

**AN INSTRUCTIONAL MODEL TO DECREASE THAI
JUNIOR HIGH SCHOOL STUDENTS' FOREIGN
LANGUAGE WRITING APPREHENSION:
ONE-ON-ONE CONFERENCE**

BY

SASIPIIM MAHAROS

**Presented in partial fulfillment of the requirements for
the Master of Education Degree in English
at Maharakham University**

April 2014

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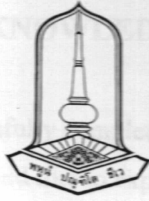
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TITLE An Instructional Model to Decrease Thai Junior High School Students' Foreign Language Writing Apprehension: One-on-one Conference

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ABSTRACT

The high apprehensive writers would express some negative behaviors in writing; for example, they would avoid doing writing work, ignore a composition course, or produce short or inefficient writing works. According to this cause and effect, this is an action research to develop the instructional model to decrease Thai junior high school students' foreign language writing apprehension by using the one-on-one conference strategy. The strategy was applied twice during the drafting and editing stages of writing in order to support the apprehensive writers to produce or write their drafts. The participants selected through a purposive sampling technique were 30 students in Mattayom Suksa 2, who were taking Fundamental English 2 (E32101) as a required subject in 1/2011 semester. The students' foreign language writing apprehension levels were obtained from using the Daly and Miller writing apprehension questionnaire (1975). The results of the study, categorized into two types of data; the quantitative and the qualitative data, show the significant reduction of the students' foreign language writing apprehension, and the students' positive attitude towards learning. In addition, the students' writing ability has also been improved. The findings are supported and discussed based on the study's literature including with the recommendations are also presented.

Key words: Foreign language writing, Writing Apprehension, One-on-one Conference



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CHAPTER I

INTRODUCTION

Background of the Study

English is well known as the World Language as we would probably see influences of English on many contexts of our world's current societies. As in Thailand, English has been taught as a foreign language or EFL. It has been defined as the compulsory subject in Thai Curricula of all levels. Although English is not a second language (ESL) in Thailand, it is considered as the most crucial foreign language for Thai society nowadays.

According to the national curricula, the purposes of teaching and learning are focused on the four skills of listening, speaking, reading and writing. However, in the views of scholars, writing seems to be the most problematic and difficult skill for learners to acquire. Writing is a productive skill, therefore; the learners should be able to achieve the goal of improving their skill. Writing is one of the important tools used to distribute the update knowledge for other in various means, including texts and articles. Moreover writing engages learners in real language use and self-expression, such as taking down or preparing messages, writing postcards, notes, or letters, keeping dialogue journals, and preparing monthly English newsletters.

Nevertheless teaching English for communication in Thailand and around the world is still puzzling especially in the lower secondary school. The majority of the students in this level are unable to achieve the goal of improving their English writing competence as stated in the curriculum.

This cause and effect appears on the students' ability in writing obviously. Due to the theory of writing apprehension of John Daly and Michael D. Miller (1975), the writer's behavior, attitude and writing product relate with each other.

The high apprehensive writers would express some negative behaviors in writing, for example; they would avoid doing writing work, ignore a composition course, and produce short or inefficient writing works.



According to the theory of writing apprehension, the researcher found the distinctive characteristics of the students in Mattayom2/3 at Mahasarakham University Demonstration School. The subjective were the students in the second place classroom. The students' characteristics were very quiet, unconfident in the English class. When they were asked to write, they wrote short paragraph or refused to do writing tasks, exercises or activities. Some of the students complained about their English proficiency that theirs were worse than friends' in the top class of 2/1.

Therefore, to improve the students' writing competence, the researcher views that the teaching and learning of English language writing would be accompanied with the students' affective factors. This study would be benefit in finding the way to relief the students' English language writing apprehension, and hopefully to develop their writing ability. The one-on-one conference could be the effective way to get to know more about students' problems in English learning especially in terms of their English writing apprehension. Hopefully that the one-on-one conference could reduce the students' writing apprehension and also improve the students' writing ability.

Purposes of the Study

The aims of the study are:

1. To develop the instructional model in order to reduce the student's English language writing apprehension by applying the one-on-one conference during drafting stage technique and check whether or not the model designed effective. And if so, how?
2. To check if the students have a positive attitude toward the model designed.

Research Questions

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

1. Is the model designed effective in reducing the students' foreign language apprehension? If so, How?
2. Do the students have a positive attitude toward the model designed?



Scope of the Study

The participants were Mattayom Suksa 2 students who were taking Fundamental English 2 (E32101) as a required subject in 1/2011 semester. The participants were purposively chosen after they had taken the writing apprehension questionnaire.

Definition of Terms

These are the following terms used in this study:

Writing Apprehension refers to writers' apprehension in foreign language writing which may cause some barriers in their writing ability. In this study, first five major prospects of writing apprehension would be gained from questionnaire taken by the participants.

WA Score refers to writing apprehension score obtained from the calculated score from the Daly and Miller (1975) questionnaire's result.

One-on-one conference refers to the strategy in teaching writing in order to reduce apprehensive writers' apprehension. It is a one-by-one interaction between teacher and student in discussing about the writing work. During having a conference, a teacher and a student would talk or discuss about the writing, especially for the student he or she would have a chance to express one's idea toward his or her own work. The approach was employed during drafting stage of writing. They propitiated students that good writing takes time, effort and patience. They demonstrated that writing is not a mystical experience beyond their reach by showing them our own drafts.

Significance of the Study

According to the theory of writing apprehension of Daly and Miller (1975), the apprehension would hinder the ability in writing for the high apprehensive writers. They may refuse to write or their work would be deficiency or inferior to the others.



Therefore, this study is expected to:

1. Reduce the student's foreign language writing apprehension.
2. The instructional model designed would enhance the apprehensive writers in writing, and it would be benefit for teachers to apply for their teaching in writing courses.



CHAPTER II

REVIEW OF LITERATURE

The following topics are reviewed and related literature which this research is based on:

1. Writing Apprehension
2. One-on-one Conference Strategy
3. Theory of Writing
4. Second Language Writing
5. Theory of Second Language Writing
6. Process of Writing
7. Social and Cognitive Factors
8. Zone of Proximal Development

Writing Apprehension

John Daly and Michael D. Miller created an instrument to measure the levels of apprehension in writers, in 1975. The instrument is 26 attitudinal statements on a five Likert-type scale (5—strongly agree, 4—agree, 3—uncertain, 2—disagree, 1—strongly disagree). Lavona L. Reeves (1996) cited about the article in the *Journal of Educational Research*, of Lester Faigley, John A. Daly, and Stephen Witte in 1981. That is, when the high apprehensive writer asked to write, they tend to employ the approach-avoidance conflictive state which manifests itself in one's behaviors, attitudes, and written products. The followings are summary of Daly and colleagues' findings through 1981: (Reeves, 1997: 38-39)

Behaviors

1. They tend to select careers which they perceive to require little or no writing.
2. They tend to avoid courses and majors which require writing on a daily basis.
3. They write very little out of class.
4. They lack role models for writing at home, in school, and in the society at large.



5. They score lower on tests of verbal ability (SAT), reading comprehension, and standardized tests of writing ability used for college placement.

6. They do not necessarily lack motivation.

Attitudes

1. Their self-concept is often lower, and they may lack self-confidence.

2. They report low success in prior experiences with school-related writing.

3. They have received negative teacher responses to prior writing attempts.

4. They are more apprehensive when writing personal narratives in which they must express personal feelings, beliefs, and experiences.

5. They exhibit less apprehension when writing argumentative persuasive essays in which they are told not to inject personal feeling and not to use the first-person point of view.

Written Products

1. They have more difficulty with invention—getting ideas of what to write.

2. They produce shorter pieces of writing; i.e., fewer total words per piece.

3. Their ideas are not as well developed.

4. Their writing is judged to be lower quality when holistic scoring is employed, especially males' writing.

5. They score lower on scales of syntactic maturity: T-units are shorter, and there is less right branching (placing of participles to the right of the main clause).

6. They include less information in each clause or T-unit.

7. They have more difficulty with usage and mechanics.

8. They use less variety in sentence patterns.

However, there are two approaches mainly used to research on writing apprehension and writer's block. The first approach used to measure the writing apprehension with various factors, including writing performance and quality of product (Daly, 1977; Daly & Miller, 1975), performance on standardized writing tests (Daly, 1978; Daly & Miller, 1975), perceived intensity of the writing environment (Bennett & Rhodes, 1988), gender differences (Daly, 1979; Daly & Miller, 1975), and willingness to write and expectations about writing (Daly & Miller, 1975).

The second approach is generally used to emphasize the cognitive components of writer's block. Seven of blocking behavior were categorized by Boice in 1985.



There are working apprehension or perceived difficulty in writing, procrastination, dysphoria, which included several categories of fear or apprehension, impatience with the progress of the writing, perfectionism, evaluation apprehension, and maladaptive rules. (Boice, 1985) In addition, five blocking behaviors were also categorized by Rose in 1984. Owing to his student writers, there are the following; lateness, premature editing, complexity of material, attitudes towards one's writing, and pure blocking or inability to write. The strict rules (*rigid rules*) were also described by Rose, as the effect of blocking if they are used inappropriately.

Two measuring instruments are commonly used to examine writing apprehension and blocking behavior. The prior and more widely used instrument is Daly and Miller's (1975a) Writing Apprehension Test (WAT). This is a twenty-six-item questionnaire, thirteen items with positive statements and thirteen negative statements, with 5 Likert scale. The questionnaire asks the subjective to agree or disagree with the provided statements about writing. For example; "I avoid writing", or "Writing is a lot of fun." The result from the questionnaire is a single score which can be taken as an index of writing apprehension as the WA writing score.

The later instrument was created by Rose (1984), The instrument focuses on different components of blocking behavior. Rose developed the twenty-four-item Writing Attitude Questionnaire (WAQ). It is categorized to five different subscales: attitude towards writing, complexity of material, premature editing, lateness in completing tasks, and writer's block. "Attitude" as indicated by the respondent's feelings on his or her writing ("I think my writing is good") and evaluation of that writing ("I think of my instructors reacting positively to my writing"). "Complexity" taps the writer's ability to deal with complex material ("Writing on topics that can have different focuses is difficult for me"). "Editing" reveals the tendency to edit prematurely ("When I write, I'll wait until I've found the right phrase"). "Lateness" deals with the problem of not meeting deadlines ("I have to hand in assignments late because I can't get the words on paper"). The last subscale, "Blocking," indicates behaviors associated with writer's block ("At times, my first paragraph takes me over two hours to write"). (Marianne Phinney, 1991)

However, Phinney (1991) described that although some of the statements are similar in these two instruments. For example; WAT-"I like to write my ideas down" meanwhile, the WAQ-"I enjoy writing, though writing is difficult at times", the two



instruments produce very different scores. (Marianne Phinney, 1991) Although the WAT statements were based on various aspects of writing apprehension, it will produce the only single score, which is able to measure the subject's writing apprehension. The moderate score is 78; meanwhile higher score will indicate a high level of apprehension. The WAQ can be used to produce five scores (Betancourt & Phinney, 1988) indicating the level of apprehension on each subscale, and thus provides a more detailed picture of the subject's response to writing. Both questionnaires share the weakness of any self-response questionnaire; the researcher must trust that the subject has responded accurately. (Marianne Phinney, 1991)

Marianne Phinney (1991) cited the exception of Gungle and Taylor's (1989) adaptation of the Daly-Miller WAT and the bilingual study of Betancourt and Phinney (1988). The studies on writing apprehension in second language indicated that second language writers often have considerable apprehension about writing in their second language. (Marianne Phinney, 1991) According to the learning environment of the ESL classes, the second language writers had often to compete with the first language writers. However, they may not have faced with the similar writing experience that first language writers have had. Many second language writers feel that their competence in the second language will never match that of first language writers and so, no matter what they do, their writing will always be second-rate. Often, second language writers are poor or inexperienced writers in their first language and, thus, have little or no writing ability to transfer to their writing in the second language. (Marianne Phinney, 1991)

One-on-one Conference Strategy

Conference During Drafting Stages, Lavona L. Reeves cited that Beverly Lyon Clark and Sonja Weidenhaupt (1992) reported the success in reducing writers' block in their students by seeing them privately in conferences between drafts, giving them the opportunity to talk about their apprehension about starting or completing a particular work. (Reeves, 1997: 38-39) The apprehensive appeared with even the gifted writers. They have faced with writing blocks, which they finally overcame through the conferences. It had been focused on students' attention on higher or lower order



concerns, meanwhile trying to establish trust, encourage students to do drafts and give them direction in writing. The approach was employed during drafting stage of writing. They propitiated students that good writing takes time, effort and patience. They demonstrated that writing is not a mystical experience beyond their reach by showing them our own drafts. (Lyon Clark and Sonja Weidenhaupt (1992), Reeves, 1997: 38-39)

In addition, they exposed that the more drafts the students produced the less difficulty they have faced. The students had less difficulty with invention or getting ideas of what to write because they need not be committed to their words, plans, focal points, or sentence structure in the first draft. The students changed and discovered their meaning as they go if they know that they will have another chance to rewrite. They will not be forced to produce a perfect writing task immediately. That is to free them to explore and try several different directions before deciding on the final form. (Lyon Clark and Sonja Weidenhaupt, 1992: and Reeves, 1997: 38-39)

The purpose of the conference is to enhance students in order to review their works deeply. According to Don Graves (1994), “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” (Prakong Phetmeekaew, 2012), a teacher and students will have a chance to talk about the writing work assigned. A teacher may ask students about their writing, listen to students’ problems in writing, guide and suggest them to the right or better way in writing.

A role of a teacher in one-on-one conference writing would be like a coach. A teacher assists his or her students to write. A teacher will help students to even construct some ideas to write, and keep looking for their drafts through the whole stages of writing; thinking, planning, drafting, revising, editing, and publishing.

The one-on-one writing conference begins after a teacher teaches the whole class through the defined lesson. The strategy will conduct individually with a student. The outlined questions are asked in order to focus on the students writing work or the unique problems or questions that students have overcome.

The questions at the beginning of the conference relate to students’ writing or their feeling about their work; for example, “How about your writing?”, “Tell me about your writing ” in order to see that students have problems or hinders in writing or not.



Owning to Muriel Harris (1987), “What does conference talk accomplished?” Muriel Harris defined the purposes of talking in the one-on-one as the following;

1. Stimulating independent learning; The talk in the one-on-one conference can lead students to find their problems in writing, questions that a teacher asks provided students’ opportunities to talk about their writing-to articulate problems or talk about writing; for example, “I think there is something with my writing but I don’t know what it is?”
2. Promoting interaction with readers; The kind of talk would generate students in writing. The interactions between a writer and a reader enhance them to write. Students know who their reader is, and they will write as far as they find their reader expects to. Therefore, if the reader is a teacher who can help them to develop their writing work, it would be benefit for them.
3. Individualizing learning; According to individual differences among writers, problems in writing among writers are also individually different. To see the differences of writers, the writing instructions will be designed accordingly. Working individually with a student permits us to become familiar with that student’s weaknesses and strengths and with the student’s uniqueness as a writer and as a person.
4. Teaching specific strategy; An instruction will be tied on individual focuses of writers. The best accomplished strategy is to deal with the individual problems that writers have faced.

Benefits of One-to-one conference; some advantages of having conferences are supported by the following research. Some empirical evidences of effectiveness or value of having the conferences were demonstrated by Peter Schiff (1978). Despite of his short research body, it supported that one-to-one instruction has positive effects.

J.P. shaver and D. Nuhn conducted the studies in 1971 with the underachievers in reading and writing. They indicated that the instruction produced significantly greater results. D.G. Sutton and D.S. Arnold studied the effectiveness of tutorial assistance in remedial writing instruction compared to the classroom lectures and discussions used for a control group. Sutton and Arnold’s conclusion was that the highly individualize instructional methodology employed in the writing lab had a significantly beneficial upon the later English grades of the students.



Allan Gates (1977) had experiment with twenty-two freshmen that were given help in reading, writing, and study skills in college. The experimental group was compared with another group that didn't receive individual helps. The result was the experimental group was more successful and earned better grades.

Having the conference is possible to reduce the time for class instruction. Teachers can directly guide writers to write more effective than giving the whole class instruction. They don't have to conduct the conference for a long time, just fifteen minutes to spend with each student and suggest students what they should do or don't.

In the conference, misunderstanding, misinterpretation, or confusion can be declined by talk. To leave the students' comments may cause the misinterpretation. Therefore, having conference permits a teacher and students to talk about writing and share some understanding with the writing work. As Garrison's insisted that working on one writing at a time of a conference is a way to avoid this type of confusion.

In addition, Garrison mentioned that having a conference can change students' perceptions of the writing teacher's role. A teacher can be nearby students when they are writing at any ages (educational levels). Not only give students negative comments or evaluation, but also offering help, showing interest, and making suggestions in writing.

Gutschow's experience with eleventh and twelfth graders suggests that having conference is the way to encourage students to hear their own voice of critics, opinions, even for young children, it is the first step of hearing themselves express ideas and opinions orally.

Shapes and purposes of conference are based on the goals of a conference. The primary goal of the conference is to make students a skilled, knowledgeable and practitioner of the field. Jerome Bruner explains: "Instruction is a provisional state that has as its object to make the learner problem solver self-efficient.... The tutor must correct the learner or problem in a fashion that eventually makes it possible for the learner to take over the corrective function himself. Otherwise, the result of instruction is to create a form of mastery that is contingent upon the perpetual presence of a teacher." In order to reduce the passive students, students that wait for teacher to suggest how his or her writing should be filled, Murray's approach designed a set of questions that emphasized students to analyze and evaluate their laps in writing.



What did you learn from this piece of writing?

What do you like best in the piece of writing?

What question do you have of me?

In Roger Garrison's method of teaching writing by means of conferences, Thomas Carnicelli defines six tasks of conference teacher: to read the paper carefully, to offer encouragement, to ask the right questions that get the student actively involved, to evaluate the paper, to make specific suggestions for revision, and to listen to the student. According to Garrison's hierarchy, instructors who work with these set of priorities are able to help students to achieve competence in writing, have specific skills, skills in observable in the written product.

As Stephen North defined the role of the writing center, "Our job is to produce better writers, not better writing." The instructor's goal is to help students prepared for further writing.

Motivating writers can be pursued toward a conference. Instructors can help students to become good writers, and help them to realize the important of good writing. Reinforcement and positive comments are also effective in the conference. Instructors can emphasize on good points instead of focusing on negative in writing qualities as Judith Kollman called "gotchas", even when weaknesses are pointed out, conference comments will be less harsh.

Attending to the writer's concerns, is the one of the aims of having a conference. Instructors should realize that students is seeking for help, feedback, answers to questions, and even reassurance- their mental agenda and require attention. The success in achieving this goal is to recognize the students' goals. However, the instructor must realize that good writing in their terms meet with their students' views. Students always want to know the view of "good writing" that their teacher wants.

The roles of a teacher are as the following;

As Coach, Teachers are as coaches. They will use comments to help writers realize what they are writing for, what they have to work harder on their writing, what they have been working well on them, and what to build on.



As Commentator, The conference teacher is like the commentator. The teacher –as-commentator can help students to see what is really happening in their writing, to point out what problems students didn't see in the writing.

As Counselor, The conference teacher looks at the whole person, not only the fragments or rambling paragraphs. It's important to ask students previous experience, prior learning, motivation, attitudes or outside problems.

As Listener, Donald Murray describes that to listen to the students will make them feel more confident, and gain a sense of personal voice, worry less about their words on papers. However, he suggests that teachers listen closely in order to hear what the student needs to know.

As Diagnostician, This role is rather important in Garrison's approach. The teacher role is as expert, rule-giver, initiator, evaluator, interested reader, and partner in writing.

The Conference Tasks; There are several kinds of tasks to complete in conferences.

Getting-acquainted Time, This is a time for teacher to get to know his or her students. The teacher will even learn students' interests, and construct the receptiveness to what the students say as Lester Fisher and Donald Murray noted that most students don't believe that they have anything worth saying or, if they did, that anyone would listen. Judith Kollman explains that getting-acquainted time is a time to talk like people are interested in each other. Getting-to-know-you time includes some diagnostic works as well that teacher learns more about students' important information such as "Is the student really apprehensive about writing?"

Diagnostic Time; Joyce Steward and Marry Croft explain that to direct students diagnose their work, or reveal writing problems may simply improve themselves appropriately. For example, student who thinks he or she is unable to write a particular work may need to realize that they may not understand the assignment completely.

Instructional Time; The portion of the conference is devoted to what instruction is depended on. As Joyce Steward and Marry Croft pointed out that problem-solving tasks such as understanding the assignment, finding ideas, selecting information, narrowing a topic, finding methods of organizing, and so on. Meanwhile, other instruction is focused on skills acquired such as spelling, sentence structure,



punctuation, usage, coherent devices and paragraphing. Therefore, the conference processes may be different, for some students, one short conference is not enough to learn how to overcome errors or problems in their writing. So that, some conferences may be devoted for ongoing instruction which will need a whole time of a program to be achieved.

Evaluation Time; Sarah W. Freedman's studies of the conference conclude that there are various ways to evaluate the students' writing works, during the conference; 1) teachers guide the students to evaluate their own writing, 2) teachers and students evaluate the students' writing process as well as the written product, and 3) teachers give substantive, formative evaluation throughout the writing process as well as summative evaluation or grade once the product is complete. Owing to a conference, oral comments seem to simply fulfill the matters of correctness easier than writing. Therefore, the evaluation time can be achieved while teachers and students having conferences together.

Elements of conference: To analyze a conference is to identify possible stages that proceed through time of having conference.

Rosemary Arbur offers seven elements of a conference;

1. Engagement: the initial act to convey an acceptance of a student, and identify the purpose of the meeting.
2. Problem Explorations: the act of leading students to find specific problems that they should be worked on.
3. Problem Identification: the act of isolating the most specific serious problem at hand.
4. Agreement to work on problem together: the act of sharing commitment to cooperate and to work together.
5. Task Assignment: an articulation that students must do to satisfy the terms of the agreement.
6. Solution: the act of eliminating the problems
7. Termination: The end of the meeting

Conference Formats; Charles Cooper reminds that conference needs no new facilities, equipment, or schedule changes. Dan Kirby and Tom Liner prefer the format of the writing workshop, getting group together while a teacher is walking around and



having conferences with each students for thirty seconds. Roger Garrison recommends short conference. He suggests that a conference can be held as the writing workshop where the teacher holds conferences in a classroom corner while the students sit and write.

Conference scheduling; the conference can be held through the semester or on occasion. They can be offered at anytime during the students' progress in writing a paper. As Thomas Carnicelli suggests that the conference approach is most effective when a teacher works with the whole writing process helping students as they proceed. Prewriting conference can help student in search for topics, and the final draft can help with the problems or offer reader feedback. For teacher whose schedule don't include a conference periods, McCallister suggests using seven or eight days of class time during every six-week period for individual conferences. Another way is to hold a conference at the end of a unit so that students can begin their work on the next coming unit when class has been continued so that the students can continue their writing.

In summary, one-on-one conference has been found one of the effective strategies to reduce the students' writing apprehension. Therefore, the instructional model was designed based on the reviewed literature above.

Theory of Writing

Writing is a method of communicating ideas and information. This productive skill is required high responsibility of the teacher to enhance their students' abilities to express the skill themselves effectively. In order to let students communicate well, the teacher need to have to expand their cognitive academic language proficiency level (CALP). CALP contains the genres of power that leads to success. This skill leads students to learn how to produce their language task critically and creatively. It is the high requirement of elaborate in having the skill. Hence, the teacher's responsibility to initiate this thought process. Writing improves a person's ability to think concisely and clearly. Writing is an essential part of the developing child. (Marianne Phinney, 1991)



Second Language Writing

Most ESL students have to practice writing skills. However, their purposes for writing mostly are academic literacy not the kind valued by western academic communities. The natures of academic literacy often confuse and disorient students, "particularly those who bring with them a set of conventions that are at odds with those of the academic world they are entering" (Kutz, Groden & Zamel, 1993). In addition, the culture-specific nature of schemata, mental structures represents knowledge of things, events, and situations can lead to difficulties when students write texts in L2. Knowing how to write a "summary" or "analysis" in Mandarin or Spanish does not necessarily mean that students will be able to do these things in English (Kern, 2000). The research on L2 writing has been closely dependent on L1 research. Although L2 writing is different in many ways from L1 writing, L1 models have influences on L2 writing models and the development of L2 writing theory.

That is to say, the instructions must take into consideration of the influences from various factors; for example, educational, social, and cultural experiences that students have in their own native language. Most of the research on L2 writing was dependent on L1 research. Although L2 writing is strategically, rhetorically, and linguistically different in many ways from L1 writing (Silva, 1993), The L2 writing instructions have been influenced by the L1 models especially on the development of a theory of L2 writing. The L1 models will give some perception of developing a distinct construct of L2 writing.

The Flower and Hayes (1980, 1981) model focuses on what writers do when they compose. It examines the rhetorical problem in order to determine the potential difficulties a writer could experience during the composing process. (Johanne Myles, 2002) The "problem-solving activity" is divided into two major components: the rhetorical situation (audience, topic, assignment), and the writer's own goals (involving the reader, the writer's persona, the construction of meaning, and the production of the formal text). By comparing skilled and less-skilled writers, the emphasis here is placed on "students' strategic knowledge and the ability of students to transform information . . . to meet rhetorically constrained purposes" (Grabe & Kaplan, 1996, Johanne Myles, 2002). Yet, the social dimension is also important. Indeed, writing "should not be



viewed solely as an individually-oriented, inner-directed cognitive process, but as much as an acquired response to the discourse conventions . . . within particular communities" (Swales, 1990, Johanne Myles, 2002).

More studies that examined the goals' set of students, the strategies that they use to develop the idea organizing and the metacognitive awareness they bring to both these acts, Flower and her colleagues (1990) analyze the academic task of reading-to-write to establish the interaction of context and cognition in performing a particular writing task. (Johanne Myles, 2002)

According to Myles (2002) cited Flower's (1994) socio-cognitive theory of writing. In the social cognitive curriculum students are taught to write in negotiating an academic community, and in the process develop strategic knowledge. Writing skills are acquired and used through negotiated interaction with real audience expectations, such as in peer group responses. Instruction should, then, afford students the opportunity to participate in transactions with their own texts and the texts of others (Grabe & Kaplan, 1996; Johanne Myles, 2002). By guiding students toward a conscious awareness of how an audience will interpret their work, learners then learn to write with a "readerly" sensitivity (Kern, 2000; Johanne Myles, 2002,)

Bereiter and Scardamalia (1987) also proposed a model that suggests reasons for differences in writing ability between skilled and less-skilled writers. (Johanne Myles, 2002) Bereiter and Scardamalia viewed that the composition class in formal school encourages the more passive kind of cognition by "continually telling students what to do," rather than encouraging them "to follow their spontaneous interests and impulses . . . and assume responsibility for what becomes of their minds (p. 361)" (Johanne Myles, 2002) Myles also cited the argument that the ability to resolve both content and rhetorical problems includes a dialectical process for reflection. If students rarely practice the kinds of writing tasks that develop knowledge-transforming skills, they are not likely to be able to perform those skills easily. (Bereiter and Scardamalia, 1987; Johanne Myles, 2002)

Myles exposed that both the Flower and Hayes, and the Bereiter and Scardamalia writing process models were theoretically employed the process approach in both L1 and L2 writing instruction. By incorporating pre-writing activities such as collaborative brainstorming, choice of personally meaningful topics, strategy instruction



in the stages of composing, drafting, revising, and editing, multiple drafts and peer-group editing, the instruction takes into consideration what writers do as they write. (Johanne Myles, 2002)

However, the all L1 models are not appropriate in the L2 contexts. There are some cross-cultural differences and issues related to sociocultural variation in the functions of the written language (Kern, 2000; Johanne Myles, 2002). Additionally, with native speakers, "writing ability is more closely linked to fluency in and familiarity with the conventions of expository discourse" (Kogen, 1986: 25; Johanne Myles, 2002) hence, the instruction for L2 writers acquire the conventions about the language itself. The factors of limited knowledge of vocabulary, language structure, and content can inhibit a L2 writer's performance. In addition, the models do not account for growing language proficiency, which is a vital element of L2 writing development.

In conclusion, social-cognitive theories have influences on the differences in the contexts of second language acquisition. In applying the L1 theories and subsequent models of instruction (such as the process approach) to L2 instruction involves the cognitively demanding task of generating meaningful text in a second language. (Johanne Myles, 2002) Hence, a teacher involvement in L2 students writing is generally required the guidance, the suggestion especially during the revision stage. Therefore, to provide effective pedagogy, L2 writing instructors need to understand the social and cognitive factors involved in the process of second language acquisition and errors in writing because these factors have a salient effect on L2 writing development.

Process of Writing

Process of writing consists of 5 strategies (Raims, 1983; Murray, 1984; Hedge, 1988; Anchalee Duangjai, 2008) There are (1) Pre-writing; Choosing a topic, considering purpose, form, and audience, - organizing ideas – eliciting, or discovering information for writing. (2) Drafting; writing a rough draft, writing leads, emphasizing content not mechanics (3) Revising; rereading the rough draft, sharing a rough draft in a writing group, peers' feedback, teacher's feedback (4) Editing; Students polish their writing find errors rather than meanings (5) Publishing; Students publish their writing and share it with an appropriate audience. In early years of writing research, the main



focuses in L1 research were counted on treatments which were employed in subjective's writing. The studies focused on the students' writing products. Emig (1971) exposed the shift in L1 composition orientation from product to process and to some of the research questions posed by Braddock et al (1963). (Barbara Kroll, 1990) However, the process-oriented writing research was lagged behind for years, then the suggestion of Zamel (1976) and Raimes (1979) in treating the process writing into the L2 class. Since that time, second language teacher have begun to focus their studies on process-oriented L2 writing.

Chelala (1981) firstly conducted the L2 process-oriented writing. Chelala identified two kinds of writer's behavior in her work, effective and ineffective behaviors due to using the first language to prewriting and the switch into second language writing. Jones (1982) studied both the process-oriented and the product of writing in order to define the effective and ineffective behaviors into "good" and "poor". The later supports to Jones, Diaz (1985, 1986) and Urzua (1987) indicated the benefits of process-oriented for L2 composition writing. Due to the conclusion of Diaz studies he found process strategies and techniques could recommend ESL students to focus on context of writing and even to develop themselves into the writers. Prior to the process-oriented writing research, the studies still relied on the behaviors of writers mainly counted on L1 and L2 contexts.

Until, Raimes (1985) discussed the variety among the L2 writers, different culture, educational background, age, and needs to be able to write. (Barbara Kroll, 1990) Raimes's (1985a, 1987) finding indicated that the behaviors of L1 and L2 in composition writing were different. The details of differences remain unclear. (Barbara Kroll, 1990)

Social and Cognitive Factors

The social and cognitive factors both affect language learning. (Johanne Myles, 2002) Research based on direct (self-report questionnaires) and indirect measures generally shows that learners with positive attitudes, motivation, and concrete goals will have these attitudes reinforced if they experience success. Likewise, learners' negative attitudes may be strengthened by lack of success or by failure (McGroarty, 1996;



Johanne Myles, 2002). Although ESL learners may have negative attitudes toward writing for academic purposes, many of them are financially and professionally committed to graduating from English-speaking universities, and as a result, have strong reasons for learning and improving their skills.

According to the theory, if second language learning takes place in segregation of a target language community of the speakers, then it has more advantages to integrative motivation, meanwhile if it takes place among a community of speakers, then instrumental orientation benefits more effective motivational factor. According to Gardner's research design problems, the motivational factors "probably do not make much difference on their own, but they can create a more positive context in which language learning is likely to flourish" (Bialystok & Hakuta, 1994; Johanne Myles, 2002).

Learners' attitudes, motivations, and goals can explain why some L2 writers perform better than others. For example, at the beginning of each of my ESL writing classes, I often ask students to fill out a personal information form to determine their needs and interests when planning my course. The answers to questions such as, "Do you enjoy writing in English?" and "What are your strengths and weaknesses in writing?" are revealing. Most students will answer that they hate writing in English (and in their native language, for that matter), and are only taking the course for educational and/or career purposes. In fact, it seems that many of the students would prefer to be practicing conversation. Students may enjoy writing e-mail messages to friends around the world, but challenges, such as difficulties getting started, finding the right words, and developing topics, abound. However, if students show an overall interest in the target language (integrative motivation), perceive that there is parental and social support, and have a desire to achieve their professional goals (instrumental motivation), they can become more proficient in their ability to write in English, despite the initial lack of self-motivation. Writing teachers should be aware of how the instrument motivates their L2 students. It will influence the effectiveness of their lessons or not. For example, writing a research paper for publication in an English-speaking journal or writing a business report for a multinational company. These learners may have less motivation to write as they perceive that these tasks are not related to what they need. Even writing a standard essay seems to waste of their time If learners think writing tasks



is useless, they may react some careless manners. Consequently, it is likely that they will be inattentive to errors, monitoring, and rhetorical concerns (Carson, 2001; Johanne Myles, 2002).

Learners' attitudes, motivations, and goals have influences on why some L2 writers perform better than others. Joanne Myles suggests some questions at the beginning of her ESL writing classes, she asked students to fill out a personal information form to determine their needs and interests when planning her course. The answers to questions such as, "Do you enjoy writing in English?" and "What are your strengths and weaknesses in writing?" are revealing. Most students will answer that they hate writing in English (and in their native language, for that matter), and are only taking the course for educational and/or career purposes. She exposes that many students prefer to be practicing conversation such as writing e-mail messages to friends around the world, but challenges, such as difficulties getting started, finding the right words, and developing topics are their avoidances. However, if students show an interest in the target language with integrative motivation, and have a desire to achieve their professional goals then they can become more proficient in their ability to write in English, despite the initial lack of self-motivation.

The correlation of learner attitudes and learner motivation was criticized. Gardner's (1985) found the interrelation of four aspects of L2 learning. There were the social and cultural milieu, individual learner differences, the setting, and learning outcomes. Owing to the theory, the second language learning initiates from the unspoken language community rather than in the community of target language speakers. Learners' attitudes, motivations, and goals can explain why some L2 writers perform better than others. Consequently, if students who have high motivation could perform better writing task, expressive is also welcomed.

Cognitive Factors

Writing is related to cognitive complex. The vocabulary acquisition and discourse is particularly complex and considered difficult for the L2 learner. Writing is the productive skill according to cognitive theory. The language acquisition is a product of the complex interaction of the linguistic environment and the learner's internal



mechanisms. With practice, there is continual restructuring as learners shift these internal representations in order to achieve increasing degrees of mastery in L2 (McLaughlin, 1988; Johanne Myles, 2002)

The model described in both speaking and writing in a second language is Anderson's (1985) model cited by Johanne Myles, 2002. The language production is divided into three stages: construction, plans to write by brainstorming, using a mind-map or outline; transformation, language rules are used to transform meanings into the form of the message the is composition has been revising; and execution, which corresponds to the physical process of producing the text. The first two stages have been described as "setting goals and searching memory for information, then using production systems to generate language in phrases or constituents" (O'Malley & Chamot, 1990; Johanne Myles, 2002)

The writer uses different types of knowledge to structure the information, There are discourse knowledge, understanding of audience, and sociolinguistic rules (O'Malley & Chamot, 1990, Johanne Myles, 2002). According to the complex process of writing in a second language, learners find it difficult to develop all aspects of the stages simultaneously. As a result, they selectively use only those aspects that are automatic or have already been proceduralized. (O'Malley & Chamot, 1990; Johanne Myles, 2002).

O'Malley and Chamot stated three strategies to enhance or facilitate language production; metacognitive, as planning the organization or monitoring the writing discourse.; cognitive, as transferring or using linguistic information, learning task or using imagery for recalling and using new vocabulary, and social/affective strategies, which involve cooperating with peers, for example, in peer revision classes. (Johanne Myles, 2002) Learning situations greatly deal with learner strategies. For example, in a stressful or threatening environment, learners' affective states can influence cognition. Emotional influences along with cognitive factors can account for achievement and performance in L2, to a certain extent.

Behaviorist accounts claim that language transfer is the cause of errors. Transfer is seen as a resource that the learner actively draws upon in interlanguage development (Selinker, 1972; Johanne Myles, 2002) A writer's first language plays a complex and significant role in L2 acquisition.(Johanne Myles, 2002) Research has also



shown that language learners sometimes use their native language when generating ideas and attending to details (Friedlander, 1990; Johanne Myles, 2002).

Input and interaction also play important roles in the writing process, especially in classroom settings. Some studies have indicated that input, along with L1 transfer and communicative need may work together to shape interlanguage (Ellis, 1994; Selinker, 1972; Johanne Myles, 2002). Four broad areas indicated: input frequency, the nature of comprehensible input, learner output in interaction, and the processes of collaborative discourse construction. Writers need to receive adequate L2 input in order to form new hypotheses about syntactic and rhetorical forms in the target language. If students are not exposed to native-like models of written texts, their errors in writing are more likely to persist. (Johanne Myles, 2002)

Zone of Proximal Development

The zone of proximal development (ZPD) has been defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978: 86; Freund, 1990). According to Lev Vygotsky's view, the interaction with peers affects skills development and learning strategies. He suggests that teachers use cooperative learning exercises where less competent children develop with help from more skillful peers - within the zone of proximal development. (McLeod, 2010). When a student is at the ZPD for a particular task, provided adequate assistance from skillful peers, the student will be able to "boost" or to achieve the task.

In terms of scaffolding, which was introduced by Wood et al in 1976, it has become the ZPD synonymous in the literature. He defined the terms of scaffolding as 'Those elements of the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence'. (Wood et al. 1976: 90; Freund, 1990; McLeod, 2010) Freund exposed the concept of the scaffolding and ZPD is effective when the support is matched to the needs of the learner. (Freund, 1990; McLeod, 2010)



Wood et al. (1976), the aiding processes to effective scaffolding: There are; gaining and maintaining the learner's interest in the task, making the task simple, emphasizing certain aspects that will help with the solution, control the child's level of frustration, and demonstrate the task. (McLeod, 2010). Freund (1990) investigated the effective of Piaget's concept of discovery learning and guided learning via the ZPD. The result showed better performance the mother assisted children than the individually working children.

In conclusion, this instructional model is based on the one-on-one conference strategy which also counted on the theory of writing, second language writing, and the focus of writing as a process. The reviews of Social Cognitive Factor and Zone of Proximal Development are also supported to construct the learners' motivation in learning. This positive psychology movement has its roots in humanistic psychology (Robbins, 2008, Prakong Phetmeekaew, 2012)



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research methodology according to the following topics:

1. Population
2. Sample
3. Research Instrument
4. Data Collection
5. Data Analysis

Population

The population of the study was 250 Mattayom Suksa 2 students at Maha Sarakham University Demonstration School, Maha Sarakham province.

Sample

The participants were 30 students selected by purposive sampling. The purposive sampling was counted on the WA Score (Writing Apprehension Scores), which was gained from the Writing Apprehension Questionnaire of Daly and Miller, (1975). All of the participants were taking the fundamental English 2 in the second semester of the academic year 2011.

Sampling Procedure

The subjects of this study were 30 students from the class of 2/3 at Maha Sarakham University Demonstration School in academic year of 2011. The purposive sampling was preceded from selecting the most suitable context of classroom environment. The researcher had noticed the habits of the subjects in the classroom since the first semester of the academic year of 2011. Their abilities in English were not apparently different. Meanwhile their habits and performances in studying especially in English



subjects were obviously full of apprehension. However, the purposive sampling was principally pursued by using the Writing Apprehension Questionnaire of Daly and Miller, (1975) in order to measure the level of the subjects' apprehension. The WA scores of the subjects were considerably in the high level of apprehensive writers. Therefore, the subjects of this study were purposively selected through the purposively sampling method.

Research Instrument

The research instruments used in this study were:

1. Lesson Plans
2. The assessment of students' attitude/ Questionnaire
3. Students' Journals
4. Portfolio Writing
5. Holistic Scale Writing Rubric

Research Procedure

This research is intended to reduce the students' English language writing apprehension by using one-on-one conference strategy. The major purpose of this study is to develop an instructional model to reduce the students' English language writing apprehension. According to the action research procedure, there were four steps of research cycle. The following are details of the designed research procedures.

Step1: Orientation

Firstly, the researcher selected the Writing Apprehension Questionnaire. The questionnaire used in this study was adapted from the Writing Apprehension Test from John Daly and Michael D. Miller, (1975). There are 26-item questionnaire focusing on apprehension in writing. Secondly, the researcher considered the most suitable subjects to this study, then using the questionnaire to measure the level of writing apprehension. According to the levels of apprehension of John Daly and Michael D. Miller, (1975), there are high, moderate, and low levels of apprehensive writers. From the obtained WA



scores, the subjects were considered the high apprehensive writers. Therefore, they were selected through the purposive sampling method.

Step2: Constructing instructional models based on one-on-one Conference The Instructional Model consisted of lesson plans based on the strategy of one-on-one conference, and focused on the writing process. The topics and objectives of learning were designed in order to reduce the subjects' in English writing apprehension as in the scope of Fundamental English II course subject.

There are five lesson plans used in the four research cycles;

Lesson Plan1: This lesson plan was designed for teaching the whole processes of writing. The main purpose was to give the students the broad-outlined of the writing process.

Lesson Plan2: This lesson plan was designed for teaching the whole processes of writing but emphasized on practicing. The main purpose was to give the students the broad-outlined of the writing process, and together with the writing practice. In this lesson plan, students had a chance to practice writing even in a group of five people, and so on they were driven to write as a process more than a product.

Lesson Plan3: In this lesson plan, the one-on-one conference strategy was applied in order to reduce the students' writing apprehension. The strategy was used in the pre-writing and the editing stages to assist the students in their writing. The theme of this lesson plan was "Myself".

Lesson Plan4: In this lesson plan, the one-on-one conference strategy was applied as same as the previous lesson plan (Lesson plan3). The strategy was used in the pre-writing and the editing stages to assist the students in their writing. The theme of this lesson plan was "My Family".

Lesson Plan5: In this lesson plan, the one-on-one conference strategy was applied in the pre-writing and the editing stages to assist the students in their writing. The theme of this lesson plan was "My School".

Step3: Using the instructional model

According to the action research designed, the research was conducted into four cycles.

Cycle1: Pre-Treatment, this was the period of teaching the broad-outlined of writing using Lesson plan1 and 2. There were tasks for students to practice writing in group.



Cycle2: Model Exposure; Lesson plan3, this was the period of teaching lesson plan3. The main task was assigned for students to write about themselves.

Cycle3: Model Exposure; Lesson plan4, this was the period of teaching lesson plan4. The main task was assigned for students to write about their families.

Cycle4: Model Exposure; Lesson plan5, this was the last cycle of teaching lesson plan5. The main task was assigned for students to write about their school.

From cycles 2-4, the one-on-one writing conference was firstly processed after the learners had been assigned to do the first step of writing process (Pre-writing), in order to assist them in constructing their writing ideas. The subjects were allowed to do the steps of drafting and revising by themselves (self-efficacy) in order to let them be more independent on writing. The one-on-one writing conference would be secondly processed during the process of editing. The teacher assisted the learners as being their Listener, Commentator, Counselor and Coach. The teacher let the learners revise their work again before publishing their writing.

Step4: Evaluation and Data Analysis

These following research instruments were used for the research data collecting.

1. The assessment of students' attitude was used after the process of teaching was done.
2. Students' Journals, To assess the students attitude, the researcher also used student journals for data collecting.
3. Portfolio Writing, The researcher chose the Portfolio Writing as the instrument in order to see the development of the students' writing.
4. Holistic Scale Writing Rubric was used to assess the students' portfolio writing . This instrument is adapted from the guide writing rubric by Marzano, Robert J., Debra Pickering, and Jay McTighe (1993), Academic Department (1999), and Anchalee Duagjai, 2008. According to Daly and Colleagues (1981), the apprehensive writers' work would be judged lower quality when holistic scoring is employed. In order to balance the students' writing scores, There were one of the inter-rater and the classroom instructor worked together. The students writing scores were processed and rated due to the following Holistic Scale Writing Rubric.



Table 1: Holistic Scale Writing Rubric Scoring

Aspects	Score	Meaning
Organization	1	Writing is disorganized and underdeveloped with no transition or closure.
	2	Writing is brief and underdeveloped with very weak transition or closure.
	3	Writing is confused and loosely organized. Transitions are weak and closure ineffective.
	4	Use correct writing format. Incorporates a coherent closure.
	5	Writing includes a strong beginning, middle and end with some transitions and good closure.
Convention	1	Part of speech shows lack of agreement. Frequent errors in mechanics. Little or no evidence of spelling strategies.
	2	In consistent agreement between parts of speech. Many errors in mechanics. Limited evidence of spelling strategies.
	3	Occasional errors between parts of speech. Many errors in mechanics. Some evidence of spelling strategies.
	4	Maintains agreement between parts of speech. Few errors in mechanics. Applies basic grade level spelling.
	5	Consistent agreement between parts of speech. Use correct punctuation, capitalization, etc. Consistent use of spelling strategies.
Content	1	The essay shows little or no understanding of the task. Writing is extremely limited in communicating knowledge, which no central theme.
	2	The essay shows a weak understanding of the task. Writing is limited in communicating knowledge. Length is not adequate development.
	3	The essay shows some understanding of the task. Writing is not clearly communicated. The reader is left with questions.



Table 1: Holistic Scale Writing Rubric Scoring (continued)

Aspects	Score	Meaning
	4	The essay shows some understanding of the task. Writes related quality paragraphs, with little or no details. The essay shows an understanding of the task.
	5	Writing is purposeful and focused. Piece contains some details.
Vocabulary /Word Choice	1	Careless or inaccurate word choice, which obscures meaning. Language is trite, vague or flat.
	2	Show some use of varied word choice.
	3	Use a variety of word choice to make writing interesting
	4	and find 2 or less misspelled words. Purposeful use of word
	5	choice and find no misspelled words.
Sentence Fluency	1	Frequent run- on fragments, with no variety in sentence.
	2	Many run-on fragments, Little variety in sentences.
	3	Some run-on fragments, Limited variety in sentences.
	4	Use simple compound and complex sentences.
	5	Frequent and varied sentence structure. Language is clear and precise.

Table 2: Writing Evaluation Form

Name..... (Student No....) Plan.....Date.....

Aspects	Score	Comments
1. Content (5)
2. Vocabulary/ Word Choice (5)
3. Sentence Fluency (5)
4. Organization (5)
5. Convention (5)
Total	

Source: Anchalee Duanjai (2008)



Table 3: The Students' Journal Form

3.1: The Students' Journal Form (1 st Round)	
Name.....(Student No....) Plan.....Date.....	
1 st Cycle : Questions	Answers
1. Do you like English subject?
2. Do you like writing in English?
3. What do you think of the first round of one-on-one conference?
4. How about your writing skill?
5. Do you think your writing has been improved? If so, How?
3.2: The Students' Journal Form (2 nd Round)	
Name..... (Student No....) Plan.....Date.....	
2 nd Cycle : Questions	Answers
1. How do you feel when you discuss with teacher through one-on-one conference?
2. How do you feel about the second round of one-on-one conference?
3. Do you think your writing has been improved? If so, How?



Table 3: The Students' Journal Form (continued)

3.3: The Students' Journal Form (3 rd Round)	
Name.....(Student No....) Plan.....Date.....	
3 rd Cycle : Questions	Answers
1. What do you think of learning English by one-on-one conference?
2. How do you feel when you discuss with teacher through one-on-one conference?
3. How do you feel about the third round of one-on-one conference?
4. Do you think your writing has been improved? If so, How?

Data Collection

The data in this research were collected into two sections; the quantitative data and the qualitative data. The steps of data collecting are as follows;

The researcher employed the instructional model designed which was based on one-on-one conference strategy, and five problematic foreign language apprehension problems of the students. Including the lesson plans, the process of writing was focused. The teacher taught narrative writing based on the Instructional Model designed: on-on-one conference strategy.

The researcher measured the students' writing apprehension level by using the questionnaire developed by John Daly and Michael D. Miller (1975) on 30 participants. These steps were conducted throughout the end of three research cycles, cycles 2-4, in order to check the decrease of students' writing apprehension. To analyze the students' apprehensive levels, the WA scores were collected and evaluated from using the questionnaire in each cycle.



To check the students' attitude toward the instructional model designed, the researcher used the Monitor Attitude by Reeve (1997). Portfolio writing was measured and teacher assessed students' progress continuously.

Used focus-group interview to find out how the instructional model designed help decrease the students' foreign language writing apprehension. The students' attitude was checked by Monitor Attitude suggested by Reeves (1997) as the theoretical framework.

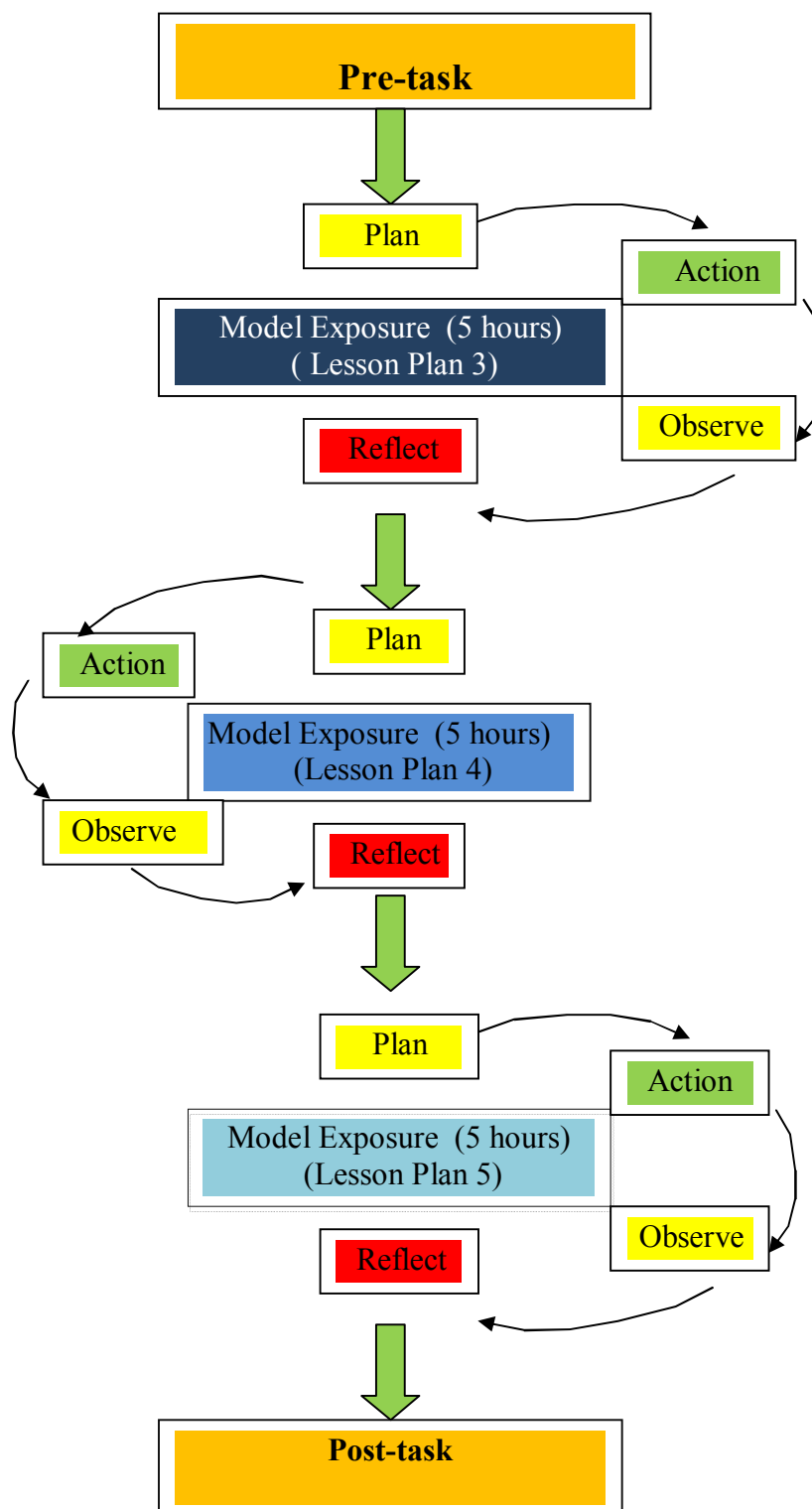
Data Analysis

The quantitative data was analyzed by mean, percentage, standard deviation and t-test. The qualitative data was analyzed by using analytical concept to find theme that emerge from the data.



Research Procedures

The designed instructional models will be applied through the action research cycle.



Source: Adapted from Aj.Sridorn's Action Research Cycle

Figure 1: Research Procedures



CHAPTER IV

RESULTS OF THE STUDY

This chapter presents the results of the study according to the factors' analysis in this research. The data were collected from the students' writing tasks, the questionnaire, and the interview. The results of the study and the analyses are presented into two parts; Quantitative Data and Qualitative Data. According to analyze the uses of the instructional model, the research questions stated in Chapter III were examined: (1) Is the model designed effective in reducing the students' English language apprehension? If so, how? (2) Do the students have a positive attitude toward the model designed? Consequently, the results of the study are presented as the following:

Quantitative data:

1. The students' English language writing apprehension
2. The students' Writing Ability

Qualitative data:

3. The students' attitude toward learning
4. The students' English language writing apprehension

The Students' English Language Writing Apprehension

Quantitative data

1. Is the model designed effective in reducing the students' foreign language writing apprehension? If so, how?

According to the first question, the students' English language apprehension was examined by using the 26-item Daly-Miller's writing apprehension questionnaires (WAT). Due to the action research cycles, the questionnaires were used in 4 cycles' stages; 1) Pre- treatment, 2) Cycle1, 3) Cycle2, 4) Cycle3. The questionnaire's degree indicators are as follows;



Strongly Agree	values	1
Agree	values	2
Uncertain	values	3
Disagree	values	4
Strongly Disagree	values	5

The Writing Apprehension Scores = 78+positive statement scores – negative statement scores. Meanwhile the ranges of the writing apprehension scores can categorize the students' foreign language apprehension into three levels of apprehensive writers; High, Moderate, and Low Apprehensive Writers. (Daly and Miller, 1975)

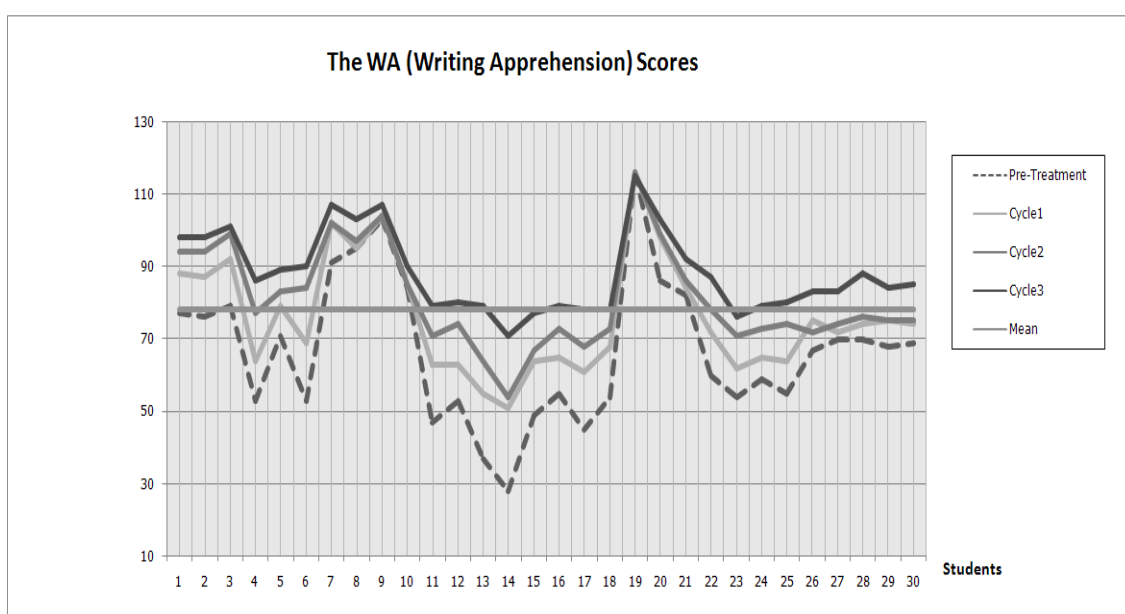


Figure 2: The Writing Apprehension Scores (WA Scores)

Owing to the first question, the quantitative data were analyzed and presented as can be seen in the figure1. It shows the students' writing apprehension scores in accordance with the four research cycles. The mean WA score is 78, while the highest score is 130. A range of 60-96 is considered a moderate apprehensive writer; and the range of 97-130 is a low apprehensive writer, lastly the range of 26-59 is a high apprehensive writer.



In the pre-treatment stage, The WA scores in this stage ranged from 28-116. the lowest score was 28 which represented that the Student14 was a high apprehensive writer. According to the score ranges, most of the students in this period were considered the moderate apprehensive writers which their scores ranged from 60-95. The high apprehensive WA scores ranged from 28-59 while the low apprehensive WA scores ranged from 103-116.

In the 1st research cycles, the majority of writing apprehensive scores increased nearly to the mean. The range of the WA scores was 51-116. The high apprehensive WA scores ranged from 51-55. The moderate apprehensive writer had the score range of 61-85. Lastly, the low apprehensive WA scores ranged from 98-116. The 2nd research cycle, most of the WA scores remained set nearly to the mean. The range of the WA scores was 54-116. The solely high apprehensive WA score was 54. The moderate WA scores ranged from 64-94, and the low apprehensive WA scores ranged from 98-116.

Finally, during the 3rd cycle, The WA scores ranged from 71-115. The high apprehensive WA scores didn't appear in this cycle. Meanwhile, the moderate WA score ranged from 71-92, and the low WA scores were at 98-115. In order to see the changes of the students' writhing apprehension clearly, the Figure2 is also provided.

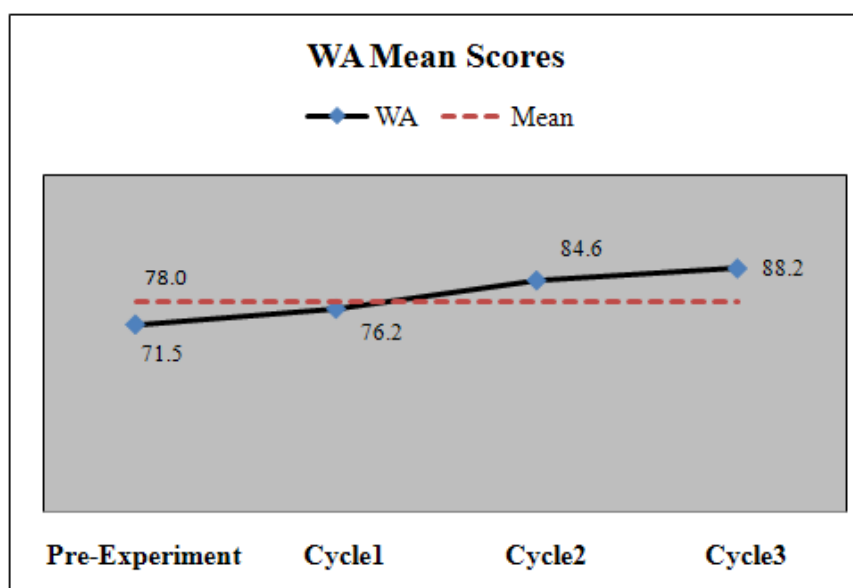


Figure 3: The Writing Apprehension Mean Scores



The above figure shows the students' writing apprehension mean scores in the research cycles. The scores increased from 71.5, 76.2, 84.6, to 88.2 respectively. However, the scores were not remarkably change so far from the WA mean. Due to the description of a range of the WA scores, most of the students who score in this range do not experience a significantly unusual level of writing apprehension (Smith, 1984).

In addition, the writers' rates of apprehensive level were also examined. In the pre-treatment stage, the high level of apprehensive writers accounted for 43.33%, then reduced to 6.67%, 3.33% respectively and became 0.00% in the last cycle. Meanwhile, the moderate apprehensive writers found obviously increased from 50.00% to 80.00% in the first cycle. Then the rate slightly decreased from 76.67% to 73.33 % throughout the 2nd and 3rd cycles. (See figure4)

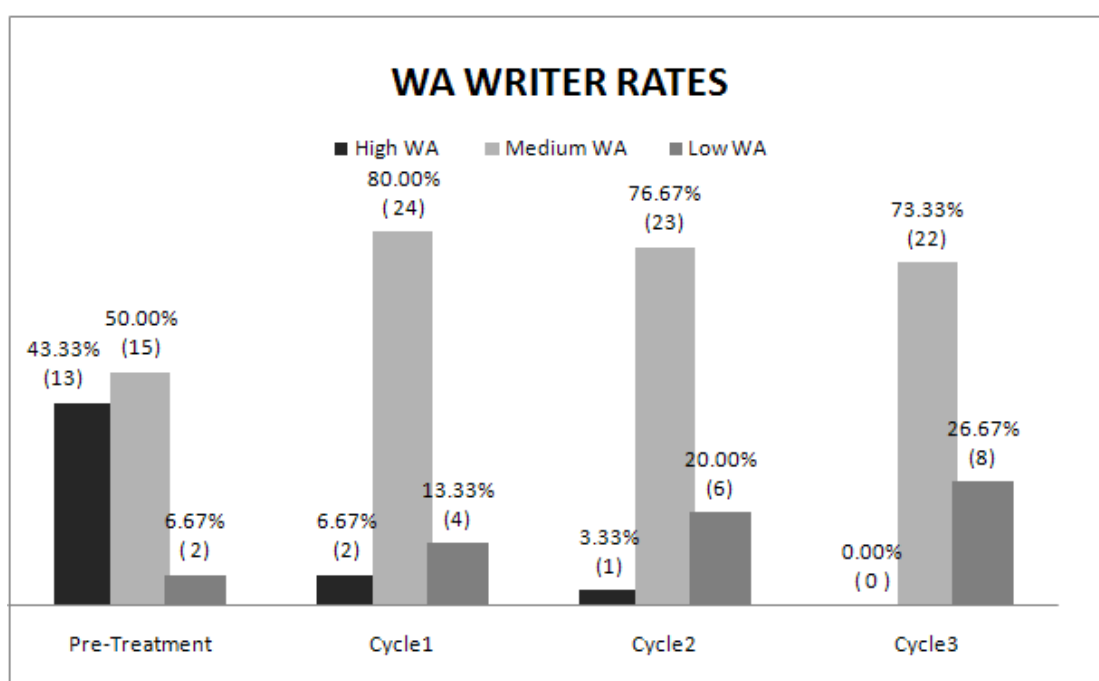


Figure 4: The Writing Apprehension Writer Rates

On the other hand, the low apprehensive writer rate initiated from 6.67% then, increased gradually from 13.33%, 20.00%, and lastly established at 26.67% in the 3rd cycle. Hence, in the next section, the questionnaire inventories were also analyzed as the mean, the standard deviation, and in order to express the students' answer percentage.

The effects of the model designed in reducing the students' foreign language apprehension were analyzed by using the questionnaires. In these research cycles, the designed lesson plans were employed according with the Daly-Miller WAT questionnaire. Hence, the questionnaires were used after the one-on-one conferences were processed. The questionnaires' data were analyzed as the mean, and the standard deviation along with the percentage of students choosing the questionnaires' responses. (See Table 4)

Table 4: The questionnaire inventories' mean percentage of student answers

Table 4 : The Daly-Miller Writing Apprehension Questionnaires with Percentage of Answers						
Likert Scale Items*	SA	A	U	D	SD	S.D.
1 I avoid writing.	0.8%	3.3%	9.2%	36.7%	50.0%	0.54
2 I have no fear of my writing's being evaluated.	1.7%	2.5%	12.5%	49.2%	34.2%	0.76
3 I look forward to writing down my ideas.	0.0%	20.0%	25.0%	51.7%	3.3%	0.83
4 I am afraid of writing essays when I know they will be evaluated.	0.8%	15.8%	39.2%	29.2%	15.0%	0.69
5 Taking a composition course is a very frightening experience.	3.3%	14.2%	32.5%	42.5%	7.5%	0.66
6 Handing in a composition makes me feel good.	22.5%	46.7%	15.0%	14.2%	1.7%	0.78
7 My mind seems to go blank when I start to work on my composition.	3.3%	8.3%	24.2%	58.3%	5.8%	0.72
8 Expressing ideas through writing seems to be a waste of time.	1.7%	6.7%	18.3%	73.3%	0.0%	0.52
9 I would enjoy submitting my writing to magazines for evaluation and publication.	7.5%	15.0%	10.0%	56.7%	10.8%	1.10
10 I like to write down my ideas.	7.5%	17.5%	9.2%	60.8%	5.0%	1.06
11 I feel confident in my ability to express my ideas clearly in writing.	16.7%	15.8%	18.3%	45.0%	4.2%	1.18
12 I like to have my friends read what I have written.	10.0%	10.8%	32.5%	41.7%	5.0%	1.01
13 I'm nervous about writing.	1.7%	20.0%	40.0%	27.5%	10.8%	0.69
14 People seem to enjoy what I write.	4.2%	8.3%	65.0%	20.0%	2.5%	0.64
15 I enjoy writing.	5.8%	14.2%	55.0%	20.8%	4.2%	0.82
16 I never seem to be able to write down my ideas clearly.	1.7%	15.0%	52.5%	25.0%	5.8%	0.76
17 Writing is a lot of fun.	6.7%	15.8%	34.2%	39.2%	4.2%	0.97
18 I expect to do poorly in composition classes even before I enter them.	4.2%	13.3%	58.3%	19.2%	5.0%	0.77
19 I like seeing my thoughts on paper.	3.3%	22.5%	10.0%	60.8%	3.3%	0.98
20 Discussing my writing with others is an enjoyable experience.	6.7%	10.8%	24.2%	50.0%	8.3%	0.99
21 I have a terrible organizing my ideas in a composition course.	6.7%	14.2%	46.7%	29.2%	3.3%	0.80
22 When I hand in a composition, I know I'm going to do poorly.	8.3%	25.8%	40.8%	18.3%	6.7%	0.94
23 It's easy for me to write good compositions.	0.0%	5.0%	45.8%	43.3%	5.8%	0.62
24 I don't think I write as well as most other people.	6.7%	26.7%	50.0%	13.3%	3.3%	0.78
25 I don't like my compositions to be evaluated.	8.3%	20.8%	30.0%	34.2%	6.7%	0.83
26 I am not good at writing.	10.0%	25.8%	35.8%	22.5%	5.8%	0.86
* SA= Strongly Agree, A= Agree, U= Uncertain, D= Disagree, SD=Strongly Disagree						

The table 4 shows the 26 items of the questionnaire of Dally and Miller, 1975. The questionnaire statements comprised of 13 positive statements and 13 negative statements. The five Likert scales were used to evaluate students' agreements.

From the data presented in table1, there were some obvious inventories that the subjective ignored; the statements No. 3, 8, and 23. The following statements were; 3) "I look forward to writing down my ideas." as the SA (Strongly Agree) item wasn't chosen.



Next, the statement 8) “Express the idea through writing seems to be a waste of time”, the SD (Strongly Disagree) item was not chosen. The last statement was 23) “It’s easy for me to write good compositions.”, so on the SA (Strongly Agree) item was also avoided.

On the contrary, owing to the Likert scale items, the highest percentage of each item was recognized. Firstly, the item SA (Strongly Agree) yielded the highest at 22.5% regarding to the statement 6) “Handing in a composition makes me feel good”. Secondly, the A (Agree) item yielded at 46.7% from the same previous statement (No.6). Thirdly, the U (Uncertain) item yielded at 65.0% for the statement 14) “People seem to enjoy what I write.” Fourthly, the item D (Disagree) yielded at 73.3% for the statement 8) “Express the idea through writing seems to be a waste of time”. Lastly, the item SD (Strongly Disagree) yielded at 50.0% for the first statement, “I avoid writing”.

The remarkable percentages above 50.00 from other interesting responses were also noted. The following questions were item 3, 7, 9, 10, 15, 16, 18, 19, and 24. The percentages yielded at 51.7, 58.3, 56.7, 60.0, 55.0, 52.5, 58.3, 60.8, and 50.00 respectively. There were only two responses chosen dominantly. 1) The D (Disagree) responses were highly taken for the items 3, 7, 9, 10 and 19 meanwhile, the U (Uncertain) responses were taken for the items 15, 16, 18 and 24. The positive statements were items 7, 16, 18, and 24, and the negative statements were 3, 9, 10, 19, and 15.

The Students’ Writing Ability

From the first research question, the students’ writing ability can prove the decrease of students’ writing apprehension as Reeves indentified that the apprehensive writer had a low success of writing, meanwhile, the writing ability of the subjective in this study were obviously improved, therefore, the analyzed data are presented in order to support that the students writing apprehension has been reduced due to the improvement of their writing ability. The students’ writing improvements were examined based on the rubric of five aspects of writing;

1. Content (5 points)
2. Vocabulary/ Word Choice (5 points)
3. Structure Fluency (5 points)
4. Organization (5 points)



5. Convention (5 points)

The subjects' writing ability was investigated toward the three research cycles, since the first cycle which the treatment had been employed. In order to see the obvious improvements, the data were analyzed and presented in the forms of tables with the mean, the score percentage, the Standard Deviation, and the t-test.

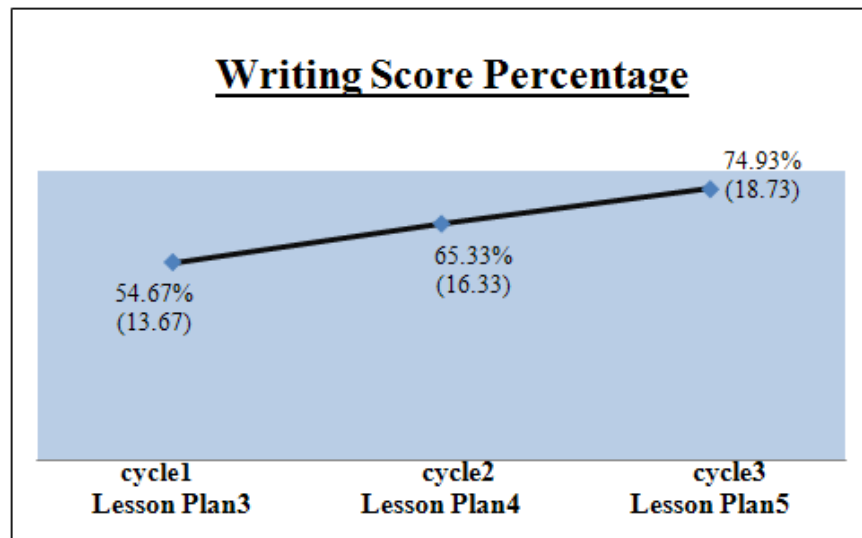


Figure 5: The students' writing percentages with the mean scores

The Figure 5 shows the students' writing percentages of improvement on their writing towards the three research cycles. The lesson plans 3-5 were used as the treatment. According to the writing means presented in this figure, the students' improvement on writing was noticeably found. The mean writing scores increased from 13.67 (54.67%), 16.33 (65.33%), to 18.73 (74.93%) respectively.

In terms of five aspects of writing ability, the following tables were used to support the analyzed data.



Table 5: The writing ability

5.1 : The writing ability mean scores

Writing Ability Mean Scores					
Five Aspects of Writing Ability	Lesson Plan 3	Lesson Plan 4	Lesson Plan 5	Mean	S.D.
1. Content (5)	4.07	4.43	4.80	4.43	0.37
2. Organisation (5)	2.83	3.17	3.57	3.19	0.37
3. Vocabulary/Word Choice (5)	2.17	2.90	3.33	2.80	0.59
4. Sentence Fluency (5)	2.40	2.97	3.63	3.00	0.62
5. Convention (5)	2.20	2.87	3.40	2.82	0.60

5.2 : The writing ability mean percentages

Mean Percentage of Writing Ability					
Five Aspects of Writing Ability	Lesson Plan 3	Lesson Plan 4	Lesson Plan 5	Mean	S.D.
1. Content (5)	81.3%	88.7%	96.0%	88.7%	44.3%
2. Organisation (5)	56.7%	63.3%	71.3%	63.8%	31.9%
3. Vocabulary/Word Choice (5)	43.3%	58.0%	66.7%	56.0%	28.0%
4. Sentence Fluency (5)	48.0%	59.3%	72.7%	60.0%	30.0%
5. Convention (5)	44.0%	57.3%	68.0%	56.4%	28.2%

The above tables demonstrate the analyzed data of students' writing ability in accordance with the five aspects of writing ability. According to the data presented in Table 2.1, 2.2, the writing ability increased respectively toward the three research cycles. The distinguish improvement yielded 96.00% at the aspect of the content. Meanwhile, the lowest rate of the improvement was found on the aspect of the Vocabulary/ Word Choices yielded at 56.0%. The percentages of the improvement on five aspects of writing ability were 88.7%, 63.8%, 56.0%, 60.0%, and 56.4% respectively.



Table 6: The students' writing ability improvements

Subjects	Scores (25)			Change of scores (Plan5-Plan3)	\bar{x}	S.D.
	Lesson Plan 3	Lesson Plan 4	Lesson Plan 5			
Student 1	13	15	16	3	14.7	1.53
Student 2	18	19	22	4	19.7	2.08
Student 3	16	18	21	5	18.3	2.52
Student 4	17	20	21	4	19.3	2.08
Student 5	16	17	18	2	17.0	1.00
Student 6	11	13	15	4	13.0	2.00
Student 7	14	17	18	4	16.3	2.08
Student 8	17	20	24	7	20.3	3.51
Student 9	14	19	21	7	18.0	3.61
Student 10	13	18	20	7	17.0	3.61
Student 11	12	17	21	9	16.7	4.51
Student 12	12	14	16	4	14.0	2.00
Student 13	10	13	17	7	13.3	3.51
Student 14	11	13	18	7	14.0	3.61
Student 15	13	14	19	6	15.3	3.21
Student 16	11	13	18	7	14.0	3.61
Student 17	11	14	16	5	13.7	2.52
Student 18	12	14	16	4	14.0	2.00
Student 19	18	22	23	5	21.0	2.65
Student 20	18	21	22	4	20.3	2.08
Student 21	14	17	18	4	16.3	2.08
Student 22	13	16	18	5	15.7	2.52
Student 23	12	16	17	5	15.0	2.65
Student 24	12	15	17	5	14.7	2.52



Table 6: The students' writing ability improvements (continued)

Subjects	Scores (25)			Change of scores (Plan5-Plan3)	\bar{x}	S.D.
	Lesson Plan 3	Lesson Plan 4	Lesson Plan 5			
Student 25	13	15	17	4	15.0	2.00
Student 26	15	16	19	4	16.7	2.08
Student 27	13	15	18	5	15.3	2.52
Student 28	13	16	20	7	16.3	3.51
Student 29	15	18	19	4	17.3	2.08
Student 30	13	15	17	4	15.0	2.00
Total	410	490	562	152		
X-bar	13.67	16.33	18.73	5		
S.D.	2.29	2.50	2.30			

This table presents each of the students' writing ability improvements. They can be seen as the individual writing scores' improvements from Lesson plan3 to Lesson Plan5. The results found that Student8 had the scores ranged from 17, 20, 24 respectively which was the highest rate of improvement. Yet, the lowest rate of improvement was found that Student 18 had the lowest scores ranged from 12, 14, 16. In case of changes of the scores, from Lesson plan5 – Lesson Plan3, the scores ranged from 2-9 points. The highest change was found at the Student11 (9 points), and the lowest points found at Student1 (3 points).

Table 7: The students' writing ability: Comparison between the Plan5 and the Plan3

	N	X	S.D.	t-test	P
Plan 5 (Post-writing)	30	18.73	2.3	17.88	.000*
Plan 3 (Pre-writing)	30	13.67	2.29		

*P < .05



The table7 shows the students' writing ability from the Lesson plan3 to Lesson plan5. The t-test value was 17.88 in the p-value which was less than .000. The results show the significant difference between the pre-writing and the post-writing of the students' writing mean scores.

In addition, some students' writing excerpts are presented in order to support the evidences of students' writing ability improvement. Toward three research cycles, the students often wrote simple sentences to describe about themselves. At first, they wrote approximately 5-7 sentences, and finished their paragraph shortly. Most of them concerned about their grammar errors, so they decided to write less than the direction defined.

Table 8: The examples of errors found from the students' task

Students' writing Errors	Correct Form Suggestions
<u>Myself</u>	<u>Myself</u>
- I love play football.	- I love playing football.
- I like doing watching TV.	- I like watching TV.
- And my sister have help me do homework.	- ,and my sister helped me do homework.
- She don't have	- She doesn't have
- began good study and score in test.	- Begin good study, and get high score in a test.
- Test Midterm	- Midterm Test
- Top Socer	- Top Score, Best score
	-
<u>My Family</u>	<u>My Family</u>
- There have four people in my family.	- There are four people in my family.
- My parent are a teacher.	- My parents are teachers.
- My father teachs Sciences.	- My father teaches Science.
- My mother is housewife.	- My mother is a housewife.
- She's name Bai Pai.	- Her name is Bai Pai.



Table 8: The examples of errors found from the students' task (continued)

Students' writing Errors	Correct Form Suggestions
<u>My School</u>	<u>My School</u>
- My school have no wall.	- There is no wall in my school.
- Teachers kind and good.	- Teachers are kind and good.
- Girl dormitory sometime dirty.	- Girls' dormitory sometimes is dirty.

The above data revealed the students' errors in writing. The major problem was grammar error. The sentence structures were often incorrect. However, when the errors were pointed out, the students recognized, and tried to avoid or amend their writing into the correct form as suggested.

The Students' Attitude Towards Learning

Qualitative data

2. Do the students have a positive attitude toward the model designed?

To answer the above research question, the qualitative data were collected from the students' journals after having each five rounds of the one-on-one conferences. The conference excerpts were analyzed in order to support that the designed model could reduce the students' foreign language apprehension. To assess the students' attitude toward learning, the researcher also used students' journals for data collecting. However, the guiding questions were provided to gain the students' direct answers based on the question, "Do the students have a positive attitude toward the model designed?"

The followings are some examples of students' positive attitude towards learning obtained from students' journals as their monitor attitude in learning during the research cycles (in July-September, 2011).

"I think English is very important, but I am not good at English. I am not confident to write, and I don't know how to write correctly. To learn from this way, it was good because the teacher told me and suggested me how to write"

(Student 1: September 6, 2011: Student's Journal)



“I like English subject, but it is quite hard for me. To learn from this way, it made me feel good to talk with the teacher. She told me what I should write more”

(Student 2: September 6, 2011: Student’s Journal)

“I like English subject, but sometimes it’s hard for me to write. I don’t like writing. However, the English grammar is very important, it’s good if teacher would emphasize on grammar for the examinations. I felt good to learn from this way. The teacher talked to me and guided me how to write”

(Student 3: September 6, 2011: Student’s Journal)

“I don’t like English subject, and it’s hard for me to write. I don’t like writing. However, it’s good to meet with the teacher, sometimes I felt like I was under pressured, but I felt better when I told the teacher what my problem was”

(Student 6: September 6, 2011: Student’s Journal)

“English subject is important. We should pay high attention to study this subject. I like English, and I want to be good at this subject. To learn by this way let me have a good chance to see the teacher. I felt better if I knew what I should write on my paper”

(Student 10: September 6, 2011: Student’s Journal)

“English is hard, but it is necessary subject to study. I am not good at English, and I am afraid of this subject. If the teacher is kind it would be good. To learn from this way was good, I could have my writing checked before I handed in, and I tried to write what the teacher asked me to”

(Student 12: September 6, 2011: Student’s Journal)

“English is the hardest subject. I don’t like English, and I am not good at English. I was happy to learn from this way, but I had to spend my time for writing. It was better to have the teacher tell me what to write, or what my mistakes were in writing”

(Student 16: September 6, 2011: Student’s Journal)



“English is fun, but it is very hard to study. However, it was good that teacher told us how to write, and corrected our writing before we handed in tasks”

(Student 26: September 6, 2011: Student’s Journal)

“English is a very important subject. I like English, but I am not good at English. To learn from this way could help me a lot in writing. The teacher corrected my work, and told me what my mistakes were”

(Student 27: September 6, 2011: Student’s Journal)

“I like English. It is an important subject to learn, but I am not good at English. To learn from this way, the teacher guided me to write, and I felt better I tried solved mistakes in writing, so I could get better scores”

(Student 30: September 6, 2011: Student’s Journal)

According to the students’ positive attitude towards learning along with the researcher observations, it was found that the treatment was considered good for students. The designed instructional models tend to enhance students’ in learning to write in English. They found the treatment led them meet privately with the teacher. They were happy to talk and ask the teacher about their writing. They were also happy to have their work corrected before they rewrote and handed in their final drafts. Moreover, most of them were satisfied of their writing scores, and they presented the enthusiasm in seeing their scores. On the contrary, some of them found this way of learning took too much of their spare time. They found that it was not necessary for them to meet the teachers in every cycle. They would meet the teacher just in case of lacking of ideas to write or having problems in writing.

The Students’ Foreign Language Apprehension

Qualitative data

1. Is the model designed effective in reducing the students’ foreign language writing apprehension? If so, how?



According to the research question, if the model designed is effective in reducing the students' foreign language apprehension, then how it is effective to the students' foreign language writing apprehension. In order to answer the question, the qualitative data were collected from the teacher's journal and the students' journals after having each five rounds of the one-on-one conferences. The conference excerpts were also analyzed in order to support that the designed model could reduce the students' foreign language writing apprehension.

The collected data from the teacher's journal and the students' journals were categorized into five major evidences of the teacher's roles that enhanced the students in reducing their foreign language writing apprehension. According to the collected data, the four major aspects of apprehension are as follow;

1. Ideas to write: From the first round of one-on-one conference, most of the students had problems with seeking for ideas to write. They wrote short paragraph, or avoided writing. However, when they met the teacher in the first conference, they told the teacher their problems and asked the teacher to give some suggestion in writing. The following is an example of the conference excerpts: 1st (First) Round.

- Student 3:* Good Afternoon, Ajarn Sai
- Teacher:* Good Afternoon, Anna. How are you today?
- Student 3:* Yes, I am fine. Lots of homework!
- Teacher:* Let's see your work here. Is it hard for you to start writing?
- Student 3:* Yes, Ajarn I'm afraid of my work.
- Teacher:* Afraid? Why? What do you think?
- Student 3:* I think it's a bad work. My grammar is poor. I don't know what to write.
- Teacher:* But you did it quite well.
- Student 3:* Really.... I think English is very hard.
- Teacher:* Your paragraph is too short. Why don't you just write about your hobby?
- Student 3:* Hobby? (Thinking)



- Teacher:* What do you always do in your free time? With your friends or family.
- Student 3:* Ok, I see
- Teacher:* three- four more sentences, ok?
- Student 3:* too much?
- Teacher:* No.
- Student 3:* Will I get higher score?
- Teacher:* You will, if you do your best.
- Student 3:* Ok. I'll try.
- Teacher:* I know you can write it.
- Teacher:* Good, See you next week.
- Student 3:* See you next week, (Goodbye)

After having the first round of one-on-one conference, the student amended her work, and handed in. She wrote four more sentences about her hobby with her sister as suggested. The following is an example of the conference excerpts: 2nd (Second) Round.

- Teacher:* Anna. How are you today?
- Student 3:* I am fine.
- Teacher:* Let's see your work here. Is it still hard for you to start writing?
- Student 3:* Yes, Ajarn, I tried to write about my hobby?
- Teacher:* What is your hobby?
- Student 3:* Playing Volleyball, listening to music. And I wrote 2 sentences here. Are they correct, Ajarn?
- Teacher:* Um.....just check the verbs here. Choose one verb or link them together.

Due to her student's journal, she felt happy to learn from this way because the teacher helped and suggested her to write. The evidence of reduced apprehension in writing was she felt better that teacher helped and suggested her to



write. She could gain some more ideas to write from talking with the teacher. The following is an example of the conference excerpts: 5th (Fifth), Last round.

- Teacher:* Anna, How is your work?
- Student 3:* I almost finished it.
- Teacher:* What was your problem in writing?
- Student 3:* It's about grammar and vocabulary still.
- Teacher:* Let me see your work. I see the improvement here.
- Student 3:* Really? I made some compound sentences, did I?
- Teacher:* Yes. That's good.
- Student 3:* Ajarn, Will you correct my work and tell me what my mistakes were.... right? (Smile)
- Teacher:* Yes, I will.
- Student 3:* Ok, It was quite easy that you told me what to write. Will I get some more scores?
- Teacher:* Yes. You would.
- Student 3:* Oh I feel better. (Smile)
- Teacher:* Ok.

From the conference excerpt above, the student had no more problems with seeking for ideas to write. She could finish her own work without asking teacher for some more ideas to write. She was confident and felt better to hand in her work.

2. Grammar: The aspect of grammar is the most obvious problem in writing. All students had apprehension on their grammar proficiency in English writing. They wrote very short paragraph or even avoided writing. However, in the one-on-one conferences the teacher suggested the students to consider their mistakes in writing. All students were too much worried about their grammar mistakes since in the first round of the one-on-one conference. The following is an example of the conference excerpts: 1st (First) Round.



- Teacher:* Ok. Let's see. You wrote just about five sentences here. Is it too hard for you to start writing? Why?
- Student 2:* Yes, of course, Ajarn Sai. My grammar is very poor. I saw my friend's paper. It was very long paragraph like she was trying to write an essay. And I could not?
- Teacher:* Did you show your work to your friend?
- Student 2:* No, I didn't, and she didn't ask me for that. She is a genius, and I am a stupid.
- Teacher:* No, Lilly, you did a good job, but your paragraph was too short.
- Student 2:* Really? Ajarn, I don't know what to write. The more I write the more mistakes I'll make. I don't want to get red marks on my paper. (smiling)
- Teacher:* Ok. I'll not mark the red on your paper.
- Student 2:* (laughing) It would be better.

After having the first round of one-on-one conference, the student amended her work. She wrote more about her hobby and weekend activity. There were few simple sentences about her hobby and weekend activity as suggested.

- Teacher:* How is your writing?
- Student 2:* Um...I wrote about my hobby, and my weekend. There must be some mistakes.
- Teacher:* Why?
- Student 2:* I am not sure about my English grammar.
- Teacher:* But you've practiced some grammar exercises already.
- Student 2:* I forgot. (Laughing)
- Teacher:* You shouldn't. Ok, Let me see your work.
- Student 2:* Please, don't mark anything right now, Ajarn. I'm afraid.
- Teacher:* Ok. I'll not mark the red on your paper, right now.
- Student 2:* Is it ok?



- Teacher:* There are some mistakes here. Check your grammar again, rewrite and hand it on Monday, Ok?
- Student 2:* Don't you tell me? What is incorrect?
- Teacher:* Verb to be.(...is am or are?)
- Student 2:* Oh...I see.
- Teacher:* Don't be worried! Your idea and content are quite well. I just want you to check your own grammar. Let's try!
- Student 2:* O.k. I'll try.

From her student's journal, she felt good to learn from this way because of the teacher's suggestion in writing. She loved to learn from this way, and she was happy to have her work checked with the teacher. The following is an example of the conference excerpts: 5th (Fifth), last round.

- Teacher:* Lilly. How is your work? Did you write more?
- Student 2:* I wrote about my friend and I tried to make up compound sentences for you.
- Teacher:* Good. Is it still hard for you to write?
- Student 2:* Yes, and I'm not sure that some sentences are correct or not.
- Teacher:* Alright. Let's see. Ok. It's quite well. Are you ready to hand in your work?
- Student 2:* Yes, but... You don't tell me whether it is correct or not?
- Teacher:* Almost Correct. You did a good job.
- Student 2:* I'm happy to hear that. Thank you.

As in the first round of the one-on-one conference, the student was afraid to write and she avoided writing. However, the last conference section, the teacher found the distinguish improvement of student's writing work. She could write the correct form of the verb to be especially for the third person singular subject, and she was not afraid to write her own sentences. She was also felt good to learn from this way and she expressed that she enjoyed writing.



3. Moral Support: The aspect of moral support had strong influence on students' learning behaviors. When students had high apprehension on writing, they probably avoided writing. They wrote short paragraph or avoided writing. However, in the one-on-one conferences the teacher tried to support the students by giving some inspiration on them to write. The teacher tried to encourage them to write and convinced them not to be worried too much about their grammar mistakes they would have made, since in the first round of the one-on-one conference. The following is an example of the conference excerpts: 1st (First) Round.

- Student 1:* Good morning, Ajarn Sai.
- Teacher:* Good morning, Boom. How is it going today?
- Student 1:* quite well, Ajarn. How do you know my nickname?
- Teacher:* I have read your work.
- Student 1:* My work, It's embarrassing.
- Teacher:* No, it's ok, but why you wrote it so short? The direction was; Write 10 sentences So, let's see your work.
- Student 1:* ah...it's only five sentences. (Laughing)
- Teacher:* What does seem to be your problem in writing?
- Student 1:* ahMy grammar is poor, and I don't know what to write.
- Teacher:* About yourself?
- Student 1:* Of course.
- Teacher:* What is your hobby? Why don't you write about your hobby?
- Student 1:* My hobby is(thinking).. no hobby..I just play computer games.
- Teacher:* So, that is your hobby. Why don't you write it down?
- Student 1:* Could I?
- Teacher:* Yes, It's about you. Nothing is wrong for being yourself.
- Student 1:* Is it too easy Ajarn?
- Teacher:* Yes, It is easy. Just try, write it down.
- Student 1:* Oh..I 'm studying a guitar.



- Teacher:* Yes, you can write about it. How is your guitar class?
Where do you study?
- Student 1:* Ok. Ajarn, so one more draft?
- Teacher:* Yes, Is it too hard for you to start writing?
- Student 1:* Yes, My grammar is very poor.
- Teacher:* Oh.. That's Ok. Just try! I'd like you to express more about yourself, ok?
- Student 1:* Yes, Ajarn.
- Teacher:* So, see you next week and hand in your final draft Any more questions?
- Student 1:* No, Ajarn. See you next week.

According to the above conference excerpt, the teacher tried to construct the students' moral support by calling his nickname . It made him feel good that the teacher could remember him. He seemed more relax to talk and expressed more about his problems in writing, so the teacher could suggested him directly to his problems. After the first one-on-one conference, the student amended his writing work, and he wrote more sentences about his hobby. The following is an example of the conference excerpts: 2nd (Second) Round.

- Teacher:* Good morning, Boom. How are you?
- Student 1:* I'm fine, Ajarn.
- Teacher:* Ok. How is your work? Is it good?
- Student 1:* It is still short. I think, but I don't know what to write any more, Ajarn.
- Teacher:* Ok, Is it still hard for you to write?
- Student 1:* No...but I have no more ideas to write, Ajarn. (Laughing)
- Teacher:* Are you worried about your writing?
- Student 1:* Yes a little bit, I'm afraid that I will get low points.
- Teacher:* Why don't you write more?
- Student 1:* No, Thank you. I did write what you've asked me to. (Laughing)



Teacher: Ok, Let's see. You have added a few sentences here. OK, Good! You want to be a policeman? Rewrite it on your notebook, and hand it in tomorrow morning.

Student 1: Ok, Ajarn. Thank you.

From the student's journal, he felt good to learn from this way. He wrote what the teacher suggested. It made him felt better. The evidence of the reduced apprehension in writing was to tell him not to be worried too much about his grammar proficiency that it made him be more confident in writing. He wrote longer paragraph and tried to write on his own. The following is an example of the conference excerpts: 5th (Fifth) Round.

Teacher: How is your work?

Student 1: I finished. Here it is.

Teacher: What did you add here? It's not different from the previous one.

Student 1: I did. I tried to make up the compound sentences.

Teacher: Right here? I see the improvement. Is it still hard for you to write?

Student 1: No, I am not worried too much.

Teacher: Why?

Student 1: I can accept my score.

Teacher: How do you feel? Good or Bad to learn from this way?

Student 1: Good, I feel better that you suggest me what to write.

Teacher: Ok. Are you ready to hand in your work?

Student 1: Yes, Sure.

Teacher: Ok.

As can be seen from the above conference excerpts, the student could finish his own writing, and he was happy to hand in his work. He felt better that the teacher suggest him to write. He was not worried too much even about his writing score.



4. Relaxing atmosphere: The factor of relaxing atmosphere is effective to the students' writing. According to the learning circumstance of the subjective, they were considered under the high pressured of learning circumstance. Due to supporting them in learning, relaxing atmosphere could enhance them to reduce their writing apprehension. From the collected data of teacher's journal and the students' journals, having a conversation with the teacher during the one-on-one conferences made they feel better. At the first round of conversation, students had apprehension on their English writing especially on their grammar proficiency. They wrote very short paragraph or even avoided writing. However, in the one-on-one conferences the teacher suggested the students to be more relax, smiled and talked to them nicely then the students felt better, and told the teacher their problems in writing. The following is an example of the conference excerpts: 1st (First) Round.

- Student 2:* Good Afternoon, Ajarn Sai.
- Teacher:* Good Afternoon, Lilly. How is it going today?
- Student 2:* I'm fine, Ajarn Sai. Too much homework. I have no time
— for watching my favorite K-pop singers, SNSD. (laughing)
- Teacher:* You are a student, so you have to study as much as you can.
- Student 2:* OK. Ajarn Sai. I'd die for it.(laughing)
- Teacher:* Ok. Let's see. You wrote just about five sentences here. Is it too hard for you to start writing?
- Student 2:* Yes, of course, Ajarn Sai. My grammar is very poor. I saw my friend's paper. It was very long paragraph like she was trying to write an essay. And I could not?
- Teacher:* Did you show your work to your friend?
- Student 2:* No, I didn't, and she didn't ask me for that. She is a genius, and I am a stupid.
- Teacher:* No, Lilly, you did a good job, but your paragraph was too short.
- Student 2:* Really? Ajarn, I don't know what to write. The more I write the more mistakes I'll make. I don't want to get red marks on my paper. (smiling)



- Teacher:* Ok. I'll not mark the red on your paper.
- Student 2:* (laughing) It would be better.
- Teacher:* What is your hobby? Why don't you write about your hobby?
- Student 2:* Can listening to music be a hobby?
- Teacher:* Yes.
- Student 2:* Ok.
- Teacher:* Just write it down and tell me about your weekend.
- Student 2:* Weekend? I always stay at home.
- Teacher:* I know you can write it.
- Student 2:* Ok. I'll try.
- Teacher:* Good, See you next week.
- Student 2:* See you next week, (Goodbye)

From the conference excerpts above, the students was very about her own work comparing with her friends. She felt failure to her friend, and she couldn't write. She decided to write a short paragraph, and blamed herself that she was weak. So, the teacher told her not to be worried and said that she did a good job. The teacher turned to her weakness of the writing paragraph that it was still too short. The teacher told her to write more sentences as she found that her friend wrote better than her as if she would write an essay. In the next session, the student amended her work. She wrote longer paragraph and kept asking teacher about the mistakes she would have made.

- Teacher:* Hi, Lilly. How is your work?
- Student 2:* Here it is.
- Teacher:* What did you write more?
- Student 2:* I wrote about my sister.
- Teacher:* I see the improvement. Is it still hard for you to write?
- Student 2:* Yes, it is but I tried to write about what you've told me to. If you don't tell me, I'll have nothing to write.
- Teacher:* Alright. Are ready to hand in your work?



Student 2: Yes, but... Don't you correct it first?

Teacher: You will recopy it?

Student 2: No, Ajarn... That's enough. Thank you.

As can be seen from the above conference excerpts, the student finished her writing. She could write more about her sister, and she was confident to hand in her work. She felt good that the teacher told her what she should write. She seemed very confident here.

In conclusion, the above data indicate that the designed instructional models tend to enhance the students in reducing their foreign language writing apprehension. As can be seen from the students' improvement of writing, their behaviors especially became in more the positive ways and apparently from their journals which well express the positive attitude toward this way of teaching. The more students and teachers talk seemed to bring out the direct points in writing such as when the student complained that her grammar was poor so she wanted the teacher to correct her work or suggest her before she had to hand in her work. When the teacher suggested her or guided her to write, it is obviously to see that in her journal she wrote she felt good to learn from this way that the teacher guided her the correct form to write. According to the analyzed data above, the factors could be the students' hinders in foreign language writing. However, when the one-on-one conferences were conducted the students met with the teacher, and they had chances to talk about the writing problems.



CHAPTER V

DISCUSSION, CONCLUSIONS AND SUGGESTIONS

The aim of this chapter is to present and discuss the results of the study in conclusion. The study's limitation and suggestion are also provided, in accordance with the two research questions; (1) Is the model designed effective in reducing the students' foreign language apprehension? If so, How? (2) Do the students have a positive attitude toward the model designed? There are four sections in this chapter; Discussion of the study, Conclusion of the study, Limitation of the study, and Suggestion for further study.

Discussions

Writing is one of the productive skills which somehow requires the intensive proficiency of the learners in order to be successful in language learning. That is to say, it is one of the most difficult productive skills for language learners to face with. It would be one of the most problematic skills for language learning in any classroom environment contexts throughout the world. However, the writing skill is considered the most important skill that is widely used to judge learners' intellect in language learning in the school contexts, college, workplace, and especially to the international language examinations.

Accordingly this research was aimed to develop the English writing skill of the participants in the school context of Maha Sarakham University Demonstration School, who encountered with the writing apprehension that probably would hinder their writing ability, or lead them to have negative attitudes toward English writing or even English courses in general.

The instructional model constructed in this research was based on significant language educational theories in both teaching and learning. However, the major theories of this research were counted on the one-on-one writing conferences, writing as a process, and writing apprehension. Due to writing as a process, the one-on-one conferences were applied in the writing stages of drafting and editing. To conduct the



one-one-one conference during drafting stage enhanced student to gain some ideas to write; meanwhile, in the editing stage, students had a chance to ask the teacher for some suggestions before they handed in their work that could help them feel more relax or to be not too frustrated with completing their own writing work. Lyon Clark and Sonja Weidenhaupt, 1992 proposed that the approach was employed during drafting stage of writing. They propitiated students that good writing takes time, effort and patience. They demonstrated that writing is not a mystical experience beyond their reach by showing them our own drafts. (Reeves, 1997: 38-39)

During having one-on-one conference, the students were encouraged to write by means of seeking for ideas to write, rechecking grammar errors, and writing suitable paragraph for 8-10 sentences. When they met the teacher, they had a chance to ask or consult with the teacher about their writing work. While the teacher's roles were likely a coach, a listener, and a commentator of their students during having in the one-on-one conferences.

Moreover, the instructional model was designed to foster the students' positive attitude toward learning as Carl Roger (1969) asserted that students learn more when teachers were open, than when they were judgmental. (Prakong Phetmeekeaw, 2012)

The purpose of this study is to reduce the students' English language writing apprehension and also to find out the effective of the instructional model in reducing the students' English language writing apprehension. According to the data collected from the research, the high apprehensive writers were reduced, and some of them became the low apprehensive writers in the last research cycle. According to the WA writer rates shown in Figures 1, 2 and 3, the 3rd cycle, the high apprehensive writers were reduced from 2 to 0. The moderate writers were 22, and the low apprehensive writers were 8. Even though, most of the WA scores were increased, they were described as the moderate apprehensive writer, and the low apprehensive writer which the WA scores range from 60-96 and 97-130 respectively.

That is to say, in terms of quantitative data of the research results, the designed instructional modal could significantly reduce the students' writing apprehension.

The data from the highest percentages of the chosen responses indicate that 69.2% of the students felt good to hand in their work. Meanwhile, they were 65.0% uncertain that people seem to enjoy what they write. Thirdly, they were 73.3% disagree



that expressing the idea through writing seems to be a waste of time. Lastly, 50.0% of the students strongly disagree with avoiding writing.

The remarkable percentages above 50.00 from other responses indicate that 50% of the students didn't look forward to write down their ideas. Their minds didn't seem to go blank when they start writing, but they didn't like to write their ideas down. They wouldn't enjoy submitting their work to magazines for evaluation and publication, and they didn't like to see their thoughts on paper. Meanwhile, the students were uncertain with enjoying writing, and they did never seem to be able to write down their idea clearly. They were uncertain that they could write as well as most other people, and they expect to do poorly in composition class even before they enter them.

From the questionnaire inventory, the ignored responses were presented. "I look forward to writing down my ideas." as the SA (Strongly Agree) item was left. It shows that the students did not totally agree or expect to write or express their ideas in English writing. However, the statement 8) "Express the idea through writing seems to be a waste of time", the SD (Strongly Disagree) was ignored, it implies that the students still wish to express some of their own ideas into their writing. The last statement was 23) "It's easy for me to write good compositions.", so on the SA (Strongly Agree) item was avoided. It obviously shows that writing in English was not easy for students to have their own good compositions.

In terms of students' writing ability, the correlation between writing apprehension and writing ability were found since the WAT (writing apprehension test) of Daly and Wilson, 1980 was conducted. To improve the students' writing ability, reducing student apprehension is a step in the right direction. (Smith, 1984)

Hence, the writing ability were analyzed, the writing mean scores were increased gradually from 13.67, 16.33 and 18.73. It indicates that the students' writing ability was significantly improved. According to the five aspects of writing ability, the obvious improvements were successively increased from Content (88.7%), Organisation (63.8%), Sentence Fluency (60.0%), Convention (56.4%), to Vocabulary/ Word Choice (56.0%).

From the collected data, the students' writing ability was analyzed and described as the following;

Firstly, the aspect of content, the mean score was 4.43. That is, most of the students' writing showed some understanding of the task. They wrote related quality



paragraphs, with little or no details. They showed an understanding of the task. Secondly, the mean score of 3.19 on the aspect of organization indicates that their writing was still confused, loosely organized, and transitions were weak and closure ineffective. Thirdly, the aspect of sentence fluency, the mean score was 3.00. It shows that there were some run-on fragments, limited variety in sentences. Fourthly, the aspect of convention mean score was 2.82 indicates that there were occasional errors between parts of speech, many errors in mechanics, and evidences of misspelling in their writing. Finally, the aspect of vocabulary or word choice, the mean score was 2.80. It shows that their vocabulary and word choice was trite, vague and flat.

In terms of qualitative data, there were five aspects that reflected the effective of the instructional model in reducing the students' foreign language writing apprehension.

1. Ideas to write: from the first round of one-on-one conference, most of the students had problems with seeking for ideas to write. They wrote short paragraph, or avoided writing. However, when they met the teacher in the conferences, they told the teacher their problems and asked the teacher to give some suggestion in writing. After having the one-on-one conferences, the student could amend, and handed in their work. They wrote more sentences as suggested to complete their writing tasks. When they could not find ideas to write they asked the teacher for suggestion that made them feel more relax. The teacher suggested them to find some ideas to write that was good to them.

2. Grammar: The grammar is the most obvious problem in students' mind. All students had apprehension on their English grammar proficiency. They wrote very short paragraph or even avoided writing because they were afraid of making grammatical errors. However, in the one-on-one conferences the teacher suggested the students to consider their mistakes in writing, or suggest them the correct forms of sentences. The students felt better because they knew what mistakes they had done and they were acceptable to amend their work before handing them in.

3. students' learning behaviors. When students had high apprehension on writing, they probably avoid writing. They wrote short paragraph or avoided writing. However, in the one-on-one conferences the teacher tried to support the students by giving them some inspiration to write. The teacher tried to encourage them to write and convinced them not to be worried too much about their grammar mistakes. The students



felt better, and seemed more relax to write. They tried to write longer paragraph and were more confident to ask the teacher about their writing.

4. Relaxing atmosphere: According to the students' current learning circumstance, they were considered in the high pressured of learning circumstance. Relaxing atmosphere could support them in learning, and enhance them to reduce their writing apprehension. Therefore, during the one-on-one conferences, the teacher had chances to talk with the students, and tried to get to know each other. The conferences made students feel better as they had chances to talk with the teacher, and the teacher seemed to have an open mind to them. At the first, students wrote very short paragraph or even avoided writing. However, in the one-on-one conferences the teacher suggested the students to be more relax, smiled, and talked to them nicely that made the students feel better and they became more open to tell the teacher their problems in writing.

Due to various factors could probably cause the students' writing apprehension, as from the previous research found, Thomas Newkirk (1979) cited that the first of five isolated pressures that make students fearful of writing was the pressure of perfectionism. (Michael W. Smith, 1984) Case studies seem to show that high apprehensive often search for the perfect word or phrase as they compose. As the subjective in this study, they found themselves worried about their English grammar in writing, and then they decided to avoid writing sentences which they may incorrectly write. Finally Newkirk considers length, topics, and time allowed for the exercise to be the other significant pressure. (Michael W. Smith, 1984)

Nevertheless, the writing apprehension or apprehension would somehow enhance students in learning writing, as Smith (1984) proposed that students with low apprehension would perform better than the high apprehensive writers. They would have more receptive, less constrained in their learning writing. It would not been imperatively that the designed curriculum should be focused on reducing the students' writing apprehension. Some apprehensive factors found to be able to enhance students in taking care of their writing works. That is to say, the designed lessons or activities should be pedagogically focused on reducing students' apprehension, and together with promoting the students' writing ability simultaneously.

Hence, the one-on-one conference model designed could be one of the pedagogy ways in teaching writing. That the teacher could directly criticize to what the



students' thoughts, problems, or writing blocks are. Then, the teacher would guide, suggest or solve the students' actual problems in learning English writing into the right way.

Conclusion of the Study

The purposes of this study were as follows;

1. To investigate the effect of the designed instructional model in reducing the students' apprehension.

2. To investigate the students' positive attitude toward the model designed.

The subjective of this study was the Mattayom2 students of Maha Sarakham University Secondary Demonstration School, in academic year of 2011. The subjective were 30 students selected by purposive sampling based on the total score gained from writing apprehension test (questionnaire).

The following results were analyzed and interpreted in order to support the significantly results in reducing the students' apprehension. According to the first purpose of the study, the results indicated that

1. The designed instructional models could significantly reduce the students' foreign language writing apprehension .

2. Moreover, the instructional model also enhanced students to Improve their English writing skill particularly when followed the one-one-one conference sessions.

3. Students' positive attitude toward learning were significantly found after the one-on-one conference technique had been applied and taught in the class.

As can be seen in Chapter IV, the results indicate that the designed instructional models could enhance students in order to produce the positive attitude towards learning writing in English. Owing to the data collected from the teacher's and students' journals, most of them expressed the satisfaction in learning by this way. However, English is not their favorite subject, even though they found it very important. Learning from the designed instruction model made them feel happy or better. At first, the students had faced with the writing apprehension that they lacked of ideas to write, then they met with the teachers. To ask or gain some suggestions from the teacher made them feel good,



which was seen obviously from their writing ability score improvement. However, some of the students found that this way of teaching took some of their free time. They suggested that they should meet the teacher only when they have questions or face with the writing blocks. Yet, they found it to be the good way in learning writing.

In summary, the designed instructional models could reduce the students' apprehension in learning writing in English according to the data collected from their positive attitude towards learning.

Limitations

There were a few limitations of the study as follow;

1. The study was conducted with a narrow focus. The data was collected from the one group purposive sample. The subjective content was apparently full of pressures in studying.
2. The environment in studying of the subjective was rather in a high pressure of competition even in the same classroom.
3. The one-on-one conferences mostly took after the studying class periods, that is to say the one-on-one conference was conducted in the free time periods and some of them were conducted after the school.

Suggestions for Further Study

The present study was focused on the one group purposive sample and in the context of a rather high pressured learning environment of the sample group however, a further study can apply these designed models in order to reduce the students' apprehension in various or different contexts. Samples can be divided into two independent groups. Moreover, the factors that are able to cause the students' apprehension were obtained from the individual context of the samples of this study. To focus on some other factors in detail, it would be benefit for further study in constructing instructional models to reduce the students' writing apprehension in other learning circumstances or in different educational contexts.



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APPENDICES



APPENDIX A

LESSON PLANS



English Lesson Plan 1

Title: Writing Process

Period: 7 hours

Level: M.203

Teacher : Miss Sasipim Maharos

Date: 12-26/07/2011

Course Syllabus

Many Thai students found writing is very difficult for them. However, it is the necessary skill especially to be used for the well-know admission tests held in all around the world. This skill is a recursive needed to be practiced by students all the time, and they should always be developed in every communicative class. To teach students the writing process is to help the students to reduce their writing blocks that make them be familiar with how to write.

Learning Objective:

Students will be able to summarize and comprehend the process of writing.

Terminal Objective:

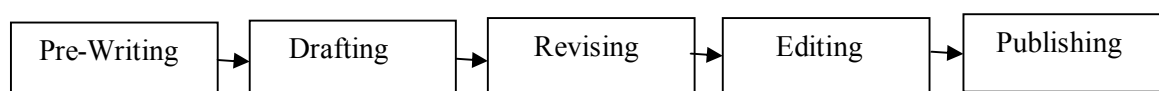
1. Students will be able to summarize the process of writing.
2. Students will be able to explain how to write via the process of writing.

En route Objective:

1. Students will be able to generate ideas for their writing at the first stage of the writing process (Pre-writing).
2. Students will be able to write their own piece of writing as the first draft, basically working in group.

Lesson Content:

Writing Process



1. Pre-writing; Choosing a topic, considering purpose, form, and audience, - organizing ideas – eliciting, or discovering information for writing. (Reading and discussing, brainstorming ideas, free-writing, talking, grouping or clustering information)

2. Drafting; writing a rough draft, writing leads, emphasizing content not mechanics

3. Revising; rereading the rough draft, sharing a rough draft in a writing group, peers' feedback, teacher's feedback

4. Editing; Students polish their writing, proofread, correcting spelling, and mechanical errors such as capitalization, punctuation, sentence structure, usage, formats, find errors rather than meanings

5. Publishing; Students publish their writing and share it with an appropriate audience.

Learning Processes:

Preparation (Period: 1-2 hours)

1. Give the students a broad outline of the process of writing.(Conclusion worksheet: Process of writing)
2. Students discuss about the process writing.

Pre-Teaching

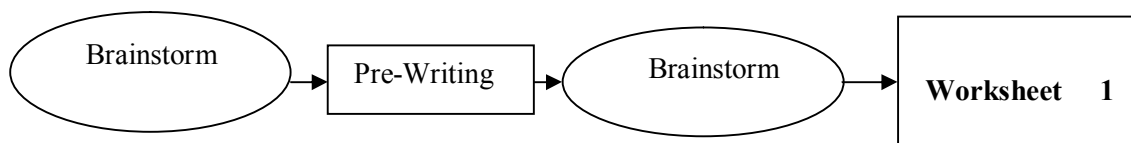
1. Students discuss about the process writing. From the class outline, students gather their ideas about what the process of writing is.
2. Students translate the process of writing into Thai, lecture down on their conclusion worksheet, and decorate the worksheet with coloring.

Presentation and Production

Task1: Simple discussion with Visual: Pre-writing (Period: 1-2 hours)

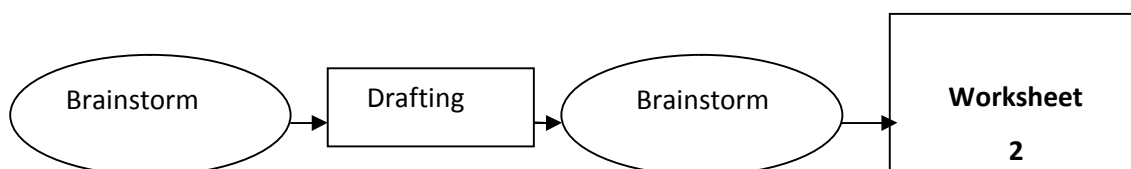
1. Students group themselves into 5 people.
2. Each group practices their first step of writing from the first task.
3. Students brainstorm to gain main idea and supporting details from the provided picture.





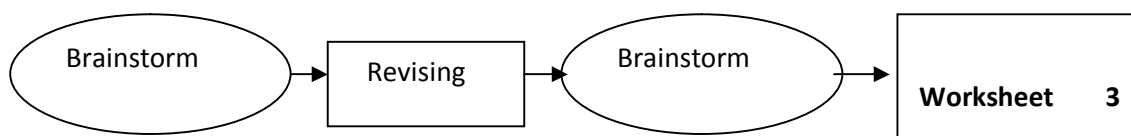
Task2: Completing a description paragraph: Drafting (Period: 1-2 hours)

1. Students group themselves into 5 people.
2. Each group practices their second step of writing from the second task.
3. Students brainstorm to gain some ideas and supporting details to fill in the gap with the suitable words.



Task3: Writing a description from questions: Revising (Period: 1-2 hours)

1. Students group themselves into 5 people.
2. Each group practice their third step of writing from the third task.
3. Students brainstorm to gain answers from the provided questions.



Conclusion

Group Presentation: Editing and publishing (Period: 1-2 hours)

1. Students evaluate and edit the work in their own group.
2. Students evaluate their work in terms of content, and share their ideas together with the class.

Assessment and Evaluation

1. Observe student classroom participation
2. Work assessment (individual/group)
3. Writing Assessment



Student's Productions

1. Worksheets (Tasks 1-3)
2. Conclusion worksheets about process of writing
3. Group Presentations

Comments

1. Learning process
2. Obstacles and problems
3. Suggestion/Solutions



NameClass.....No.....

Worksheet 1

Direction: Find the main idea and some supporting details from the provided pictures

Supporting Details

Main Idea

Supporting Details

Supporting Details



Supporting Details

Supporting Details



Constructed by Sasipim Maharos

NameClass.....No.....

Worksheet 2

Direction: From the main idea and some supporting details, write about the provided pictures.



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Constructed by Sasipim Maharos

Group:..... Member No.....

Worksheet 3

Direction: From the provided picture, answer the following questions



1. What is this cartoon character?

.....

2. Where is he from?

.....

3. What does he look like

.....

4. What are his abilities?

.....

5. What do you think about him?

.....



Constructed by Sasipim Maharos

English Lesson Plan 2

Title: Writing Process

Period: 5 hours

Level: M.203

Teacher : Miss Sasipim Maharos

Date: 26-2/08/2011

Course Syllabus

Many Thai students found writing is very difficult for them. However, it is the necessary skill especially to be used for the well-know admission tests held in all around the world. This skill is a recursive needed to be practiced by students all the time, and they should always be developed in every communicative class. To teach students the writing process is to help the students to reduce their writing blocks that make them be familiar with how to write.

Learning Objective:

Students will be able to write primarily in group and the writing task will be focused on content.

Terminal Objective:

1. Students will be able to write the piece of writing.
2. Students will be able to focus on the writing's content.

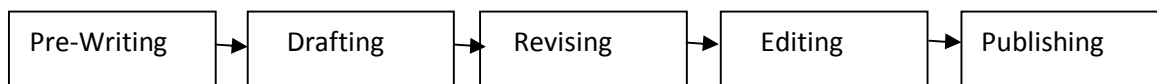
En route Objective:

1. Students will be able to generate ideas for their writing at the first stage of the writing process (Pre-writing) focused on content.
2. Students will be able to write their own piece of writing as the first draft, basically working in group.



Lesson Content:

Writing Process



1. Pre-writing; Choosing a topic, considering purpose, form, and audience, - organizing ideas – eliciting, or discovering information for writing. (Reading and discussing, brainstorming ideas, free-writing, talking, grouping or clustering information)

2. Drafting; writing a rough draft, writing leads, emphasizing content not mechanics

3. Revising; rereading the rough draft, sharing a rough draft in a writing group, peers' feedback, teacher's feedback

4. Editing; Students polish their writing, proofread, correcting spelling, and mechanical errors such as capitalization, punctuation, sentence structure, usage, formats, find errors rather than meanings

5. Publishing; Students publish their writing and share it with an appropriate audience.

Learning Processes:

Preparation

1. Students review the process of writing. (Conclusion worksheet: Process of writing)
2. Students discuss about the process writing.

Pre-Teaching

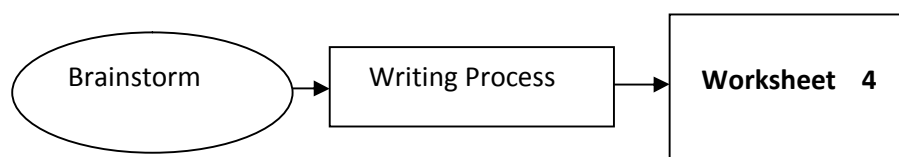
1. Students choose one of the provided pictures.
2. Students discuss about the person in the picture in order to gain ideas for their writing.



Presentation and Production

Writing Task: Process of writing (Period: 1-2 hours)

1. Students group themselves into 5 people.
2. Each group practice their process of writing from the provided pictures (Choose one picture to write about)
3. Students brainstorm to gain main idea and supporting details from the provided picture.
4. Students practice their writing in group.



Conclusion

Group Presentation: Editing and publishing (Period: 1-2 hours)

1. Students evaluate and edit the work in their own group.
2. Students evaluate their work in terms of content, and share their ideas together with the class.

Assessment and Evaluation

1. Observe student classroom participation
2. Work assessment (individual/group)
3. Writing Assessment

Student's Productions

1. Worksheets 4
2. Group Presentations

Comments

1. Learning process
2. Obstacles and problems
3. Suggestion/Solutions



Group:..... Member No.....

Worksheet 4

Direction: Write the passage about the provided picture

(5-10 sentences)



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Constructed by Sasipim Maharos

English Lesson Plan 3

Theme: All about me Title: Myself

Period: 5 hour

Level: M.203

Teacher : Miss Sasipim Maharos

Date: 5-9/08/2011

Course Syllabus

Writing is one of the most important skills. It is a productive skill needed to be practiced by learners all the time. From the start, to teach students how to write about themselves will be one of the best practical ways for them to learn.

Learning Objective:

Students will be able to write a paragraph about themselves based on the practical way of the writing process.

Terminal Objective:

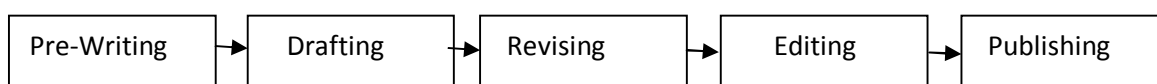
1. Students will be able to write a paragraph based on the process of writing strategy.
2. Students will be able to write a paragraph about themselves.

En route Objective:

1. Students will be able to generate ideas for their writing about themselves.
2. Students will be able to write a paragraph about themselves.

Lesson Content:

Writing Process



1. Pre-writing; Choosing a topic, considering purpose, form, and audience, - organizing ideas – eliciting, or discovering information for writing. (Reading and discussing, brainstorming ideas, free-writing, talking, grouping or clustering information)

2. Drafting; writing a rough draft, writing leads, emphasizing content not mechanics

3. Revising; rereading the rough draft, sharing a rough draft in a writing group, peers' feedback, teacher's feedback

4. Editing; Students polish their writing, proofread, correcting spelling, and mechanical errors such as capitalization, punctuation, sentence structure, usage, formats, find errors rather than meanings

5. Publishing; Students publish their writing and share it with an appropriate audience.

1. Verb to Be

Examples:

*Affirmative: **I am** 14 years old.*

*Negative: **She is not** a student. She is a teacher.*

*Question: **Is he** diligent? Answer: Yes, he is.*

2. Present Simple Tense

Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

Examples:

*Affirmative: I **play** tennis.*

*Negative: She **does not play** tennis.*

*Question: **Does he play** tennis?*



3. Vocabulary (In daily life)

Demonstration School, Secondary School, Vacation, Weekends, Nationality, Address, Occupation, E-mail Address, Date of Birth Etc.

Learning Processes:

Preparation (Period: 1-2 hours)

Task1: Answer the following questions (Period: 1-2 hours)

1. Students work in pair, and interview each other in order to exchange the information between them.
2. Each pair practices their questions and answers both in speaking and writing the information down on their worksheet 5.

<i>What is your name?</i>	<i>Can you spell your name?</i>
<i>Where is your house?</i>	<i>What is your address?</i>
<i>What's your telephone number?</i>	
<i>When do you go to school?</i>	
<i>Who is your best friend?</i>	
<i>What is your favorite subject?</i>	
<i>Who is your favorite actor or actress?</i>	

3. Pair-work presentation, some of the students present their questions and answers in front of the class.

Task2: Grammar Practice (Period: 1-2 hours)

1. Teacher describes the grammar point about Present Simple Tense and Verb to be.
2. Students do the exercises about Present Simple Tense and Verb to be in worksheet 6.

Pre-Teaching

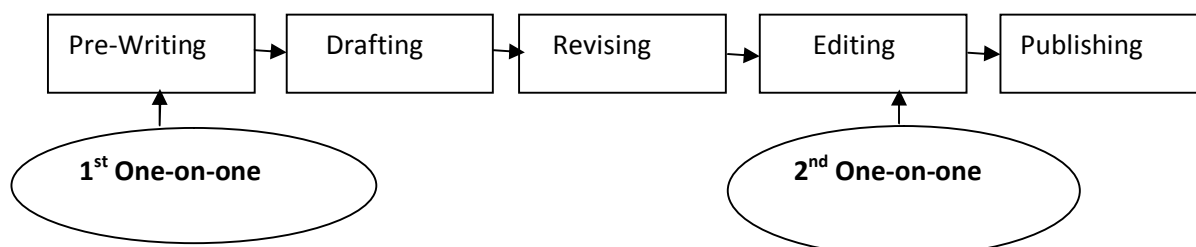
1. Students and teacher correct the exercises together.
2. Students read aloud the exercise3, and translate the paragraph together.
3. Teacher assigns the students to write the paragraph about themselves.



Presentation and Production

Writing Task and One- on-one conference

According to the writing process, the steps of teaching are as follows;



Pre-writing;

1. Teacher assigns the topic for students to write. The first topic will be a paragraph about themselves. The purpose of writing is to introduce themselves to their audience who would be their friends in the class.
2. Before the students start their writing, teacher chooses the target-group students to attend to the One-on-one conference.
3. In order to assist the anxiety students to construct their ideas for writing, teacher asks, and suggests the students by the following questions and speeches;

The First Round: Pre-writing

Questions for One-on-one conference;

1. *What is your name?*
2. *What is your nickname?*
3. *How is it going today?*
4. *What a good day! Such a happy day, isn't it?*
5. *Have you got any ideas to write?*
6. *Have you started your writing?*
7. *Is it too hard for you to start writing? Why?*
8. *What does seem to be your problem in writing?*

Suggestions for One-on-one conference;

1. *It's all right*
2. *That's o.k.*
3. *Let's see!*
4. *Let's think about*



5. *Why don't you write about*
6. *Just think about*
7. *O.k. Let's do it!*
8. *Go ahead! Write it down!*

Drafting;

4. Students will be allowed to write their own draft. The writing limitation is counted on the students themselves.

Revising;

5. Students will be allowed to revise their own draft.

Editing;

6. Students and teacher attend to the One-on-one conference again. Teacher will be the students Listener, Commentator, Counselor and Coach.
7. Teacher asks, and suggests the students by the following questions and speeches;

The Second Round: Editing

Questions for One-on-one conference:

1. *Have you finished your writing?*
2. *How is your writing?*
3. *How is your work?*
4. *Is it too hard for you to write? Why?*
5. *What was your problem in writing?*

Suggestions for One-on-one conference:

1. *It's all right*
2. *That's o.k.*
3. *Let's see!*
4. *I think you should*
5. *Why don't you write instead.*
6. *Just write instead.*
7. *Did you mean?*



Publishing:

8. Students publish their writing and hand in their writing work.

Conclusion

1. Students assess their attitude toward learning by the questionnaire.
2. Students write down their journal so that express their attitude toward learning.

Assessment and Evaluation

1. Work assessment (individual/group)
2. Writing Assessment
3. Attitude Questionnaire

Student's Productions

1. Worksheets 5,6
2. Writing work
3. Group Presentations

Comments

1. Learning process
2. Obstacles and problems
3. Suggestion/Solutions



Name.....No.....Class.....

Worksheet 5: Interview your classmates

Ask your classmate the following questions. Write down his/her answers.

Be prepared to present a summary about your classmate.

1. What is your name? _____
2. How old are you? _____
3. When is your birthday? _____
4. Do you have any brothers or sisters? _____
5. Do you have any pets? _____
6. What is your address? _____
7. What is your favorite school subject? _____
8. What is your favorite food? _____
9. Who is your best friend? _____
10. What is your favorite TV show? _____
11. Who is your favorite actor? _____
12. Who is your favorite actress? _____
13. Which do you like better, chocolate milk or plain milk? _____
14. Where is your favorite place to go to on vacation? _____
15. Why do we go to school? _____

Source: <http://en.islcollective.com/resources/printables> Developed by Sasipim Maharos



Worksheet 6 :**Let me introduce myself**

- Hi, my name's
- I'm from (country)
- I live in (city)
- I'm ... years old.
- My birthday is on
- I'm a student at
- My favourite subject is
- My favourite sport is
- There are ... people in my family.
- They are
- My father is a and my mother a
- I would like to be a because
- My hobby is
- In my free time, I also like
- I don't like
- My favourite food is
- My favourite drink is
- My favourite day of the week is because
- My favourite month is because
- My favourite singer (or band) is
- I like (movies).
- My favourite place is I like it because
- I (don't) like travelling. I have been to
- The most beautiful place in my country is
- I study English because

Months

January
February
March
April
May
June
July
August
September
October
November
December

School subjects

English
science
maths
art
PE
physics
chemistry
music
social studies
history
geography
computer science

Hobbies - Free time activities

- reading, painting, drawing
- playing computer games
- surfing the Internet
- collecting stamps/coins/...
- going to the cinema
- playing with friends
- playing with my dog
- going to the park/beach/...
- listening to music
- shopping, singing, dancing
- travelling, camping, hiking

**Movies**

action movie
comedy
romantic comedy
horror movie
sci-fi movie
war movie
thriller
animated cartoons



Source: <http://en.islcollective.com/resources/printables> Developed by Sasipim Maharos

Because..... I like it a lot.

- ... I think it's important.
- ... there are many things to see and do.
- ... I have to.
- ... I can relax there.
- ... it's relaxing/popular/nice/...
- ... it's the last day of the week.
- ... I'm good at English/maths/...

Jobs

teacher	policeman	doctor
nurse	builder	architect
civil servant	engineer	social worker
secretary	businessman	shop assistant
manager	fire fighter	shopkeeper
cleaner	postman	waiter/waitress



English Lesson Plan 4

Theme: All about me Title: My Family

Period: 5 hours

Level: M.2

Teacher : Miss Sasipim Maharos

Date: 16-19/08/2011

Course Syllabus

Writing is one of the most important skills. It is a productive skill needed to be practiced by learners all the time. From the start, to teach students how to write about themselves will be one of the best practical ways for them to learn.

Learning Objective:

Students will be able to write a paragraph about their family based on the practical way of the writing process.

Terminal Objective:

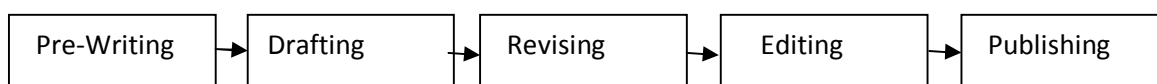
1. Students will be able to write a paragraph based on the process of writing strategy.
2. Students will be able to write a paragraph about themselves.

En route Objective:

1. Students will be able to generate ideas for their writing about their family.
2. Students will be able to write a paragraph about their family.

Lesson Content:

Writing Process



1. Pre-writing; Choosing a topic, considering purpose, form, and audience, - organizing ideas – eliciting, or discovering information for writing. (Reading and discussing, brainstorming ideas, free-writing, talking, grouping or clustering information)

2. Drafting; writing a rough draft, writing leads, emphasizing content not mechanics

3. Revising; rereading the rough draft, sharing a rough draft in a writing group, peers' feedback, teacher's feedback

4. Editing; Students polish their writing, proofread, correcting spelling, and mechanical errors such as capitalization, punctuation, sentence structure, usage, formats, find errors rather than meanings

5. Publishing; Students publish their writing and share it with an appropriate audience.

1. Verb to Be

Examples:

*Affirmative: **I am** 14 years old.*

*Negative: **She is not** a student. She is a teacher.*

*Question: **Is he** diligent? Answer: Yes, he is.*

2. Present Simple Tense

Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

Examples:

*Affirmative: **I play** tennis.*

*Negative: **She does not play** tennis.*

*Question: **Does he play** tennis?*



3. Vocabulary (In daily life)

Family Theme: grandmother, grandfather, niece, nephew, cousin Etc.

Learning Processes:

Preparation (Period: 1-2 hours)

Task1: Family Tree (Period: 1-2 hours)

1. Students individually do the exercise about the family tree provided in worksheet7.
2. Students decorate the worksheets, and the volunteer students present their family tree to the class.

Task2: Vocabulary Practice (Period: 1 hour)

1. Students individually do the exercise about the family vocabulary provided in worksheet8.

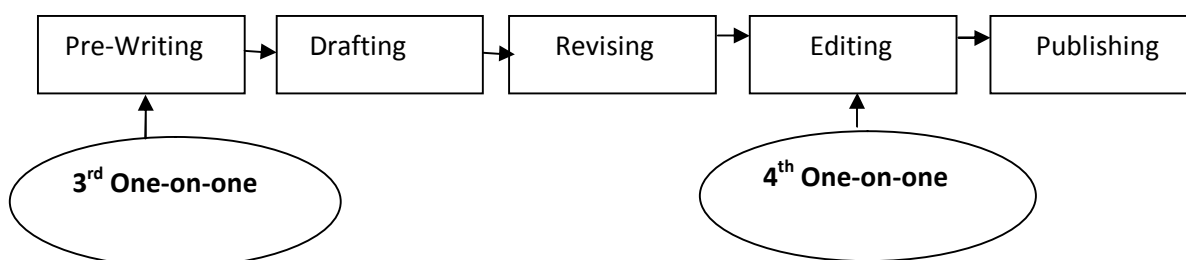
Pre-Teaching

1. Students and teacher correct the exercises together.
2. Students read aloud the paragraph in worksheet 8, and translate the paragraph together.
3. Teacher assigns the students to write the paragraph about their family.

Presentation and Production

Writing Task and One- on-one conference

According to the writing process, the steps of teaching are as follows;



Pre-writing;

1. Teacher assigns the topic for students to write. The second topic will be a paragraph about their family. The purpose of writing is to introduce their family to their audience who would be their friends in the class.
2. Before the students start their writing, teacher chooses the target-group students to attend to the One-on-one conference.
3. In order to assist the anxiety students to construct their ideas for writing, teacher asks, and suggests the students by the following questions and speeches;

The Third Round: Pre-writing*Questions for One-on-one conference;*

1. *Have you got any ideas to write?*
2. *Have you started your writing?*
3. *Is it still hard for you to start writing? Why?*
4. *What does seem to be your problem in writing?*
5. *Are you still worried? Why?*

Suggestions for One-on-one conference;

1. *It's all right*
2. *That's o.k.*
3. *Let's see!*
4. *Let's think about*
5. *Why don't you write about*
6. *Just think about*
7. *O.k. Let's do it!*
8. *Go ahead! Write it down!*
9. *It's very easy. Isn't it?*
10. *Don't be worried!*

Drafting;

4. Students will be allowed to write their own draft. The writing limitation is counted on the students themselves.



Revising;

5. Students will be allowed to revise their own draft.

Editing;

6. Students and teacher attend to the One-on-one conference again. Teacher will be the students Listener, Commentator, Counselor and Coach.
7. Teacher asks, and suggests the students by the following questions and speeches;

The Fourth Round: Editing*Questions for One-on-one conference;*

1. *Have you finished your writing?*
2. *How is your writing?*
3. *How is your work?*
4. *What was your problem in writing?*
5. *Are you still so worried about your writing?*

Suggestions for One-on-one conference;

1. *It's all right / Good Job*
2. *That's o.k. / I see the improvement.*
3. *Let's see!*
4. *I think you should*
5. *Why don't you write instead.*
6. *It's very easy. Isn't it?*
7. *Don't be worried!*

Publishing;

8. Students publish their writing and hand in their writing work.

Conclusion

1. Students assess their attitude toward learning by the questionnaire.
2. Students write down their journal in order to express their attitude toward learning.



Assessment and Evaluation

1. Work assessment (individual/group)
2. Writing Assessment
3. Attitude Questionnaire

Student's Productions

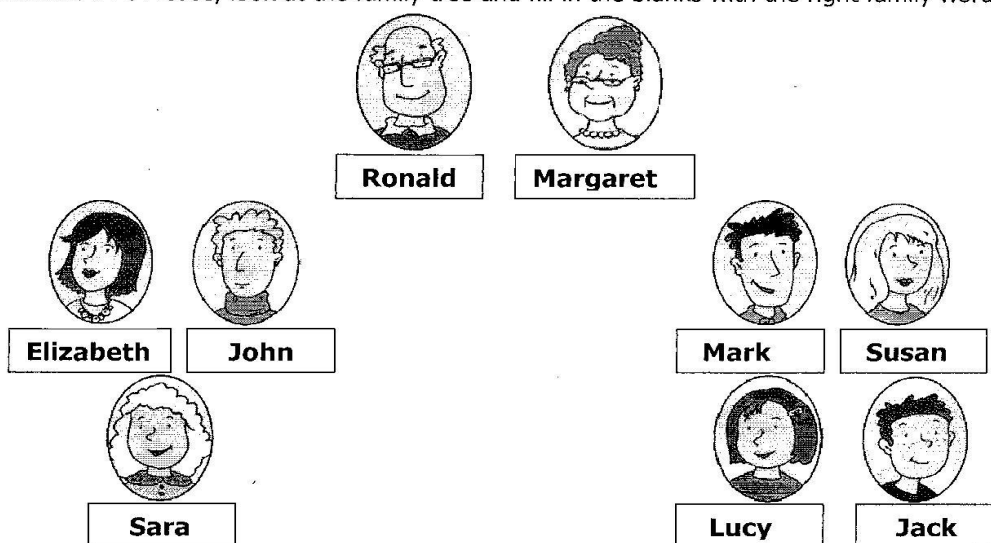
1. Worksheets 7,8
2. Writing work










Comments

1. Learning process
2. Obstacles and problems
3. Suggestion/Solutions



Worksheet 7 A: Please, look at the family tree and fill in the blanks with the right family word:

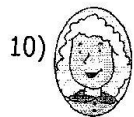


- 1)  Ronald is Lucy's grandad
- 2)  Mark is Jack's _____
- 3)  Margaret is Sara's _____
- 4)  Susan is Jack's _____
- 5)  John is Sara's _____
- 6)  Mark is Sara's _____
- 7)  Elizabeth is Lucy's _____
- 8)  Lucy's is Jack's _____
- 9)  Jack is Lucy's _____

Source: <http://en.islcollective.com/resources/printables> Developed by Sasipim Maharos

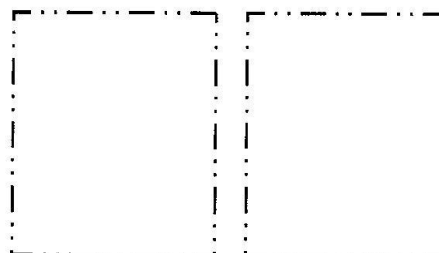
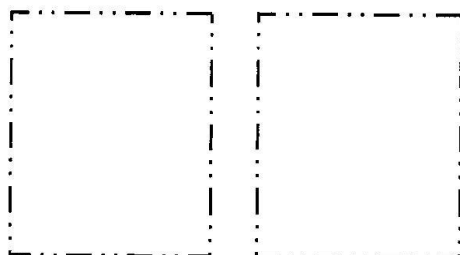
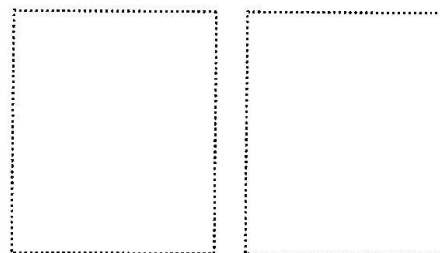
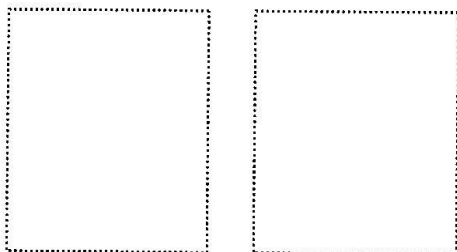
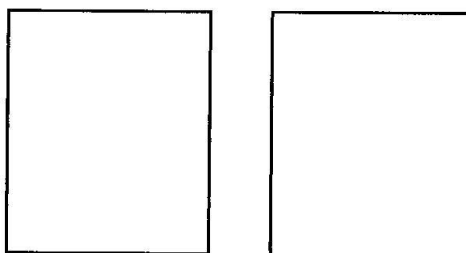


9) Jack is Lucy's _____



10) Sara is Jack's _____

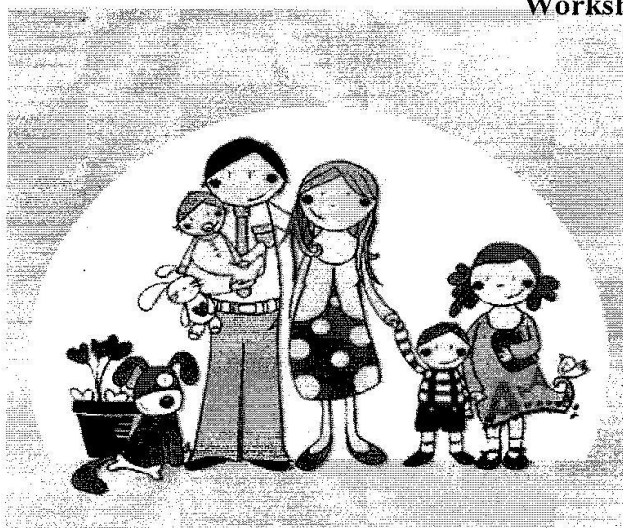
B) Please, draw your own family tree and write down their English family names (brother, sister, mum, etc,..)



Source: <http://en.islcollective.com/resources/printables> Developed by Sasipim Maharos



Worksheet 8

My lovely family

Hello! My name is Ana. I am eight years old and I am from the USA. I'm going to introduce you to my lovely family. It is quite big and we are very happy.

My mother's name is Laura and my father's is Peter. My mother has got blond hair and she is very tender. My father is tall and slim and he is a funny person.

My parents have got three children. There's my brother Tim, my baby brother David and me. Tim is a sweet boy who loves playing and being with me all the time. He is

only three years old so he attends the kindergarten. My younger brother, David, is a seven-month baby but he is full of personality. He likes being at my father's lap and he never disposes of Eddy, his bunny.

My father has got a sister. Her name is Olivia and she is my aunt. My mother has got two brothers. Their names are Richard and William and they are my uncles.

I have also got my grandparents and my cousins Jacob, Kevin and Chloe.

We have got a pet called Pirate, he is my favourite dog!

I love my family and my pet.

A Answer the following questions about the text.

1. How old is Ana?

2. Is she British?

3. How many brothers has she got?

4. What's her mother's name?

5. What's her father's name?

6. How old is Tim?

7. Who is Eddy?

8. How many cousins has Ana got?

9. What are their names?

B Complete the table with family relationships.

MALE	FEMALE
father	
	sister
uncle	
	grandmother
son	
	cousin

C Match the opposites.

- | | |
|---------|-----------|
| old • | • small |
| big • | • short |
| happy • | • serious |
| tall • | • fat |
| slim • | • young |
| funny • | • hate |
| love • | • unhappy |



English Lesson Plan 5

Theme: All about me Title: My School

Period: 5 hours

Level: M.2

Teacher : Miss Sasipim Maharos

Date: 22-26/08/2011

Course Syllabus

Writing is one of the most important skills. It is a productive skill needed to be practiced by learners all the time. From the start, to teach students how to write about themselves will be one of the best practical ways for them to learn.

Learning Objective:

Students will be able to write a paragraph about their school based on the practical way of the writing process.

Terminal Objective:

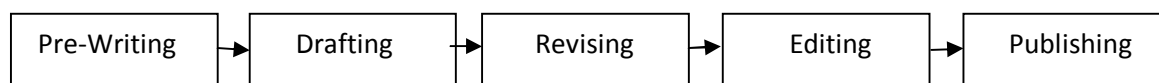
1. Students will be able to write a paragraph based on the process of writing strategy.
2. Students will be able to write a paragraph about their school.

En route Objective:

1. Students will be able to generate ideas for their writing about their school.
2. Students will be able to write a paragraph about their school.

Lesson Content:

Writing Process



1. Pre-writing; Choosing a topic, considering purpose, form, and audience, - organizing ideas – eliciting, or discovering information for writing. (Reading and discussing, brainstorming ideas, free-writing, talking, grouping or clustering information)

2. Drafting; writing a rough draft, writing leads, emphasizing content not mechanics

3. Revising; rereading the rough draft, sharing a rough draft in a writing group, peers' feedback, teacher's feedback

4. Editing; Students polish their writing, proofread, correcting spelling, and mechanical errors such as capitalization, punctuation, sentence structure, usage, formats, find errors rather than meanings

5. Publishing; Students publish their writing and share it with an appropriate audience.

1. Verb to Be

Examples:

*Affirmative: **I am** 14 years old.*

*Negative: **She is not** a student. She is a teacher.*

*Question: **Is he** diligent? Answer: Yes, he is.*

2. Present Simple Tense

Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

Examples:

*Affirmative: I **play** tennis.*

*Negative: She **does not play** tennis.*

*Question: **Does he play** tennis?*



3. Vocabulary (In daily life)

My School Theme: Demonstration School, Secondary School, Director, Principal, Subject Etc.

Learning Processes:

Preparation (Period: 1-2 hours)

Task1: My School (Period: 1-2 hours)

1. Students individually do the exercise about my school provided in worksheet9.

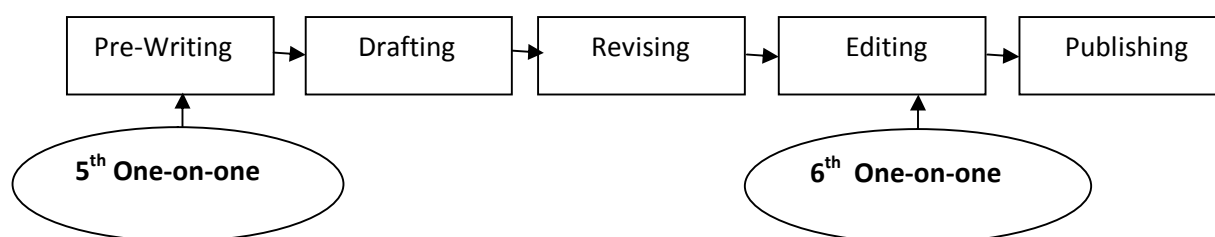
Pre-Teaching

1. Students and teacher correct the exercises together.
2. Students read aloud the passage provided in worksheet9, and translate the paragraph together.
3. Teacher assigns the students to write the paragraph about their school.

Presentation and Production

Writing Task and One- on-one conference

According to the writing process, the steps of teaching are as follows;



Pre-writing;

1. Teacher assigns the topic for students to write. The third topic will be a paragraph about their school. The purpose of writing is to introduce their school to their audience.
2. Before the students start their writing, teacher chooses the target-group students to attend to the One-on-one conference.
3. In order to assist the anxiety students to construct their ideas for writing, teacher asks, and suggests the students by the following questions and speeches;



The Fifth Round: Pre-writing

Questions for One-on-one conference:

1. *Have you got any ideas to write?*
2. *Have you started your writing?*
3. *Is it still hard for you to start writing? Why?*
4. *What is still your problem in writing?*
5. *Are you still worried? Why?*

Suggestions for One-on-one conference:

1. *It's all right/Your writing is better.*
2. *That's o.k./ Good Job*
3. *Let's think about*
4. *Why don't you write about*
5. *Just think about*
6. *O.k. Let's do it!*
7. *Go ahead! Write it down!*

Drafting:

4. Students will be allowed to write their own draft. The writing limitation is counted on the students themselves.

Revising:

5. Students will be allowed to revise their own draft.

Editing:

6. Students and teacher attend to the One-on-one conference again. Teacher will be the students Listener, Commentator, Counselor and Coach.
7. Teacher asks, and suggests the students by the following questions and speeches;



The Final Round: Editing

Questions for One-on-one conference;

1. *Have you finished your writing?*
2. *How is your writing?*
3. *How is your work?*
4. *Is there any problem in your writing?*
5. *Are you still so worried about your writing?*

Suggestions for One-on-one conference;

1. *It's all right*
2. *That's o.k.*
3. *Let's see!*
4. *I think you should*
5. *Why don't you write instead.*
6. *Just write instead.*
7. *Did you mean?*
8. *It's very easy. Isn't it?*
9. *Good Job*
10. *Don't be worried!*
11. *Well done!!!*

Publishing;

8. Students publish their writing and hand in their writing work.

Conclusion

1. Students assess their attitude toward learning by the questionnaire.
2. Students write down their journal in order to express their attitude toward learning.

Assessment and Evaluation

1. Work assessment (individual/group)
2. Writing Assessment
3. Attitude Questionnaire



Student's Productions

1. Worksheets 9
2. Writing work

Comments

1. Learning process
2. Obstacles and problems
3. Suggestion/Solutions



Worksheet 9



my school and my friends

I have already started school. I'm ten years old and my name is Freddy.

I wear glasses and my hair is red. I love going to school because it is fun. All the teachers are friendly and they always teach useful things. My favourite subject is Geography but I enjoy the Physical Education class. I have a sister, Susan. She is seven years old and she is really beautiful. She's got long blond hair and big green eyes. She is very sweet.

Laura is one of my best friends. She lives in the same road so we go to school together. It isn't necessary to wait for the bus except when there is snow, that is, in January and February.

Julio is also my friend. We sometimes play basketball in the park or ride our bikes in the country. Julio is quite tall but he is very funny. He tells me very hilarious stories. Julio's parents are Mexican.

I get up at 8.00 o'clock because lessons begin at 8.45. On Mondays, Wednesdays and Fridays we study Maths, French and History. Lunch is at 12.15 at the school canteen. I often bring my lunch box because my mom says it's better food. In the afternoon we usually have Art lesson or Technology.

I) Answer these questions about the text:

1.- What's Freddy's favourite subject?

2.- Who is Susan?

3.- What's she like?

4.- Where does Laura live?

5.- What do Julio and Freddy do together?

6.- What time do lessons begin at his school?

7.- Does Freddy always have lunch at the school canteen?

8.- What nationality are Julio's parents?



II) Write about your school and your friends

1.- What time do you start lessons?

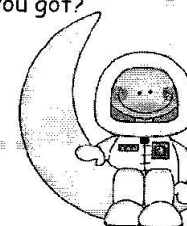
2.- How do you go?

3.- How many students are there in your class?

4.- What's your best subject?

5.- How many good friends have you got?

6.- Who is your best friend?



Source: <http://en.islcollective.com/resources/printables> Developed by Sasipim Maharos



APPENDIX B
CONFERENCE EXCERPTS



Appendix B

Conference Excerpts: 1st (First) Round

1. Student 1,

Student 1: Good morning, Ajarn Sai.

Teacher: Good morning, Boom. How is it going today?

Student 1: quite well, Ajarn. How do you know my nickname?

Teacher: I have read your work.

Student 1: My work, It's embarrassing.

Teacher: No, it's ok, but why you wrote it so short? The direction was; Write 10 sentences

So, let's see your work.

Student 1: ah...it's only five sentences. (Laughing)

Teacher: What does seem to be your problem in writing?

Student 1: ahMy grammar is poor, and I don't know what to write.

Teacher: About yourself?

Student 1: Of course.

Teacher: What is your hobby? Why don't you write about your hobby?

Student 1: My hobby is(thinking).. no hobby..I just play computer games.

Teacher: So, that is your hobby. Why don't you write it down?

Student 1: Could I?

Teacher: Yes, It's about you. Nothing is wrong for being yourself.

Student 1: Is it too easy Ajarn?

Teacher: Yes, It is easy. Just try, write it down.

Student 1: Oh..I 'm studying a guitar.

Teacher: Yes, you can write about it. How is your guitar class? Where do you study?

Student 1: Ok. Ajarn, so one more draft?

Teacher: Yes, Is it too hard for you to start writing?

Student 1: Yes, My grammar is very poor.

Teacher: Oh.. That's Ok. Just try! I'd like you to express more about yourself, ok?

Student 1: Yes, Ajarn.



Teacher: So, see you next week and hand in your final draft Any more questions?

Student 1: No, Ajarn. See you next week.

2. Student 2,

Student 2: Good Afternoon, Ajarn Sai.

Teacher: Good Afternoon, Lilly. How is it going today?

Student 2: I'm fine, Ajarn Sai. Too much homework. I have no time for watching my favorite K-pop singers, SNSD. (laughing)

Teacher: You are a student, so you have to study as much as you can.

Student 2: OK. Ajarn Sai. I'd die for it.(laughing)

Teacher: Ok. Let's see. You wrote just about five sentences here. Is it too hard for you to start writing?

Student 2: Yes, of course, Ajarn Sai. My grammar is very poor. I saw my friend's paper. It was very long paragraph like she was trying to write an essay. And I could not?

Teacher: Did you show your work to your friend?

Student 2: No, I didn't, and she didn't ask me for that. She is a genius, and I am a stupid.

Teacher: No, Lilly, you did a good job, but your paragraph was too short.

Student 2: Really? Ajarn, I don't know what to write. The more I write the more mistakes I'll make.I don't want to get red marks on my paper. (smiling)

Teacher: Ok. I'll not mark the red on your paper.

Student 2: (laughing) It would be better.

Teacher: What is your hobby? Why don't you write about your hobby?

Student 2: Can listening to music be a hobby?

Teacher: Yes.

Student 2: Ok.

Teacher: Just write it down and tell me about your weekend.

Student 2: Weekend? I always stay at home.

Teacher: I know you can write it.

Student 2: Ok. I'll try.



Teacher: Good, See you next week.

Student 2: See you next week, (Goodbye)

2. Student 3,

Student 3: Good Afternoon, Ajarn Sai

Teacher: Good Afternoon, Anna. How are you today?

Student 3: Yes, I am fine. Lots of homework!

Teacher: Let's see your work here. Is it hard for you to start writing?

Student 3: Yes, Ajarn I'm afraid of my work.

Teacher: Afraid? Why? What do you think?

Student 3: I think it's a bad work. My grammar is poor. I don't know what to write.

Teacher: But you did it quite well.

Student 3: Really.... I think English is very hard.

Teacher: Your paragraph is too short. Why don't you just write about your hobby?

Student 3: Hobby? (Thinking)

Teacher: What do you always do in your free time? With your friends or family.

Student 3: Ok, I see

Teacher: three- four more sentences, ok?

Student 3: too much?

Teacher: No.

Student 3: Will I get higher score?

Teacher: You will, if you do your best.

Student 3: Ok. I'll try.

Teacher: I know you can write it.

Teacher: Good, See you next week.

Student 3: See you next week, (Goodbye)



Conference Excerpts: 2nd (Second) Round

1. Student 1,

Teacher: Good morning, Boom. How are you?

Student 1: I'm fine, Ajarn.

Teacher: Ok. How is your work? Is it good?

Student 1: It is still short. I think, but I don't know what to write any more, Ajarn.

Teacher: Ok, Is it still hard for you to write?

Student 1: No...but I have no more ideas to write, Ajarn. (Laughing)

Teacher: Are you worried about your writing?

Student 1: Yes a little bit, I'm afraid that I will get low points.

Teacher: Why don't you write more?

Student 1: No, Thank you. I did write what you've asked me to. (Laughing)

Teacher: Ok, Let's see. You have added a few sentences here. OK, Good. You want to be a policeman? Good, rewrite it on your notebook, and hand it in tomorrow morning.

Student 1: Ok, Ajarn. Thank you.

2. Student 2,

Teacher: Good Afternoon, Lilly. How are you today?

Student 2: I'm so tired, Ajarn Sai, too much homework still.

Teacher: How is your writing?

Student 2: Um...I wrote about my hobby, and my weekend. There must be some mistakes.

Teacher: Why?

Student 2: I am not sure about my English grammar.

Teacher: But you've practiced some grammar exercises already.

Student 2: I forgot. (Laughing)

Teacher: You shouldn't. Ok, Let me see your work.

Student 2: Please, don't mark anything right now, Ajarn. I'm afraid.

Teacher: Ok. I'll not mark the red on your paper, right now.

Student 2: Is it ok?



Teacher: There are some mistakes here. Check your grammar again, rewrite and hand it on Monday, Ok?

Student 2: Don't you tell me? What is incorrect?

Teacher: Verb to be (is am or are...?)

Student 2: Oh...I see.

Teacher: Don't be worried! Your idea and content are quite well. I just want you to check your own grammar. Let's try!

Student 2: O.k. I'll try.

Teacher: Good, See you next week.

Student 2: See you next week, (Goodbye)

2. Student 3,

Teacher: Anna. How are you today?

Student 3: I am fine.

Teacher: Let's see your work here. Is it still hard for you to start writing?

Student 3: Yes, Ajarn, I tried to write about my hobby?

Teacher: What is your hobby?

Student 3: Playing Volleyball, listening to music. And I wrote 2 sentences here. Are they correct, Ajarn?

Teacher: Um.....just check the verbs here. Choose one verb or link them together.

Student 3: How... tell me please!

Teacher: I told you already. (Smile) Recheck your grammar, and hand it in on Monday?

Student 3: O.k., Goodbye. I hope to get good score.



Conference Excerpts: 3rd (Third) Round

1. Student 1,

Teacher: Good morning, Boom. How is it going today?

Student 1: Good, Ajarn.

Teacher: Have you got any ideas to write?

Student 1: Yes, some. Here is my work.

Teacher: Ok. There are about seven sentences.

Student 1: no more ideas. I don't know what to write.

Teacher: Why don't you write about your family members' characteristic?

Student 1: ahMy grammar is poor. I would get low score still.

Teacher: Just try... Present Simple Tense...such as My mother is kind ...

Student 1: Ok. You have to increase my score, Ajarn.

Teacher: Goodbye.

Student 1: Goodbye Teacher.

2. Student 2,

Teacher: Hi, Lilly. How is your work?

Student 2: I wrote about my family, my parents and my sister.

Teacher: Ok. Let's see. Good. What do you think about your work?

Student 2: So many mistakes, and it is still short.

Teacher: Why don't you write more?

Student 2: I am waiting for your suggestion. What should I write more, Ajarn?

Teacher: Write some more about your sister, Do you love your sister?

(Laughing)

Student 2: Yes, sometimes. She is so mean, butok. I'll write about her.

How many sentences do you prefer Ajarn?

Teacher: about 4 sentences.

Student 2: too many, Ajarn.

Teacher: Just try!

Student 2: Ok.



2. Student 3,

Teacher: Hello, Anna. How are you today?

Student 3: I am fine, so much homework.

Teacher: Have you got any idea to write?

Student 3: Yes, but I 'm not sure about my grammar again.

Teacher: What did you write?

Student 3: I wrote about me and my sister. We are like close friends.

Teacher: Good. Let me see your work. There are not 10 sentences.

Student 3: Oh....Ajarn.

Teacher: Can you write more?

Student 3: (Thinking) So Is this paragraph correct? Are there many mistakes here?

Teacher: It's ok. Not many mistakes, because you wrote it too short.

Student 3: Ok, I'll write more, and you will give me some more points.

Teacher: May be. (Laughing) Let's try!

Student 3: (sighed) .. Ok, Ajarn.

Conference Excerpts: 4th (Forth) Round

1. Student 1,

Teacher: How is your work?

Student 1: I think I finished. Here it is.

Teacher: What did you add here?

Student 1: uhm...about my family's holidays or vacation.

Teacher: Ok..I see the improvement. Is it still hard for you to write?

Student 1: Yes, a little bit, I am still worried about my grammar.

Teacher: Why don't you check your grammar?

Student 1: I did it from my understanding, Ajarn. It's your turn to correct my work. (smile)

Teacher: so. That's all right. Are ready to hand in your work?

Student 1: Yes, I am ready.

Teacher: Ok.

Student 1: Thank you, Ajarn.



2. Student 2,

Teacher: Hi, Lilly. How is your work?

Student 2: Here it is.

Teacher: What did you write more?

Student 2: I wrote about my sister.

Teacher: I see the improvement. Is it still hard for you to write?

Student 2: Yes, it is but I tried to write about what you've told me to. If you don't tell me, I'll have nothing to write.

Teacher: Alright. Are ready to hand in your work?

Student 2: Yes, but... Don't you correct it first?

Teacher: You will recopy it?

Student 2: No, Ajarn... That's enough. Thank you.

2. Student 3,

Teacher: Anna, How is your work?

Student 3: I finished it already, but it is good enough. I think.

Teacher: What was your problem in writing?

Student 3: It's about grammar still.

Teacher: So....Have you checked your work?

Student 3: Yes, That's what can do, but I am still worried.

Teacher: Let's me see your work. I see the improvement here.

Student 3: Really?

Teacher: There are some mistakes. Are you ready to hand in your work?

Student 3: Yes, I think, I am finished. Please, correct it for me! (Smile)

Teacher: Alright.



Conference Excerpts: 4th (Fourth) Round

1. Student 1,

Teacher: Good morning, Boom. How is it going today?

Student 1: I am fine. I have some more homework.

Teacher: That is because it closes to the midterm test.

Student 1: Yes.

Teacher: Have you started writing?

Student 1: Yes, but get stuck with the ideas. I don't know what to write.

What do you want me to write?

Teacher: Let's see your work here. Ok. Why don't you write about

What you think about the school instead of "My school is DMSU..."

Student 1: I see.

Teacher: Is it hard for you to write about the school?

Student 1: It's not hard for finding ideas to write, but I'm not sure about the vocabulary.

Teacher: Vocabulary?

Student 1: I am trying to write about the school's buildings, and I don't know how to call them in English. Could you tell me?

Teacher: Why don't you try first? And what about grammar?

Student 1: I use the same just present simple tense. Is it correct?

Teacher: Why don't you try to some compound sentences such as using and, or but? Then You would get some more points.

Student 1: Really. Ok, I'll try. And I have to come to see you again, Final round?

Teacher: Yes, one more time. And you'll be free. (Laughing)

Student 1: Really. Ok, (Laughing)

2. Student 2,

Teacher: Hi, Lilly. How are you?

Student 2: quite well. The midterm test is coming, so much homework.

Teacher: Have you started writing?

Student 2: Yes.



Teacher: What is still a problem in your writing?

Student 2: I have some ideas to write, but I'm not sure about the vocabulary and grammar.

Teacher: Did you write about the school's building?

Student 2: Yes, and I wrote about my friend who stays at the school's dormitory.

Teacher: Good. Are you still worried about your writing?

Teacher: Why don't you try to some compound sentences such as using and, or but? Then You would get some more points.

Student 2: Really. I'll try. (Smile) Ok.

Teacher: Good.

2. Student 3,

Teacher: Hello, Anna. How are you today?

Student 3: I am fine.

Teacher: Have you started writing?

Student 2: Yes.

Teacher: Did you write about the school's building?

Student 3: Yes, but I'm not sure about my vocabulary. Could you tell me?

Teacher: No, Let's try!

Student 3: That's not fair.

Teacher: What is still your problem in writing?

Student 3: grammar and vocabulary

Teacher: Will you write more?

Student 3: Yes, If you want me to write.

Teacher: Alright. Why don't you try to some compound sentences such as using and, or but?

Then You would get some more points.

Student 3: Ok,Is that true? I'll write more, and you will give me some more points.

Teacher: Ok. (Smile)

Student 3: Ok, Ajarn.



Conference Excerpts: 5th (Final) Round

1. Student 1,

Teacher: How is your work?

Student 1: I finished. Here it is.

Teacher: What did you add here? It's not different from the previous one.

Student 1: I did. I tried to make up the compound sentences.

Teacher: Right here? I see the improvement. Is it still hard for you to write?

Student 1: No, I am not worried too much.

Teacher: Why?

Student 1: I can accept my score.

Teacher: How do you feel? Good or Bad to learn from this way?

Student 1: Good, I feel better that you suggest me what to write.

Teacher: Ok. Are you ready to hand in your work?

Student 1: Yes, Sure.

Teacher: Ok.

2. Student 2,

Teacher: Lilly. How is your work? Did you write more?

Student 2: I wrote about my friend and I tried to make up compound sentences for you.

Teacher: Good. Is it still hard for you to write?

Student 2: Yes, and I'm not sure that the sentences are correct or not.

Teacher: Alright. Let's see. Ok. It's quite well. Are you ready to hand in your work?

Student 2: Yes, but... You don't tell me whether it is correct or not?

Teacher: Almost Correct. You did a good job.

Student 2: I'm happy to hear that. Thank you.

2. Student 3,

Teacher: Anna, How is your work?

Student 3: I almost finished it.

Teacher: What was your problem in writing?



Student 3: It's about grammar and vocabulary still.

Teacher: Let's me see your work. I see the improvement here.

Student 3: Really? I made some compound sentences, did I?

Teacher: Yes. That's good.

Student 3: Ajarn, Will you correct my work and tell me what my mistakes were right? (Smile)

Teacher: Yes, I will.

Student 3: Ok, I was quite easy that you told me what to write. Will I get some more scores?

Teacher: Yes. You would.

Student 3: Oh I feel better. (Smile)

Teacher: Ok.



APPENDIX C

STUDENTS' TASKS



Task 1
All about me

Hello, My name is Aek. Now I am studying in M.2/3 at DMSU school. There are many subjects for study. I like to study Thai and Math. I think they are easy. I like Thai the most. I like to talk with Thai teacher about Thai lessons. I love reading Thai books. I like Thai poem, Literature and Novels. I have many books and I read it in my free time. My leisure activity is also to watch documentary's TV. I always watch it in weekends. I also love Discovery Channel or National Geographic. In the future, I don't know what to be, but my father and mother want me be a doctor.

(Student 02)



Task 1**All about me**

Hello, I am Anna. I was born in Roi-et . but I live in Maha Sarakham with my aunt. I have one brother and one older sister. My sister she studying at Khon Kean university. She teaches me Chinese and in the future I will to learn chinese. I love japanses but it hard. In my free time I play volleyball with my friends. My favorite sport is volleyball. We are team DMSU. I love listen to music. I love 25 hour brand. I don't like K-pop. I want to good study and score in test. But English is, Math and many subjects very hard.

(Student 04)



Task 1**All about me**

My name is Boom. I am studying in M.203. I am tall and handsome. My favorite subject is Mathematics. I love playing football. I want to be a football player in the future. But my mom will not like it. My hobby is playing guitar. I study guitar. My parents want me to be a policeman in the future.

(Student 07)



Task 1**All about me**

My name's Lilly. I am fourteen years old. I am funny and friendly. I live in Maha Sarakham province. I am studying in class 203 DMSU. My favorite subjects, science and math. Because I want to be a doctor in the future. I must to study good score. But I don't top scorer. I try and do best. My hobby is listening to music. I like SNSD and I like Yuri. I like dance cover and I try to singing. In weekend I stay at home and play internet.

(Student 20)



Task 1**All about me**

Hello. My name's Bamboo. I 'm studying in class 203 DMSU. I am fourteen. I from Yasothorn province. I live in room 2c in girl dormitory. My favorite subjects are Math and English. But for me English is very difficult. It is so important. In my free time I love listening to music. I like K-pop. I love SNSD, 2PM, SHINee. I love Taeyon the most. I sometime read cartoon books. I watching movies. I love it very much. I want to be a doctor because I can help sick patients. That's all about me.

(Student 03)



Task 2**My family**

My name is Bamboo. I live in Yasothorn province. My family is very happy family. There are four people in my family. My father, my mother, my sister, and myself. My parent are a teachers. My father teaches science. And my mother teaches Thai. My parent are very kind. My father always help to me do my homework. I have many homeworks but I ask my father and mother. I have one sister. She name's Bai Pai. She is nine years old. I love my sister, my father and my father very much. We will to go to Phuket to visit my uncle. I like my uncle's house because it's very beautiful.

(Student 03)



Task 2**My family**

Hello. I am Lilly. I will to tell you about my family. There are five people in my family. My father is a business man. He is very intelligent and handsome. ^^ My mother is housewife. She is kind and beautiful. She taking me and my sisters to school everyday. In the evening my mother will to take me to study special class. In holidays we always go to Central Plaza. I love pizza company. And, My sisters like Swenzen. My sisters are seven and nine years old. They are lovely sisters but sometime we quarrel. I have one pet. It's name is Jack. It is black and it is poople toy.

(Student 20)



Task 2**My family**

Hello. I am Boom. I will tell you about my family. My family members are my father, my mother, me and my sister. I am come from Maha Sarakham. My father is a policeman, my mother is a nurse. My father is reprehend but my mother is generous. I have one sister. Her name is Beam. She is seven years old. She is studying in P.2. I have one pet. It's a dog. It's name Cola. I love my family.

(Student 07)



Task 3**My School**

My school is DMSU (Maha Sarakham University Secondary Demonstration School). There are about 1580 students and 86 officers. There are 5-6 buildings in my school. The director's building, Mattayom 1-2 buildings, Cafeteria, and the Lab-Science building. I am studying in class 203 (Grade 9) in Mattayom 1 building. There are five classes 201-205 rooms. The 201 is SEM class. I am happy to study in the 203 class. I am happy that stay in this room with my friends. The teachers are very good. But the examination is very hard.

(Student 03)



Task 3**My School**

My school is Maha Sarakham University Secondary Demonstration School (Satit DMSU). My school is the famous in Maha Sarakham. It is great school. There are 5 buildings in my school. The Dome is in Mattayom1 building. Students we often stay together in the morning. My school have no wall. My friend lives in girl dormitory. She says it did not clean and many people in the room. I don't want live in the dormitory. I love the school. I love my friends. I love all teachers. They are good teacher. My school is best.

(Student 20)



Task 3**My School**

My school is Maha Sarakham University Secondary Demonstration School (Satit DMSU). It is the famous school in Maha Sarakham. There Mattayom 1-6 in my school. I am studying in M.203. There are M201-M205. My best friend is in 201 class. It is SEM class. The boy dormitory is not at the school. It is at Sin Sup Tawee Koon apartment. It is one football field and one basketball field. It is in the back of girl dormitory. My school have not wall. It is the best school. I love my school. The teachers are strict but they are very good. I like my school and I like my friends.

(Student 07)



APPENDIX D
WRITING APPREHENSION QUESTIONNAIRES



แบบสอบถามวัดความวิตกกังวลในการเขียนภาษาอังกฤษ

คำชี้แจง

แบบสอบถามฉบับนี้มีทั้งหมด 26 ข้อ มีวัตถุประสงค์เพื่อสอบถามระดับความวิตกกังวลในการเขียนภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 2 การตอบคำถามนี้ไม่มีผลต่อคะแนนวิชาภาษาอังกฤษในกระบวนการเรียนที่กำลังศึกษาอยู่ ดังนั้นให้นักเรียนอ่านแล้วพิจารณาว่าข้อความนั้นตรงกับความรู้สึกของนักเรียน จึงขอให้นักเรียนตอบให้ตรงกับความเป็นจริง

ตอนที่ 1 ข้อมูลผู้ตอบแบบสอบถาม

เพศ ☐ ชาย ☐ หญิง

ตอนที่ 2 การสอบถามความวิตกกังวลในการเขียนภาษาอังกฤษของนักเรียน (โปรดทำเครื่องหมาย / ในช่องให้ตรงกับความรู้สึกของนักเรียนมากที่สุด)

ข้อ	ข้อความ	ความรู้สึกที่เกิดขึ้น				
		เห็นด้วย มากที่สุด	เห็นด้วย มาก	ปาน กลาง	ไม่เห็น ด้วย	ไม่เห็น ด้วย อย่างยิ่ง
1.	ฉันหลีกเลี่ยงการเขียน					
2.	ฉันไม่กลัวเวลาที่งานเขียนถูกประเมิน					
3.	ฉันตั้งตาคอยที่จะได้เขียนสิ่งที่ฉันคิดออกมา					
4.	ฉันกลัวที่เรียงความของฉันจะถูกประเมิน					
5.	การเขียนเรียงความเป็นสิ่งที่น่ากลัวสำหรับฉัน					
6.	ฉันรู้สึกดีเมื่อฉันได้เขียนเรียงความส่ง					
7.	ความคิดของฉันว่างเปล่าเมื่อฉันเริ่มเขียน					
8.	การแสดงความคิดเห็นลงไปในระหว่างการเขียนเป็นเรื่องเสียเวลา					
9.	ฉันมีความสุขที่จะได้เขียนและส่งไปตีพิมพ์ตามนิตยสารหรือนักพิมพ์					
10.	ฉันชอบแสดงความคิดเห็นของตัวเองลงไปในงานเขียน					



11.	ฉันรู้สึกมั่นใจว่าฉันมีความสามารถ ในการเขียนแสดงความคิดเห็นของตัวเองได้อย่างชัดเจน					
12.	ฉันชอบให้เพื่อนอ่านสิ่งที่ฉันเขียน					
13.	ฉันรู้สึกกังวลเกี่ยวกับการเขียน					
14.	ผู้อ่านดูเหมือนจะมีความสุขกับสิ่งที่ฉันเขียน					
15.	ฉันมีความสุขกับการเขียน					
16.	ฉันไม่สามารถเขียนแสดงความคิดเห็นของตัวเองได้อย่างชัดเจน					
17.	การเขียนเป็นเรื่องที่สนุกมาก					
18.	การเขียนของฉันไม่ดี					
19.	งานเขียนทำให้ฉันได้แสดงความคิดเห็นของตัวเองออกมา					
20.	การวิจารณ์งานเขียนของฉันร่วมกับผู้อื่นเป็นประสบการณ์ที่ดี					
21.	มันลำบากมากสำหรับฉันที่จะต้องคิดถึงสิ่งที่ฉันจะเขียน					
22.	ฉันรู้ว่าฉันจะได้คะแนนน้อยเมื่อฉันต้องส่งงานเขียน					
23.	มันเป็นเรื่องง่ายสำหรับฉันที่จะเรียบเรียงงานเขียนที่ดี					
24.	ฉันเขียนได้ไม่ดีเท่ากับที่คนอื่นๆเขียน					
25.	ฉันไม่ชอบที่งานเขียนของตัวเองถูกประเมิน					
26.	ฉันเขียนได้ไม่ดี					

ข้อเสนอแนะ

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APPENDIX E
TEACHER'S JOURNALS



Constructed by: Sasipim Maharos

Teacher (Reflective) journal

Student Name: _____

Date: _____

Conference Round: _____



<div data-bbox="272 752 772 882" data-label="Text"> <p>Evidences of learning focused instruction</p> </div>	<div data-bbox="884 752 1425 846" data-label="Text"> <p>Evidences of student's feedback</p> </div>
<div data-bbox="233 1341 825 1413" data-label="Text"> <p>Evidences of student's engagement</p> </div>	<div data-bbox="884 1341 1450 1413" data-label="Text"> <p>Evidences of student's improvement</p> </div>



BIODATA



BIODATA

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