  
What's your hobby?/ What school did you graduate?
- It seems you want to tell me about your father's occupation,
- What does he do ?
- Do you have any brother or sister ? / How many brother or sister do you have ? Where does she / he study? Where does she/ he work?
- What is your life goal ? ns
- What is your characteristic ? / Can you tell me about your personality?
- What is your hobby ?

**Clarifying**

- What exactly did you mean by " I like do English"
- What's specifically , will you do in your free time ?
- Could you tell me more about your hobby?
- give me an example of your favorite subjects.
- Could you possible cite us an example of your personality?
- Tell me again what's your future plan.
- I didn't understand what you said about your education background.
- About your family member, you didn't explain that clearly enough  
Say it again.  
etc.

**Expanding**

- How do you help your parents work the rice field
- How do you take care of your parents?
- How do you keep your body fit ?
- Can you explain about the benefits of exercise?
- Anything else.
- What is the best way to keep world at the present time?
- What will happen if we destroy the forest ?  
Etc.

**Summarizing**

- How do you summarize your essay ?
- What is the purpose of summarizing your essay ?
- What is an example of a conclusion for “ My Favorite Friend” essay ?
- Have you ever thought about how to save the world?
- Why does everybody need friend?
- What does TV program effect to your daily life ?

**Appendix C**  
**List of interview questions**

**List of interview questions:**

1. What do you think of the one on one writing conference based on Rogerian Techniques ?
2. Do you like learning with one on one conference or traditional teaching ?
3. How do you feel when you discuss with teacher in the class?
4. Which steps you like most in Rogerian Technique teaching?
5. What did you get from Rogerian Techniques teaching ?
6. How about your writing skill?
7. How do you think of your writing skill after you finished this course ?
8. Does your anxiety decrease or increase when you finish this course ?
9. Do you enjoy writing ?
10. Do you think An Instructional Model based on Rogerian Techniques promote students who are good at English or poor at English ?
11. What else do you need for reducing your apprehension when you write composition?
12. What is your best learning source when you write composition?
13. What normally problem do you face when you write composition?
14. What is the important thing in pointing to structure step?
15. How does clarifying step help you to improve your writing skill?
16. What is the important thing for teaching with An instructional model Using Rogerian Techniques? Why ?

Etc.

**Appendix D**  
**Sample of Conference Excerpts**

**Sample of Conference Excerpts , 23 November 2011.**

- Teacher : Can you tell me about your characteristic ?  
 Student A : It's hard to say but I think I am patient and friendly.  
 Teacher : I think so. How about your hobby?  
 Student A : I like to play football, tennis and golf.  
 Teacher : Can you swim ?  
 Student A : Yes, I can.  
 Teacher : How often do you go to swim?  
 Student A : I go to swim twice a week.  
 Teacher : That's good. If everybody wants to contact you how can they do?  
 Student A : They can phone me. My telephone number is .....

**Conference Excerpts , 16 December 2011**

- Teacher : Kitipong, From this phrase what do you want to tell the reader ?  
 Student B: I want to tell that Som is my best friend.  
 Teacher : What about the meaning the phrase "of about 12 years old."  
 It is not clear. Can you clarify about is phrase  
 StudentB : O.K. I mean I have known my friend for 12 years.  
 Teacher : Can you tell me about the word " highperactive"  
 Student B : He is dynamics  
 Teacher : Really ! Paradon , Are you highperactive ? .

**Conference Excerpts , 4 January 2011**

- Teacher : What is the benefit of the sport in your own pinion?  
 Student C : Playing Volleyball makes me tall, strong health, increase my concentration.  
 Teacher : What's else ?  
 Student C : It makes me have a good emotion, harmony friendly and the last one it makes more money if you are a national athlete like Somrak Komsing or Somjit Jong Jor Hor and others.

**Conference Excerpts , 23 December 2011**

- Teacher : You said earlier you like swimming. How often do you go swimming?  
 Student D : I go to swim twice a week.  
 Teacher : You mentioned your best friend is Wancharoem, Can you explain about him.  
 Student D Well I means he is not selfish ,hard working and he like to help other people  
 Teacher : Could you tell me about your free time? What would you like to do ?  
 Student D : I like to exercise such as play football and watch television.

**Conference Excerpts , 19 January 2011**

Teacher : Student E, as I read your essay about favorite TV program you mention “ Kob Dek Sang Baan” is a good TV program. Can you tell me what the benefit of this program ?

Student E : This program provides both knowledge and entertainment.

It is a reality program. This program focus on the children thought and competency. I think this program promote children positive behavior and I want to persuade all of parents watch this program. They will understand children well or they know how to bring up their children to be a good person in the society.

**Conference Excerpts , 4 January 2011**

Teacher : What is the benefit of the sport in your own pinion?

Student F : Playing Volleyball makes me tall, strong health, increase my concentration.

Teacher : What's else ?

Student F : It makes me have a good emotion, harmony friendly and the last one it makes more money if you are a national athlete like Somrak Komsing or Somjit Jong Jor Hor and others.

## **Appendix E**

**sample transcription of the interview session with students**

**A sample transcription of the interview session with students.**

Instructor : What are you trying to tell the reader in this paper ?

Respondent : I want to tell them about my favorite sport .

Instructor : What sport do you like most ?

Respondent : I like football.

Instructor : Are you a footballer of our college ?

Respondent : No, but I used to be a footballer when I was high school.

Instructor : When did you start playing football.?

Respondent : When I was ten years old.

Instructor : Who taught you at that time?

Respondent : My friend

Instructor : Why do like football?

Respondent : I think it is very popular sport and it is convenient to play .  
I can play everywhere because it is outdoor sport and it  
make my body strong.

Instructor : What can tell me about the benefits of playing football ?

Respondent : O.k. it promote harmony , discipline ,patient and strong

Instructor : Who is your super star ?

Respondent ; My super star is Mr. Suchoa Nutnum . He used to be a  
Thai boxer and he live in Kanchanbur

**Appendix F**  
**Paragraph Writing Rubric**

## Paragraph Writing Rubric

Name : \_\_\_\_\_ Teacher : \_\_\_\_\_

Date Submitted : \_\_\_\_\_ Title of Work : \_\_\_\_\_

	4	3	2	1	Points
<b>Main/Topic Idea Sentence</b>	Main/Topic idea sentence is clear, correctly placed, and is restated in the closing sentence.	Main/Topic idea sentence is either unclear or incorrectly placed, and is restated in the closing sentence	Main/Topic idea sentence is unclear and incorrectly placed, and is restated in the closing sentence	Main/Topic idea sentence is unclear and incorrectly placed, and is not restated in the closing sentence.	-----
<b>Supporting Detail Sentence(s)</b>	Paragraph(s) have three or more supporting detail sentences that relate back to the main idea.	Paragraph(s) have two supporting detail sentences that relate back to the main idea.	Paragraph(s) have one supporting detail sentence that relate back to the main idea.	Paragraph(s) have no supporting detail sentences that relate back to the main idea.	-----
<b>Elaborating Detail Sentence(s)</b>	Each supporting detail sentence has three or more elaborating detail sentences.	Each supporting detail sentence has at least two elaborating detail sentences	Each supporting detail sentence has one elaborating detail sentence.	Each supporting detail sentence has no elaborating detail sentence.	-----
<b>Legibility</b>	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible in places	Writing is not legible.	-----
<b>Mechanics and Grammar</b>	Paragraph has no errors in punctuation, capitalization, and spelling	Paragraph has one or two punctuation, capitalization, and spelling errors	Paragraph has three to five punctuation, capitalization, and spelling errors	Paragraph has six or more punctuation, capitalization, and spelling errors.	-----
				<b>Total----&gt;</b>	

**Teacher Comments :**

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**Appendix G**  
**Writing Apprehension Test (WAT)**

## Writing Apprehension Test (WAT)

Directions : Below are twenty statements that people sometimes make about themselves. Please indicate whether or not you believe each statement applies to you by marking whether you :

1 = Strongly Disagree    2 = Disagree    3 = Neutral  
4 = Agree    5 = Strongly Agree

	Items	1	2	3	4	5
1.	Avoid writing (+)					
2.	I have no fear of my writing being evaluated. (-)					
3.	I look forward to writing down my ideas. (-)					
4.	I am afraid of writing essays when I know they will be evaluated (+)					
5.	Taking a composition course is a very frightening experience (+)					
6.	Handing in a composition makes me feel good (-)					
7.	My mind seems to go blank when I start to work on my composition (+)					
8.	Expressing ideas through writing seems to be a waste of time (+)					
9.	I would enjoy submitting my writing to magazines for evaluation and publication (-)					
10.	I like to write down my ideas (-)					
11.	I feel confident in my ability to express my ideas clearly in writing (-)					
12.	I like to have my friends read what I have written (-)					
13.	I'm nervous about writing (+)					
14.	People seem to enjoy what I write. (-)					
15.	I enjoy writing (-)					
16.	I never seem to be able to write down my ideas clearly (-)					
17.	Writing is a lot of fun (-)					
18.	I expect to do poorly in composition classes even before I enter them (+)					
19.	I like seeing my thoughts on paper (-)					
20.	Discussing my writing with others is enjoyable (-)					
21.	I have a terrible time organizing my ideas in a composition course (+)					
22.	When I hand in a composition, I know I'm going to do poorly (+)					
23.	It's easy for me to write good compositions (-)					
24.	I don't think I write as well as most other people (+)					
25.	I don't like my compositions to be evaluated (+)					
26.	I'm not good at writing (+)					

## **The Daly – Miller Test How to Calculate and Read Your Score**

To determine your score, first, add together all point values for positive statements (PSV) only. Second, add together all point values for negative statement (NSV) only, Then place those scores into the following formula to discover your Writing Apprehension (WA) score.

$$WA = 78 + PSV - NSV$$

PSV questions = 1; 4 ;5 ;7 ; 8 ; 13 ; 16 ; 18 ; 21; 22 ; 24 ; 25 ; 26

NSV questions = 2 ; 3 ; 6 ; 9 ; 10 ; 11 ; 12 ; 14 ; 15 ; 17 ; 19 ; 20 ; 23

Writing Apprehension score may range from 26 to 130. The following general observations may be made about scores in certain ranges, and only general observations, but note that the further a score is from the mean of 78, the more likely the description of a range of scores will apply.

### **Range 60-96 :**

**Most students who score in this range do not experience a significantly unusual level of writing apprehension.** However, the closer the score to the limits of this range – that is , scores close to 60 and 96—the more apt you are to experience feelings or behaviors characteristic of the next range of scores. A score of 78 places you as a writer on the mean, which is the middle point between two extremes, or conditions recorded in a large sample of students. The closer you are to the mean, the better. Nonetheless, you should be alert to the fact that you may manifest signs of writing apprehension in performing certain writing tasks or in writing with varying purposes for different types of audiences. While you may not experience harmful apprehension while writing an expository essay, for example, you may experience excessive apprehension writing a placement essay for faceless evaluators or in writing an in- class essay exam for a history professor.

### **Range 97-130**

**A score in this range indicates that you have a low level of writing apprehension.** The higher your score in this range, the more troublesome your lack of apprehension. You may not be motivated to listen or read carefully your assignments, to pay attention to due dates, to remember criteria for your assignments, to act upon recommendations that might improve subsequent drafts of your essays. You do not fear writing or evaluation of writing, but you may not be adequately motivated to work on your writing.

## **Range 26-59**

**A score in this range indicates you have a high level of writing apprehension .** The lower your score in this range, the more severe your anxiety . You are nervous about writing and fearful of evaluation. In fact, research shows that those who score extremely low in this range will not take a course, select a major, or accept a job they know involves writing.

### **How to Understand Your Score**

If your score indicates either low or high levels of writing apprehension, then look closely on the questionnaire to see if you can determine which component(s) of the writing process you need to more closely monitor. Most problems of this kind fall into three main categories:

- evaluation apprehension
- stress apprehension, and
- product apprehension.

When these specific components of writing apprehension are cross-referenced with your scoring level information, you will receive further insight into your particular attitudes toward writing and toward the evaluation of your writing. Student writers who experience evaluation apprehension expect to do poorly in composition courses even before the courses begin. You feel as though the teacher will give you a poor grade because you cannot express your ideas clearly. As a result, you often claim to be nervous about writing, dislike showing or talking about your writing even to friends, and do not like seeing your ideas expressed in writing. If you are evaluation apprehensive you believe other students more clearly and, as a result, receive high grades than do.

**Questions which you should examine to help you determine if you are evaluation apprehensive are 2, 5, 9, 11, 12, 13, 14, 16, 18, 19, 20, 22, 23, 24, and 25.**

Those student writers who encounter stress apprehension experience fear early in the writing process, sometimes even before they have written anything. You often procrastinate and report that you do not look forward to beginning a piece of writing, even one required for a course. You experience writer's block . Your hands may cramp soon after you begin a timed writing exercise. Once you are able to begin writing, you claim to run into great difficulty organizing your thoughts.

**Questions which you should examine to help you determine if you are stress apprehensive are 1, 3, 7, 10, 15, 21, and 26**

For those students who experience product apprehension, the problem does not exist at a particular stage in the writing process (as with evaluation apprehension) or with a particular skill such as invention (as in stress apprehension). Rather, product apprehensive claim that expressing ideas through writing is a waste of time. Such student writers do not clearly envision an audience or a purpose for academic writing. If you are one of these writers you tend to compose a single draft only, yet you feel uneasy about submitting an essay for a grade.

**Questions corresponding to product apprehension are 6, 8, and 17.**

Diagnosing your writing process problems will not automatically alleviate them, of course. But the information gleaned from the Daly- Miller questionnaire allows you to anticipate your particular needs and to devise strategies for reducing stress that often inhibits the development of cognitive skills.

Source : From John Daly and Michael Miller's, " The Empirical Development of an Instrument to Measure Writing Apprehension." Research in the Teaching of English 12 (1975): 242-49. Adapted by Michael W. Smith in Reducing Writing Apprehension ( Urbana : NCTE, 1984).

## Writing Apprehension Test (WAT)

เครื่องมือวัดความวิตกกังวลของ **Daly Miller**

คำชี้แจง : กรุณาอ่านข้อความข้างล่างและแสดงความเห็นด้วยหรือไม่เห็นด้วยตามเกณฑ์ต่อไปนี้

1 = ไม่เห็นด้วยอย่างยิ่ง    2 = ไม่เห็นด้วย    3 = ปานกลาง  
4 = เห็นด้วย    5 = เห็นด้วยอย่างยิ่ง

	หัวข้อ	1	2	3	4	5
1.	ฉันมักจะหลีกเลี่ยงการเขียน (+)					
2.	ฉันไม่กลัวในการตรวจความถูกต้องในงานเขียนของฉัน (-)					
3.	ฉันหาโอกาสที่จะเขียนแสดงความคิดเห็นของฉัน. (-)					
4.	ฉันรู้สึกกลัวเมื่อรู้ว่างานเขียนของฉันจะถูกตรวจเช็คความถูกต้อง (+)					
5.	การเรียนในวิชาการเขียน เป็นวิชาที่น่ากลัวมาก(+)					
6.	เมื่อฉันได้ส่งงานของฉันแล้วฉันมีความรู้สึกสบายใจ (-)					
7.	เมื่อฉันเริ่มการเขียนทุกครั้งฉันรู้สึกว่ามีความว่างเปล่า (+)					
8.	การแสดงความคิดเห็นผ่านการเขียนดูเหมือนว่าเป็นการเสียเวลาอย่างยิ่ง (+)					
9.	ฉันยินดีที่จะนำงานเขียนของฉันลงตีพิมพ์ในนิตยสาร (-)					
10.	ฉันชอบที่จะเขียนแสดงความคิดเห็นของฉัน (-)					
11.	ฉันรู้สึกมั่นใจในความสามารถของฉันในการเขียนแสดงความคิดเห็นได้อย่างชัดเจน (-)					
12.	ฉันชอบให้เพื่อนๆ อ่านงานที่ฉันเขียน (-)					
13.	ฉันรู้สึกประหม่าในการเขียนทุกครั้ง (+)					
14.	คนส่วนมากดูเหมือนจะชอบอ่านงานของฉัน (-)					
15.	ฉันมีความสุขในงานเขียน (-)					
16.	ฉันดูเหมือนว่าฉันไม่มีความสามารถในการเขียนแสดงความคิดเห็นอย่างชัดเจนได้เลย (+)					
17.	การเขียนเป็นสิ่งที่ฉันคิดว่าสนุกดี (-)					
18.	ฉันคิดว่าฉันมีทักษะการเขียนที่แข็งแกร่งแม้ว่าฉันจะเคยเรียนมาแล้วก็ตาม (+)					
19.	ฉันชอบแสดงความคิดเห็นลงในงานเขียน (-)					
20.	การอภิปรายร่วมกันในงานเขียนเป็นสิ่งที่น่าสนใจสนุกสนาน (-)					
21.	ฉันมีประสบการณ์ในการจัดระบบความคิดฉันทำไม่ได้เลย (+)					
22.	ทุกครั้งที่ฉันส่งงานเขียนฉันรู้ว่าฉันทำไม่ได้เลย (+)					
23.	การเขียนบทความดี ๆ ฉันคิดว่าทำได้ง่ายมาก (-)					
24.	ฉันไม่คิดว่าฉันจะเขียนได้ดีเท่ากับคนอื่น ๆ (+)					
25.	ฉันไม่ชอบให้ใครมาตรวจงานเขียนของฉัน (+)					
26.	ฉันไม่มีความสามารถในการเขียน (+)					

## **Appendix H**

**Students Attitudes toward Using One- On – One Writing Conference Base On**

### Students Attitudes toward Using One- On – One Writing Conference Base On Rogerian Techniques.

The purpose of this questionnaire is to assess students' attitudes towards Rogerian Techniques

Direction : Please choose the most appropriate choice that match with your opinions.  
By using X in the provided box.

Please answer the question sincerely in order to validate the finding of the study.  
The degree of attitude

- 1 refer to I strongly disagree with given statement.
- 2 refer to I disagree with provided statement.
- 3 refer to I don't have comments on this statement.
- 4 refer to I agree with the given statements
- 5 refer to I strongly agree the provided statement.

Item	Student's attitude toward Rogerian Techniques	The degree of Opinions				
		1	2	3	4	5
Rogerian Techniques						
1.	Pointing to structure helps me to improve my English writing skill.					
2.	Pointing to structure provides learners express ideas, thoughts, and feeling to other people					
3.	I think, I can learn more when teachers guide me before writing.					
4.	Pointing to structure function is an important for helping learner to organize the ideas in writing					
5.	I feel free when I discuss or express my ideas with my teacher in the class					
6.	Clarifying function gives learners a chance to consider their own words and ideas.					
7.	Clarifying increases learners' critical thinking.					
8.	Clarifying provides learners express their thought directly in the writing					
9.	Expanding function provides additional clarity and focus in their writing very well.					
10.	Expanding function encourages learners explore their thoughts into words meaningful form					
11.	I love to discuss and to share my draft with teacher or peer.					
12.	One to one writing conference helps me express my thought in my work.					

Item	Student's attitude toward Rogerian Techniques	The degree of Opinions				
		1	2	3	4	5
13.	Recalling function distributes learners recognize the linear sequence of events.					
14.	I feel I can learn better with one to one writing conference and I feel ease to understand the writing.					
15.	Rogerian Techniques increase learning atmosphere and learners enjoy writing essay.					
16.	Rogerian Techniques helps writers clarify their intentions through dialogue in conferences, from oral to written discourse					
17.	Summarizing function guides learners monitor their writing comprehension well					
18.	Summarizing helps you write <i>and</i> helps you check what you've written.					
19.	Rogerian Techniques can reduce the number of the errors on the part of writing					
20.	Rogerian Techniques enhance me to better understand the writing process.					

**แบบสอบถามความคิดเห็นของนักศึกษาที่มีต่อรูปแบบการสอนเพื่อลดความวิตกกังวลในการเขียนภาษาอังกฤษ  
ของนักศึกษาวิทยาลัยเทคนิคโดยการใช้ Rogerian Techniques**

วัตถุประสงค์ของแบบสอบถามเพื่อวัดทัศนคติของผู้เรียนที่มีต่อการสอนที่ใช้ เทคนิคของ โรเจอร์เรียน

คำชี้แจง กรุณาเลือกหัวข้อที่ตรงกับความคิดเห็นของตนเอง โดยการใช้เครื่องหมาย ✓

กรุณาตอบคำถามตามความคิดเห็นให้ตรงกับความเป็นจริง

- 1 หมายถึง ไม่เห็นด้วยอย่างยิ่ง
- 2 หมายถึง ไม่เห็นด้วย
- 3 หมายถึง ไม่แน่ใจ
- 4 หมายถึง เห็นด้วย
- 5 หมายถึง เห็นด้วยอย่างยิ่ง

หัวข้อ	ความคิดเห็นของนักศึกษาที่มีต่อการสอนโดยใช้ โรเจอร์เรียนเทคนิค	ระดับความคิดเห็น				
		1	2	3	4	5
โรเจอร์เรียนเทคนิค						
1.	การสอนเขียนแบบ <b>one to one writing conference</b> ช่วยให้ฉันมีพัฒนาการในทักษะการเขียนมากขึ้น					
2.	ฉันมีอิสระในแสดงความคิดเห็นกับครูผู้สอน					
3.	ฉันคิดว่า ฉันเรียนรู้ได้ดีเมื่อครูผู้สอนเปิดโอกาสให้แสดงความคิดเห็นมากกว่าการถูกคิดสินว่าถูกผิด					
4.	ขั้นตอนการนำไปสู่ประเด็นของเรื่องที่เขียนมีความสำคัญมากในการช่วยผู้เรียนลำดับความคิดในการเขียน					
5.	ขั้นตอนการนำไปสู่ประเด็นของเรื่องที่เขียนช่วยให้ผู้เรียนได้แสดงความคิดเห็น ตลอดจนแสดงอารมณ์ต่อคนอื่นได้ดี					
6.	ขั้นตอนในการอธิบายทำให้ผู้เรียนมีโอกาสในคิดพิจารณาใช้คำพูดแนวคิดของตนเองมากขึ้น					
7.	ขั้นตอนการขยความตลอดจน ขั้นตอนการอธิบายเป็นการนำเข้าสู่การเขียนเป็นอย่างดี					
8.	ขั้นตอนการขยความเป็นกระสุนให้ผู้เรียนได้ค้นหาความคิดและความหมายของคำตามความคิดเห็นของตนเอง					
9.	ขั้นตอนการทบทวนเป็นการส่งเสริมให้ผู้เรียนจำลำดับขั้นตอนของเหตุการณ์ได้เป็นอย่างดีในงานเขียน					
10.	ขั้นตอนการสรุปความเป็นแนวทางการตรวจสอบความเข้าใจในงานเขียนของผู้เรียนได้เป็นอย่างดี					
11.	ฉันชอบการอภิปรายร่วมกันเพื่อการแลกเปลี่ยนความคิดเห็นในงานเขียนกับครูหรือเพื่อนในชั้นเรียน					
12.	การสอนแบบ <b>one to one writing conference</b> ช่วยให้ฉันได้แสดงความคิดเห็นของตัวเองลงในงานเขียนเป็นอย่างดี					
13.	การสอนแบบ <b>one to one writing conference</b> ส่งเสริมให้ผู้เรียนได้เรียนรู้ด้วยตนเองมากขึ้น					
14.	ฉันรู้สึกว่าการเรียนการเขียนได้ดีกับการสอนแบบ <b>one to one writing conference</b> และฉันรู้สึกว่าการเขียนเป็นสิ่งที่ง่าย					
15.	รูปแบบการสอนโดยใช้เทคนิคของโรเจอร์เรียนได้เพิ่มบรรยากาศของการเรียนรู้อย่างแท้จริงและทำให้ผู้เรียนสนุกกับการเขียนมากขึ้น					
16.	รูปแบบการสอนโดยใช้เทคนิคของโรเจอร์เรียนช่วยให้ผู้เรียนได้อธิบายความตั้งใจของตนเองผ่านการพูดคุยไปสู่งานการเขียน					
17.	รูปแบบการสอนโดยใช้เทคนิคของโรเจอร์เรียนช่วยให้ฉันเข้ากระบวนการเขียนเป็นอย่างดี					
18.	รูปแบบการสอนโดยใช้เทคนิคของโรเจอร์เรียนได้พัฒนาการคิดวิเคราะห์ของตนเองได้ดีขึ้น					
19.	รูปแบบการสอนโดยใช้เทคนิคของโรเจอร์เรียนสามารถลดความคิดพลาดในงานเขียนได้ดีขึ้น					
20.	รูปแบบการสอนโดยใช้เทคนิคของโรเจอร์เรียนได้เพิ่มความมั่นใจในการเขียนมากขึ้น					

**APPENDIX I**  
**RELIABILITY ANALYSIS - SCALE (ALPHA)**

## RELIABILITY ANALYSIS - SCALE (ALPHA)

(ความเครียดหรือความวิตกกังวล)

### Item-total Statistics

	Scale Mean Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
AP1	91.2667	88.5471	.4529	.9440	.7034
AP2	91.7667	84.6678	.4873	.9188	.6957
AP3	91.3667	90.3782	.2387	.8638	.7154
AP4	91.1000	90.9207	.2310	.8376	.7158
AP5	90.6333	97.6885	-.2921	.8807	.7330
AP6	90.3000	99.8724	-.3471	.9059	.7376
AP7	90.6000	95.6966	.3118	.8587	.7266
AP8	91.0333	94.1713	.4490	.9379	.7295
AP9	90.6000	99.1448	-.2008	.9553	.7405
AP10	90.6333	92.1713	.2971	.9595	.7137
AP11	92.1667	86.4885	.4114	.8226	.7022
AP12	92.4000	85.6966	.3824	.9060	.7035
AP13	90.6000	94.3172	.7340	.9673	.7251
AP14	92.3000	83.9414	.4093	.8809	.7004
AP15	92.1000	91.5414	.3071	.9718	.7251
AP16	91.1000	84.9207	.5204	.9207	.6945
AP17	92.7667	79.4264	.5524	.9659	.6847
AP18	91.0000	89.1034	.3859	.8970	.7066
AP19	91.1667	93.0402	.3921	.8344	.7215
AP20	90.8333	93.0402	.4194	.8882	.7233
AP21	90.4333	96.1161	-.5189	.7577	.7282
AP22	91.6000	86.3862	.3883	.8579	.7035
AP23	92.7333	78.0644	.6434	.9480	.6759
AP24	91.6000	83.9724	.5047	.9463	.6938
AP25	91.1333	92.2575	.3319	.7941	.7232
AP26	90.9333	90.9609	.6195	.9632	.7213

Reliability Coefficients 26 items

Alpha = .7221      Standardized item alpha = .6728

## RELIABILITY ANALYSIS - SCALE (ALPHA)

(ความคิดเห็นที่มีต่อการสอน Rogerian techniques)

### Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
P <sub>1</sub>	83.6667	46.0920	.5768	.	.9003
P <sub>2</sub>	83.9667	44.0333	.8000	.	.8941
P <sub>3</sub>	83.4333	47.6333	.4170	.	.9041
P <sub>4</sub>	83.8333	46.3506	.5713	.	.9005
C <sub>5</sub>	83.7667	45.7023	.5729	.	.9003
C <sub>6</sub>	83.6667	45.6782	.5671	.	.9005
C <sub>7</sub>	83.9000	45.4034	.7448	.	.8966
C <sub>8</sub>	83.8000	45.8207	.5650	.	.9005
E <sub>9</sub>	83.6667	46.5747	.5120	.	.9019
E <sub>10</sub>	83.8000	47.8207	.4192	.	.9040
E <sub>11</sub>	83.8000	47.5448	.3513	.	.9062
E <sub>12</sub>	83.7667	45.4954	.5000	.	.9028
R <sub>13</sub>	83.5667	47.1506	.4440	.	.9036
R <sub>14</sub>	84.1000	46.0241	.4690	.	.9035
R <sub>15</sub>	83.7000	45.1828	.6298	.	.8988
R <sub>16</sub>	83.8333	45.7299	.6592	.	.8984
S <sub>17</sub>	83.7667	46.0471	.5937	.	.8999
S <sub>18</sub>	83.8000	45.2690	.6351	.	.8987
S <sub>19</sub>	83.9000	46.9897	.3623	.	.9067
S <sub>20</sub>	83.4333	46.8057	.5368	.	.9014

### Reliability Coefficients 20 items

Alpha = .9057      Standardized item alpha = .9078

**Appendix J**  
**Behavior Observation**

### Behavior Observation

Student Name : .....

Date : .....

Teacher Name : .....

Behavior skill	Never	Rarely	Most of the time	Always
<b>On time and prepared</b>				
1. Arrives to class on time				
2. Bring necessary materials				
3. Completes homework				
<b>Respects Peers</b>				
1. Respects others' property				
2. Listens to peers				
3. Responds appropriately to peers				
4. Respects others' opinions				
5. Refrains from abusive language				
<b>Respects Teacher / staff</b>				
1. Follows directions				
2. Listens to Teacher /staff				
3. Accept Responsibility for actions				
<b>Demonstrates Appropriate Character Traits</b>				
1. Demonstrates positive character traits (i.e. kindness, trustworthy, honesty)				
2. Demonstrates productive character traits (i.e. patience, thorough, hardworking)				
3. Demonstrates a level of concern for others				
<b>Demonstrates a level of Concern for learning</b>				
1. Remains on task				
2. Allows others to remain on task				

Tools developed by Teacher Support Specialists. Contributed by Nelda Bishop, First District RESA

**Appendix K**  
**Sample**

Mr. Arnon Boonchom ๒๕๕๑.๑/๔ ๐๔๔

DATE:	NO.:	SUBJECT:
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### My Autobiography.

My name's Mr. Arnon Boonchom. My nickname's Non. I was born on May 26, 1992. I was born in Yangsrisurat District Maha Sarakham Province. I am 19 years old. My blood is group O. I am tall. I have black hair. I am patient and friendly. My favorite tourist place is beach. My favorite sports are football, table tennis and golf. I swim twice a week. I like classic music. I watch television in my free time. I am single. My telephone number is ๐๘๓-๓๒๙๙๖๕. My e-mail address is Davilmoaly@hotmail.com. I live at 139/2 Naphoo Yangsrisurat District Maha Sarakham Province 44210. I graduated from Naphoopitayakhorn School. I'm studying Maha Sarakham Technical college, Major Production techniques, Major mechanical work. I go to Maha Sarakham Technical college by motorcycle. My student's ID is ๒๔๓๑๐๒๐๐๔๔. My favorite subject is English. I like reading very much. I don't like Chemistry subject. There are four people in my family.

DATE: / /	NO.:	SUBJECT:
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I don't have brother and sister. My grandmother name's Mrs. Thin Boonchom. She has 62 years old. My father name's Mr. Pairoat Auppakong. My father's 45 years old. My mother name's Mrs. Suttaroom Boonchom. My father and My mother are working in Bangkok.

My dream's work as Engineer.

Mr. Kittipong Jantaruang Dep. Computer Technology 1/5 034

DATE: / /	NO.:	SUBJECT:
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### My best friend

Som is my best friend, about 12 year ago.

He is hyper active, talkative, and funny person.

I go home with him everyday, because we live in the same village. Som and I used to study in the same classroom

when we were childhood. Nowaday, we are studying

in Mahasarakham Technicall College Department Computer

Technology. I study in classroom with him we help

each other all the time and I usually help him everthing

too. He is intimate in classroom and outside classroom.

I tell him everything about myself, and he advise good

thing for me. He is the best friend everytime. For example,

eating, plying football. doing homework and going to home.

I think Som is my best friend. I feel good when

I have him to be friend. He make sincere for me.

I can trust him very much.

Mr. Wanchalerm Dongsombat ๒๒.๑/๘, ๒๐๒๑

NO.

DATE

## Favorite sport

The sport that I crazy is volleyball. I have played volleyball since I was at elementary school. In addition, I used to be an athlete in high school, too. At first time, I don't like volleyball sport. However, my opinion changed when I saw volleyball competition on the television. I begin to like it litter because I want to be good at this sport like thai national athlete. In order to have a chance to go other countries. I think, volleyball sport makes me tall, have sport skill and more concentration. In my free time I like playing a musing, cheerfulness, happiness and others. Furthermore, I have a strong health, dood emotion, harmony friendship and good income. I like volleyball sport very much.

In conclusion, volleyball is very useful sport for everybody please try to play volleyball. I think I will play volleyball sport forever.

Mr. Thanakorn Phornsombut No. 036 Dept. Computer Group. 1/5

DATE: / /	NO.:	SUBJECT:
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### My favorite TV program

Everybody likes to watch TV and everybody has a favourite TV program. I want to tell you about my favourite TV program.

I like to watch TV programme "Relax before the afternoon" because

I like to watch list funny and comedy Relax. It will not strain your mind too.

My favorite TV program is "Relax before the afternoon",

The first list on the television comedian had an outstanding role on the television screen for the first time since 2540

the Thai TV Channel 3 that this is a lighthearted comedy

back before lunch. This results mainly from the original

series and the game show's wheel. The famous comedian

was exciting to see. Broadcast every day Monday -

Friday 10.25 AM - 10.50 AM.

DATE: / /	NO.:	SUBJECT:
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Finally, I would like to leave the list "Relax before the afternoon"

Because the list is a list of all the ages. And will make you laugh and smile. With that remark and hilarious comedy and drama.

I like this a lot, and some people might like this. I think it's fun.

Mr. Manisit Thapthim 041 computer

NO. ....  
DATE / /

## My favorite Program

At the present, there are many TV program for example Drama, News, Movies and other which I don't like Drama because it is a ridiculous. But I like watching movies program very much which it make me relax.

my favorite movie is "THE BEASTLY" This is a movie about love and it's a very funny movie

But my favorite Program is Mysci Product by NEXTSTEP comp It's a documentary about the scientific. which the Mysci Program will on air cable TV it is a fanny Program and give more knowledge.

I like to watch a Mysci program every day in my free time but the Mysci Program have own webpage is [facebook.com/mysciv](https://www.facebook.com/mysciv) which it will update and knowlege forme every day. I like look his webpage on my laptop

No. ....

Date / /

## How Save The World

There are many problems that occur on our planet. Such as floods, earthquakes and other problems. On the environment. Due to pollution. Or degradation of natural resource. It occurs where the sun would not affect any other reason, to anyone in the world, so they have a responsibility together. And to resolve problems and improve the building environment. To return to the state that will contribute to better their own lives and to humans.

The environment has been changing by man. No matter who is doing or what happened. It affects the whole world. As with global warming we are experiencing today. May be caused by human mistake. It happens all over the world will not help find a solution. The beauty of this world continue. Global warming is a condition in which the average global temperature increase of the greenhouse. The cause of the whole man. The amount of carbon dioxide from burning

No. ....

Date / /

fossil fuels for transportation. And manufacturing industry.

In the end, what we do. This is due to ourselves. Faced with the current global warming. It is then that we should turn attention to the world. So that we do not have to struggle with issues such as flooding, forest fire or earthquake. Due to man-made

For the treatment and care, it has so many different ways. Reduce energy consumption. Do not let water into the river. Or, deforestation and help save energy. I want everyone to help preserve the planet so that we can live happily.

**Appendix L**  
**Narrative writing**

**1. Unit Name : Narrative writing****2. Lesson Title : Autobiography**

By Mrs. Prakong Phetmeekaew

**3. Subject Area : Developing Skills for English Communication 1**

( E 3000 – 1201)

**4. Grade Level : Intermediate to upper intermediate ESL - Diploma of Vocational Education****5. Objective :**

- Students will write a productive autobiography through prewriting activities and they will be able to organize main points by placing them on a web layout.
- Students will develop a rough draft by organizing their ideas into paragraphs and will peer editing to receive feedback on their rough draft.
- Students will write a second draft using rogerian techniques feedback.
- Students and teacher will create a positive classroom environment
- Students and teacher will get to know each other within the first few weeks of teaching.

**6. Required Materials**

- Graphic organizer for students ( I use cluster Web : life map)
- Sample of autobiography
- Students handouts
- Student worksheet
- Dictionary

**7. Time Estimates 6 Hours**

## 8. Activity :

### Hour 1 -3

#### Prewriting ( brainstorming ) for autobiography

**Step 1 :** Remind students that an autobiography contains information about one's own life written by that one person. Give students autobiography sample and remind them of the various autobiography title they have been reading through out this unit and discuss how each author told their own story.

**Step 2 :** The teacher will help students brainstorm ideas about the autobiography information . The class will organize the information into categories. Teacher will give each student a copy of the graphic organizer. Student so will choose five categories they wish to include in their autobiography and put their information in the graphic organizer. Distribute each student's life map. Explain that they will complete one more prewriting assignment before drafting their autobiography. Have them use their life map to answer the questions on the students' worksheet. Tell the students that they will be able to use their answers to those questions when writing their autobiographies as a helpful organizer . Discuss the possible answers. Use their own responses as an example. Instruct them to complete each sentence. Collect written responses and life maps.

**Step 3 :** Review the writing process with the students and distribute the written responses from the previous day and life maps. Share with the students that they will begin their autobiography drafts today, that they are just collecting all their thoughts , and need not worry about doing everything correctly

#### Rough Draft :

**Step 4 :** Remind the students that each pictogram they drew represents a paragraph in their autobiography and they need to incorporate their pictograms from their Life maps and their responses from their written work into their draft . Brainstorm a variety of strong introductory

sentences with the students. For homework the students will begin writing a rough draft using the information in their graphic organizers.

**Step 5 :** Have the students begin their autobiography drafts, to just write their ideas on paper

**Step 6 :** Monitor the students to make sure they are on task. Collect all work at the end of the class.

#### Hour 4- 6

#### Revising



**Step 7 :** Allow for additional drafting time. Upon completion, instruct students to do a “ re-read of their draft and During this time, teacher will be available to conference one on one with students if they need help with their topic or their draft, This time should be completely individual. The Rogerian Techniques will be applied in this step for revising students’ draft. This techniques focus on one on one negotiation between the teacher and each of the students in class.

**Step 8 :** Students meet individually for 20-30 minutes with instructor to discuss their draft. Teacher may suggest variation or alternative to think about such as pointing to structure, clarifying, expanding , recalling and summarizing by using the checklist . In each function leads student explore their thinking to words with familiar atmosphere .

**Step 9 :** Teacher Observes and records what students are doing. Confers individually with students . Brings together small groups for additional assistance.

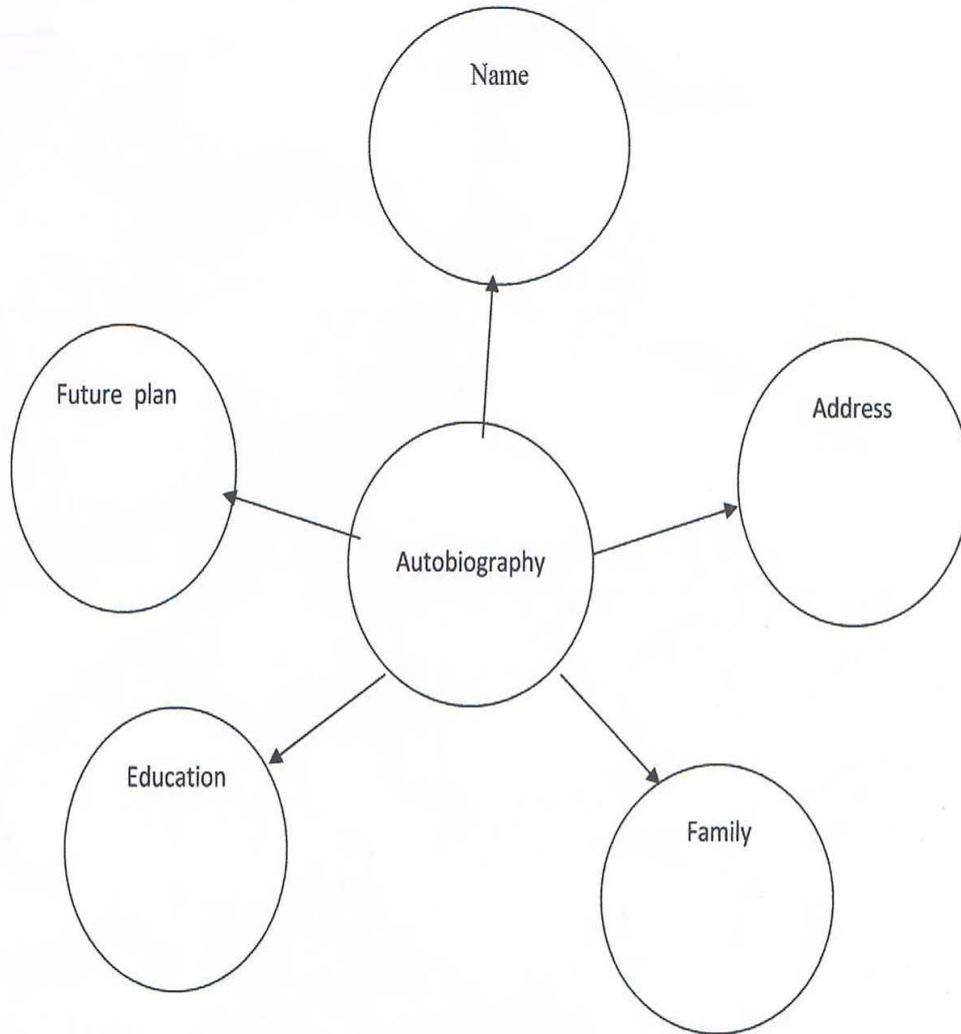
#### Editing and Proofreading

**Step 10 :** Students will revise and edit their work, using feedback from the teacher and their peers in term of spell check, Checked for proper punctuation, used well- chosen words and make all necessary changes to their drafts before publishing.

#### **Publishing**

**Step 11 :** Each student must do a final read of their own, making sure all the items on the Checklist have been satisfied. Finally, instruct them to publish and assessment.

**Graphic Organizer : Life map**



Name.....

Name .....

**Students' Authobiography Worksheet**

1. I was born ( month, day, year) : The place (city, state) where I was born
2. The people living in my home when I was born (introduce them.):
3. The people living in my home now are (introduce any new family members'.
4. My parents chose to name me .....because :
5. My earliest memory is.....
6. The best memory of my life was when .....
7. The worst memory of my life was when.....
9.The characteristics that best describe me are.....
10.My goals / dreams for the future.....
11. What I plan to do to help my dreams / goals come true : .....

### Sample of suggested questions for brainstorming

#### **Family**

- How did you get your name?
- Does your family have stories about when you were born?
- Where have you lived? What were the houses, the neighborhoods, and the town like?
- Where are you in your family birth order? Do you remember any of your brothers or sisters being born?
- Have you spent time with your grandparents? What are your best memories of going to grandma's house?
- Did your aunts, uncles, or cousins make time to have fun with you?
- Have you had a very best friend? What adventures have you shared?
- What is special and unique about you and your family? Does your family have holiday traditions? Do you have a favorite memory of a family holiday?

#### **Activities**

- Did you have a favorite hobby? What was it? How long did you keep it up?
- Did you ever play a musical instrument? Which one?
- Did you take lessons? How did you feel about practicing?
- When did you attend your first dance? Did you ever go to dancing school? Please demonstrate your favorite dance step for the audience.
- What was your favorite sport? What did you like best about it?  
Were you ever on a team? What position did you play?

## **Travel**

- What was the best family vacation you can remember?
- Where did you go? Who came along?
- When was the first time you traveled alone? Where were you headed?  
What happened on the trip?

## **School**

- Did you like school? Why or why not?
- Describe a favorite teacher.
- What subject gave you the most headaches?
- How much homework did you have every night?
- Were you allowed to watch TV on weeknights?

## **Summertime**

- Did you ever go to camp? What's your best memory? Your worst? Who was your favorite counselor? Why?
- How old were you when you learned to swim? Do you remember who taught you? Ever have a scary moment in the water?
- What was your first summer job? How much were you paid? Describe a typical day on the job.
- Were you ever bored during the summer? What did you do when there was 'nothing to do'?

## **World history**

- What major world events influenced your daily life?
- What newspaper headline can you still see in your mind? Who were your heroes?

## **Unit 2. Friend : Narrative writing**

### **1. Lesson Title : Best Friend**

By Mrs. Prakong Phetmeekaew

### **2. Subject Area : Developing Skills for English Communication 1 ( E 3000 – 1201)**

### **3. Grade Level : Intermediate to upper intermediate ESL - Diploma of**

Vocational Education

### **4. Objective :**

- Students will use a graphic organizer to help them discuss a model character sketch and organize/write one of their own.
- Students will write an interesting sketch that includes the proper elements of a character sketch.
- Students will write a descriptive narrative paragraph about a friend.

### **5. Required Materials**

- A “ model” character sketch
- Student handouts
- Student worksheet

### **6. Time Estimates 6 Hours**

### **7. Activity :**

#### **Prewriting : Brainstorming**

**Step 1.** Guide students through a think-aloud about a best friend by student handout . Describe the friend, tell experiences with the friend, and why the friend is important.

**Step 2.** Discuss questions with students about the best friend you are looking for

**Step 3.** Identify one of the characters from the article , and lead a discussion the character by using “a model character sketch” . Use student questionnaires to elicit specific qualities about the their character.

#### **Rough Draft :**

**Step 4.** Ask student to think of a friend they would like to write about. Ask a few students to describe their friend. Then ask all students to describe their friend to a partner. Have the students write the name of the friend on a piece of paper ( student worksheet 1)

**Step 5.** students write a character sketch about somebody they know well -- for example, a parent, best friend, relative, or neighbor. After they have mastered the art of writing a character sketch of somebody familiar, they can transfer their character-sketch writing skills to a character sketch about a character they prefer

**Step 6.** Explain to students what a character sketch is: A character sketch highlights several important characteristics or personality traits of a person -- a real person, A good character sketch provides *support detail* for each identified trait.

**Step 7.** Point out that in the character sketch above, the writer highlighted what he or she felt were some of Liz's best qualities or character traits. For each trait or characteristic, the writer provided at least one detail that supported -- served as proof -- that Liz possessed that trait. The character sketch form below provides a simple outline for a character sketch. Have students work on their own or in small groups as they use the form to discuss the character sketch above. The form will help them identify. Then distribute student worksheet (2) to guide line student idea of writing

**Step 9.** Have students use a graphic organizer form similar to the one above to formulate ideas for a character sketch about someone they know well; the form will help them organize their thinking before writing. Emphasize the importance of providing good, strong supporting details for each characteristic. Help students who seem to be having difficulty identifying traits or providing supporting details. After they have filled in the spaces on the graphic organizer, students are ready to write their sketches. Give students time to write. Circulate and conference

## **Revising**

**Step 10** : student meet individually for 20 -30 minutes with the instructor to discuss their ideas. The teacher may suggest variation or alternatives to think about by using 5 steps of Rogerian reflection device to improve their writing .

## **Editing and Proofreading**

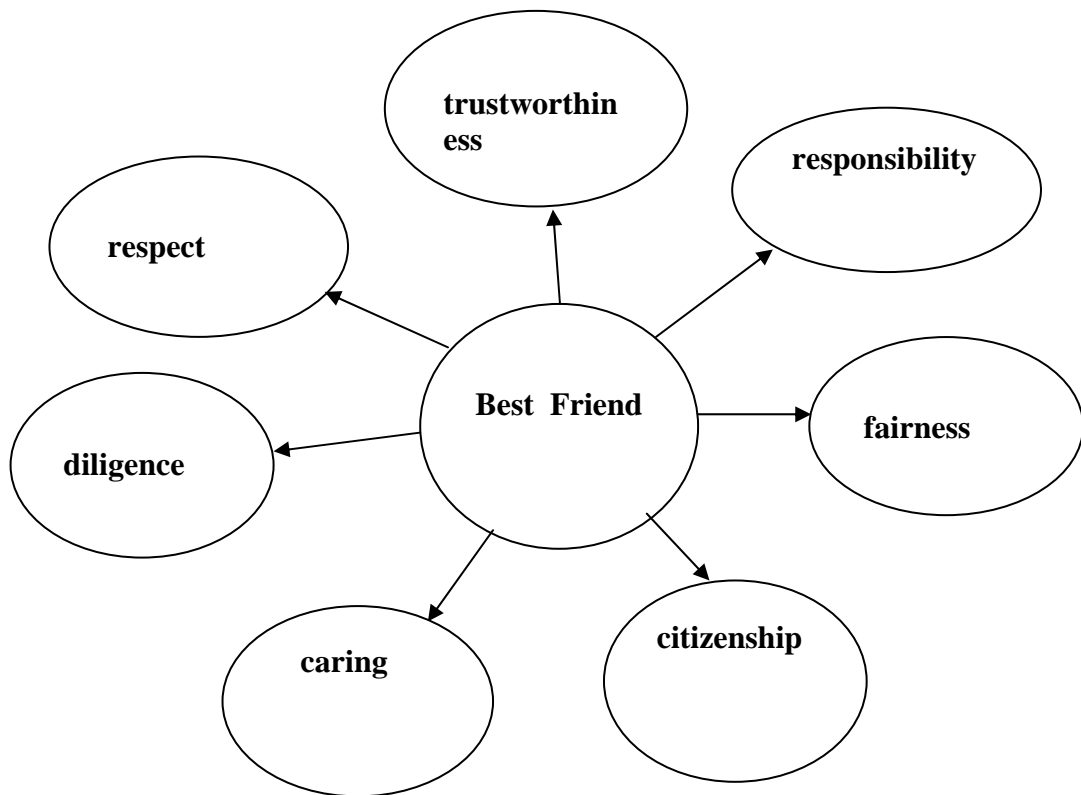
**Step 11** : Instructors will provide an opportunity for peer editing, a process by which students make suggestions about their classmates' work.

## **Publishing**

### **Step 12 :**

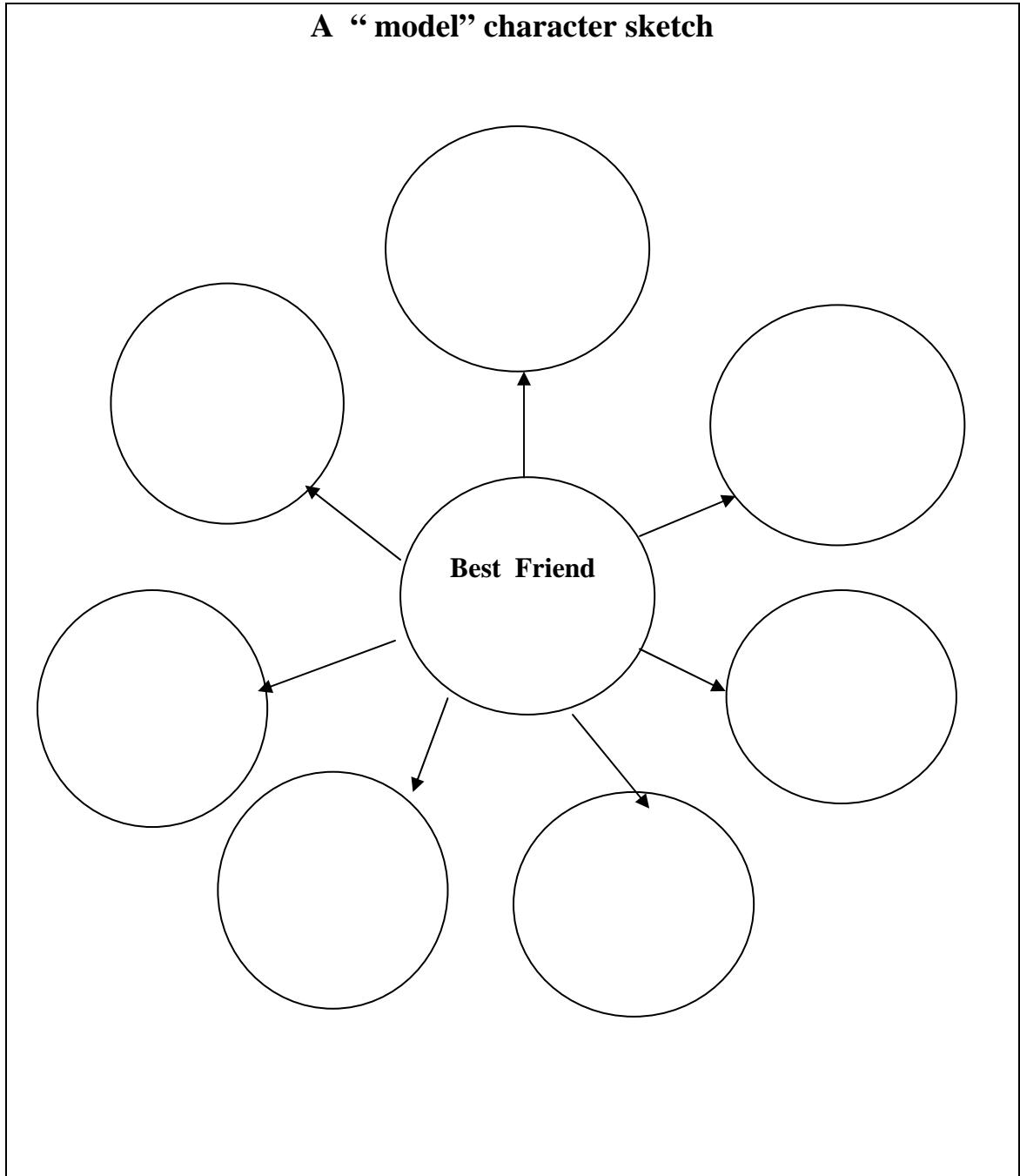
## **8. Assessment**

Students write a character sketch that includes all the important elements defined in the lesson above.

**A “model” character sketch**

**Students' worksheet ( 1 )**

**A “model” character sketch**



### Student questionnaire

#### Are you a trustworthy person?

( Take this self – evaluation and decide for yourself.)

items	True	False
1. I keep my promises: I am person of my word.		
2.I am reliable : I follow through on commitments		
3.I am honest		
4.I keep secrets; I never betray a confidence or a trust		
5. I have integrity; I don't cave in to temptation		
6.I am loyal when loyalty is appropriate		

I think I am /am not a trustworthy person because.....

#### Are you a responsible person?

( Take this self – evaluation and decide for yourself.)

items	True	False
1.I do what needs to be done.		
2.I am reliable and dependable.		
3. I am accountable for my actions: I don't make excuses blame others.		
4. I fulfill moral obligations.		
5.I use good judgment and think through the consequence my actions.		
6.I exercise self –control.		

I think I am/ am not a responsible person because :.....

### Student Questionnaires

#### Are you a caring person?

(Take this self – evaluation and decide for yourself)

items	True	False
1.I am never mean, cruel, or insensitive.		
2.I treat people with kindness and generosity		
3.I am charitable.		
4.I give of myself for the benefit of others.		
5.I am responsive to the concerns and needs of others.		

I conclude that I am / am not a caring person because :.....

**Are you a diligent person?****(Take this self-evaluation and decide for yourself.)**

items	True	False
1.I always do my best: I strive for excellence.		
2.I am willing to risk failure for a worthy goal.		
3. I am self- disciplined.		
4.I make sure to learn from my mistakes and failures.		
5.I try to see the big picture and think long term.		
6.I set goals and stay focused.		
7.I don't give up just because things seem difficult.		
8.I don't procrastinate		

**Student Questionnaires****Are you a fair person ?****(Take this self-evaluation and decide for yourself)**

items	True	False
1.I treat other people the way I want to be treated.		
2.I treat people with equanimity and impartiality.		
3.I am open-minded and reasonable.		
4.I play by the rules.		
5.I don't take advantage of people.		
6.I consider the feelings of all people who will be affected by my actions and decisions.		

I think I am / am not a fair person because : .....

**Are you an honest person?****( Take this self- evaluation and decide for yourself.)**

items	True	False
1. I am truthful, sincere, and straightforward.		
2.I don't lie, cheat, or steal.		
3.I don't intentionally mislead others.		
4.I give of myself for the benefit of others.		
5.I am responsive to the concerns and needs of others.		

I think I am / am not a responsible person because : .....

**Student handouts****HOW TO BE A GOOD FRIEND**

**To have good friends you must be a good friend, Here are some of the way good friends treat each other:**

- Good friends listen to each other.
- Good friends don't put each other down or hurt each other's feelings.
- Good friends try to understand each other's feeling and moods.
- Good friends help each other solve problems.
- Good friends give each other compliments.
- Good friends can disagree without hurting each other.
- Good friends are dependable.
- Good friends respect each other.
- Good friends are trustworthy.
- Good friends give each other room to change.
- Good friends care about each other.





## **VITA**

## VITA

<b>NAME</b>	Mrs. Prakong Phetmeekaew
<b>DATE OF BIRTH</b>	January, 24 1966
<b>ADDRESS</b>	58 Moo 4 Tambon Nongno, Muang District, Maha Sarakham 44000
<b>PRESENT POSITION</b>	Teacher
<b>PLACE OF WORK</b>	Maha Sarakham Technical College
<b>EDUCATION</b>	
1981	Mattayom Suksa 3 Padungnaree School Muang District, Maha Sarakham Province
1985	Mattayom Suksa 3 Padungnaree School Muang District, Maha Sarakham Province
1990	Bachelor of Arts (B.A.) majoring in English Maha Sarakham Teacher College
2012	Master of Education (M.Ed.), majoring in English Maha Sarakham University