A COMPARATIVE STUDY OF ENGLISH ESSAY WRITING STRATEGIES AND DIFFICULTIES AS PERCEIVED BY ENGLISH MAJOR STUDENTS: A CASE STUDY OF THE SCHOOL OF HUMANITIES, UNIVERSITY OF THE THAI CHAMBER OF COMMERCE

Abstract

This article presents the results of a comparative study of English essay writing strategies used and difficulties encountered by fourth-year English major students, students in both high and low English proficiency groups, and from different backgrounds. The subjects were 272 fourth-year English major students at the School of Humanities, University of the Thai Chamber of Commerce. A questionnaire was used to collect data. Percentage, Means, Standard Deviation and t-test were used for data analysis.

The major findings are as follows:

1. The students prepared to write essays by searching for information from the Internet. They wrote the topic sentence as the first sentence in a paragraph, used transitional words to make ideas coherent, consulted Thai-English dictionaries, revised and edited essays by checking spelling.

2. The students had the most difficulties in getting readers’ attention and using verb tenses.

3. Between the high and low proficiency groups, significant differences at the 0.05 level were found in all steps of the writing process when comparing English essays writing strategies used. In addition, significant differences at the 0.05 level in both organizing essays and writing essays in English were found when difficulties encountered were compared.

4. When comparing difficulties encountered by students with different backgrounds, there were significant differences at the 0.05 level in both organizing and writing essays in English between students who practiced English outside the classroom and those who did not and also between students practicing writing skills outside the
classroom compared to those who practiced other skills. Gender had no effect on either strategies used or difficulties encountered.

Introduction

“Why can even our senior students not compose a reasonably good piece of writing?” This is an often heard question among English writing teachers. Since English is now the global language, and one of the necessary means to communicate is exactly writing, this skill is essential in order to participate in the global interactions, competition and business in general.

Command of good writing skills is a vital tool for anybody to succeed in their career. Anderson (1985 quoted in Grabe and Kaplan 1996) carried out a survey of 841 university graduates in seven different fields of study and concluded that writing was significantly important in the workplace.

In Thailand, English has been taught as a foreign language for decades. However, there has now been a long period where teachers at university level have wondered why students could not and do not master writing skills although they have studied and practiced English writing for more than 10 years. It is now part of the national agenda to increase students’ English proficiency since it is shown that the English proficiency level among Thai students ranks lower than that of neighbouring countries. Writing ability also needs to be improved.

At university level, writing is used both as a standard system of communication and as a tool for acquiring knowledge. Grabe and Kaplan (1996: 24-25) mention that “Students in EFL contexts will need English writing skills ranging from simple paragraph and summary skills to the ability to write essays and professional articles.”

Writing is a productive skill that needs various competencies such as linguistic, sociolinguistic and discourse knowledge as well as knowledge about language use like grammar, structure and vocabulary.
Furthermore, writing also calls for strategies and an organized critical way of thinking; therefore, writing is not only a single activity but a series of interrelated activities. Reasoning plays a vital role in selecting appropriate ideas for essays and arranging them in an organized way. Ur (1999) states that the purpose of writing is to express ideas and convey a message to the reader; consequently, the ideas represent an important aspect of writing. Zamel (1982) found that competence in the composing process is more important than linguistic competence in the ability to write proficiently in English. Zamel also concluded that students’ writing would improve once when they understood and experienced composing as a process.

Since the process is one of the key elements leading to a good piece of writing, various academics have identified and specified steps in the writing process based on theories of Flower and Hayes (1981) and Bereiter and Scardamalia (1987).

Raimes (2005) suggests that the writing process consists of planning, drafting and revising while Purdue University (2005) suggests that the writing process comprises invention, collection, organization, drafting, revising and proofreading.

In contrast, Trimmer (2004) mentions that the writing process can be divided into four stages: planning, drafting, revising and designing. However, Brandon (2005) presents a writing process of only three main steps: prewriting; organizing and developing support; and writing, revising and editing.

Although there are many terms and patterns used in the writing process, the core elements are similar. They can be summed up as prewriting, writing, revising and editing.

**Prewriting**

Prewriting is the initial stage of writing which helps students generate ideas and prepares them to write an essay. It is the time for planning and organizing the essay. At this stage, all ideas are preliminary and subject to change.

Wyrick (2002:7-17) Trimmer (2004:30-47) Brandon (2005:31-45) The Writing Center of the University of Kansas (2005) suggest techniques for generating ideas for essays as follows:
Free-writing

Free-writing or looping is a technique to generate ideas by writing down directly, without using the analytical filter, any ideas coming to mind about the topic. There should be no attention given to grammar, spelling, punctuation or the order of ideas.

Clustering

In clustering or mind-mapping, the topic is written inside a circle in the middle of the page. Then related ideas are written in smaller circles attached to and clustering around the topic circle.

Brainstorming

Brainstorming or listing is a prewriting activity in which students generate a list of ideas about the topic as quickly as possible. Then the ideas listed can be reviewed, scrutinized, arranged, added to or deleted.

Interviewing

Interviewing is one of the most direct ways to get first-hand data. The interviewer needs to prepare a list of questions that will help organize what he/she wants to know.

Reading and note taking

Reading can be done either from printed materials or from websites. Taking notes or finding answers to questions set beforehand will help gather information needed for the essay.

Journal Writing

Journal entries are recordings of what a person is thinking about a certain issue. They are supposed to serve as reflections of what the person has read, observed or imagined. Writing a journal increases confidence, develops writing skill and makes writing a more comfortable activity.

Internet

Surfing the Internet is one of the easiest ways to get information since the Web
is a vast databank. Both subject archives such as Yahoo and search engines like Google are research tools for gathering information.

Writing
Writing or drafting means producing a preliminary written version from the outline. It is the way to convert ideas into words. Most writers write straight through the first draft without stopping to make correction. At this stage, the outline is used as a guide to form the essay. The writer also uses his/her linguistic competence and discourse knowledge to get the ideas across to the reader.

Revising
Revising is the time to make improvement to a piece of writing. Changes can be made to content and organization by adding, deleting details or improving clarity, style and flow of idea. Moreover, changes can also be made to improve sentence variety, clarity, unity, coherence tone or word choice. Revising can be done using a different focus each time as many times as a writer wants.

Editing
Editing includes checking various aspects on the surface level such as spelling, punctuation, capitalization, grammar or page formatting to ensure meeting appropriate conventions.

Writing steps, consisting of prewriting, writing, revising and editing, are therefore introduced to students hoping that they will follow these steps, get through the process and be able to produce a good piece of writing. Sokolik (2003:96) points out that steps in the writing process emphasize that learning to write is more than simply creating a final product. It is to learn the skills leading to that product.

Since writing is a way to discover, organize and communicate ideas, it comprises interdependent steps closely linked with critical thinking and reasoning skills. In order to express thoughts, organized and clear writing is essential. Hyland (2003:12) emphasizes that “The teacher’s role is to guide students through the writing process, avoiding an emphasis on form to help them develop strategies for generating, drafting and refining ideas.”
Since writing has always been regarded as a difficult skill, teachers of English writing skills accept that students’ writing abilities may not be at a satisfactory level. They have attempted to deal with student errors as can be seen from several research papers (Pongpairoj 2545, Ploysangwal 2546 and Khao-urai 2545-2546). The results show that the major errors are verb tenses, word usage, and misuse of prepositions, articles, infinitives and gerunds. From the errors found in their writing, it can be concluded that they face severe difficulties due to their lack of essay writing strategies and in the language proficiency.

Therefore, simply reading students’ texts, pointing out errors and giving feedback might not be enough to help students improve their writing ability. In order to assist students to overcome difficulties, it is necessary to examine what students actually think and do when they write. The results can reveal their strength and weaknesses and will give opportunities for teachers to advise and guide them regarding their writing practice. Moreover, the results can be used to create a more supportive classroom environment and to provide assistance in a more practical and flexible way.

**Purposes of the Study**

The purposes of this study are

1. To investigate English essay writing strategies used and difficulties encountered by English major students at the School of Humanities, University of the Thai Chamber of Commerce

2. To compare English essay writing strategies used and difficulties encountered by high and low English language proficiency students

3. To compare English writing difficulties encountered by students with different backgrounds in terms of gender, practicing English language outside the classroom and practicing writing skills outside the classroom.

**Significance of the Study**

The findings of this study will hopefully be beneficial for teachers in their teaching practice and for students in their learning English essay writing. Teachers will know more about the strategies used and difficulties encountered by both high and low proficiency students as well as those with different backgrounds. The information from
this study can be used to adjust teaching techniques to accommodate each group of students. The results will give data to teachers regarding where to intervene in the writing process and how to help ease the difficulties students have during their writing practice.

Scope of the Study

This study focused on strategies used in writing English essays by 4th year English major students, and on the difficulties they experienced during the essay writing process. Writing strategies refer to the four steps: prewriting, writing, revising and editing. Difficulties in writing English essays were categorized according to difficulties in organizing essays; and difficulties in English usage.

Procedure

Subjects

The subjects were 272 fourth-year English major students enrolled during the academic year 2005, the School of Humanities, University of the Thai Chamber of Commerce. In the semesters prior to this research, the subjects had already completed two writing courses namely Communicative Writing 1 which concentrates on paragraph writing and Communicative Writing 2 which deals with essay writing.

In order to compare English essay writing strategies used and difficulties encountered by high and low proficiency students, the subjects were divided into high and low proficiency based on the collective grade point average from 13 English major courses with emphasis on the four skills of listening, speaking, reading and writing.

The 104 subjects with English grade point averages (GPA) of 3.00 and above were classified as a high English proficiency group and the 97 subjects with English grade point averages of 2.50 and below were placed in the low English proficiency group. Seventy-one subjects with grade point averages between 2.51 and 2.99 were not included in either group in order to make a clear distinction between high and low proficiency groups.

In order to compare the difficulties encountered by students with different backgrounds, the subjects were grouped according to 1) gender 2) practice of English
outside the classroom, and 3) English skills practiced outside the classroom. There were 222 female and 50 male students. Out of 272 subjects, there were 206 students who practiced English outside the classroom and 66 students who did not. Regarding the skills they practiced outside the classroom, 16 students practiced writing skills and 190 students practiced other skills.

Instrument
The instrument used was a three-part schedule questionnaire.

The first part, in the form of a check list, dealt with the subjects’ biographical data.

The second part, in the form of a rating scale, investigated strategies used in preparing and writing each part of an essay.

The third part, in the form of a rating scale, examined the area and extent of difficulties experienced by the subjects when composing English essays.

The questionnaire was checked by three experts for content validity and objectivity and then was tried out on 50 fourth-year English major students for question clarity and reliability before it was used in the study. The reliability of part two was 0.837 and that of part three was 0.842.

Data Collection Procedure
Following the try-out, analysis and revision of the questionnaire, the data collection procedure was administered by the researcher. All questions were explained to the subjects to ensure their understanding.

Data Analysis
The data were analyzed by using Frequency, Percentage, Means and Standard Deviation. To compare writing strategies used and difficulties encountered between high and low proficiency students, and between students with different backgrounds, the data were analyzed by using t-test.

Results

1. English essay writing strategies used and difficulties encountered by English major students were as follows:
1.1 Prewriting Stage

At the prewriting stage, the most used method for gathering information for the essay was the Internet. The other two methods were listing any idea that students could think of and discussion with friends respectively. When students planned an essay, they paid most attention to setting the main idea but the least attention was given to considering readers’ knowledge about the topic.

1.2 Writing Stage

During the writing stage, students wrote the introduction by using mostly short stories and events, followed by using facts and statistics. For the body of the essays, students placed the topic sentence as the first sentence in a paragraph. To end essays, students wrote the conclusion by summarizing the main points. This strategy was used significantly more often than other strategies. Cohesive markers used the most were transitional words which were more than using pronoun references and repeating of important words.

1.3 Revising and Editing Stage

Students revised and edited essays by checking spelling, capitalization and grammar respectively.

1.4 Strategies used in composing essays in English

Concerning composing essays in English, the most-used strategy was consulting Thai-English dictionaries. This was related to the strategy of translating directly from Thai to English. Consulting grammar books was used the least.

1.5 Difficulties in writing essays

Considering difficulties in organizing essays, students reported getting the reader’s attention as being the most difficult part. Getting started and spending too long time reading and thinking were reported as the second and third most difficult. Regarding using English language for writing essays, using verb tenses was the most difficult part for students. Choosing the right words and ordering ideas into sentences were ranked the second and third most difficult.
2. Comparing high and low proficiency groups, English essay writing strategies used were as follows:

2.1 Prewriting stage

Regarding gathering information for the essay, significant differences at the 0.05 level were found between high and low proficiency groups in using the Internet, observation, mind mapping and listing any ideas they could think of.

Regarding planning an essay, significant differences at the 0.05 level were found in analyzing the essay topic, considering the purpose of writing, writing an outline and setting the main idea. The high proficiency group used all the strategies mentioned above more than the low proficiency group.

2.2 Writing Stage

Concerning the writing stage, there were significant differences at the 0.05 level in using facts and statistics and using questions in the introduction part. Writing the topic sentence as the first sentence in a paragraph was the most practiced strategy of both groups. However, a significant difference at the 0.05 level was found between the two groups. With reference to coherence employed in essays, both groups used transitional words, pronoun references and repeating of important words respectively. In the conclusion part, significant differences were found in summarizing main points, making a prediction and providing a solution.

2.3 Revising and Editing Stage

In the revising and editing stage, both high and low proficiency groups checked spelling the most. There were significant differences at the 0.05 level between the two groups in deleting unnecessary points, changing the order of sentences, and paying attention to the style of language.

2.4 Comparison of strategies for writing essays in English between high and low proficiency groups

Comparing strategies used for writing essays in English between the high and low proficiency groups, significant differences at the 0.05 level were found in consulting English-English dictionaries, translating directly from Thai to English, consulting grammar books and imitating the structure of a paragraph read. The high proficiency
group used English-English dictionaries and consulted grammar books more than the low proficiency group while the low proficiency group used Thai-English dictionaries and translated directly from Thai to English more than the high proficiency group.

2.5 Difficulties in writing essays encountered by high and low proficiency groups

In terms of difficulties in organizing essays, the high proficiency group had difficulties in getting started, getting readers’ attention and spending too long time reading and thinking respectively. The low proficiency group experienced getting readers’ attention as the most difficult. Getting started, and spending too long time reading and thinking were ranked as the second most difficult and analyzing the essay topic as the third. Considering the difficulties of the high and low proficiency groups in writing essays in English, the low proficiency group had difficulties more than the high proficiency group in all items on the questionnaire. Moreover, there were significant differences at the 0.05 level in ordering ideas into sentences, using parallel structure, using passive voice, using modifiers and misplaced modifiers.

3. Comparison of difficulties encountered by students with different backgrounds.

This study incorporated the factors of 1) gender, 2) practice of English outside the classroom and 3) practice of writing skills outside the classroom.

3.1 Gender

Gender does not cause any difference in the difficulties they encountered.

3.2 The factor of students practicing or not practicing English outside the classroom

In terms of organizing essays, significant differences at the 0.05 level were found in getting started; spending too long time reading and thinking; and building up confidence to begin writing. However, the group practicing English outside the classroom reported all the difficulties mentioned but to a lesser degree. In terms of writing essays in English, there were significant differences at the 0.05 level in choosing the right words; using passive voice, parallel structure, articles, determiners and capitalization.
3.3 The factor of students practicing writing skills or practicing other skills outside the classroom

There was a significant difference at the 0.05 level in writing an explanatory essay. Both groups reported the same first three difficulties in writing essays in English which are choosing the right words, ordering ideas into sentences and using verb tenses. However, students who practiced writing skills reported these difficulties to a lesser extent.

Discussion

From the results of the study, the following points of interest can be stated.

1. The English essay writing strategies

1.1 At the prewriting stage, students gathered information for the essay by searching from the Internet as the most practiced method. It is quite clear that the Internet has become the most used source of information. Since students are highly skilled at operating a computer and have easy access to the Internet, they can use various search engines to get information. However, in view of the fact that anyone can open a website and post any kind of information, students should be trained to verify the information they select. There was a significant difference at the 0.05 level between the high and low proficiency groups in using the Internet. The high proficiency group used it to a greater extent.

Discussion with friends was reported as the third most used strategy for gathering information. The high proficiency group used this strategy more than the low proficiency group. This corresponds with Lukkunaprasit and Kannasuth (2548) who concluded that brainstorming was the most effective and the most frequently used method among high performance students.

When planning the essay, it is noticeable that the high proficiency group practiced analyzing the essay topic, considering the purpose of writing, writing an outline and setting the main idea more than the low proficiency group. This might be because high proficiency students realized the importance of planning as Kasper (1997) found that
successful student writers tend to choose effective strategies including planning during the task of composing.

Interestingly, both high and low proficiency groups considered readers’ knowledge about the topic the least important prewriting step. This might result from the expectation that their teacher would be the only reader of their essay since their writing practices were course assignments.

1.2 In the writing stage, both high and low proficiency students placed the topic sentence as the first sentence in a paragraph. This might be the result of teachers’ emphasis on presenting the topic sentence in each paragraph. The easiest way is to put it in the beginning. The result is consistent with the study by Liu (2005) who found that American and Chinese students used a higher percentage of the thesis statement at the beginning of their argumentative essay.

Cohesive markers used in essays were mostly transitional words. The reason might be that transitional words are the easiest and the most obvious device to show relationship of ideas. This result agrees with Choi’s study (2005) which shows that both American and Korean students participating in his study used conjunctions and logical connectives most often in their essays.

1.3 At the revising and editing stage, students paid attention to spelling, capitalization and grammar. This result is supported by Paulus (1999) who found that students revised and edited only on the surface level without changing or rearranging ideas and Sommers (1980) who found that less skilled writers revised in more limited ways and rarely modified ideas. However, the low proficiency group checked grammar less than the high proficiency group. This might be because they were less concerned with errors as mentioned by Raimes (1985, 1987) that ESL writers know that they are language learners and they use the language imperfectly; therefore, they expect their teacher to correct the language.

1.4 When using English in writing essays, the students used Thai-English dictionaries and translated directly from Thai to English. This shows that students planned and composed essays in Thai and translated into English. It is, of course, natural
for students to form ideas in their first language. The result is relevant to Meechang (2543) who pointed out that her subjects generated ideas in Thai and then translated into English at high level. The difficult part for Thai students is to express their thoughts in appropriate English. Errors caused by translating into English can be expected since Thai and English language structures are very different. Brown (1980:8) concludes that translation is one of the crucial problems in learning a language since there may be first language interference which can cause errors in the target language.

Interestingly, while both high and low proficiency groups translated from Thai to English, the high proficiency group used English-English dictionaries and consulted grammar books more than the low proficiency group. The results disclose that high proficiency students tend to find a variety of practical ways to accomplish the assigned tasks.

2. Difficulties in writing English essays

2.1 Difficulties in organizing essays

In organizing essays, getting readers’ attention was reported as the first most difficult part for the low proficiency group and the second most difficult part for the high proficiency group. As reported earlier, students did not pay attention to readers’ knowledge; therefore, getting readers’ attention turned out to be difficult for students. How to get reader’ attention is related to readers’ background knowledge about the essay topic. Even though students reported writing e-mail to friends as the way to practice English outside the classroom, they still experienced difficulty in getting readers’ attention.

2.2 Difficulties in writing essays in English

The major difficulty reported was verb tenses. Using verb tenses has always been a serious difficulty and problem in writing for Thai students. The studies by Srinon (2542), Ploysangwal (2546) and Khao-urai (2545-2546) show that using verb tenses was one of the first two problems found among Thai university students. Since there is no morphological marker conveying tenses in Thai language, students are not familiar with tenses distinctions. They tend to forget to put verbs into the appropriate tense or forget the form of the verb in the tense used.
Another major difficulty encountered by students is choosing the right words. As students translated from Thai to English and depended mostly on Thai-English dictionaries, choosing the right word to fit the context is, of course, difficult especially when students do not master the English language. Grabe and Kaplan (1996:43) and Myles (2002) state that limited knowledge of vocabulary, language structure and content constrains a second language writer’s performance.

The low proficiency group had more difficulties in ordering ideas into sentences more than the high proficiency group. This might result from lacking language competence in the target language as well as mother tongue interference. Pongpairoj (2002) and Khao-urai (2002) state that students made syntactic errors because of mother tongue interference. Weigle (2002) also states that the causes of difficulties in encoding ideas into written text may occur because the writer lacks linguistic knowledge.

3. Difficulties in writing English essays encountered by students with different backgrounds

3.1 Gender
Both male and female students experienced the same difficulties in organizing essays and in composing essays in English. It can be concluded from the results that gender does not cause any difference in strategies used and difficulties encountered.

3.2 The factor regarding students practicing or not practicing English outside the classroom
Both groups reported the first three difficulties as getting started, spending too long time reading and thinking, and getting readers’ attention. This shows that although students practiced English outside the classroom, they still lack confidence to write. However, they reported these difficulties to a lesser degree compared to the group not practicing English outside the classroom. This might reflect that students who are exposed to English found it more manageable to deal with writing tasks. In the same way, students practicing English outside the classroom reported difficulties to a lesser extent in choosing the right words, using passive voice, using verb tenses, using articles and
determiners. It can be seen that they feel more at ease in writing English although Myles (2002) mentions that more contact with the language does not guarantee more acquisition of the second language.

3.3 The factor regarding students practicing writing skills or other skills outside the classroom

In as much as both groups reported the same difficulties in choosing the right words, ordering ideas into sentences and using verb tenses, it can be seen that writing e-mail to friends as a way of practicing writing skills outside the classroom does not help eliminate the difficulties in writing essays. This might be because e-mails among friends are written with an easygoing tone without format and formality. Consequently, difficulties still arise when they need to write an essay.

Implications and Recommendations

Although this study was carried out with Humanities English major students at University of the Thai Chamber of Commerce, there may be some similarities to situations and contexts in other universities. Recommendations presented here are hopefully useful, to some extent, to all teachers teaching writing.

Since writing is learnt through practice, the role of the teacher should be to provide positive and cooperative learning opportunities in which students feel comfortable to express themselves without being afraid of the teachers’ “red ink”.

Teachers could stimulate students’ thinking through various prewriting strategies. Since students used the Internet as a major source of information, they should be urged to verify all information because both reliable and unreliable information can be so easily accessed. Moreover, the risk of copying information without citing the source and the consequences of plagiarism should be emphasized.

Apart from gathering information from the Internet, students can be trained using free writing. Five to ten minutes of free writing can be used as a warm-up activity at the beginning of a period. This practice can make students feel at ease expressing their ideas without focusing on correct grammar. This will make them concentrate first on content
and then later on correct form. For unskilled writers, giving attention to both content and form at the same time can block the flow of ideas. The free writing technique not only helps generate ideas but also builds confidence in writing. From this practice, students could be trained to be aware that the goal of writing is to communicate a message. The communicative aspect of writing should be their first priority. If low proficiency students find this technique too difficult by claiming that they do not have any idea what to write about, teachers can begin with oral dictation to make them get used to fast writing.

Encouraging students to consider readers’ knowledge during planning should be stressed. It would be an advantage if teachers design activities that create specific readers other than the teachers themselves so that students have a clear context for writing. It might be fruitful if they can select appropriate content and approach for each writing task to meet the reader’s expectation.

The results show that students planned their essays in Thai language and then translated into English by using Thai-English dictionaries. Therefore, teachers should emphasize the different language systems of which students should be aware when they translate from Thai to English. Moreover, students should be encouraged to use English-English dictionaries more since they can learn structures and the usage of words from explanations and examples.

Regarding feedback, teachers could give feedback on content and form separately. It might be a loaded job for students to both rearrange ideas and concentrate on form at the same time. This might be the reason why students revised only on the surface level like checking spelling, punctuation and capitalization. Oral conference between the teacher and student is recommended for revising the content. However, teachers should be well aware that their role is to guide students through the process, not to hint at or impose their own ideas on students.

Therefore, teachers’ comments should deal more with organization and facilitate students’ logic and critical thinking in a more concrete way by using specific questions to elicit clarification of the issue.
It is shown from the data that students had no problem accepting comments from peers. Teachers should encourage peer conferencing among students to train them to read critically, learn to share ideas and accept other people’s opinion.

Concerning difficulties in writing essays in English, students had problems in using verb tenses and choosing the right word for the context. Instead of teaching and drilling grammar points in class, which is outside the scope of teaching writing, teachers could suggest web sites about grammar revisions, vocabulary practice and even writing tips that offer numerous explanations and exercises for students to practice. Students can learn to acquire knowledge by themselves.

All in all, teachers could try to create a positive atmosphere for students to practice such as organizing activities to facilitate writing tasks. It is important to make students realize that teachers are concerned more about their acquisition of the writing process than about grading them. Following this suggestion, teachers’ roles should be facilitators and guides in order to assist students in getting through the writing process successfully instead of performing the single role of evaluators checking accuracy and correctness of the language and grading the paper. It is really a discouragement for students to see only red ink when they get their work back.

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